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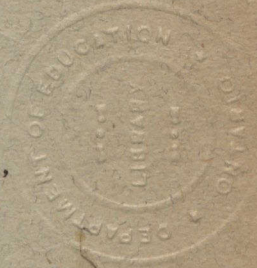
*The Bulletin of the Department of Education for Manitoba*  
*The Bulletin of the Manitoba Trustees' Association*

MY LOST YOUTH

Often I think of the beautiful town  
That is seated by the sea;  
Often in thought go up and down  
The pleasant streets of that dear old town,  
And my youth comes back to me,  
And a verse of a Lapland song  
Is haunting my memory still:  
A boy's will is the wind's will,  
And the thoughts of youth are long, long thoughts."

I remember the sea-fight far away—  
How it thundered o'er the tide!—  
And the dead captains, as they lay  
In their graves o'erlooking the tranquil bay,  
Where they in battle died.  
And the sound of that mournful song  
Goes through me with a thrill:  
"A boy's will is the wind's will,  
And the thoughts of youth are long, long thoughts."

I remember the gleams and the glooms that dart  
Across the school-boy's brain;  
The song and the silence in the heart,  
That in part are prophecies, and in part  
Are longings wild and vain.  
And the voice of that fitful song  
Sings on and is never still:  
"A boy's will is the wind's will,  
And the thoughts of youth are long, long thoughts."



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# *A Reminder*

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There is no one time of year better than another for arranging Life Insurance—but the New Year means new resolutions—a “NEW START”—and when could the question of Life Insurance be more appropriately considered than at the NEW YEAR? No man can count his affairs in order until he has assured, as far as human foresight can assure, the continued welfare of those dependent on him.

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**ASK FOR A 1918 DESK CALENDAR**

# The Western School Journal

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

VOL. XIII

WINNIPEG, JANUARY, 1918

No. 1

## Editorial

### Salaries

Again it is necessary to point out that our high grade teachers are leaving the province in scores to fill positions in the Western provinces. It is not because they are dissatisfied with this province, but they are dissatisfied with the salaries offered. And it is no credit to this province that the people of Alberta and Saskatchewan think more of their children than we think of ours. Fifteen dollars a quarter section! Seven bushels of wheat for the education of from one to five children! Isn't it a tremendous tax. Fifteen dollars or the price of two boxes of cigars! It is a fabulous amount to pay for the education of a family of children! Let us quit this nonsense. We may sometimes have poor teachers, but they are worth on the whole vastly more than the pay they receive. Why! A good hired man gets four dollars a day and board. The teacher may get three dollars a day and board himself. Isn't this encouragement to men to go into the profession? Or to put it in another way. The leaders in education who have been at the work all their lives are getting not half as much as men in other departments who are mere novices. Why should a man who keeps a land titles office be considered of more value to the province than a school inspector? Why should a commercial traveller get more than a teacher? Education is treated as a joke. We don't deserve good men, and practically no men are offering themselves for the work. Is it any wonder? If Manitoba is wise she will spend not a little more, but vastly

more in education, and if she is supremely wise she will devote nearly all of the increase to the preparation of teachers for their work and to additional remuneration for services performed. Our people may take it as a fair warning that unless there is an opening of the purse strings our schools are going to grow from worse to worse. It is absolutely necessary that the best teachers be retained here, and that more men come into the profession. It is poor patriotism to be economical in a matter of this kind.

It is quite true that many teachers are not worth as much as they are receiving; just as it is true that many are worth infinitely more than any school board can pay. We are not now talking of individual cases. Three general problems are awaiting solution. 1. Many of our high grade teachers are leaving the province, because they receive better salaries elsewhere. 2. We have practically no men willing to assume the duties of the teacher's calling. 3. The teaching profession must always be regarded as unworthy so long as men of mediocre ability in other lines of service receive greater remuneration than directors of education. Pious platitudes have had their day. The times demand serious action.

### Notes

"If it costs \$20 per pupil per year to educate a pupil in the elementary school, it might reasonably cost \$40 in the secondary school and \$80 in the university." Is this so? How about

comparative cost in Manitoba? How about comparative cost in special schools such as Medical School, Agricultural College?

The heart of the school is the teacher. It is wise to spend money in preparing teachers for their work. The preparation cannot be too complete.

The surest way to make a teacher useless in any community is to call her "community leader." If she is a leader she had better not proclaim it.

There are two classes of teachers—those who think in terms of the subject, and those who think in terms of the pupil.

The most important work in education is that in the ordinary public schools.

A normal English-speaking child deserves as much consideration as a deaf mute, and quite as much attention as a child of non-English parents.

Teaching school gardening and organizing boys' and girls' clubs are not the big things in education. They are the most spectacular things—that is all. And they have great value.

A city boy has as much right to education as a country boy. Often he has not as good an opportunity, since environment is against him.

The sympathies of the Western School Journal are with Supt. and Mrs.

McIntyre during these trying times. Their son Stewart is reported as missing. The hope of all their friends is that he may yet return safe.

Will the teacher from the Laurier district who sent the Journal a postal note for 90 cents with stamps attached kindly send in the full name and address as this has been mislaid.

---

### A Brown Mouse

On another page is an account of a school out in Saskatchewan. The account is written by a clergyman, who confesses that he thought schools of today are about the same as schools of forty years ago. It is a pity that some others would not visit schools in the same spirit and have their eyes opened. There are in operation in the Western provinces schools that discount in every way that described by Herbert Quick, and yet nothing has been said about them. Just read the plain little account sent in from Wynyard. Then take a piece of paper and describe your own school or the one next door. A book by Angelo Patri—"A Schoolmaster of the Great City"—has received a large sale, and quite properly so. Yet there are schools in city communities here, in which the same spirit breathes. Is yours one of the number?

---

### The Broader Light

We stand on the brink of the river of  
Time,

Where the current is swift and  
strong;

While down from the Past—that strange  
old clime,

The thoughts of the ages are drifting  
along.

We peer thro' the mists of the centuries  
old,

As we stand on the shores of To-day,

And rejoice as we watch new blossoms  
unfold,

And the gray night-shadows flee  
swiftly away.

The hidden mysteries of science and art  
Are slowly revealed to our wonder-  
ing gaze,

And nearer we're coming to Nature's  
heart

In the broader light of these later  
days.



THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

# Departmental Bulletin

## NOTICE TO TEACHERS

Every teacher is requested to ascertain as soon as school re-opens, whether the district in which she is now teaching has sent in the 1917 library requisition. If this has not been done, the teacher should notify the Department,

and a second set of forms will be supplied to the secretary. These must be filled out and returned to the Department of Education without fail, not later than January 31st, 1918.

## THE NEW AMERICAN SCHOOL (North Dakota Bulletin)

Consider for instance in our own state the case of the country boy. He is the state's greatest single asset, because he represents in numbers the largest of any one of the four groups of school children; for there are more country boys than there are country girls, and there are more country boys than there are city girls and city boys combined, and yet he represents the smallest number and lowest per cent. completing the eighth grade and enrolling in and completing the high school. On the percentage basis, there are four times as many city girls completing the eighth grade as farm boys, there are six times as many doing high school work as there are farm boys, and there are thirteen times as many of these girls completing the twelfth grade as there are of these boys. For instance, the per cent. of farm boys completing the twelfth grade is just 3, for the farm girls it is 6, while that of the city boys is 25 and that of the city girls is 39. What a waste there is here and what a tragedy there is behind it all. For the eighth grade it is 24 per cent. for the farm boy, 35 per cent. for the farm girl, 67 per cent. for the city boy and 94 per cent. for the city girl. What a woeful waste and a sordid tragedy behind it all. This boy shall within the short space of two decades take over the industrial and civic affairs of this

commonwealth. He will be then, as he is now, in the majority. He will need more of school training than did his father. This is a deplorable state of affairs, but it is from four to six times better than it was six years ago.

In sacred writ there is a story of a good shepherd who found that one of his flock was missing at the close of his day's toil. This shepherd had the high actual per cent. of 99 of his flock safe and secure, but for the sake of one lone sheep that at best would be robbed of its clothing and finally find its way to the butcher's mart, he searched diligently to make his per cent. of attendance an even hundred. For this he has been eulogized in song and story for nearly two thousand years. This shepherd braved the terrors of the night on that desert mountain wilds to find the lost sheep. But there are school teachers and school administrators who remain silent, safe and secure in the enjoyment of money wrung from country boys, who are kept out of school to help pay the taxes to help pay their salaries. They remain silent and inactive when the actual per cent. of attendance on a nine-month basis for country boys is less than 50, when the per cent. completing the eighth grade is only 24, and the per cent. finishing the twelfth grade is only 3. The moral of this comparison is not to be a sheep

and be worth saving, rather than to be a country boy to be ignored and forgotten; but it is rather to be a good teacher to save country boys for lives of honor and greater usefulness. This is the country boy of whom when man grown up we shall expect so much. He shall live forever, his mind and spirit shall go down the ages whole and beautiful, or deformed and ugly, according as he was dealt with here in our schools. His rights and opportunities are sacred in the eyes of his Creator. This new American School so rapidly developing will yet place the attendance record of country boys on the high plane attained by that of the far-famed shepherd of so long ago.

This new American school is coming into existence in town and country, village and city. It is seen largely and in its more important form in the movement everywhere for better rural schools, which means better trained teachers, better attendance including longer terms, and larger enrollments, larger numbers completing the eighth grade, larger numbers doing high school work, larger numbers completing the high school, the extension of civic-social opportunities, the extension of public school health facilities, the standardization and consolidation of

rural schools everywhere. This new American school is seen in the country and town in the organization of evening public schools, the establishment of civil-social centres, the elimination of worn-out courses, the addition of many new courses, and the employment of school nurses. It is seen in the adjustment of the school calendar to meet the needs of the chief industry of the community. In North Dakota this calls for the opening of schools not earlier than October 1st and closing in the latter part of June. It is seen in the emphasis that is being placed on vocational training and vocational guidance in which the cities take the lead, but which the country needs as much, if not more. It is seen also in the limited portions of the Republic in the all-year school for everybody. The new American school, to serve well the educational, industrial, and civic-social needs of farm communities, will be the consolidated school located in the open country or in the towns and villages. In other words and briefly the new American school is to be a community school. A school where everybody and anybody shall have the opportunity to learn anything and everything worth while at any time in their lives, whether it be at six, sixteen, forty-six, or sixty-six years of age.

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#### ST. CLEMENTS

On Thursday, December 20th, the Trustees of the Municipality of St. Clements met in the new schoolhouse at East Selkirk, and after an address by Mr. W. H. Bewell and Inspector Willocks, the St. Clements Trustees' Association was organized, the following officers being elected:

President—Mr. A. B. Rowley, Selkirk, Man.

Vice-President—Mr. H. Flett, Walkleyburg, Man.

Secretary-Treasurer — Mr. G. G. Gunn, Lockport, Man.

The meeting was fairly well attended and the organization promises to be the medium through which to awaken a new and keener interest in education in this part of the province.

---

Then pealed the bells more loud and deep  
 "God is not dead nor doth He sleep!  
 The wrong shall fail,  
 The right prevail,  
 With peace on earth, good will to men."  
 —Longfellow.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

## Trustees' Bulletin

### TRUSTEES' ANNUAL CONVENTION

The Annual Convention of the Manitoba School Trustees' Association will be held in Winnipeg on February 26, 27, 28, 1918. The programme will be sent out as soon as possible to all the school districts. Delegates' credential forms will also be sent out with the programmes and it will be necessary for these forms to be properly filled out and forwarded to the secretary, H. W. Cox-Smith, High Bluff, before the date of the convention.

We would also remind the school districts that while the constitution of the Association allows two delegates to be sent to the annual convention, the Public Schools Act only allows the school district to pay the expenses of one delegate.

All local associations should now be

making active preparation for their annual meetings, and send in the report of those meetings with resolutions that have been passed, to the secretary of the provincial association as soon as possible.

Be sure and have the local spelling contests in good time to decide who will be the successful contestant to compete in the final contest in Winnipeg on February 28th. The actual travelling expenses in travelling to and from Winnipeg of those competing in the final contest will be paid by the Manitoba School Trustees' Association, and no other expenses will be paid by them, and while in Winnipeg at that time they will be the guests of the Free Press Company.

### LOCAL ASSOCIATIONS

The following dates of local association meetings have been arranged:

Rhineland Association at Winkler, February 12th, 1918.

Stanley Association at Morden, February, 13th, 1918.

Pembina Association at Darlingford, February 14th, 1918.

Louise Association at Pilot Mound, February 15th, 1918.

Whitewater-Riverside Association at Minto, February 12th, 1918.

Morton Association at Boissevain, February 13th, 1918.

Turtle Mountain Association at Killarney, February 14th, 1918.

Roblin Association at Cartwright, February 15th, 1918.

Birtle-Ellice Association at Birtle, February 12th, 1918.

Shoal Lake Association at Shoal Lake, February 13th, 1918.

Strathelair Association at Strathelair, February 14th, 1918.

Saskatchewan-Harrison Association at Basswood, February 15th, 1918.

Thompson Association at Miami, February 19th, 1918.

Lorne Association at Somerset, February 20th, 1918.

Argyle Association at Baldur, February 21st, 1918.

Stratheona Association at Belmont, date not yet arranged.

Grey Association at Elm Creek, January 22nd, 1918.

South Norfolk Association at Treherne, January 23rd, 1918.

Victoria-South Cypress Association at Holland, January 24th, 1918.

Oakland Association at Nesbitt, January 25th, 1918.

Westbourne Association at Gladstone, February 12th, 1918.

Lansdowne Association at Arden, February 13th, 1918.

Langford-Rosedale Association at Neepawa, February 14th, 1918.

Odanah-Minto Association at Minnedosa, February 15th, 1918.

We trust that all the members of the local trustees' associations will co-operate heartily with the Inspectors in arranging for the local spelling contests.

### BROKENHEAD ASSOCIATION

On Wednesday, December 19th, at a meeting held in the Municipal Hall, Beausejour, the Trustees of the Municipality of Brokenhead were organized into an association to be known as the Brokenhead Trustees' Association. After an address by Inspector A. Willows, pointing out the advantages of such an organization and the benefits

to be derived therefrom, the following officers were elected:

President—Mr. J. Hough, Beausejour, Man.

Vice-President—Mr. J. Bush, St. Ouens, Man.

Secretary-Treasurer—A. Willows, 29 Lenore St., Winnipeg, Man.

### HOLLAND SCHOOL FAIR

The annual school fair of the Holland Boys' and Girls' Club was held on Friday, November 9th, in the audi-

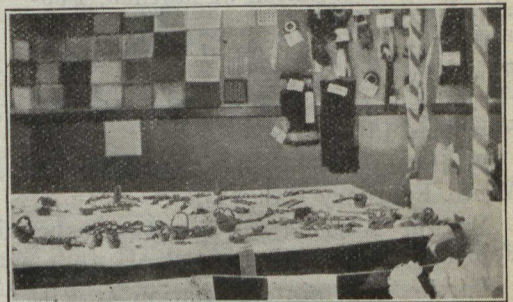


torium of the Holland school building. An exceptionally fine day and the live interest of the people throughout the community resulted in the assembling of a very large crowd of interested visitors.

Exhibits were displayed in many contests, such as vegetables, grain-growing, poultry raising, colt raising, iron, and wood-work, sewing, baking, crocheting, knitting, raffia, paper-cutting, plasticene and others. The entries in these were numerous and of exceedingly fine quality; too much credit can scarcely be given both to those in charge and to the children who did the work.

Particular attention should be called to the iron-work and carpentering. Here some really remarkable forging was done in the making of pokers, chisels, unches and chains, the judge remarking that the prize punch was the best he had ever seen. The carpentering, too, was much admired.

Great praise was also accorded to the splendid exhibit of sewing and crocheting. Certainly many little fingers had worked diligently in the putting in of the tiny stitches. The plasticene and paper-folding corner drew and held a very interested crowd. Here the moulded lillies and roses showed among tiny soldiers with cocked guns, minia-



ture motor cars, chairs and baskets, while beside these stood whole suites

of paper furniture, tables, chairs and couches.

Then, too, the patriotic spirit which has kept busy mothers still busier with the knitting needles at home has spread among the children, and the numerous scarves and well knitted socks showed that what was becoming a lost art has become again a thing of interest; in fact some of the prize socks were such that our grandmothers might have been proud to have claimed them. Even the tiny tots have imbibed the same spirit and many of the doll babies of Holland will be warm and cosy this winter in knitted scarf, cap and muff.

Those in charge were well pleased with the enthusiasm evidenced by the children in the cooking contest. Here it was found necessary to make three divisions, primary, intermediate and

senior, and there were numerous entries in each, not only in cake and candy, but bread, buns, biscuits and pies as well.

In connection with the fair, an exhibit of school work, writing, painting, etc., was held, and the ready response from surrounding schools both in the fair and exhibit was gratifying indeed.

From the tea and sale of candy a sum of about forty dollars was realized, which is being devoted to the piano fund.

Much credit is due to those who so generously gave of their time to forward the work of the children, and the thanks of the club is extended to these and the contributors of prize money.

The club will be reorganized immediately and the same sympathetic interest and co-operation is solicited.

## Special Articles

### MENTAL ARITHMETIC

By the Editor

There is a fable of the fox and the cat. The two were talking about their common enemy, the dog. The cat said, "I have a trick to get away from him." Said the fox, "I have a hundred tricks." And forthwith he began to name them all. The cat was dumb with wonder and admiration, and said, "Why, how stupid I am compared with you!" Just then the dog came in sight. At once the cat climbed a tree, but the fox ran for his life. He ran this way and that, doubled and redoubled, crossed a stream, and crossed back again, and did a hundred other things to elude his pursuer. But the dog overtook him again just at the foot of the tree the cat had climbed. "Well, well," said the cat, "it is better to have one good trick than a hundred clever ones. I am glad to be nothing but a stupid cat."

Now in Arithmetic the one good trick consists in ability to perform the simple rules quickly and accurately. When it comes to what is known as Mental Arithmetic there are, however, a hun-

dred little fox tricks that are of value, and these should be known, since they are so easily mastered. A few of the very simplest of the devices for saving time and labor of calculation are given here.

1. The pupils should learn and know without thought (a) the addition and subtraction endings; (b) the multiplication table to 20 times 20, or at least the table to 12 times 12 and the squares up to 25 times 25; (c) the fractional parts of a dollar, namely, the equivalents of one-half, one-fourth, one-eighth, three-eighths, five-eighths, etc., one-third, two-thirds, one-sixth, five-sixths, one-fifth, two-fifths, etc.

2. Pupils should be alert and open-eyed to note numbers and see if any short method might be used to avoid calculation and labor. Here are some illustrations:

(a)  $14+16+18=3$  times 16, because the end numbers are equally distant from the centre number. Similarly  $14+15+16=3$  times 15.

(b)  $48 \times 5 = 480 \div 2$ . In other words, instead of multiplying by 5 one may add zero and divide by 2.

(c) To multiply  $84 \times 25$ . Add two zeros and divide by 4, since  $25 = 100 \div 4$ .

(d)  $844 \times 125 = 844000 \div 8 = 105500$ , since 125 is one-eighth of 1000.

(e)  $96 \times 12\frac{1}{2} = \frac{1}{8}$  of  $9600 = 1200$ .

(f)  $84 \times 37\frac{1}{2} = 8400 \times \frac{3}{8} = 31500$ .

(g)  $84 \times 66\frac{2}{3} = 8400 \times \frac{2}{3} = 5600$ .

(h)  $75 \times 75 = 5625$ . Whenever units figures add to 10 and the tens figures are the same, the product is obtained by multiplying the tens figure by itself +1, and by multiplying the units figures as they are. Similarly  $72 \times 78 = 5616$  and  $37 \times 33 = 1221$ .

(i)  $78 \times 82 = (80-2)(80+2) = 80$  squared - 2 squared =  $6400 - 4 = 6396$ . Similarly  $91 \times 89 = 90 \times 90 - 1$ , and  $88 \times 92 = 90 \times 90 - 4$ .

(j)  $35 \times 62 = 70 \times 31 = 2170$ . This is a very useful device, because of wide application. The pupil should look for an equivalent combination that can be found more readily than the combination given in the question. Consider for example  $36 \times 35 = 18 \times 70$  or  $95 \times 18 = 190 \times 9$ .

(k)  $37\frac{1}{2} \times 37\frac{1}{2} = 7\frac{5}{2} \times 7\frac{5}{2} = 56\frac{25}{4}$ .

(See (h).)

(l)  $7\frac{1}{2} \times 7\frac{1}{2} = 56\frac{1}{4}$ . This is the same in principle as rule (h).

(m)  $24 \times 11 = 264$  This middle num-

ber is the sum of the outside digits. Similarly  $23 \times 11 = 253$  and 97 by 11 = 1067.

(n)  $8463 \times 9$  is often obtained by subtracting each digit from the digit to its right, the first digit 3 being subtracted from 10. The reason for this is that  $9 = 10 - 1$ .

(o)  $8463 \times 99 = 8463 \times 100 - 8463$ . Here the principle is similar. Each digit being subtracted from the digit two places to the right.

(p)  $8475 \times 93$ . Here a pupil usually multiplies by 3 and then by 9. It is easier to multiply by 3 and then this product by 3. This is a very useful principle in all multiplication.

I find that the space for this article is limited, and so nothing more will be given now. Short cuts in division, in fraction, in percentage may be given later. Suggestions from teachers will be welcomed. As a test try the following with pupils. Two minutes is a reasonable time for solution of the exercise:

$18 \times 16\frac{2}{3}$	$64 \times 37\frac{1}{2}$
$75 \times 75$	$88 \times 87\frac{1}{2}$
$82 \times 88$	$93 \times 97$
$72 \times 75$	$6\frac{1}{2} \times 6\frac{1}{2}$
$18 \times 95$	$88 \times 92$
$73 \times 77$	$88 \times 125$
$71 \times 69$	$55 \times 88$
$71 \times 73$	$92 \times 11$
$12\frac{1}{2} \times 64$	$842 \times 9$

## HOT LUNCHES

By Miss Winnifred Collis, Holmfield

Adequate nutrition is necessary for healthy growth, and that the lack of it is the most productive cause of low vitality, which favors tuberculosis and certain other diseases such as anaemia. Dr. Atwood, of Columbia University, states that twenty-five per cent. of school children who are physically deficient are made so by malnutrition. So many deaths at early ages can be traced back to the lack of proper nourishment and healthful habits in the early years of life. Because nutrition is of primary importance in all lines of child development, the school must consider it seriously, and the problem

of the school luncheon becomes essentially a problem of education.

Mothers are interesting themselves in this work, not only because of its effect upon the health of their children, but also because of its relation to education for home-making. In their own homes they try to serve wholesome food and also to train their children to good habits in eating. They realize, however, that the meal at school is in some ways a better opportunity for training than those served at home. Unlike the other meals of the child's day, it is eaten during the hours which are set apart for education. The child's mind

is then in a receptive condition and every precaution which is taken to adapt the lunch to his physical and mental needs is likely to teach a lesson in food and nutrition, silently but effectively.

It is in the small rural school with only one teacher that the school luncheon presents the difficult problems. It is here that it will require a teacher of ingenuity and enthusiasm for her work. The agencies concerned with this problem are the school board, the teacher, and the parents of the children, and there must be the closest co-operation among these agencies in order that the luncheon may be a success.

When introducing the hot lunch in the rural school, it is a wise plan to make a modest beginning, until the interest of the parents on the one hand and the ability of the teacher to organize the work well, assure the success of its development on a larger plane.

My experience last year, in the early part of the winter, with the hot lunch, was but a beginning of what I had planned to carry out had I remained the whole of the winter at the school. It was merely an experiment after a little planning on my part. I laid the plans before the children. To have a hot lunch at school was indeed a novelty to them. They were all quite willing to co-operate with me. My plans were to serve one hot dish every day, the remainder of the lunch to be brought from home. We had no coal-oil stove so we decided to use the heater for the cooking of the lunch. Like the majority of the rural schools, we had nothing that we could use for a kitchen. We decided to utilize one corner of the schoolroom for this purpose. In this corner we placed a large desk which was not in use, this took the place of a table. A few shelves were put up by the boys for the purpose of holding the necessary utensils. The next questions that confronted us were "How shall we meet the necessary expenses connected with the lunch" and "What shall our lunch consist of?" I decided that milk soups of different kinds would be

the simplest and most nutritious dish to prepare.

Each child donated five cents a week for the buying of the supplies. Frequently a little money was donated by those interested in the "Hot Lunch" in the district. The first week we collected one dollar. This was spent in purchasing a large saucepan for the cooking of soups. We decided that it would be necessary to appoint a secretary-treasurer to keep account of the income and expenditure. A Grade VIII pupil was chosen for this office, this was a little practical bookkeeping for her. The second week we commenced our lunch. A girl was chosen each week to act as cook. By following the recipe she would prepare the soup. Each child took their turn in bringing milk, butter and cream from home. I think this is a god plan as it creates a friendly co-operation between the school and the home.

Every Friday before four o'clock we would draw up a plan of the luncheon for the following week in order that we might be able to purchase the necessary supplies from the town on Saturday, and in order that the child might arrange to bring that which was needed from the home.

I found that the favorite soups were Tomato, Corn, and Potato. We purchased canned corn and tomatoes for the soup. The potatoes and onions for the potato soup were brought peeled from the home. At twelve o'clock the pupils were dismissed. Fifteen minutes were devoted to games, during that period the luncheon was being prepared. The children are called in. Each takes his lunch pail, cup and spoon and sits in his desk. Paper table napkins are distributed, each placing one on his desk. The children stand and after grace is sung each takes their turn in coming to the table for the soup. No one is allowed to leave the desk until the lunch is over. It is during this period that we may inculcate habits of cleanliness. After the lunch each child leaves his desk in good order, puts away his cup and spoon in the dinner pail to be taken home to be washed.

This was necessary, there being no water on the school ground. The water used was carried from a neighbor's a quarter of a mile away. The cook then washes the saucepan and leaves the table in good order. Utensils, such as knife, fork, spoon, salt and pepper shakers can be supplied by the homes.

This was only a very modest beginning in the Hot Lunch, but I believe it was the wisest plan than to put the district to a big expense. First establish the Hot Lunch and when the parents and trustees see the results they will be willing to go to the expense of equipping the school with the various utensils necessary to carry on the Hot Lunch on a larger scale. That is where perhaps two dishes can be served at lunch.

"What are the results of the Hot Lunch?" The child receives nourishment at a time when he needs it most—that is in the middle of the day's work. The hot lunch assists greatly in accomplishing a more rapid and thorough digestion of the cold food. The greatest gain is that the child forms proper habits of eating, and develops a healthy appetite for wholesome food. It lays a foundation of a better vitality, which manifests itself in an increased mental alertness. The teacher can scarcely realize the good she is accomplishing, but years will show the results of her labor in the strong physique of some man or woman.

### Hot Lunches

By Kathleen Allen.

Being called upon to discuss the Hot Noon Lunch, I will try to relate my experiences along that line.

We began our hot lunches about the first of February last year. For some time it has been highly advocated as a positive benefit for the children, so we discussed it in school and all were very enthusiastic. The trustees were also very much in favor and they borrowed an ordinary cook stove for us with an oven and a reservoir. The latter we found very convenient for melting snow and we always had plenty of warm

water on hand. They also got us a tea kettle, tea pot, potato pot, frying pan and dish pan, costing about \$6.00 in all. Each child furnished himself with a plate, cup, saucer, knife, fork and spoon. Some brought granite dishes, and we found those most satisfactory, as they are bound to get some hard knocks and some of the others were broken. There was a small cupboard in the school for the pupils' lunch pails, and we used a couple of shelves in this for our dishes.

We took up a collection, each child gave ten cents, and we bought butter, sugar and tea. Then at the beginning of the week we picked out the different cooks for each day, having two new ones each day and arranging it so that one child's turn would only come about once in two weeks. Then the two cooks arranged between themselves what each should bring. I usually tried to have a boy and a girl cook together, for boys between the ages of ten and fifteen think anything along domestic lines beneath them, but I soon found out that the boys were as eager to do their "bit" as the girls, and that they did it just as well and needed no more supervising than the girls.

We started the fire at recess, peeled the potatoes and put them on to cook. The cooks were entirely responsible for this, and if they could enlist the help of some of the other pupils they were welcome to do so.

All winter long we had been handicapped for drinking water as it had to be carried from some of the neighbors, and by the time it got to the school we only had half a pail left, so I got them to pump a pail full the night before and let it freeze over, and we found it could be carried quite conveniently that way and we had enough for our tea as well as for drinking through the day.

As soon as the dinner was put on to cook, the cooks took their seats and continued their lessons, going out occasionally to see that everything was progressing favorably. I usually had it planned to have a spelling or reading lesson or some lesson that would be



easy for them to pick up, if they did happen to miss it.

When dinner was cooked two pupils passed the dishes while the others remained in their seats, then the cooks passed the victuals. Each child brought his own bread and dessert. We often had meat pies made at home and warmed in our oven. We sometimes had fish and on one occasion we had a lovely pot of tomato soup. At Easter we had a great feast of eggs. From our collection we bought several dozen eggs and cooked them at school. All the pupils enjoyed something novel like this.

When dinner was over each one cleared off his own desk, took out his dishes and piled them in the dish pan ready for washing and went to play. I had one great difficulty that I never could solve, and that was "how to make the boys like washing dishes." Cooking

was a novelty, but dish washing was a burden.

The hot lunch has many advantages. Although often one does not feel like eating when noon hour comes, the odor of frying meat and the welcome song of the tea kettle stimulates one and all do justice to the hot dinner.

The children have their dinner all at once when hot lunch is served. When they have a cold lunch they snatch a sandwich and run out, to come back later for another and eat it while they run and scramble after the football or discuss the facts of some other games. This might seriously affect their digestion. When they have had their hot lunch they are ready to go out to play, seemingly not so much afraid of the cold. They enter into a heartier game, and when school is called again they come in rosy-cheeked, refreshed and happy.

## HISTORY IN GRADES V. AND VI.

By Alfred White

We never question the fitness of History as a subject for study in the elementary school. I venture to say, however, that not one in twenty-five has seriously considered why it is on the programme, or even given much thought as to the purpose one should have in teaching it to pupils in the elementary school.

We teach it because it is on the programme. In method we teach it very much as we were taught in the High School or Collegiate. We assume that the text-book provides the best material and we follow it religiously. We do not even consider very seriously the relative educational value of different sections of our history text. The book is there, the pages are assigned and we go ahead and do it. If the pupils don't like history we blame their dullness of comprehension. We may even accept the dogma that history must necessarily be dry; but like some medicine, the more unpleasant it is the better for them.

Successful teaching of any subject

depends upon a clear comprehension of the purpose for which it is taught. This is only one factor, it is true, but it is a vitally important one. It is not enough that the educationists, who prepared the programme of studies, decided that it should be taught and had the very best of reasons for including it amongst the subjects chosen. The teacher herself needs to get something of their point of view too, so that the purpose for which it is included may be in some measure achieved.

Let us consider then, why history is included in the Programme of Studies:

1. It broadens the knowledge and social sympathy of children by arousing interest in the peoples of other times, in their struggles and joys.
2. It provides a background for the intelligent understanding of present day problems, social and political.
3. It develops the judgment, moral and intellectual, by requiring consideration of certain actions, whether they are right or wrong, wise or foolish; also

by seeing in concrete cases the working out of cause and effect.

4. It broadens the conception of true citizenship by showing the intimate relation of the past to the present.

Such aims formally stated may seem elaborate and advanced for elementary school children. The true teacher, however, does not obtrude her aims, but these or similar purposes should unconsciously possess every teacher to such an extent that she is instinctively influenced by them in her teaching.

Let us now consider what material is available, to meet the needs of elementary school children with these purposes in view.

The range of historical material is unlimited, varying from the simple isolated story of men or events to an elaborate consideration of constitutional questions, involving volumes of reading and years of study. Out of this vast mass of available material, our text books are prepared. The question that at once arises is whether the writers have selected the best material for the purpose in hand. I fear we must come to the conclusion that the present authorized texts in history for our elementary schools are very far from meeting the real needs of children of this age. The educational needs of elementary pupils has not been seriously considered in their preparation. They substantially follow traditional lines with however, some improvement in methods of treatment. Too much of the material in them is, in my opinion, quite unsuited to children of elementary school age. They deal in such a large degree with political history, with its record of intrigue, wars, treaties and constitutional changes, and very much of this political history is beyond the understanding of the vast majority of elementary school children. The methods of government among primitive peoples they can understand, but the more complex changes of later times is beyond them.

What then is the material that does meet the real needs of children of this age. It is a well known fact, capable of demonstration at any time, that chil-

dren are deeply interested in people who do things, and history is full of the records of men and women of action. Also the study of the people of any period at their work appeals. It is concrete, it is intensely interesting, it is real history. In studying the leaders of any period there is necessarily involved the study of the life of the people of their day, their social, intellectual and religious interests. In practice it works out then that a study of a great leader forms a centre round which to group the most valuable study of the people of that period. The essential quality of this study is that it is concrete, hence it must be in considerable detail. To illustrate:

A study of Richard I. would necessarily involve a study of the Crusades and also the conditions affecting life in England. A study of Caxton would involve a study of the introduction of printing into England and something of what it meant to the progress of the people. A study of Champlain involves most interesting stories of discoveries and colonization in Canada. So it is with great leaders at all times and in all departments of life.

To meet the real needs of the pupils of grades V. and VI. of the elementary school we need, then, abundance of good historical material that makes vivid the real life of the people, which almost necessarily involves material regarding the lives of the great leaders. We would naturally expect the emphasis to be put on those leaders who were involved either consciously or unconsciously in great movements, leading to the betterment of conditions of life within the nation.

To make this clear and to better assist teachers in choosing, we probably would get better results if a list of suitable topics were made out for these grades. These topics would of course involve biographical study, e.g., "William I. and the life of the people under the Feudal System;" "Breboeuf and Le Caron and the Jesuit Missions in Canada." If this were done, material from any text-book or history reader would be available. There is, however, some-

thing to be said in favor of specific text books as a basis for study in these grades if good ones are available, as this makes sure that a certain amount of material is definitely available, and makes more specific the requirement for the grade. In rural schools, with relatively inexperienced teachers, this would be particularly true.

It remains then, to consider what topics might be looked upon as suitable for those grades and also to consider whether there are text books that will meet the needs in supplying the necessary material.

In the event of a specific text book being considered necessary, I am inclined to think that for English History the best ones available for these grades are Piers Plowmans' Junior Histories, Books IV. and V. These are elementary, social histories of England and deal in a most interesting manner with the life of the people from the earliest days up to the present. They provide in truth a simple history of the English people.

For Canadian History, we have no single text book available as yet, so far as I am aware, though there is good material to be found scattered in different books.

If, however, the plan of having topics as a basis of study be adopted, I would like to offer a suggestive list in both English and Canadian History that seem to me would be of a kind to meet the needs of children in these grades:

#### Suggested History Topics for Grades V. and VI.

1. Life in Britain before the Romans came.
2. The coming of the Romans and how it affected life in Britain.
3. How Britain became England.
4. How the English governed themselves 1400 years ago.
5. Augustine and Dunstan and the coming of Christianity into England.
6. Caedmon, the first English poet, and Bede, the first historian.
7. The coming of the Danish Vikings.
8. King Alfred, warrior, statesman and teacher.

9. How England gradually became a feudal country under one king.

10. Canute and the second coming of the Danish Northmen.

11. Harold the Saxon and William the Norman.

12. William's conquest and government of England.

13. How, under three weak kings, the people suffered from the tyranny of the Norman nobles.

14. How Henry II. restored order in England.

15. Richard I., a typical knight, and the Crusades.

16. How the Barons won for the people the "Great Charter of Freedom."

17. How good to the people grew out of the French wars and the Plague.

18. Wycliffe and the Lollards.

19. Joan of Arc, the French heroine.

20. Caxton and the introduction of printing into England.

21. Henry VII. the strong king who preserved peace. Explorations of John and Sebastian Cabot.

#### Suggested Canadian History Topics for Grades V. and VI.

1. Early Discoveries: Lief Ericson, Columbus, the Cabots, Jacques Cartier; Native Indian Tribes and their characteristics.
  2. Early Colonizations and Explorations: Champlain, La Salle.
  3. Breboeuf, Le Caron and the Jesuit Missions.
  4. Struggles between the Colonists and the Indians:
    - (a) Maisson neuve and the founding of Montreal.
    - (b) Dulac des Ormeaux.
    - (c) Madelaine de Vercheres.
  5. Rivalry between the New England Colonists and the French in Canada.
    - (a) Raids by sea.
    - (b) Frontier raids by land.
    - (c) Wolfe and Montcalm and the Siege of Quebec.
  6. The Hudson Bay Co., the North West Co. and fur trade and exploration in the West.
  7. The Selkirk Settlers.
- In conclusion I would like to lay em-

phasis on points that bear on the method of teaching history.

1. Let me emphasize again how fundamental it is to make constant use of maps in the study of history. Despite the importance of this and the frequent reminders, I fear it is too often neglected to the great loss of the pupils.

2. While isolated historical stories are all right for the junior grades, when history is taught in grades V. and VI. there must be chronological sequence to the events studied. The time element in the progress of a pupil is important and outstanding events should be fixed by means of the date. I would like to commend in this connection the construction of time charts. In my judgment they add immensely to the vividness and truth with which the factor of time may be presented.

3. I would also commend the valuable training associated with indepen-

dent search work by individual pupils. Those who have encyclopaedias, or histories or personal sources of information might well be encouraged to use them,

4. I might refer, too, to the value of pictures and objects in making real and concrete stories of bygone days. How a tile or coin from an old Roman villa, or an old Indian arrow head, adds to the vividness and hence interest in the story. Lacking these or supplementary to these, there are magnificent historical pictures such as those being exhibited by the D.O.E.

I am strongly of the opinion that if history were put on a basis something like that which has been outlined above we would add immensely to its value as a subject of study, and children would come to love it and the final result must be better and more intelligent citizens.

### PLASTICENE MODELLING.

By Mrs. J. G. McKenzie

Plasticene modelling in the Primary room is not a subject that can be taught. It can be directed and controlled, but if it is not a development of the child's own powers of observation, it is only a means of getting through time. The observation can be prompted and directed to suitable objects, and ways may be suggested for the correction of faults of construction, or of proportion or expression; and suggestions can be made which may enable the child to better express his idea in better form.

Modelling seems to be a more natural form of expression to most children than drawing. A drawn outline, besides being more difficult for a child to correct, if it is wrong, is unsatisfactory and lifeless in comparison with a model. No picture of a doll, however perfect, is as satisfactory as a real doll.

The greater interest in modelling is perfectly natural and instructive and the child will usually make a much more successful and lifelike model of a given object, than he can make a drawing. Lines which in a drawing

he will represent as straight and stiff he will mould and pat into curves in his plasticene. It appears a hopeless task to him to make his drawing seem natural, but a little bit off, or a little bit on to his plasticene and he can see for himself the improvement.

Drawing from nature is so difficult that it does not satisfy a young child's desire for creation, and drawing from a copy does not interest him. He is not making things for himself, he is imitating.

In modelling, his observation from the very first is being trained, and he does not copy in the strict sense of the word so much as he records his observations of various objects.

At first, it is, of course, necessary to give direction for use and treatment of plasticene, and even to show how very simple objects may be made, and so far the work is imitative.

In starting work with a new class, this is my method of procedure:

Give each child a small amount of plasticene, so that too much is not at-

tempted, and with the children sitting at attention, I make object, talking as I do the work. My first lesson is generally marbles, and if in a few moments each child has made say, six marbles, I then show them two modifications, three marbles we press flat and make into wheels all near the same size, and three we make into the cup part of a pipe. We may try this lesson for two or three days and then I give them something new. Sometimes we bring objects from home, such as toys, egg, apple, beet, small fruits, watering can, wheel-barrow, etc. I use this method in presentin gor guiding the children to Exercises I, II, and III.

Exercise I. Ball. Modifications: marbles, small simple fruits, egg, loaf of bread, roll of butter, watch, pipe, nest, table, anything with a circular measurement can be made as a modification of the ball form.

Exercises II. Roll: Walking stick, snake, clothes peg, rolling pin, snail, chain, outline work of various objects, such as cup, pail, teapot, and letter forms to precede pencil work, also combination of simple roll and ball forms.

Exercises III. Rectangular forms: train, cars, chairs, table, certain toys, carts, etc., and many other objects which will readily suggest themselves to any teacher, and if the teacher does

not think, of some, the children by this time will.

By this time the mere representation of objects should not be quite so satisfying to the child. He should want, or at any rate should be ready to express ideas of his own, and modelling should be taken now in direct connection with some other lesson. I have found it especially helpful in conjunction with oral composition, autunn work and nature study. Using it thus in the "Life Story of Butterfly" and garden vegetables (autumn work) and "The Fox and the Wolf" and "The Hen and Her Child" (composition).

Studies of unfamiliar animals, if accompanied by a good picture or pictures give excellent subjects for modelling. The children are now so familiar with the handling of plasticene, that usually the most they need will be a few words of advice occasionally when they cannot get the effect or expression they need, or it may be necessary to draw attention to errors in proportion. In the preliminary study of the animals the main characteristics are of course observed and if the children are successful in giving these, I consider that in the primary grades the smaller details are not necessary.

The models I have here have all been made by the various section of the primary class.

## A PLEA FOR THE TEACHING OF HISTORY

By Miss M. E. Wood

(Suggested by the question, "What is the use of taking up time in school by teaching History? We can get it if we want it, elsewhere.")

In our schools the practical utility of some of our subjects is so obvious as to be unquestionable; other subjects, though they may not seem to be of any tangible use in the lives of some of our pupils are of great assistance in the development of the mental power; but History is often regarded by both teachers and pupils as a mere frill of no practical value, which can easily be acquired at any time should a person

wish for it. Looked upon as a useless subject it is consequently not popular.

As History is usually learned and sometimes taught in our schools it is really a useless subject. A series of isolated facts and dates about kings and wars and treaties, with little or no attention paid to cause and effect and far-reaching influences can't be of much use to anybody, and the mere historic fact of the many marriages of Henry VIII. is of no more educational value than the story of Bluebeard and not nearly so interesting.

The fundamental aim of education

is not to enable the children, when they come to the earning stage of life, to make more money, not to increase general culture, nor to raise the general standard of efficiency and intelligence, but by doing all these things to train citizens worthy of their great heritage, and fitted to carry on the great national aim which is the trust bequeathed to us and them from past generations and centuries, and in our endeavor to train our boys and girls to noble citizenship we have no subject of greater value than History.

Two speeches which I often hear used by young people run, "I don't have to!" and "What good will it do me?" Good in this case meaning material profit of some kind. This utilitarian point of view is easily acquired anywhere, and especially easy in this land to which so many immigrants come from other nations with no other idea or aim than that of material gain, and with no counteracting influence it is a bad foundation for citizenship. We have several subjects on our programme of studies which are designed to further the material interests of the individual, but the necessary counteracting influence may be largely got from History. It is from history that we draw the numberless proofs that individual profit may be, and often is, injurious to the State. It is from History that we get our highest examples of noble citizenship; such men as Sir Thomas More, and John Hampden, to mention only two names, who both sacrificed individual profit, and one of them high political position and life itself, to the cause of freedom and justice, the cause of noble citizenship.

Every country and every people has consciously or unconsciously its national aim which shows itself in the history of the people, dimly or brightly sometimes almost lost to sight and sometimes clearly seen and closely followed, and the mental attitude of the people towards this National Ideal is expressed and recorded in History.

In this way the question on so many lips today: "What will be the result of the war and this sacrifice of life?" is

answered already. It is answered by our own mental attitude towards the war. If the question in the minds of the people of the British Empire just now is, "What material good will this do me?" the answer will run, "Possibly great material good may come to you individually; you may even grow rich; but just inasmuch as your desire for individual material good is opposed to or does not help forward our national spirit of devotion to the cause of justice and freedom, so surely will shame come upon our nation." It is no use thinking or allowing our pupils to think, that a nation, no matter how great, can automatically keep itself great. It needs the constant watchfulness and devotion of its people, and we have plenty of instances which prove to us that when the individuals of a great nation devote themselves to personal gain and are indifferent to the national honor, that nation immediately goes on the down grade. National honor is a reflection of the code of honor of the individuals of the nation.

We are often told that our British national aim is the acquisition of territory, the spread of power and the extension of the Empire; but fundamentally it is none of these things. These are incidental, but when our pursuit of our National Ideal has brought territory and extension of Empire in its train, as it often has done, we have taken them and along with them the added responsibility.

As I consider the historic record of Great Britain and of the Great Nations and Dominions which form what we call the British Empire, it seems to me to be a record of a growing nation striving above all things for justice and freedom; and justice and freedom are what I understand to be our national ideal.

In the revulsion of feeling against the doctrine of Divine Right in the reign of Charles I. which resulted in the Commonwealth, we trace not merely revolution, regicide, and the rise of a republic, but the earnest striving of a people towards its National Ideal. The Commonwealth, drifting as it did into

a Dictatorship, became as opposed to the spirit of the nation as had been the Divine Right claimed by Charles, and if Cromwell had not died when he did, his rule also would have been terminated by revolt. The tyranny of rulers, even the beneficent tyranny of a Cromwell, and the ignorance of the people, may retard for centuries progress towards the National Ideal, but advance is inevitable so long as the people desire to advance, and it seems the manifestations of progress are extravagant and abnormal in direct ratio to the tyranny and repression that have been inflicted on the people. Throughout our history the struggle is to be seen and felt, first in tradition and legend, then more clearly in the historic record, now strong, now feeble, but ever growing more and more definite in aim and purpose.

We see the earnest endeavor of our people towards freedom and justice helped forward by all kinds of seemingly contradictory forces. The reign of Alfred was one long endeavor to gain and keep freedom for his people, and to implant a love of justice in their hearts.

Feudalism, which caused so great an improvement in the condition of so many of the continental nations of Europe, was in England a retrograde movement as the English people already enjoyed a measure of freedom and self-government unknown at that time to most other nations. The feudal system as the upholder of autocracy was the neemy of freedom and justice. Under feudalism, freedom was a thing unknown, and justice was a boon, and not the inalienable right of every man; therefore feudalism never obtained in England the firmness of hold and influence over the people as it did in some other countries.

The unscrupulous tyranny of John gave rise to one of the most important manifestations of our National Ideal of freedom and justice in the Great Charter. The violation of this Charter by Henry III. gave to the English their first Representative Assembly, the

House of Commons, an immense advance on the road to their goal.

George Washington upheld the American Colonists in their demand for the freedom of the British subject under the provisions first stated by the Magna Charta forced on John and later by the Bill of Rights of William III., Prince of Orange, and it was the obstinately tyrannical attempt of George III. to enforce taxation without representation upon his colonial subjects that led to the separation of the thirteen colonies from the mother country. The fact that the king was advised against this course, and that a large proportion of the English people sympathized with the colonists and blamed the action of the king is proof that while a certain section of the parliament was seeking favor by pandering to the king, there were many people who could see that freedom and justice could not be reserved for individuals, nor even for the mother country, but must be extended to colonies and dependencies.

In India the change for three hundred millions of people from the oppressive tyranny of the native princes to a condition of prosperity and freedom which they had never before enjoyed, has been made by a few thousand British soldiers and civilians whose chief peapon has been justice. In this connection the famous trial of Warren Hastings showed plainly that public opinion was opposed to the unjust and tyrannous methods by which the East India Company extorted immense profits for their individual enrichment and the control of India was removed from the hands of the Company to those of the British government.

Egypt, in a state of bankruptcy and misery, was handed by the Turkish government to England for management. The present prosperity of Egypt has never been equalled, not even in the Biblical time when Egypt was proverbial as a land of plenty. The two great needs of Egypt were justice and water, and England gave her both.

At the close of the Boer war there

was much criticism of the terms of peace which were granted by Great Britain, on the part of other and neutral nations. It was stated that the granting of freedom and such a degree of self-government to a conquered nation was an acknowledgement of weakness; that a people conquered but left uncrushed would take the first opportunity of rising in rebellion; that the conquered territory brought no material profit to the conquerors. The reply given in the Imperial parliament to these and other criticisms was to the effect that Britain had not been waging a war of aggression, and had not fought for territory or profit, but in order that British subjects and the native races in South Africa who had placed themselves under British protection might be secure from unprovoked attack and injustice. The true value of this policy has shown itself during the last three years, when the majority of the Boers, lately our enemies, have under General Smuts, supported the Allied interests.

These are only a few instances taken almost at random, but they serve to show how the idea of freedom and justice has grown from individual to national, from the nation to the Empire, and then still further. To quote from one of the speeches of Mr. Lloyd George, "We are fighting to make it possible for all small and weak nations to live in freedom and security, without fear of injustice or aggression from their more powerful neighbors.

Our idea of justice and freedom is now world-wide.

This is a great record, but even this

is not enough. There have been in travelling so far towards our goal, many mistakes, failures and blunders. Mistakes and failures from lack of understanding, from unsteadiness of purpose, or from lack of vision which we may pity while we regret them; but there have been, too, many blunders, crimes even, against our national ideal; selfish individualism, treachery and betrayal for which we can feel nothing but shame. These also must be faced and our pupils must be taught that as we have gained most of our national advantages we possess from the nobility of purpose and courage of our ancestors, so also we suffer and have to pay for their acts of weakness and their meanness, and that the consequences of our actions will be in turn passed on to posterity.

Again I say, this is a great record, and a great heritage for the children of our Empire, children both by birth and adoption. These latter must be taught that as they share in the freedom and justice won by our forefathers, so also they must share in the responsibility of protecting these rights, and passing them on to the next generations not only unimpaired but extended.

If through our neglect the children of our Empire grow up ignorant of our national records and ideals, careless of our national honor, and indifferent to the responsibility which the National Ideals and Honor entail, then our forefathers strove and wrought in vain and the fathers and brothers of these children are even now giving their lives in vain.

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### AN ORIGINAL PROGRAMME

In the Bulletin issued by the Department of Education teachers are invited to forward copies of their Empire Day programme to your journal.

The enclosed playlet, representing Canada, her industries, and her spirit of loyalty to the cause of justice, was acted by my class last Empire Day.

If you consider that this playlet

would be of any use to any of your readers, I should be very glad to have you use it.

IDA M. DAVIDSON.

#### Part I.

Nine boys seated about table representing the nine provinces — Quebec, Ontario, Nova Scotia, New Brunswick,



Prince Edward Islands, Manitoba, British Columbia, Alberta and Saskatchewan.

Sir John A. Macdonald representing Ontario:—"It is believed that the best interests and the present and future prosperity of British North America will be promoted and best served by a federal union under the Crown of Great Britain. By this union each province shall control its own local affairs, but questions affecting the country as a whole shall be decided by a government selected by the people of the whole dominion. How many of the provinces are willing to decide in favor of a federal union?"

Every representative stands. Someone shouts, "Three cheers for our New Dominion." They give three shouts. All join hands and class join in chorus, "The Maple Leaf Forever."

Sir John A. Macdonald draws back curtain and a tiny maiden dressed in white, representing Canada, steps forward. Sir John A. Macdonald crowns her with a wreath of maple leaves.

"To-day thou art born, O Canada, a nation, and may thy people prove themselves worthy of the great trust that has been placed in them.

"We love those far-off ocean isles  
Where Britain's monarch reigns,  
We'll ne'er forget the good old blood  
That courses through our veins.

Proud Scotia's fame, Old Erin's name,  
And haughty Albion's powers,  
Reflect their matchless lustre on

This Canada of ours;  
Fair Canada,  
Dear Canada,  
This Canada of ours."

Canada:  
"Love thou thy land, with love far  
brought

From out the storied past and used  
Within the present, but transfused  
Through future time by power of  
thought.

Knowledge fused with love must make  
Canada a power among the nations. The  
wealth and resources of this vast  
country are without peer in any land.  
Ho! Herald, call in our workers."

Small boy steps up from behind Canada and stands by her side, blows trumpet two or three times. A Fur Trader enters carrying pack of furs.

Fur Trader: "From prairie and forest, O Queen of our land, we bring thee tribute. Pelts of our Canadian animals — wolf, racoon, bear, buffalo, muskrat, beaver, otter, sable, ermine, mink, seal and many others shall keep warm our own Canadian people and the people from many other lands."

He steps back beside representatives and lays pelts at his feet. Herald again blows trumpet, and Lumberman enters, axe across shoulder.

Lumberman: "Gladly we hail thee now our queen, gladly our homage now we bring. Through trackless leagues of forest we have opened the way for the farmer, the manufacturer and the dweller in the city. Thousands upon thousands of feet of timber daily fall to the sound of our axes, some of which timber is used to build our own homes, our railroads, our steamboats, but much more of it is shipped to other lands."

He steps back beside Fur Trader and leans on axe. Herald again blows trumpet and Coal Miner enters, face black with coal dust, tight black cap on his head, candle in front of cap and lantern in his hand.

Coal Miner: "From the bowels of the earth we bring thee treasure, O Canada. Our coal fields are the richest in the world. Our mines furnish the coal which keeps the home fires burning, drives our steam boats, and our steam engines, and makes possible hundreds of manufactories."

He steps back beside Lumberman, Herald again blows trumpet and Gold Miner enters.

Gold Miner: "Hail, all hail to thee fair Lady of the Snow. From the valley, and the canyons of the Rockies, from the Fraser River, and from the Yukon we bring to thee our tribute of gold."

He steps back beside Coal Miner. Herald blows trumpet, Fisherman dressed in rain cape, souwester, long

rubber boots and a net across his shoulder enters.

Fisherman: "The lakes, the rivers and the oceans would fain lay their tribute before thee, O Canada. Millions of dollars will be earned by our fisheries, and yet will the waters teem with the fish still uncaught."

He steps back beside Gold Miner. Herald blows trumpet, Railroader enters.

Railroader: "Across thy fertile plains, O Canada, over lakes and rivers, through mountain and through valley we carry the commerce of thy people."

He steps beside Fisherman. Herald blows trumpet and Fruit Grower enters, a basket of fruit in one hand.

Fruit Grower: "For thee, fair queen, the tree shall bear its fruit, the bee shall gather the honey from the blossom, the maple shall give forth its sap. In abundance shall all these be given unto you."

He steps back beside Railroader. Herald blows trumpet, Farmer enters.

Farmer: "Noble lady, the fertile plains of this great dominion shall pour into thy lap its immense stores of grain. See from East to West, from North to South, its great plains stretch awaiting the coming of the farmer. This land shall grow the wheat to feed millions of people."

Several girls dressed as milk maids, pails in hands, come in singing:



"Merry little milk maids we,  
Working on so cheerily;  
Up we are at break of day,  
Always working busily.

Pails you see we carry full  
Of the rich and creamy foam,  
Gladly this to thee we bring  
O fair mistress of our home."

Maidens curtsy before Canada and step back beside Farmer.

Recitation: "Hurrah for the Dominion"—

Let others raise the song, in praise  
Of lands renown'd in story;  
The land for me, of the maple tree,  
And the pine, in all his glory.

Hurrah! for the grand old forest land,  
Where Freedom spreads her pinion;  
Hurrah with me, for the maple tree,  
Hurrah for the New Dominion.

Be her's the light, and her's the might  
Which Liberty engenders;  
Sons of the free, come join with me  
Hurrah for her defenders.

And be their fame in loud acclaim  
In grateful songs ascending,  
The fame of those, who met her foes,  
And died, her soil defending.

Hurrah! for the grand old forest land,  
Where freedom spreads her pinion;  
Hurrah with me, for the maple tree,  
Hurrah! for the New Dominion."  
Chorus: "O Canada."

Part II. 50 years later (1917).

A taller girl takes part of Canada, showing the growth of country.

Canada stepping forth from behind curtain: "What ho! my countrymen. To arms! To arms!" A boy representing each of the provinces steps forward rifle in hand, salutes Canada.

Ye sons of Canada awake,  
The star of morn has left the sky;  
Your fathers' flag of Liberty,  
That glorious banner floats on high.  
But see, the foeman draweth nigh,  
To steal the rights your sires have won;  
Awake! my sons, drive back the Hun.

Hark! hear ye not the cannons roar?  
As through the Belgians' land they come;

A neutral land which once they swore  
They'd never cross for battle more.  
But a scrap of paper was nought to them;

Now Liberty calls upon thee to defend  
Thy birthright of freedom. Then up my sons,

Awake to your duty. Drive back the Huns."

Chorus: "We'll never let the Old Flag Fall."

Britannia:

"An Empire's thanks I bring to thee,  
O land that is noble, brave and free;  
No foeman's chain shall thee enthrall,  
Whilst thy people list to the mother's  
call.

Stronger and stronger thy footsteps  
swing,  
Braver and braver thy voices ring;  
Though fierce and fiercer the contest  
become,  
We'll stand together till life is done."

Chorus: "Rule Britannia."

## WHERE TO GO FOR INFORMATION

No teacher can hope to purchase all the works on education as they appear, nor hope to read even a small per cent. of the articles that appear in educational magazines and journals. Yet every one should know how to obtain such books and articles as are helpful in the mastery of any particular problem that he may be attempting to solve. There is no other way of mastering educational problems than by studying them one at a time and studying them thoroughly. There should be some people in every community who can speak authentically on educational questions.

In recent years writers have formed the habit of printing bibliographies which have helped them in their particular studies. Among the books that contain such bibliographies are the following:

### (A)

#### (1) General Education:

**Subberly** — School Administration (Houghton, Boston).

**Strayer and Thorndike**—Educational Administration (Macmillan, New York).

**Douglas**—Junior High School (Pub. School Pub. Co., Bloomington).

**Rugg**—Statistical Methods in Education (Houghton, Muffin).

**Munroe**—Principles Secondary Education (Macmillan).

**Snedden** — Problems of Secondary Education (Houghton, Muffin).

**Hall-Quest**—Supervised Study (Macmillan).

**Rapcer** — School Hygiene (Scribner, N.Y.)

#### (2) Methods:

**Rapcer**—The Elementary Subjects (Scribner, N.Y.)

**Hosie**—English in Secondary Schools (Bureau of Education, Washington).

**Smith**—Teaching Mathematics (Ginn & Co.)

**Twiss**—Science (Macmillan).

**Johnson**—History (Macmillan).

#### (3) Psychology:

**Thorndike**—Educational Psychology (Teachers' College, N.Y.)

**Whipple**—Physical and Mental Tests (Warwick & York, Baltimore).

**Teeman**—Measurement of Intelligence (Houghton, Muffin).

### (B)

Apart from these helpful bibliographies there are several sources of information open to all teachers:

(1) Bureau of Education, Washington.

(3) Carnegie Foundation, N.Y.

(2) Russell Sage Foundation, N.Y.

(4) General Education Board, N.Y.

(5) State Bulletins:

Concord, Mass., Bureau of Research.

Trenton, New Jersey—Monographs.

Boston, Mass. (Commissioner Smith).

Albany, N.Y. (Commissioner J. H. Finley).

Other helps:

(1) Catalogue of Publication of Teachers' College, Columbia University, on marking systems, scales, retardation, costs, etc.

(2) Catalogue of Chicago University

(3) Harvard Bulletins on Education—Supplementary Educational Monographs.

—Standard tests and bibliographies.

(4) National Society Study of Education—Yearbooks (Bloomington, Ill.)

### (C)

Anyone wishing to study any subject might begin by writing to the Bureau

of Education at Washington for information on the point. There would in all probability be returned a leaflet containing full information as to sources. The rest would be easy. For instance, one wishing to study school surveys will receive two or three little pamphlets which tell all that has been done during the last four years. Those studying the Junior High

School, will get a pamphlet which states books and articles dealing with this subject. Should teachers wish this journal to publish special bibliographies, all they have to do is to make a request.

(Based on an article by H. O. Rugg in the School Review for December, 1917).

## Children's Page

### EDITOR'S CHAT

My Dear Boys and Girls:

A very Happy New Year to you all. Methinks we can hear the great rustle of the turning over of new leaves! Here is a whole, clean, bright, shining new year for us to play with. Now if some nice uncle or aunt gave you a new quarter to spend what is the first thing you would do? Think about how you would spend it? Yes, we think so. Perhaps it would only be a quick little thought that would flash through your mind, "candy" or "a doll" or "a ball" or "a hockey stick," or perhaps you would sit down and think for quite a little while, "What do I want to spend it on most?" And perhaps in the end the quarter would go to your bank or to the Red Cross, but whatever you did with it you would think about it first, and that's just what you must do about this new year you have to spend. Look at it on the calendar. Think of all the twelve long splendid months ahead, each one with its sunny days, some with cloudy days, some with snowy days, but every one of them good days to work, to play, and to be happy in. What a treasure you have to spend! And you must be sure that what you spend all this time on is worth while. If that quarter we spoke of bought poor candy which made you sick, or a hockey stick that broke the first good crack you took at

the puck, or a doll whose sawdust blood leaked from her legs and arms, it would be a wasted and poorly spent quarter. And if your splendid time is spent doing things badly, making people unhappy, fooling when you should be working, doing underhand things, then you are wasting your time and spending it poorly. It's too precious to waste, don't do it.

Now one way to spend your time well when you are boys and girls is to gather up health and strength. There are lots of pleasant ways of doing this, and the best and most pleasant is to be out doors all the time you can. Have snow fights, go sliding, run all the errands you can, and fill your lungs with fresh air and make your cheeks look like cold, rosy apples. Another good way to spend time is to work hard at your books, your music and your work at home; and the last and best way of all to spend time is to be happy and kindly always to every one. And now all of you put on your thinking caps and make up your minds how you are going to spend this splendid present you have, a whole, bright New Year!

Some day as softly as he came,  
He will pass through the open door,  
And we who sing at his coming now  
Will never see him more.

## OUR COMPETITIONS

Our February story: A letter to the Editor on "What I'd like to see on the Children's page." Our March story: a poem on "The Wind." Please send all stories for February number in before January 15th and all March stories in before February 15th. Address Editor Children's Page, Western School Journal, Normal School, Winnipeg

The prize this month was won by John Macadam, Stonewall, Man.

Honorable mention is given to: Daniel Reese, Dominion City; Jean Story, Wallace Stanbridge, Stonewall.

We may say that most of the competitors this month evidently misunderstood the story as they did not tell so much about the storm itself as the way it affected people. The prize story tells more about the storm, and the snow.

The following little composition was written in response to a request for a story on one of the wonders of Nature.

#### A November Night

Night had wrapped her velvety cloak around a beautiful November day. The sky like a huge dome, was spangled with a hundred thousand little blue lights, all blinking and twinkling with excitement as though they were trying to keep the secret of the beautiful new day that was to dawn.

The hoar-frost on the fences, on the trees, and on the ground was sparkling as though a bag of diamonds had been scattered all about, or as if the ground was covered with mirriads of little glass houses that had caught and imprisoned, some of the most beautiful of the sun's rays. The bright moon was riding across the sky in her diamond chariot with a million little twinkling attendants proclaiming her Queen of all.

Mary Mitchell, Lord Wolseley School.

#### A Snow Storm

It was about five o'clock on a Saturday morning in February, we had a terrible snow storm. It came down like

the straw from a thresher. In about two hours it was fit for sleighing. Then it grew more furious, and drifts were starting to grow large. At last it became milder weather, and the snow was packing in. About nine o'clock it was starting to melt, and get wet, not fit for one to be out without rubbers or good boots.

The snow in some places now was about three feet, some places more, and some places less. In the evening it began to freeze, and there was lots of ice about. The moon came out with the stars, and looked as if it were a great light. It was almost as light as day where the moon was shining clearly. However, it kept good weather for two days, and then the clouds came drifting over the sky like great flocks of sheep approaching. The wind blew fiercely all day and night, and the weather was forty below zero. This storm was not so fierce as the other, but bad enough for anyone.

When it was snowing I noticed a drift with a curve in it. In this curve the snow was going around like a dog when it is going to lie down. I watched this curve and it started to get deeper in the snow then until it went so far in that the snow fell down. I did not notice anything else like this, until one day when I was out I saw a hole, this had been made by some animal which had been lying down there in the storm, and when the wind had settled a bit the animal rose and the snow drifted in, and made peculiar circles. It covered up the picture where the animal had been lying and I could not tell what the animal was like.

One other thing I noticed after the storm. Amongst some raspberry bushes, there were little tracks where the snow had twined around, and made turning trails around the twigs and bushes. This is all I noticed, but I guess there were other peculiar things to notice after the storm.

Yours truly,  
John Macadam.

Age eleven.

## THE HUSBAND WHO KEPT HOUSE

The people who made up these stories liked fun as much as you do. This story makes fun of the men who think their own work so much harder than the work of women.

Once on a time there was a man so surly and cross that he never thought his wife did anything right in the house. So, one evening in hay-making time, he came home scolding and showing his teeth and making a dust.

"Dear love, don't be so angry, there's a good man," said his good wife; "tomorrow let's change our work. I'll go out with the mowers and mow, and you shall mind the house at home."

Yes, the husband thought that would do very well. He was quite willing, he said.

So, early next morning, his wife took a scythe over her neck, and went out into the hayfield with the mowers, and began to mow; but the man was to mind the house, and do the work at home.

First of all, he wanted to churn the butter; but when he had churned awhile, he got thirsty, and went down to the cellar to tap a barrel of cider. So, just when he had knocked in the bung, and was putting the tap into the cask, he heard the pig come into the kitchen overhead. Then off he ran up the cellar steps, with the tap in his hand, as fast as he could, to look after the pig, lest it should upset the churn. But when he got there he saw the pig had already knocked the churn over, and stood rooting and grunting in the cream which was running all over the floor.

Then he got so wild with rage that he quite forgot the cider barrel, and ran at the pig as hard as he could. He caught it, too, just as it ran out of doors, and gave it such a kick that piggy lay as if dead. Then all at once he remembered he had the tap in his hand; but when he got down to the cellar, every drop of cider had run out of the cask.

Then he went into the dairy and found enough cream left to fill the churn again, and so he began to churn,

for butter they must have at dinner. When he had churned a bit, he remembered that their milking cow was still shut up in the stable, and hadn't had a bit to eat nor a drop to drink all the morning, though the sun was high. Then all at once he thought it was too far to take her down to the meadow, so he'd just get her up on the housetop; for the house, you must know, was thatched with sods, and a fine crop of grass was growing there. Now, their house lay close up against a steep hill, and he thought if he laid a plank across to the thatch at the back he could easily get the cow up.

But still he couldn't leave the churn, for there was his little babe crawling about on the floor, and "If I leave," he thought, "the child is sure to upset it." So he took the churn on his back, and went out with it; but then he thought he would better first water the cow before he turned her out on the thatch. So he took up a bucket to draw water out of the well; but, as he stooped down at the well's brink, all the cream ran out of the churn over his shoulders, and down into the well.

Now it was near dinner time and he hadn't even got the butter yet; so he thought he would best boil the porridge. He filled the pot with water and hung it over the fire. When he had done that, he thought the cow might perhaps fall off the thatch and break her legs or neck. So he got up on the house to tie her fast. One end of the rope he made fast to the cow's neck, and the other he slipped down the chimney and tied round his own waist; and he had to make haste for the water now began to boil in the pot, and he had still to grind the oatmeal.

So he began to grind away; but while he was hard at it, down fell the cow off the housetop after all, and as she fell, she dragged the man up the chimney by the rope. There he stuck fast; and as for the cow, she hung half way down the wall, swinging between heaven and earth, for she could get neither down nor up.

And now the good wife had waited a long while for her husband to come and call her home for dinner; but never a call she had. At last she thought she had waited long enough, and she went home. But when he got there and saw

the cow hanging in such an ugly place, she ran up and cut the rope in two with her scythe. But as she did this, down came her husband out of the chimney; and so when his wife came inside the kitchen, there she found him standing on his head in the porridge pot.

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## Selected Articles

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### GENERAL INFORMATION

A subscriber writes us asking that we publish from month to month articles of general information, such articles as are found in the Book of Knowledge or similar publications. He finds that if one or two studies are carried on each month the pupils become inquisitive with regard to other subjects, and become observant and reflective. Those who have tried this will agree with our correspondent. There are no more interesting and profitable discussions than on such topics as—A

piece of chalk, a lead pencil, a piece of rubber, a pair of scissors, a bit of paper—all of which lie before me on the desk at this minute. It is a treat for children to get away from books to real things. It is a treat to meet men and women who have real first-hand knowledge. The Journal will be pleased to give information on any subject if subscribers so desire. In the meantime take the following as a sample. Here is information that may help a little:

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### CANADA BALSAM

The name balsam, as popularly applied to various vegetable products, is familiar as a household word. The Canada balsam is one of the best known kinds, yet how few persons know anything about the history of this product beyond the fact that it possesses a strong balsamic odor. Canada balsam is a product of the balsam fir tree (*Abies balsamea*) of the northeastern States. Maine, New Hampshire, Vermont, and New York contribute largely toward the annual yield. The name would indicate that it was produced chiefly in Canada, but, although a good deal of balsam is collected in the Provinces of Quebec and Ontario, practically all of the Canada balsam used in the United States is gathered in the

State of Maine, where the balsam fir finds its best development.

Canada balsam, known by the gatherers chiefly as gum or balsam, is one of the minor forest products, which is usually not taken into account in calculating the annual returns of the balsam fir forests of a State. In the aggregate more than 5,000 gallons are collected annually in the north woods and a good many families depend upon the collection of this gum as an important part of their requirements for a livelihood.

The method of collecting the balsam is quite unique. Those who are familiar with the balsam fir tree recognize it by its thin, more or less smooth, close, grayish-brown bark marked by numer-

ous projecting resin pockets or blisters. These blisters are filled with a limpid, very transparent and odorous resin, which at ordinary temperature flows out freely when the projecting walls of the blisters are ruptured. The balsam gatherers go about from tree to tree rupturing all the resin pockets on the accessible parts of the tree by means of a hollow tube about three-eighths of an inch in diameter. The tube is held over the ruptured part of the blister for a few moments until the balsam is all drained through the hollow tube into the can below.

As a rule, entire families of balsam gatherers go into the woods where they camp for two or three months of each year. Their baggage consists chiefly of provisions, a stove, and some bedding. The women remain in camp to do the cooking and to strain the gum; they also transport the gum upon their backs in canisters of five gallons each to the nearest village or store, where it is sold at the rate of about \$2.00 a gallon in exchange for provisions. The men and boys go to pierce the blisters. The boys mount into the branches, while the older men work about the lower part of the tree. A large balsam fir tree, rich in gum, yields as much as a pound of balsam, but on an average

the yield of each tree is not over eight ounces. One man with the help of two sons can gather from sunrise to sunset a gallon of balsam, but the man who works alone has done well when he has collected half a gallon.

Balsam cannot be gathered when it rains, not even on the same day, because the branches are wet and the water dropping into the gum renders it milky and unsaleable. It is collected from June to September or to about the time snow begins to fall or the weather turns cold; the gum does not flow during low temperature. It is sometimes gathered as early as May from trees standing in the open where the sun's rays can strike them. The trees are not worked for two years in succession, because they require two or three years' rest before they can be tapped again, and then they always yield very much less than the first time.

Only the poorest inhabitants and a few of the Indians are engaged in this work. Probably not one of the collectors know what the balsam is used for after it reaches the ultimate consumer. The chief uses of the Canada balsam, after it has been purified by proper straining, are for mounting preparations for the microscope, and as a cement for glass in optical work.

## EDUCATIONAL VALUE OF THE SOCIALIZED RECITATION

W. Jerold O'Neil

Principal, Waterside School, Stamford, Conn.

The germ of the socialized recitation is spreading and its merits are being gradually realized. Frequent articles are appearing in magazines and some books on the subject are being published. Much may be learned regarding the method by observing its actual workings in some of the schools where it is being employed as a mode of instruction. Teachers who socialize their recitations are usually most enthusiastic over the results and they vouch for the fact that their pupils are really interested in school while their interest heretofore was a doubtful quantity.

The method of socializing a recitation will not be found the same in every city. There are a few fundamental ideas underlying the scheme, but the personnel of a school, its environment, and other considerations must determine many of the details of procedure. Again, one might visit a school reputed to be an ardent advocate of socializing and be surprised to hear several lessons which showed no traces of the method. The point here is this: Such a school is not bound in any way to have every recitation socialized any and all of the time.



Rapid fire questions around the class are not taboo. The somewhat formal drill lesson should not be left out of any scheme of teaching. The study lesson, that most valuable and most neglected class-room device, must of necessity be formal, at times. Therefore, the teacher who is going to try this mode of leading her pupils along the path of knowledge must not try to socialize everything, for dire results will follow and valuable time will be wasted in an experiment about which the teacher had not sufficiently definite ideas or knowledge. Many absurd and useless activities find a place in our educational scheme in the name of the socialized recitation. It is well "to make haste slowly" in the matter. The following paradoxical statement is worthy of consideration in this connection: "Informal formality is better than superficial informality."

The method we are advocating in this article when opposed to the older methods, offers the following contrasts: Informal discipline in the first and formal discipline as a part of the latter; a procedure that permits of discussion, exchange of opinions, quoting from different authorities, and the questioning of one another on the part of the pupils, all as opposed to the question and answer idea, the reciting on one topic after another, without exchange of opinion or discussion; a method which encourages the use of many reference books, magazines, periodicals, and all kinds of sources against what is known as "the one book method; a proceeding which develops the God-given faculty of thinking on the part of the pupil in contrast with one which is nearly always satisfied with the repeating of thoughts put into the mouth of the child through the medium of the teacher or the text-book. It may not be the orthodox thing to diverge from the story of contrasts and dwell for a moment at this point on the matter of training the child to think, but Miss Porter, in a recent issue of a prominent parental magazine, gives us an article under the following caption: "Do We

Teach Our Children to Think?" The author charges the average parent, and teacher, too, with the fault of doing the thinking for the children for whose upbringing and culture they are responsible. The tenor of the article, for the most part, is true, but in justice to the growing group, who devote their time in the schoolroom to teaching children how to think, it must be said that some really efficient work is being done, even though sporadically, and the seed is taking root. Such educational experiments as the Modern School movement, directed by Dr. Flexner, and the tireless efforts of Dr. McMurry, Dr. Dewey, Mrs. Johnson and other earnest investigators will do much to make school systems bestir themselves and more sensible and beneficial curricula will obtain. Our greatest achievements have been the results of the thinking powers of our noted men materializing into the wonders of science, invention, and statesmanship. What prepares the individual to face a crisis in his own affairs or those of his fellow-men but his thinking powers? Let those who have been elected to such a wonderful work as that of educating the young give thought to the foregoing and ponder well on it. Train your pupils to be rational, thinking human beings, not parrot-like puppets, the slaves of other people's opinions. Train them in the power of discrimination and they will know what to accept and what to reject. It is the duty of parents and teachers to help the child to undo the knot that ties the dynamic forces centred in his thinking apparatus. The world needs the best thought of mankind, now, particularly. Let no one place the slightest barrier in the way of the development of the human thinking powers.

To return to the benefits of the Socialized Recitation: This method gives the pupils a chance to exchange the ordinary courtesies of conversation, since they must address one another, agree or disagree on statements, exchange opinions, and offer help or sug-

gestions. It is one thing to tell children what they should do in a way of practicing politeness, but it is a much more valuable thing to give them the actual opportunities and then not to tolerate any procedure that lacks the ordinary courtesies of life. It is the old story of theory versus practice. It is for the teacher to see that this line of action does not deteriorate into superficiality. The powers of discrimination are encouraged and developed through the practice of using many reference books, discarding irrelevant matter and accepting what proves to be useful. This power is also put to use in judging the value of each pupil's recitation. The two virtues of the method just mentioned may be found in connection with the old regime, but their possibilities were not worked out so thoroughly as they are under the socializing scheme. Socializing is not an easy matter for the teacher, especially at first, but it is a very beneficial means of broadening her scholarship, enlarging her sympathies, and demanding her preparedness. The socializing teacher must be tolerant; she must be willing to give credit for the smallest evidence of awakened interest on Johnnie's part; she must know the individuals in her class, and she must know books. The teacher must be alive to the important things that are going on around her, for if her work is really socialized, her pupils will bring into class all sorts of information related to everyday happenings, which they wish to use to prove some problem in hand or elaborate some explanations which they wish to make. In this connection, it is well to remind our teachers that such helpful agencies as our fine magazines and newspapers are sadly ignored. What are they but our most modern and up-to-date text-books? We advise our pupils, sometimes, to consult these agencies and we, as instructors, frequently are earnest exemplifications of the old saw, "Do not as I do, but as I say." Again, true socialization stands for instruction that makes clear the connection between child activities and interests and the

subjects which the pupils are studying. In other words, the doings of the past must be taught in their relation to the present. Isolated and unrelated units of instruction do not make for true education; they do cultivate unmethodical intellectual habits. (The author apologizes here for a rather heavy strain he puts upon our language in the organization of the last sentence, but he is optimistic regarding the general understanding of the same.) A very great deal of the teaching of the past was about the **Past**, with little or no relation brought out as to its significance to the present. The cravings of child-nature were consulted very little and the **Adult** point of view was pre-eminent. The child point of view is beginning to have its day and education that is real is obtaining.

In conclusion, it may be well to bring together a summary of the beneficial features of the socialized recitation, as the author sees them:

1. All activities have a definite aim, evident to both pupil and teacher.
2. The opportunity for discussion and exchange of opinions is given, thereby providing a chance for the powers of discrimination to be developed.
3. Informal discipline exists and children find themselves in a natural, not an artificial atmosphere.
4. The common acts of politeness are practiced.
5. The reference habit is taught and encouraged. Children soon gain power to select the essential and cast aside the non-essential.
6. Every child is interested either in discussing or listening.
7. The child can relate the work to his own interest and *vice versa*.
8. The method, if properly used, will uplift the teacher professionally and will bring a new and helpful enthusiasm into her work.
9. An atmosphere of happiness produced through meaningful industry must pervade the school.
10. The child is the real Doer; the teacher, the guide and mediator.
11. The precious and wonderful

power of thinking is given a real opportunity for development.

13. The one-book point of view is discouraged and the child is encouraged to consult many sources.

14. Real teaching takes the place of the isolated and superficial instruction of the past.

15. The best kind of oral English

may be obtained through socializing.

A well-known educational magazine has for its slogan, "School is not a preparation for life; it is life." This should be true in every school in the land and let those whose privilege it is to educate our boys and girls put forth every effort to make the schoolroom a workshop where every workman is doing the most efficient kind of living.

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## TWO GAMES

### Stool Kicking

As many rings as are necessary, each consisting of about nine children, are formed. In the centre of each ring a foot-stool or some other object is balanced somewhat unsteadily.

The players circle quickly round and round the stool, each one trying with all his might to make one of the others knock over the stool, at the same time keeping clear of it himself. When a child knocks over the object, he stands out, and the game goes on until only one player is left in each ring. These then form again into a circle and compete for the last place.

The players are linked together so

that no one should fall when knocking over the stool.

### Nobody's Airship

The players divide into two sides. Between them a string or tape is fastened across the room about the height of their faces. Then a small air balloon is thrown in, and each side tries to make it hit the ground on the other side of the tape.

It must be hit **over** the tape, but in hitting it hands must **not** go **over** the tape.

Each time the balloon falls to the ground counts as a point against the side with whom it falls.

—The Teacher's World.

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## THE PRACTICAL IN ARITHMETIC

By Mabel M. Richards, Warrensburg,  
Missouri.

The following article is an attempt to show how a review course in eighth-grade arithmetic may be centered around one large problem.

The decided advantages of the plan are: (1) it gives ample opportunity for the practical applications of principles already learned; (2) it is easily carried out and may be easily adapted to any community; (3) it furnishes abundant resources for the individualistic need; (4) it requires no more time than would an ordinary review course in arithmetic; and (5) it secures better results,

in that the subject matter is of real, vital interest to the pupils.

The particular problem here discussed is centered around the building and furnishing of a city home. The plan in brief is as follows:

First, the plan of the house was drawn accurately to scale (here making use of ratio and proportion).

The next problem was that of excavation. Here we obtained actual prices charged for such work, calculated amount of dirt to be removed, and were then ready to lay the foundation. Here

the cost of the stone and of labor was estimated according to local prices, the children taking the initiative in finding these prices for themselves.

Then cost of lumber was calculated. For the problem of painting, pupils went to the stores, obtained paint color-cards, selected the colors, estimated amount required as given by directions in the circular, and found the cost both of material and of labor.

Then came the problems of plastering, which were handled in the same manner, some practical plasterer giving the estimate of the cost of material and of labor per square yard.

Papering problems were next considered. Here the children chose their paper from actual sample books, decided what colors would harmonize best if the rooms were adjoining, decided upon oilcloth paper for the kitchen and tiling for the bathroom and lavatory. The value of such wall-coatings as kalsomine, alabastine, alabasco, wall paint, etc., was carefully discussed, and for the sake of comparison of prices rooms were finished in these different materials. Here the pupil was led to see how it might be economical to choose a color of ceiling that would harmonize with two different colors of walls, as one package of material would cover two ceilings. In these problems the pupils secured the circulars sent out by various firms, chose their own colors, and figured the cost according to directions in the circulars.

The problems of floor coverings again afforded a variety of problems. Linoleum was chosen for the kitchen. We had a number of catalogues and from these the pupils carefully selected the color and design they wished—always of the walls. The prices were given in trying to harmonize them with the color the catalogues and problems showing whether, according to the durability, it would be cheaper to buy the inlaid or the printed linoleums were solved. For the dining-room, living-room, and hall, rugs were chosen. Again the pupils selected their own designs from catalogues. From the regular sizes of rugs and hall runners as given in the

catalogues, it was their problem to choose the one best suited to the dimensions of the room. The pupils also learned the names and wearing qualities of the various kinds of rugs and it was evident that an Axminster might serve one room best, while a Wilton velvet, a Scotch art rug, or an ingrain rug would suit other rooms better.

Then came the problem of staining the floor around the rug, figuring the number of square feet to be covered. Here again we made use of the advertising circulars of Jap-a-Lac, Chinamel, etc. Here the pupils were brought to see that sometimes it would be more economical to purchase by the gallon, at other times by the pint, etc. In some rooms the whole floor was stained; in others mattings and carpets were used. On the bathroom and lavatory floors the cost of tiling was estimated.

The walls and floors being finished, each pupil was then required to furnish each room completely. In some cases the amount to be spent was limited, such as furnishing a bedroom complete for \$40.00. In order to make this work as attractive as possible we had large sheets of brown or gray cover-paper about 12×18 inches. On each sheet the furnishings of a room were carefully cut from magazines, catalogues, etc., and pasted, together with samples of floor covering, wall covering, and samples of curtain material. Pupils itemized the cost of each room according to prices in catalogues or as given by local dealers. These separate sheets were then tied together and the pupil was the proud possessor of a completely furnished home.

Pictures were also chosen from art catalogues, and pupils were required to figure cost of molding required and also cost of molding for the various rooms.

But the work did not stop with problems inside the home. Granitoid walks were laid, flower beds constructed, shrubbery, flower seeds, etc., ordered, and problems of landscape gardening discussed.

Then, that they might further know the actual expenses of running a home,

each pupil kept an itemized account of the family expenses for a month. Here was brought in the reading of the meter for water and light.

But the work did not stop here. Bills were to be paid. Some were made out and properly receipted; others were paid by personal check; orders from a distance were paid by draft; for others, application blanks for money or express orders were properly filled out. In payment of some bills, money was borrowed from the bank; in others, promissory notes were made out and various payments made at different times. Discounts were also figured—so much for cash, other discount for large amounts.

On various articles ordered, freight rates, express rates, and parcel-post rates were figured according to tables.

Where the problem of the boy and of the girl seemed separate and distinct, each was given his or her problem; for instance, the boys were required to find

the total cost of implements and tools needed around the home, while the girls were to find the cost of the bedding and table linens.

Such, in brief, was the work as carried out for a quarter. To the children it was fascinating. No mature housewife ever searched through catalogues more carefully and laboriously than did the eighth-grade arithmetic pupils. No adult ever had more enjoyment ordering all kinds of catalogues than did these children of twelve. It was surprising what an interest it aroused on the part of the parents; they spent hours looking up old copies of the *Ladies Home Journal*, searching catalogues and all kinds of magazine advertisements in order that *Mary* might have that certain kind of kitchen cabinet or library table. In fact, the entire school was interested and the work spread until the pupils in the other classes were making books just for the fun of it.

## A LESSON IN "PROFIT AND LOSS" FOR GRADE VI

C. E. Cornwell Longyear

Pupils in the sixth grade have considerable trouble in getting the terms cost, selling price, gain, profit, loss and rate of gain or of loss confused. In some cases, the terms mean nothing at all to them because they have not taken the terms separately and weighed their meaning. In a short time, by concrete examples, pupils may be led to write out statements similar to the following and it will be a great help to them in the complete understanding of this subject, if they will do so. Let them write or form definitions in their own words. These are merely suggestive:

1. Cost is what is paid for an article or articles.

2. The selling price is what is received for an article.

3. Gain is the amount received more than the cost. It is also the difference between the cost and the selling price

when the selling price is greater than the cost.

4. Profit is another term used for gain.

5. Loss is the difference between the cost and the selling price when the selling price is less than the cost.

### Questions to Stimulate Thought

1. The cost is greater than the selling price. What results? Ans. A loss.

2. The selling price is greater than the cost. What is the result? Ans. A gain.

3. Upon what is gain or loss reckoned? Ans. Upon the cost.

4. How is the rate of gain or loss found when the gain or loss and cost are given? Ans. Gain or loss divided by the cost will give the gain per cent.

5. How is the selling price found when the gain and the cost are given? Ans.  $\text{Gain} + \text{cost} = \text{selling price}$ .

6. How is the selling price found when the cost and loss are given? Ans.  $\text{Cost} - \text{Loss} = \text{Selling price}$ .

7. How is the gain or loss found when the cost and selling price are given? Ans.  $\text{Selling price} - \text{Cost} = \text{Gain}$ .  
 $\text{Cost} - \text{Selling price} = \text{Loss}$ .

8. A man bought a house for \$3,000. He sold it at a gain of  $33\frac{1}{3}\%$ . What was the cost? What was the rate of gain? What part of the cost was gained? How much was gained? What was the profit? What was the selling price?

9. \$700 was received for a piece of land. It was fertilized and cultivated for a year and then sold for \$1050. Find the gain per cent. (Preliminary questions for the pupil.) What was the cost? The selling price? How is the gain found? What is the gain? When cost and gain are determined, how is

the gain per cent. found? What is the gain per cent?

10. By selling a flock of hens for \$100, a boy made a profit of 10 per cent. How much did he pay for them? What was the \$220? Is it more or less than the cost? How many per cent. more? How many per cent. in the cost of anything? How many per cent. in the selling price of anything? How many dollars is the selling price? Then, to how many per cent. is the selling price equal?  $10\%$  is equal to what fraction?  $110\% =$  how many tenths?  $11-10$  of the cost = how many dollars? How many tenths in the cost? How do you find  $1-10$ ?  $10-10$ ? What was the cost? How much was paid?

The above questions will offer practice in educative reasoning which will be very helpful in solving succeeding problems. It will show the pupils how to go to work in understanding the examples in this practical subject of profit and loss.

### THE CURE OF BASHFULNESS

Is there anything that can be done for a pupil that is so diffident that he is afraid even to recite when he is called upon? I think he often says he doesn't know a point just because he is too self-conscious to express himself regarding it. He has always been retiring and bashful, often painfully so. Some persons appear to think that bashfulness is inherited and cannot be overcome, though it may be outgrown in time.

The chief difficulty with the bashful child is that he does not get his thoughts away from himself. He has probably been embarrassed in the past in his relations with people, and his experience has impressed itself so deeply upon him, that he cannot shake it off. As long as this continues, he cannot avoid being diffident and embarrassed. His only chance of overcoming this will be to get the thing he is trying to do so completely in his attention, that there will not be room for thoughts of self. It is probably true that most people, if they

thought much about self, in relation to others, would be more or less embarrassed and perhaps bashful.

There is undoubtedly a physiological basis for diffidence, timidity, and bashfulness. One who has an abundance of energy is much less likely to be embarrassed than one who is low in vitality. Bashfulness, diffidence, and the like are due in a way to a lack of confidence in one's self, and whoever fears the outcome of any action is bound to be restrained and inhibited in regard to it; which means that if he is afraid he is not going to make good in his relations with people, he will be diffident and embarrassed in their presence.

In order to cure bashfulness, then, the physical condition of the pupil ought to be improved, so far as this may be possible. But particularly one ought to treat the pupil so that he will feel he is capable of handling himself in the situations in which he is ordinarily embarrassed. In a recitation, for instance, a teacher ought not to accept

the statement of a diffident pupil that he does not know a point; he should be systematically kept in hand until he actually succeeds in expressing himself. If this be done a few times, it gives the pupil a basis for greater confidence in the future. Every time a pupil declines to recite because of diffidence, he makes it all the more difficult for him to overcome his embarrassment. A pupil's present action will depend on what he has done in the past. If he has been too embarrassed to recite on a

hundred occasions, it is very unlikely that he will have the courage to recite on the present occasion unless specially aided by the teacher. On the other hand, if he has made successful attempts a few times to recite, he will then have behind him experience which will be likely to help him through a present difficulty. Remember that every time he succeeds, the likelihood of success in the future is increased; and the same principle holds for failure, of course.

### THE MORAL VALUE OF SCHOOL STUDIES

By M. V. O'Shea

So much is being said now of the need of moral training in the schools, that teachers are looking in every direction for opportunities to give moral instruction. A principal of a grammar school is of the opinion that moral training can be secured best through the regular subjects of study, and his views may be of interest to all teachers. He says:

"It seems to me that we can make use of such a subject as arithmetic to give the best sort of moral notions. Any pupil who does his arithmetic thoroughly, learns the lesson of exactness, and this notion is necessary for moral conduct. He has the same notion carried still further in algebra and geometry. I do not see how the pupil can solve problems every day in any of these subjects without being morally benefitted thereby. I would say the same thing about the study of grammar, and indeed about the study of any subject which requires the pupil to think clearly and accurately. To my mind a subject like physics gives a very good moral training, because it requires a pupil to be precise in his thinking. If he is inaccurate or slovenly he will come to grief, and this sort of experience will be of moral benefit to him."

The test of views of this sort is found in the effect of mathematics and other kinds of study upon the behavior of men. Are those who are better in Arithmetic than others, better also in

ethical conduct? Can it be shown that those who have studied algebra and geometry give way less readily to temptations to cheat, to prevaricate, to be unfair and the like than those who have not pursued mathematical studies beyond arithmetic? It seems to me one may be very good in algebra, but very bad in his relations toward people. The same might be said about arithmetic and of grammar, and indeed of any study which does not deal directly, concretely and effectively with the everyday ethical and moral situations of the pupil. I cannot see that experience in solving cube root, though it may demand accurate thinking, will help a pupil to be the more honest in his dealings with the people around him.

I doubt whether the mere solving of problems will lead a pupil to tell the truth with greater certainty that he would otherwise do. The kind of accuracy required in solving a problem is so different from the requirements to tell the truth, when personal interest is involved, that the one may exert no influence on the other. Of course, if the pupil tells the truth about his experience in solving a problem, this ought to be of advantage to him, because it gives him experience in resisting the temptation to distort facts when he thinks it will be to his advantage to do so. The only sort of experience that will help a child to tell the truth, will

be that which impresses upon him that he must do so when he is in a situation which tempts him to do otherwise.

There are undoubtedly some subjects of study which are of greater moral value than others, because they deal more specifically with the typical moral situations in which the pupil is likely to be placed in everyday life. History can be so taught that it will constantly impress the necessity for moral conduct in the ordinary situations of life. The reading lessons and literature lessons are particularly well-adapted for this purpose. Civil government may be made very largely a study of honesty, fair play, and co-operation among people. So other subjects can be presented in such a way as to give experience in making moral judgments, and in carrying them out. But such subjects as arithmetic, algebra, grammar, and the like do not present opportunities for moral judgments to any great extent, though in their pursuit the pupil may have experience in being honest, indus-

trious, and persevering. From this latter standpoint, all the work of the school may be made to have an ethical and moral value.

One ought not to over-emphasize the moral or ethical value of any sort of ideas in themselves. Making an ethical judgment is one thing, and putting the judgment into practice when the test comes is another thing. If the pupil could get moral ideas in a subject like civil government, say, and then put them into effect in his life on the playground or in the school-room, he would be gaining valuable ethical experience; but otherwise, it is doubtful if he will gain a great deal that will be of service to him when he is placed in a situation where his personal interest is in conflict with that of his fellows. The aim of the teacher ought to be to get the pupil to act in an ethical way, rather than simply to get ideas about moral action, which ideas will not be carried out into conduct.

#### A MODEL RURAL SCHOOL

Wednesday was exhibition day at Fishing Lake School (and for the benefit of those, whose geography is not up to date, it should be stated that it is situated north of Foam Lake, the official direction being N.W. 29-32-11). We have attended such functions in time past, and with a gentle tolerance, and satisfied sense of duty bravely performed, we arrived. The surroundings and general make up of the school was the first surprise. Facing us at the gateway was a notice board with the name and number and location of the place, trees were growing beautifully around the fence, a bell-tower ornamented the building, which was in splendid repair. The children were assembled in the school, many of the parents had arrived, and the teacher laid down the law for the afternoon. Everyone was to go round the grounds. It was hot, the prospect was not alluring, but we went. Here was the plan of a township, road allowances, farm buildings, etc., etc., all measurements

and numbering having been done by the children. Passing from that, we looked into a nice shady clump of trees, where the little children were desporting themselves upon a couple of stand swings belonging to the school. Beyond this group of happy little folks was the experimental farm, where twelve kinds of grain had been grown and harvested, and three species of clover, and various grasses still remained. Then the garden, with over thirty plots, and a large patch of potatoes. And all the work had been done by the children. Long before this time we had begun to realise that here was something out of the ordinary, and we were ready for the most surprising things. We went inside the school, the desks were strewn with specimens of kindergarten work, the walls were covered with pictures in fancy frames (made by the pupils)—also weather charts, sowing and reaping charts, and many others proving that scientific observation had been encouraged.



The pupils rendered a few songs (to the writer they seemed perfect, but he is not a musical critic) — but the physical exercises, what a revelation of rythm and grace, what an abandon manifested itself, as the children became conscious of their energy. Here was recreation and self expression combined. Space does not permit of any description of the ordinary school work so far as it could be observed on an exhibition day—the exercise books and scribblers were clean, the arithmetical examples were generally marked correct. It is the writer's belief that the teaching of the three R's benefits from the other activities of the school.

On passing to the back of the building, a kitchen, perfectly equipped, was discovered. (We were told that \$500 had been spent on this.) Individual hooks, towels and drinking glasses were in evidence. A hot meal is supplied every day at noon, the teacher acting the part of mother, though not of cook—the older girls look after that business. We managed to get from the teacher information to the effect that

when children come to school through the rain, a fire is lighted, the children are warmed before beginning lessons, and their outer garments are dried before going home-time comes, also that for the comfort of the children, a foot-washing plan is in operation.

The average attendance in this school is very much above the average. Thirty-one pupils are enrolled. We were informed that every mother was present on exhibition day. The district is proud of its school, and has every reason so to be.

The teacher, to whom much of the credit for the present satisfactory state of things must be attributed, is Mrs. Sparks.

The school trustees have exerted themselves to provide all things needful. How much work and persuasion they have undertaken among the rate-payers, one can only guess. The school rate amounts to \$15 per quarter section,—heavy, perhaps, but it is an investment that will pay big dividends in the future.

—P.M.

## THE CAUSE OF TEMPERANCE

It is not often that a school journal comments upon the actions of a government, but there is full justification for passing favorable judgment upon those now directing affairs at Ottawa because of their decision regarding the manufacture, importation and sale of liquor. No body of people understands more clearly than do teachers the evils that have been wrought by alcohol, and none will feel more quickly the effects of restrictive legislation. To the unrestricted use of liquor may be attributed most of our poverty and crime, and certainly most of our unhappiness. Further than this, the sins of parents are visited upon the children. Dullness, sloth, and feeble-mindedness in growing boys and girls may often have their origin in excesses of the fathers and mothers. Free use of liquor in any home

means decline in health all around, and worse still, a decline in morals and in intellectual power. The most lamentable fact of all is that when liquor enters the home true sociability ceases. How can there be a right social relation between husband, wife, and children, if one of the parents is "in a maudlin state" half the time? Of all the devices of the Evil One for wrecking homes, nothing compares with the invention of alcohol. The financial waste and the waste of food products involved in the manufacture of alcoholic beverages have been demonstrated more clearly than ever since the war began. The abolition of the liquor traffic is one of the great by-products of the world-conflict. As for Canada, liquor has been banished never to return. The School Journal congratulates the gov-

ernment upon its action. It is always strong courageous action rather than temporizing expediency that commends a government to a people. We have had both in the history of Canada and of the provinces, and the governments by this time should know how to obtain

the key to enduring popular favor. If the proposed temperance legislation is a sample of what Union Government can do, then most people will say "Long live Union Government!" There are other great reforms just as necessary as temperance reform and the people are living in hope. W.A.M.

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### THIS PICTURE AND THAT

"Quite the most interesting and inspiring teacher I ever met was one who lived with and for his pupils, in school and outside of it. He was jovial, kind and free, perfectly human in all his ways. There was about him no mock dignity and no assumed air of wisdom. He never played to the galleries nor found it necessary to act the toady or the sycophant. He had a work, a life-purpose," and he was happy just because he was true to himself and faithful in all things. He was seemingly not much worried about aims and methods, for his aim was quite clear. He endeavored to make the lives of his pupils as full and productive as possible. Any method was good that ministered to this end. When promotion came to him it came as a surprise. He was not looking for it—and he refused it. That is the story, and in these days it is worth while telling it.

There comes to mind another teacher quite the opposite in character and ability. He was childless, comfortless, critical. He knew neither children nor people. He was mechanical, dull, and dreary—given to statistics, and to the making of theories. He uttered the very simplest thoughts as if they were profound truths, and at all times in the class-room he assumed an air of grandeur that was ridiculous in its extravagance and fatal in its effects. He was at best but a phrase-maker and a gerund-grinder. Because of his inability to teach he planned and plotted after the manner of a politician, until he found himself in a position of some authority, where happily his influence on growing children was not felt."

These words are copied from an old magazine. Are there characters similar to these in the ranks today?

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### THE SPIRIT OF A SCHOOL

By W. A. McIntyre

There lived in Canada once upon a time a teacher who, if he left behind him no living memory of great deeds gloriously performed, enriched the pedagogical world with a phrase that in some quarters has become classic. It appears that the inspector on visiting his school was none too pleased with the order, the deportment and the general air of the pupils, and so reported to the School Board. The phrase he used was this — "The spirit of the

school is open to criticism." This was too much for our good pedagogue who, being in the advance guard of those who require "standard tests and scientific measurements" for everything in education, demanded to know how the inspector arrived at this conclusion. "What is the spirit of a school?" he asked. "Where is it mentioned on the programme? I am paid to teach the programme. I am not paid to create or maintain a spirit. If you want to

know where my pupils are set an examination. They can take higher marks on deportment than the pupils of any other school in the country."

Now, there is much to be said for examination tests and for formal and definite measurements in almost every branch of study, but the inspector was everlastingly right in ignoring all this and in judging the school by a higher standard. There is a spirit "which runs through all and which doth all unite." This spirit now appears as aesthetic, now as moral, now as religious, now as intellectual. In a negative way it may appear as unruly, vulgar, ignorant or as lacking in reverence. It is in any case the measure of the school and the teacher.

This idea might be expressed in another way. A school cannot be measured by its programme of activities, but by the manner in which those activities are set in motion. The educational value of everything is paramount. There are a hundred little things during a day that are in themselves insignificant, but which educationally are of supreme importance. Think of the effect of the morning greeting, the manner of assembling school, the care of the cloak room, the appearance of the blackboard, the condition of the text books, the mounting of the pictures on the walls, the teacher's voice, manner and dress, the attitude of older pupils to the younger, the partaking of lunch, the choice of stories, the school concert, the walk to and from school — none of which in the ordinary course of things might be tested by examination. Yet of such things the life of the school consists. Two children are engaged in weaving paper mats. One of them just weaves and pastes in order to get a pattern of some sort, the other measures carefully, selects colors that harmonize, designs in accordance with some definite idea. The second exercise is educationally valuable, the other is not. Two classes play a game—the former yelling and disputing, with little regard for referee or the laws of the sport; the second equally vociferous, perhaps, but ready to stop at the blow of the whistle and to be guided by the arbiter of the

game. In one case there is no good education, in the other there is. The game is the same in both cases, but the spirit is different, and it is the spirit which is all important.

Often we hear teachers referring to art lessons in school as if these summed up the whole of art teaching. Really, the important thing is not the art lesson at all, but the spirit which pervades the school in all its activities. To begin with, the teacher in speech, dress and manner may be artistic, the care of the grounds and building may speak good taste or the reverse, the lobbies, text books, scribblers, blackboards, decorations, may all teach either coarseness or refinement. A box of water colors does not guarantee that the possessor possesses good taste. As a matter of fact, there are better opportunities to develop the artistic sense in gardening, in covering books, in getting lunch ready and in hundreds of other ways than in the drawing lesson—which unfortunately is known as the art lesson.

The same thing is true of morals. The formal lessons count for little. The behavior of the pupils, their attitude to each other and to society is everything. Sometimes we endeavor to develop patriotism through the waving of flags and the singing of songs, as if these exercises alone would make patriots. We surely have learned by this time that real patriotism is deeper than that. The good man is the good citizen. The only school in which love of country can be taught is the school in which both teacher and pupils love their country. The cultivation of other virtues is possible only in the same way. It is not set lessons, but faithful practice that counts. There is not an exercise or game or activity which is devoid of moral quality. "The teacher should be able to recognize in the humblest action its universal human significance."

In the field of science the same principle is true. A school may teach nature study and science and yet fail to cultivate in the pupils the scientific spirit. And after all it is of comparatively little importance what knowledge of elementary science one may possess

if he have not acquired the power to approach all problems in a scientific way.

Yes, our old inspector was right in his judgment of the pedagogue and his work. It is the spirit of a school which is after all of supreme importance. The true spirit will be measured not by such words as arithmetic, grammar, spelling and the like, but by such terms as — aesthetic, moral, religious, scientific, historical. In the last analysis

the moral and religious elements outweigh all others. "Whether there be prophecies they shall fail, whether there be tongues, they shall cease, whether there be knowledge it shall pass away; but now abideth faith, hope and love — these three, and the greatest of these is love." By this standard every school, every people and every life must be measured.

If you are fond of measuring test your own work.

### MUSCULAR MOVEMENT WRITING MADE INTERESTING

Writing lessons more than others become dull and unprofitable unless there is some new incentive for better work. Four hundred ovals, capital A's, seventy-five to the minute, small o's, small m's, etc., after a time become monotonous both to the teacher and pupils unless there is an additional spur. The following scheme was tried with great success and enthusiasm on the part of the pupils.

One day, seeing a bored look stealing over the faces of the children when the writing period came, the teacher told the pupils after the first hundred ovals had been written, to pass the papers to the one in front. The one in the front seat passed his to the one in the rear seat of the next row. Each began on the second hundred on the new paper just received. Papers were passed on for the third hundred and again for the fourth hundred.

In the same way the succeeding exercises were taken, each pupil putting his initials beside the line written by him.

At the close of the lesson the papers were returned to the original owners.

Disgust was pictured on the faces of the better writers and those poor in penmanship were delighted with the result.

The next lesson was most satisfactory to all concerned, as the teacher herself took part, passing her paper with the children's. If the teacher's paper was to be written upon by others, the pupils who wrote well would not mind pass-

ing their papers to their companions in order to help them to become better writers. Being helpers, they felt the responsibility of doing their very best and thus their own writing was improved.

After a few lessons the advancement in all the papers was remarkable.

In later lessons, to add still more to the interest, the pupils taking the papers for the last time did not write, but marked the exercises 1 for the best line, 2 for the next in merit, and, so on until all had been marked.

Everyone was eager to see his mark. Many good writers failed to obtain first place as an excellent writer had written on his paper. This fired their ambition not to be second again.

In later lessons, papers were passed after half the lesson was finished, thus giving more time for each pupil to write on his own paper.

Occasionally, the writing period is spent at the blackboard, a few to the board together. The class criticises the writing, as much attention being given to the good points as to the bad ones.

A match between the boys and girls is always enjoyed. Three boys and three girls take places at the blackboard, all writing the same word or sentence. The best writing is selected and, if it is a boy, the boys get a point and if a girl, the girls gain one. Going through a class in this way fine results in blackboard writing are attained.

## HOW A NORMAL SCHOOL CLASS LOCALIZED ARITHMETIC

No problems in arithmetic, written for general distribution, can function absolutely in any locality. To arouse the child's keenest interest, and thus secure his best effort, the data of some of his problems must be of such a nature that they will help him interpret his everyday experience. Nothing touches his interests more closely than the industries of his community.

Although some teachers recognize this fact, they fail to utilize it. In many cases, the failure is due to the teacher's lack of training in the laboratory method in arithmetic. She needs to know how to get and use arithmetic data. To supply this need to teachers, normal schools should train their classes to get and use this material.

How shall a teacher get and organize data furnished by the industrial or commercial pursuits of her community?

First, she must know what the leading pursuits are. She must have sufficient knowledge of the ones which she intends to use to select the data most effective for her use.

Second, she must know the types of problems which occur in the actual business practice of these pursuits, so that she may present effectively the data secured in these types.

A description of a method for localizing arithmetic, worked out by classes in the Westfield Normal School, is here given.

The class first made a list of the leading industries of Westfield, and then selected several for study. Among those chosen were paper making and tobacco growing, as representative of two leading kinds of industry. Since a definite knowledge of these pursuits was necessary before a student could ask questions concerning them, the class made a brief study of paper making and tobacco growing, after which they visited a paper mill and a tobacco farm. Then they were ready to make sets of questions pertinent to arithmetic and to experience.

The following list of questions was sent to a paper manufacturer:

1. The price of raw materials?
2. Loss of weight in reducing the following raw materials to prepared pulp—wood, straw, linen, hemp, jute, cotton, and esparto grass?
3. The amount of time taken by the various processes in paper making?
4. The average cost of the following processes: cleaning, dusting, bleaching, reducing to pulp; beating, sizing, coloring, making the sheet or web, surfacing and cutting?
5. The wholesale and retail prices of writing, drawing, wrapping and tissue paper
6. The average yearly output by the firm of the different kinds of paper?
7. The output compared with the output of other paper mills in this locality and with the mill of the past?
8. The average increase in the cost of labor in the last two years; in the cost of material?
9. The markets for the paper?
10. The cost of the various kinds of insurance?
11. The average wage of an operative?
12. The number of operatives?
13. The rates of discount?
14. The number of commission agents?
14. The rate of commission?
16. Cost of transportation?
17. Amount of taxes?

Teachers will find most business men very willing to co-operate with the school in this work. From the data received, in answer to the questions written above, one student made the following set of problems in commercial discount, illustrating by one example each of the four types of problems most common in business practice.

Type I. The list price of one case of paper was \$110. The discounts were 25% and 10%. Find the net price.

Type II. What was the list price of paper which gave discounts of 10% and 15% and still realized \$234?

Type III. Connors and Company buy paper at a discount of 25% and sell at a discount of 15% from the list price. What per cent. do they gain?

Type IV. What per cent. above cost must paper be marked in order to give a discount of 20% and still make 20%?

The list of questions sent to a tobacco grower was as follows:

1. The average size of a tobacco farm in Westfield?

2. The amount of seed leaf needed per acre?

3. The average annual cost of labor, fertilizing, seeding, buildings?

4. Tobacco's loss of weight in curing, fermentation and ageing?

5. The time required for each of the preceding processes?

6. The average yearly production of tobacco in Westfield?

7. The average cost of manufacturing cigars, cigarettes, cake tobacco?

8. The wholesale and retail prices of tobacco?

9. Discounts for cash and for the purchase of large quantities?

10. Westfield's output of tobacco compared with the output of other towns and cities in the vicinity?

11. The markets for Westfield tobacco?

12. The cost of transportation?

13. The cost of insurance?

From the data received in answer to these questions the students made sets of problems in profit and loss, illustrating each of the five types of problems in profit and loss most common in business practice. The following set is an illustration of this work.

Type I. To plant one acre of land with common seedleaf, 7,500 plants are needed. If Havana seed-plants are used, 20% per cent. more will be re-

quired. How many Havana seed-plants are needed for a 12-acre field?

Type II. A farm in Westfield yields 85,000 lbs. of tobacco per year. If after the processes of curing and ageing, the tobacco weighs but 26,250 lbs., what has been the per cent. of loss?

Type III. If in the process of fermentation, a crop of tobacco lost 360 lbs., or 12% per cent. of its weight, what was its original weight?

Type IV. A tobacco dealer sold 3,000 cigars for \$180, thereby making a profit of 20% on the sale. Find the cost of the cigars.

Type V. A cigar manufacturer bought a load of tobacco for \$360. After this had been made into cigars, it was sold for \$360. What per cent. of gain was made on the tobacco?

In the content of the questions mentioned above, sufficient material is included to furnish data for problems in industrial arithmetic, as well as in all the principal applications of percentage. The necessary preparation for the organization of these questions affords opportunity for close correlation of arithmetic, geography, economics and citizenship. Under the teacher's guidance grammar school pupils can be taught to study independently the simpler phases of the industrial and commercial activities of the community and from the results "make up problems." Through work of this kind pupils will appreciate the functioning value of arithmetic to the work of the world and its value and use in aiding him to interpret his daily experiences.

The following poem was written after studying "the seasons" and is the result of a request from the teacher for a poem on spring in Manitoba.

Snow drifts now are melting,  
Ditches over-flow,  
Roads are wet and muddy,  
And the mild winds blow.

Mother's washing blankets,  
Father's cleansing wheat,  
John the wood is piling,  
And children have wet feet.

Robin in the tree-top,  
Gopher's in the grass,  
Meadow lark above you,  
Singing as you pass.

Colts-foot in the swamp-land,  
Crocus on the hill,  
Crows-foot in the meadow,  
Lillies sleeping still.

Millie Fisher, Hazelridge School, Grade V., age 10 years.

# School News

## TEACHERS' CONVENTION

The annual convention of the Swan Valley Teachers' Association, which was held at Swan River on October 25th and 26th, was a decided success, over forty teachers registering.

The first morning of the convention was spent by the visiting teachers in visiting the Swan River school in session. At two o'clock the convention was formally opened by the President, Mr. Duncan. Mr. Price then very cleverly treated of the "Teaching of Art in Public Schools." His address was both interesting and instructive. He showed that being able to judge pictures intelligently was at the bottom of all art. A good picture, he said, is one that is truthful. For if truthful it must be beautiful. Of the teaching of drawing three quarters of the battle lies in proper observation. "Open his eyes that he may see" is the prayer of every teacher. In closing, Mr. Price asked the teachers to instil a love of truth into the heart of the child, for in so doing he will be doing a great deal for the future of the country.

Next followed a practical demonstration by Mr. Plummer on "Reading in the Public Schools." This was followed by a lively discussion.

On Thursday evening a "Social" was held in the Presbyterian church, and so an opportunity given the teachers to become better acquainted. Those present were the teachers, the members of the School Board and their wives, and the clergymen and their wives.

The morning session of the second day was opened by a paper on "Hand-work in the Primary Grades," by Miss V. Little, who very gracefully treated of the subject.

After a few minutes for registration, Inspector Peach led the convention in a lively round table conference.

The afternoon session was opened by an address by the Rev. Young, who chose for his subject "The Public School Teachers as an Ethical Influence." The teacher, he said, occupies the most important place in the service of the community and in the welfare of the nation, for his work is not merely for to-day, but will be seen in the coming ages. A truly educated man is one who can fit into social life most efficiently. So it is the teacher's duty to fit the child, born and fitted for primitive society, for complex society.

Mr. Garret's talk on "Grammar" was very helpful, and was followed by a lively discussion.

The following officers were elected for the coming year:—Hon. President, Mr. J. S. Peach, president, Mr. Garret; vice-president, Mr. Duncan; secretary-treasurer, Miss A. L. Ibbetson; executive committee, Mr. Plummer, Mr. Rogers and Miss V. Little.

It was decided to vote \$25.00 of the Teachers' Association fund to the Y.M. C.A. work at the front.

The singing of the National Anthem brought the convention to a close.

## OUR CHRISTMAS CONCERT

Perhaps some of the readers of the Western School Journal would like to hear about our Xmas concert which was given on December 20th and 21st. The programme was as follows:—Canadian Recruiting March Song, Grades IV.-

VIII.; Daisy Action song, Primary; scene from Dickens' Xmas Carol (The Xmas Dinner), Grade IV.; carols (a) "Come to the Manger," (b) "The Holly and the Ivy," Grades IV.-VIII.; Mother Goose-Land, Grades II.-III.;

patriotic Scarf Drill (girls), Grades IV.-VIII.; two scenes, Rip Van Winkle, Grades VII.-VIII.; part song, "With Pipe and Song," Grades IV.-VIII.; "Santa Claus" chorus, Primary; operetta, "Snow White," Grades IV.-VIII.

The charge for admission was:—Adults 25c and children 15c. We were delighted when our Principal, Mr. Michell, informed us that after defraying small expenses connected with the concert he would be able to send \$60 to the Halifax sufferers.

I should like to add that there are but five teachers in this school, and that the children were trained during the noon and shorter recesses with the exception of the last week, when they had to be taken during school hours. Our audience was very kind in its criticisms, the only drawback being the length of the programme. "Snow White" alone with its four scenes took sixty-five minutes.

Whatever you want, if you wish for it long,  
 With constant yearning and ceaseless desire;  
 If your wish soars upward on wings so strong  
 That they never grow languid, never tire;  
 Why, over the storm clouds and out of the dark  
 It will come flying some day to you,  
 As the dove with the olive-branch flew to the ark;  
 And the wish you've been dreaming, it will come true.  
 —Sel.

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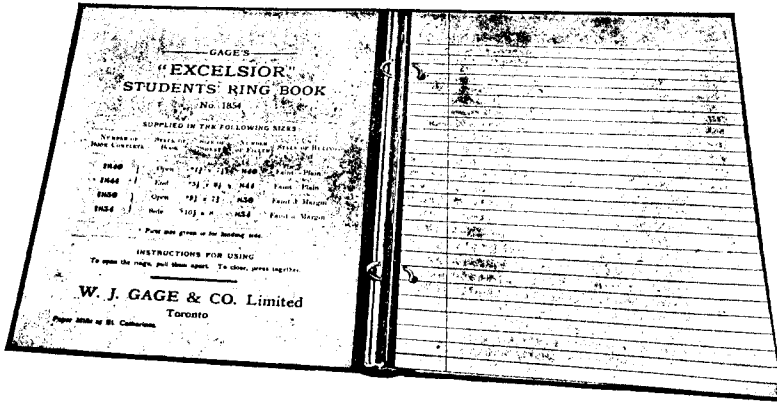
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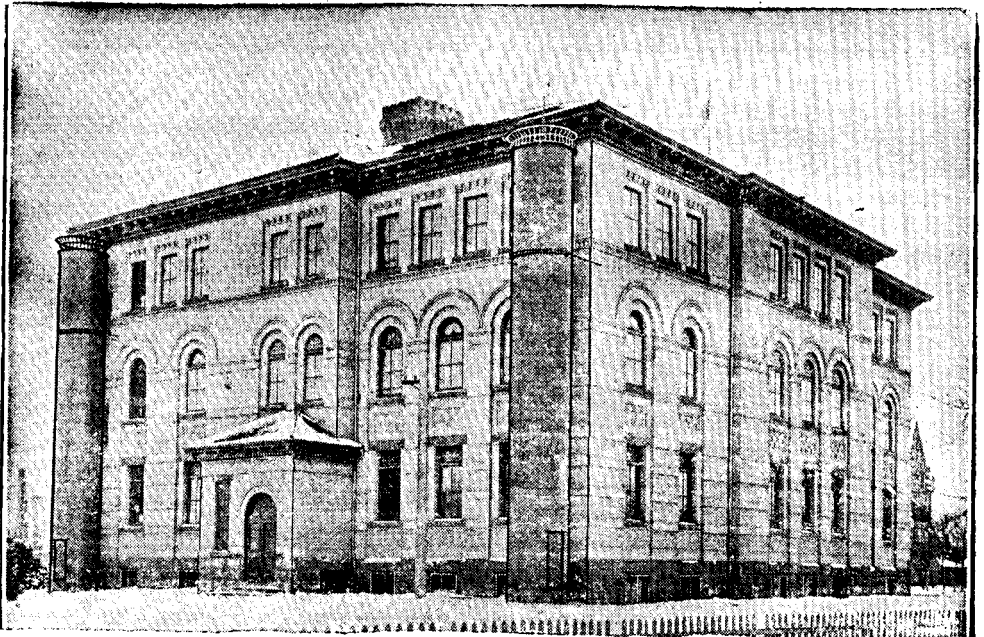
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