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**WESTERN SCHOOL  
JOURNAL**

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1917

I never knew,  
Until this hour, just what I meant to you;  
I knew a brave and steadfast love was mine,  
But what the measure of that love might be  
I never knew,  
Until you died for me.

I never cared,  
O'er greatly, how the world around us fared;  
Secure within the shelter of your heart.  
Now will I live for all, in memory  
Of all you dared  
Before you died for me.

I never guessed  
What wealth was mine, that you should love me best;  
Until I came to face the world alone  
And marvel mutely in what great degree  
I have been blessed  
That you should die for me.

Oh, you who went  
Beyond, with fearless gaze and head unbent,  
And would not wait for me, since England called,  
Be near me ever, till once more I see  
And join, content,  
My love who died for me.

S. M. Isaacson.

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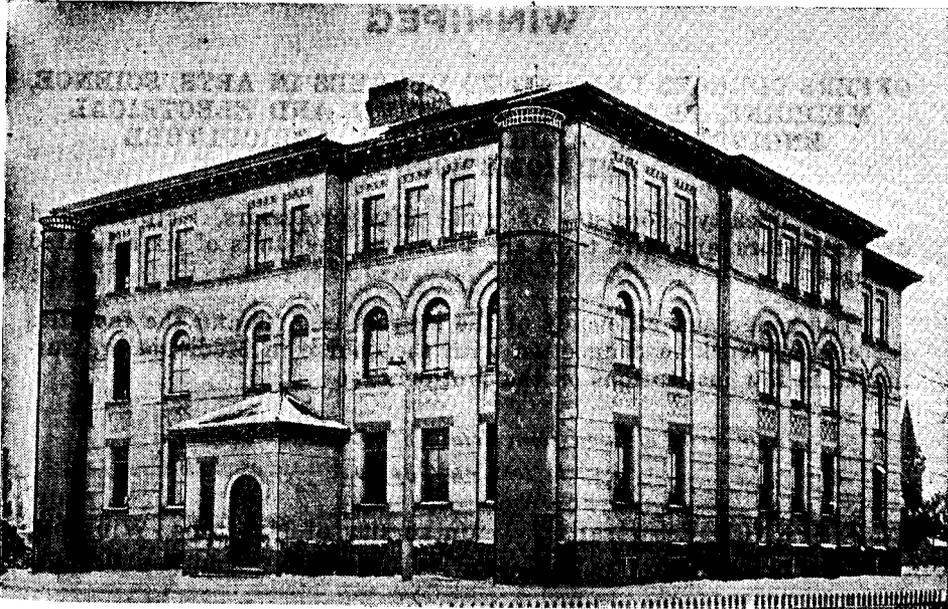
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# The Western School Journal

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

VOL. XV

WINNIPEG, APRIL, 1920

No. 4

## Editorial

### YOUTH AND EXPERIENCE

It is quite true that teaching is a procession rather than a profession. The average length of service is said to be no more than three years. Under such circumstances it can scarcely be expected that the work done in the schools will be of the highest type. Very few teachers do their best work during their first year or two. They have not learned even the tricks of the trade. Yet they are not wholly at a disadvantage, for youth has always something in its favor.

Teaching is of such a nature that people, as they continue at it under ordinary conditions, tend to become "irritable, tyrannical and unattractive."

This is not true universally, and it is not true of anyone who will read this, even if it is true of his or her neighbor. The two pronouns are used, because "irritability and tyranny" are not peculiar to either sex. Possibly the word "unattractive" is intended for men alone.

There is this in a young lady's favor: She is bright; she is optimistic; she has ideals tinged with romance; she appeals to childhood; she is able to participate in the activities of children; she is prepared to take part in the social life of the community. She is, moreover, more adaptable because she is not so "set in her ways." She is naturally progressive; she is not in bondage to the custom of years. On the other hand she is not as likely to be nicknamed, caricatured and talked about lightly in the homes as an older teacher with uncertain temper and "pedagogic self-

assurance." There are obviously some natural advantages resting with the young.

There is, however, a danger in having the schools officered wholly or chiefly by inexperienced teachers. They have not the broad out-look on life; they act from impulse; they lack organizing ability. In matters of school routine they have not learned to act automatically. They require the guidance of those who have had life-experience and experience in conducting schools, so that they may use their energies wisely.

The best we can hope for in this country for some time is a modification of the present system in such a way as to link up with a group of younger teachers one with experience and expert knowledge. The two classes will help each other. One class will provide knowledge and skill, the other class enthusiasm and natural charm. In rural districts supervision by experts or the union of small schools into consolidated schools are the best means to be employed to make young and inexperienced teachers of help to each other.

An expert is not merely one who has had experience in teaching. A teacher may easily become a moss-back. She may be so conservative that she is hopelessly behind the young people who are just coming into the work. She may be living on the knowledge of a by-gone age. She may think that skill in handling classes is a proof of teaching ability, and she may be fundamentally wrong in aim, attitude, and methods. An expert is a scientific edu-

cator, and she is not easy to find. She must know more and be more than a leader in any other field. Our weak point in Manitoba and in Canada as a whole is that we are not taking pains to develop people of this class. We may train teachers of elementary and secondary schools but we cannot hope for success until we have trained also a band of leaders—men and women who are skilled in administration. We can never get anywhere if we have just a procession of novices. In the long run the success of a school or school system depends upon careful competent supervision.

There are schools which demand teachers with special qualifications. It is, indeed, teachers who can act as community leaders that are required. Those who succeed must possess the missionary spirit; must be able to minister to the needs of the adult population as well as the children; must be prepared to teach some home activities as well as the ordinary school studies. They must, above everything else, possess the mother spirit. As teachers they must follow methods suited to the

needs of their districts. In other words, they must be particularly good teachers. They must have initiative and power of independent action. Clearly, young teachers will not be best suited to these schools, nor will teaching experience alone be enough. Natural ability, early association, consecration to this particular work are all necessary. Scholarship and teaching ability, of course, every teacher should have, and more particularly teachers in schools of this kind.

The problem of getting teachers to fill all the schools in Manitoba is not the simple one of turning out of Normal schools so many hundred young people every year. It is a problem of getting varying types of people and placing them so that they will give the best service. Clearly the organization of the force is as important as the getting of it. This points to the necessity in administration of the larger school unit. We can never get anywhere with the small isolated district. We can reach only partial efficiency.

---

### CANADIANIZING THE NEW CANADIANS

From the national and individual standpoint it is right that everyone who lives in Canada should speak English, and for this reason the schools should give instruction in English. Similarly it is right that every citizen of Canada should know something of its laws and its form of government. Instructions in civics should be given to all school pupils who are old enough to understand. It is not to be thought, however, that when people understand our laws and form of government, and when they speak our language, they will make good Canadians. There is something in nationality that is deeper than language, and more powerful in its influence than the laws and customs of a country, and the new Canadian will become a Canadian only when he sees something in Canadian citizenship that is more worthy than anything he

has seen in the country from which he has come. It should not be taken for granted that Canadian citizenship is the best in the world. It may be, and it ought to be, but in so far as the new Canadian is concerned its worth has to be proven. As the saying goes: "The proof of the pudding is in the eating."

The experiences of some new-comers with our Canadian-born merchants and traders, manufacturers and employers-in-general, has not been such as to make them think highly of Canadian morals and Canadian ideals. In one of the stores on a branch railway a Ruthenian entered and bought 25 cents worth of tea; 15 cents worth of sugar; 20 cents worth of matches etc., paying for each article as he bought it. He was asked why he did not get a bill for the whole amount and pay for it all at once. His reply was that he could not add, and

he was sure to be cheated. This was his commentary on Canada, and all the teaching of the schools of English and constitutional practises could not alter his opinion.

If the new Canadians are to be Canadianized they must be captivated by the manner, conduct and general attitude of our people. Teaching English in the schools is good, more than that, it is necessary. But the practice of good behavior, of justice, mercy, and brotherly love are more necessary still. The following paragraphs from an article in the Atlantic Monthly on "Americanization" have deep significance for us:—

"The great obstacles to the speedy Americanization of 'foreigners' are the ridicule of, contempt for, and prejudice against them on the part of native Americans.

"It may be a little humiliating to proud Americans to know that the manners of these 'foreigners' deteriorate in the United States. They have lost many good points by their contact with Amer-

cans, principally on account of bad example.

"Now take the other side of the picture: what did the 'foreigner' have to endure? Ridicule, contempt, persecution, exploitation, extortion, injustice—all of which was due to the prejudice against him. He is very seldom called by his name, is always referred to as "hunkie," or "dago," or the like; he is made on all sides to feel that he is despised, that he is a stranger and unwelcome. His children are discriminated against, no matter how hard he tries to bring them up according to the American standard. To bring this home; several times my little girl asked me, 'Daddy, why does Jennie call me a hunkie?' It hurts, and not everybody can take such matters philosophically, especially when he knows that his child is just as good, if not better, than the other."

In our attempts to Canadianize the new Canadian let us be sure that our Canadianism is of such a type as to attract them.

---

## THE FUTURE

It is always more pleasant to pay compliments than to offer criticisms, and therefore this Journal would be delighted if it could make continued reference to the noble men and women scattered up and down the province who are doing so much to promote intelligence and morality through the agency of the schools. The people we have in mind are not teachers. Some are school trustees and others have no official connection with the schools, but they all know that the hope of the future is in the young life that is shaping in their midst.

There are, however, some who are of a different kind. They are like the dwellers on Ulysses' Isle. "They hoard and sleep and feed." They sacrifice

their children on the altar of mammon. They fill their barns with plenty and leave unfurnished their own minds and the minds of their children. They are breeders of mischief, because they are making trouble for the future. They refuse to spend money where it is most necessary—in the employment of teachers with proper qualifications. It is true that in some backward districts the cost of education is very great. This points to the necessity of a new distribution of public funds. But the backward districts are not the chief offenders. The majority of reactionaries are found in the well-settled districts of the province where money is plentiful. That is the sad feature of it all.

# For the Month

## A MONTH OF BIRDS

### American Robin:

From the elm-tree's topmost bough,  
Hark! the robin's early song!  
Telling one and all that now  
Merry spring-time hastes along,  
Welcome tidings dost thou bring,  
Little harbinger of Spring!  
Robin's come!

—William C. Caldwell, 'Robin's Come'

### Bluebird:

Bluebird! on yon leafless tree,  
Dost thou carol thus to me,  
"Spring is coming! Spring is here!"  
Say'st thou so, my birdie dear?  
What is that, in misty shroud,  
Stealing from the darkened cloud?  
Lo! the snow-flakes' gathering mound  
Settles o'er the whiten'd ground;  
Yet thou singest, blithe and clear,  
"Spring is coming! Spring is here!"

—Lydia Sigourney,  
'The Early Bluebird'

### Catbird:

Delicate and downy throat,  
Shaped for pure, melodious note,—  
Silvery wings of softest gray,—  
Bright eyes dancing every way,—  
Graceful outline,—motion free,—  
Types of perfect harmony!  
Unto whom two notes are given,  
One of earth and one of heaven;  
Were it not a shameful tale  
If the earth-note should prevail?

—Anonymous  
'The Catbird'

### Baltimore Oriole:

At some glad moment was it nature's  
choice  
To dower a scrap of sunset with a  
voice?  
Or did some orange tulip, flaked  
with black,  
In some forgotten garden, ages back,  
Yearning toward Heaven until its  
wish was heard,  
Desire unspeakably to be a bird?

—Edgar Fawcett,  
'To an Oriole'

### Bobolink:

When Nature had made all her birds,  
With no more cares to think on,  
She gave a rippling laugh, and out  
There flew a Bobolinkon.

—C. P. Cranch,  
'The Bobolinks.'

### Yellow Warbler:

Yellowbird, where did you learn that  
song,  
Perched on the trellis where grape-  
vines clamber,  
In and out fluttering all day long,  
With your golden breast bedrop-  
ping amber?

—Celia Thaxter,  
'The Yellow Warbler'

### Song Thrush:

"Summer is coming! Summer is com-  
ing!

I know it, I know it, I know it.  
Light again, leaf again, life again,  
love again!"

Yes, my wild little poet.

—Alfred Tennyson,  
'The Thristle'

### Song Sparrow:

For still  
The February sunshine steeps your  
boughs  
And tints the buds and swells the  
leaves within;  
While the song-sparrow, warbling  
from her perch,

Tells you that spring is near.

—William Cullen Bryant,  
'Among the Trees'

### Field Sparrow:

One syllable, clear and soft,  
As a raindrop's silvery patter,  
Or a tinkling fairy-bell, heard aloft  
In the midst of the merry chatter  
Of robin and linnnet and wren and  
jay—

One syllable, oft repeated!

He has but a word to say,  
And of that he will not be cheated.

—Celia Thaxter,  
'The Field Sparrow'

## Wood Thrush:

The wood-robin sings at my door,  
 And her song is the sweetest I  
 hear  
 From all the sweet birds that incessantly pour  
 Their notes through the noon of  
 the year.

—James C. Clarke,  
 'The Wood-Robin'

## Bluejay:

O bluejay up in the maple tree,  
 Shaking your throat with such bursts  
 of glee,  
 How did you happen to be so blue?  
 Did you steal a bit of the lake for  
 your crest  
 And fasten blue violets into your  
 vest?  
 Tell me, I pray you,—tell me true!  
 —Susan H. Swett,  
 'The Blue Jay'

## Empire Day

### PREPARATORY TALKS

Empire day should be prepared for by a series of talks to the pupils on such topics as (1) What qualities the children of the Empire should possess. (2) The character of community life throughout the Empire. (3) The relation among the Dominions of the Empire. (4) The relations of the Empire to the world.

The following outline may assist teachers in preparing their talks for pupils:—

#### A. The Individual.

What qualities should the individual possess?

1. Physical—power, health, vigor, grace.

Means—food, exercise, rest; avoidance of excesses of all kinds.

Picture of the ideal boy and ideal girl. What they look like. How they made themselves ideal.

2. Intellectual—Knowledge, power, skill, alertness, desire.

Means—reading, talking to people, investigating. What books to read, what places to visit, what to avoid. Picture of intelligent children. How they become so. What kind of intelligence is worth while.

3. Moral—Ideals, power to choose, power to resist.

Means—Work, play, kindly action, avoidance of bad habits and cultivation of right tastes and manners.

Picture of ideal behavior. What the Empire needs in its men and women.

#### B. The Community.

What the ideal community is like.

1. Relation among the classes—rich and poor; country and city.

2. Relation among the races—British born and New Canadians.

3. Picture of an ideal community—its people, its entertainment, its social and industrial life—the homes, the schools, the churches.

4. How any community may be improved. The relation of this improvement to the growth of Empire.

#### C. The Empire.

1. The parts of the Empire and what each contributes to all.

2. The part to be played by Canada, and particularly by Manitoba.

3. The need of co-operation among the units of Empire.

4. Picture of exchange among the units of Empire—what we give to England or Australia and what they give us.

5. The army and navy.

6. A spirit of unity.

#### D. The Empire and the World.

1. What Britain has been to the world.

2. What Britain has done in the Great War.

3. What the Empire must stand for.
4. Britain's present opportunity, and particularly Canada's opportunity.
5. Britain's share in protection, enlightenment, missionary effort.

### Summary.

Each individual developed.  
 Each community friendly.  
 Each dominion flourishing.  
 The Empire united.  
 The Empire leading the world.

---

### Hymn of Empire

Lord of our fathers, Thou didst blend  
 Of divers strains our stubborn race;  
 Thou, at the old world's wind-swept  
 end,  
 Did'st plant us in our sea-girt place.  
 To learn chill rigor from the drift;  
 Grim patience from the warring  
 wave;  
 Thou mad'st us swift as winds are swift,  
 And brave as rocks and sea are brave.

Then as we fared in straitened ways  
 Thou did'st outpour us—bad'st us  
 roam,  
 That we might claim the tropic rays,  
 And call the ice-bound ocean home.  
 Like seed we fell, like seed we sprang,  
 Till half the world, wher'er we rose,  
 With Britain's joys and sorrows rang,  
 And Freedom's foes were Britain's  
 foes.

Lord God, before Thy feet we bow;  
 We cast our pomps our trophys down.  
 Uphold us, lest Thy wrathful brow  
 Upon our faithless purpose frown.  
 In peace to win our destined path,  
 Beyond the waste, across the tide;  
 Grant us the courage, not the wrath,  
 The calm of strength, and not its  
 pride.

This be our prayer—to guard, to guide  
 Beneath the shelter of Thy throne,  
 Whatever realms Thou dost provide,  
 Whatever heart Thou mak'st our  
 own;  
 Not for our frequent falls to grieve,  
 But turn our prayers, our hopes above  
 There, where the great prow passed,  
 to leave  
 The golden ripple of Thy love.

—Arthur Christopher Benson

## LEST WE FORGET!

"The tumult and the shouting dies—  
The Captains and the Kings depart—  
Still stands Thine ancient sacrifice."

This very brief quotation from Kipling's "Recessional" suggests a thought which should be in the minds of every British subject on this, the Empire Day of 1920. While the "Recessional" was a prayer addressed to God, the three lines quoted above might well refer to the returned men of the Empire's Armies, more particularly those men whose sacrifice still holds them in the House of Pain. The captains and the kings have departed, but to us are left these men, without whose effort we should now have none of the things for which we hold this Empire dear—our freedom, the traditions of our race, our country—even our very lives. To these men and to those who lie in "Flanders Fields" we owe a debt we can never repay, and one which we must therefore never forget.

The tumult and the shouting have died, and the men and boys who, in the flame of battle met death and were not afraid, have gone—but what of these others? Are we perhaps even now remembering them only because some one has brought to light the case of a man who has been trading on the gener-

osity of some society or individual? Are we remembering them only because some returned men hold different religious or political opinions from ourselves and we consider them a nuisance or a menace? Or are we remembering them all by the one unworthy man we may know in all that host? This is the "remembering" that some people are doing, and there is a danger that this may spread unless on this Empire Day, and on every other day, we remember that it was these men, good, bad and indifferent, who helped to save the Empire, and we make a determined stand against the forgetting of what has happened since August, 1914. Can we forget Mons, Ypres, Festubert, Messines, Vimy Ridge, Zeebrugge, Jutland, Paschendaele, Cambrai, Amiens? Can we forget the mud, the trenches, the hideous hell of noise, the roar of storms, the crash of aeroplanes, and all the fearful wonders through which these men lived? These same men are in our hospitals to-day; they are seeking work, and homes in our streets, and they ask our patience and consideration—

This is Empire Day!  
Lest we Forget!

---

**Brothers All**

Yes, 'Peace on Earth' Atlantic strand!  
'Peace and Goodwill' Pacific shore!  
Across the waters stretch your hand  
And be our brothers more and more.  
—Austin.

**England to Australia:**

Sons of the giant Ocean isle,  
In sport our friendly foes for long.  
Well England loves you, and we smile  
When you outmarch us many a while;  
So fleet you are—so keen and strong.

**New Zealand:**

God girt her about with the surges  
And winds of the masterless deep,  
Whose tumult uprouses and urges

Quick billows to sparkle and leap.  
He filled from the life of their motion  
Her nostrils with breath of the sea,  
And gave her, afar in the ocean,  
A citadel free.

**West Indies:**

In waters of purple and gold  
Lie the islands beloved of the sun,  
And he touches them one by one  
As the beads of a rosary told.  
When the glow of the dawn has  
begun,  
And when to eternity's fold  
Time gathers the day that is done.

## TAKE YOUR OWN PART''

Extract from "Fear God and Take Your Own Part''

(February, 1916)

"Fear God and take your own part"  
—Copyright, 1916. By permission of  
George H. Doran Company.

The English army was mobilized with a rapidity and efficiency as great as that of the German army. It has driven every warship except an occasional submarine, and every merchant ship of Germany off the seas, and has kept the ocean as a highway of life not only for England, but for France, and largely also for Russia. In all history there has been no such gigantic and successful feat accomplished as that which the seamen and shipwrights of England have to their credit during the last eighteen months. It was not originally expected that England would have much to do on the continent; and although her wisest sons emphatically desired that she should be ready to do more, yet this desire represented only a recognition of the duty owed by England to herself. To her Allies she has more than kept the promise she has made. She has given Russia the financial assistance that none but she could give; her money effort has been unparalleled in all previous history. Eighteen months ago no Frenchman would have expected that in the event of war England would do more than put a couple of hundred thousand men in France. She has already put in a million, and is training and arming more than double that number. Her soldiers have done their duty fearlessly and well; they have won high honor on the fields of horror and glory; they have shown the same gallantry and stubborn valor that have been so evident in the armies of France and Russia. Her women are working with all the steadfast courage and self-sacrifice that the women of France have shown. Her men from

every class have thronged into the army. Her fisher folk, and her seafarers generally, have come forward in such numbers that her fleet is nearly double as strong as it was at the outset of the war. Her mines and war factories have steadily enlarged their output, and it is now enormous, although many of the factories had literally to build from the ground up, and the very plant itself had to be created.

Coal, food, guns, munitions, are being supplied with sustained energy. From across the sea the free Commonwealths of Canada, Australia, New Zealand, and South Africa, and the Indian Empire, have responded with splendid loyalty, and have sent their sons from the ends of the earth to do battle for liberty and civilization. Of Canada I can speak from personal knowledge. Canada has faced the time that tries men's souls, and with gallant heroism she has risen level to the time's need. Mighty days have come to her, and she has been equal to the mighty days. Greatness comes only through labour and courage, through the iron willingness to face sorrow and death, the tears of women and the blood of men, if only thereby it is possible to serve a lofty ideal. Canada has won that honourable place among the nations of the past and the present which can only come to the people whose sons are willing and able to dare and do and die at need. The spirit shown by her sister-commonwealths is the same. High of heart and undaunted of soul the men and women of the British Islands and of the whole British Empire now front the crisis that is upon them.

Theodore Roosevelt.

## EMPIRE DAY PAGEANT

Characters:

**Britannia:** An older girl to be draped in white with shield and helmet. If this is not possible, draped in a flag

over a white dress. She should be seated on a raised chair in the middle of the platform.

**England:** Sailor (boy or girl).

**Ireland:** Paddy—in knee breeches and top hat and green coat, or, Girl in white cheese-cloth gown with girdle and crown of shamrock leaves.

**Scotland:** Boy or girl in a kilt.

**Wales:** Small boy as a miner. (very dirty-looking.)

**S. Africa:** In yellow or orange cheese-cloth, with band of brilliants round her hair, or, boy in khaki with Stetson hat.

**Australia and New Zealand:** Boys in khaki carrying flags, or, girls in white draped in flags of these countries.

**India:** Tall girl with her face slightly darkened, draped in brilliant shawl and with her hair parted plain, and earrings in her ears.

**W. Indies and Burmuda:** Little colored boy or girl, or a white child blackened and dressed as a Topsy.

**Canada:** Boy or girl in snow-shoe outfit, or tennis things, or soldier carrying flag, or girl in white with maple leaf crown and wheat in her arms.

**Page:** Small boy or girl to introduce characters.

Each child should carry in its arms something symbolic of its gift to the Empire; for instance: wheat and coal from Canada, cotton from India or other materials suggested which are easy to obtain. The teacher may enlarge on this caste or cut it down as she sees fit—the characters given are merely suggestions. The songs and recitations interspersed throughout may be altered or omitted, or all given by one person.

**Stage setting:** Background of branches of budded trees or those covered with pussy willows, to which may be fastened flowers of pink tissue paper making an effect of apple blossoms. Flags may be interwoven in the branches, or the whole background may be just a big Union Jack stretched on the wall. Britannia should be seated in a raised chair, and small chairs provided for the other characters prettily grouped.

Opening chorus by the school—"Rule Britannia!"

Britannia enters and takes her place on throne—"This is Empire Day! All

over the world the grown up children of Britannia are thinking of the great Empire to which they belong, and they have sent me word to-day to expect visitors from each country who will tell me what they are all doing. For now that they have grown up they attend to their own work and play, but they love to do their part to help each other and me. I wonder who will come first?"

Page—England, mother Britannia waits your pleasure!

(Enter England)

I'm from England.  
Mother of Nations.  
Wee isle of the sea.  
Beloved by all.

We give the Empire the gifts of a  
Homeland,

Tradition and stories, the best to recall.  
Here are the buildings you read of in  
history;

Here are the trees and the roads as of  
old;

Here are the beauties, the wonder, the  
mystery,

Dating from days when Knights were  
bold.

Here are the men who compose the  
navy,

Watchful and sleepless—

That guard our sea;

Here are the men, who, in days of dan-  
ger

Held back the Germans

And kept the world free.

I bring the Empire the love of a mother,  
The gifts from a home

That sends greetings to Thee."

(A verse of Hearts of Oak.)

Britannia—

England, England, I welcome you,  
From your land great countries grew.

You will love the Empire children  
That you meet to-day,

Come with me, and make them welcome,  
Make them want to stay.

Now who comes next?

Page—"An elder daughter, Britan-  
nia—India!"

(Enter India)

I bring to the Empire family,

Sugar and tea and spice,  
 Wonderful fruits and gauzy stuffs,  
 Ivory, teak and rice.  
 My land is a land of mountains, of  
 wonderful heat and snow;  
 A land of beauty and marvellous build-  
 ings,  
 And stories I hope you know.  
 We have a governor-general and  
 princes,  
 And soldiers, both white and black.  
 We fought in the great world war,  
 And our army, brought many an honor  
 back.

(Piano plays a lullaby.)

Britannia—

Welcome India, eldest of children,  
 Yours is a proud, great part.  
 Come stand by me, my tallest daughter,  
 You are part of the Empire's heart—  
 Page, who comes next to our Empire  
 party?

Page—Canada, Mother, our strong  
 young nation.

(Enter Canada)

I come from a land where the Arctic  
 sea,

Beats on its Northern shores;  
 Where mountains rise 'neath its West-  
 ern skies,

And on the East the Atlantic roars.  
 Mine is a land of mighty rivers,  
 Ocean-like lakes, and prairies wide,  
 A land that is like a mighty granary,  
 A land where fur-bearing animals hide.  
 I bring wheat and meat from my mid-  
 lands;

Coal and oil from my mountains grim  
 Fruit from my east lands,  
 Fish from my rivers,  
 And lumber from mighty forests dim.  
 My soldiers rushed to the Allies' relief,  
 And raised to the heavens the maple  
 leaf."

(A verse of O! Canada.)

Britannia—

Come to my right hand Canada,  
 Bravest and staunchest of sons  
 Your gifts we need  
 And you are indeed  
 Among our noblest ones.

Page, who is next that I see?

Peeping around that tree?

Enter Ireland (sulking and with  
 finger in mouth.)

Sure I'm feeling sulky

This mornin'  
 I'm not very well.  
 There's so much trouble in Ireland  
 I can't begin to tell.  
 But once on a time we did things,  
 Fine things for sure  
 We wove linen,  
 And built good ships,  
 And poets we have by the score.  
 We've fought lots of battles,  
 And won them for you,  
 And we've given the Empire the finest  
 men too.

Our island is lovely,

No one will deny,

But if I say any more,

Why sure I'll just cry.

(A verse of "The Minstrel Boy" or  
 "The Wearin' o' the Green" or playing  
 of "Tara's Halls.")

Britannia—

Come Ireland, we love you my dear,

We know you've your troubles,

But just you come here.

You're so full of goodness

We'll forget all the rest

And remember that Ireland is one of  
 the best—

And who comes now with sound of  
 bagpipes?"

Page—Scotland, Mother Britannia.

(Enter Scotland)

I'm from Scotland,

Rocky land,

Full of lakes and rivers grand.

Rugged people

Who tend their sheep,

And dig for coal in mines so deep,

We build ships and make fine cloth,

And we're wonderful soldiers

When you rouse our wrath.

We bring gifts on every hand

To the mother Empire from Scotland.

(A verse of "Flow Gently Sweet  
 Afton.")

Britannia—

Come shake hands with me my lassie,

You're a fine braw lass,

From a land that always has been

The best friend the Empire has.

Who comes next with such sweet  
 voice?"

Page—"Wales, Mother Britannia,  
 our singer."

Enter Wales, singing "Men of Har-  
 lech."

I'm a miner dirty  
 But I mean a lot.  
 The coal the Empire gets from Wales  
 Keeps the whole world hot.  
 We're small men,  
 But we never fail,  
 And we are the Empire's nightingale."

Britannia—Come Wales, sweet singer.  
 Without you I see,  
 The Empire would be  
 Out of harmony.

Page, who waits now to join this  
 happy party?

Page—Australia from the Southern  
 Seas Mother Britannia.

(Australia hops in)

Here I come  
 I hop to you  
 Like my favorite kangaroo.  
 I bring the Empire gifts of wool  
 And mutton good to eat  
 And gold and gum and wood and skins  
 And also splendid wheat.  
 My soldiers sailed across the sea,  
 To help to keep the Empire free.

(Playing of a Selection of Patriotic  
 Airs.)

Britannia—  
 I know you great big island,  
 You've helped us all a lot,  
 Come join us over here and see  
 What our other friends have brought.

Who waits now Page?

Page—Africa, Britannia.

(Enter Africa)

I'm from the hot land  
 Miles and miles of desert sand,  
 But where the gardens grow  
 There are strange fruits you do not  
 know.

The glistening diamond lies  
 In mines beneath our burning skies,  
 There we have the ostrich queer,  
 (You see I have his feathers here),  
 We have wild beasts of every sort,  
 The lion and elephant we hunt for  
 sport.

And then there is the tall giraffe,  
 He would make you laugh and laugh.  
 You see we have fine gifts to bring,  
 We can bring almost anything.  
 And our fine soldiers crossed the seas,  
 And fought and won and died with  
 these.

(Pointing to the other countries.)

Britannia—  
 Ah Africa of burning sun,  
 You are indeed a generous one!  
 Your gifts are true  
 We all thank you.

Page, who is the wee country waiting  
 now?

New Zealand—(Walks in on his  
 hands.)

I come from the other side of the  
 earth

So I'm upside down you see  
 I have hot mud lakes,  
 And boiling springs,  
 And many other queer strange things.  
 I have fern-trees, coco-nuts,  
 Bread fruit and palms,  
 But most of my people live on farms.  
 I have only two seasons winter and  
 summer.

My best Empire gifts are wheat and  
 lumber.

My men you know,  
 You've seen them fight  
 I don't need to tell you they are all  
 right.

(Recitation, "Manuka.")

Britannia—  
 Welcome New Zealand,  
 As you say  
 Your little country's far away  
 But we give you a double welcome to-  
 day,  
 Welcome—  
 And now who waits without our  
 gates?

Page—West Indies and Bermuda  
 from the far Atlantic.

(Enter West Indies and Bermuda)

Here I come  
 From the sun,  
 Children love to see  
 Oranges and bananas that come from  
 me.

Lilies white that shine by night,  
 Grow on my broad fields,  
 Sugar cane, and yams and rice,  
 My fair islands yield.  
 And I bring the gift of spring,  
 To those who would be healed.

Britannia—  
 Little island child,  
 From the south so mild.  
 We love your gifts and you  
 Here's welcome for you too.

Britannia rises and comes to centre of platform, all the countries gathering around her.—(Tableau.)

Here we are you see,  
There's strength in unity.  
We'll keep that flag on high  
Or as an Empire we will die.  
Each one, though large or small,  
Is able to help all—

And helping one another,  
We help the Empire Mother.  
We're linked with chains of love,  
And to the world will prove,  
That we, the British Empire free,  
Will stand or fall in unity,  
A League of Nations.  
(Sing verse of God Save the King.)  
Selection of patriotic airs and songs.

## A STORY FOR EMPIRE DAY

A Story of Devastated France.

We have tried our best to keep the life of French children what it ought to be. I remember last year Aunt Louise taught a group of children in our part of the town to sing the Marseillaise. The studio of my cousin Jean is at the back of the house and high up; and so she thought the children's voices could not be heard from the street. The mayor heard of what she was doing, and sent word that he should like to hear them sing. The news spread rapidly. When he arrived with the city council, coming in one by one, as if merely to make a call, they found the big studio full to overflowing with their fellow citizens—the old men and women who are the fellow citizens left there. Two or three hundred of them were there—the most representative people of the town, all in black, all so silent, so old and so sad. The children were quite abashed by such an audience and filed upon the little platform shyly—our poor, thin, shabby, white-faced children, fifty or sixty of them.

There was a pause. The children were half afraid to begin; the rest of us were thinking uneasily that we were running a great risk. Suppose the children's voices should be heard in the street, after all. Suppose the German police should enter and find us assembled thus. It would mean horrors and miseries for every family represented. The mayor stood near the children to give them the signal to begin—and

dared not. We were silent, our hearts beating fast.

Then all at once the littlest ones of all began in their high, sweet treble those words that mean France, that mean liberty, that mean life itself to us:

"Allons, enfants de la patrie," they sang, tilting their heads back like little birds; and all the other children followed: "Against us floats the red flag of tyranny!" We were on our feet in an instant. It was the first time any of us had heard it sung since—since our men marched away. I began to tremble all over, so that I could hardly stand. Everyone stared up at the children; everyone's face was dead white to the lips. The children sang on—sang the chorus, sang the second stanza.

When they began the stanza, "Sacred love of our fatherland, sustain our avenging arms," the mayor's old face grew livid. He whirled about to the audience, his white hair like a lion's mane, and with a gesture swept us all into the song: "Liberty, our adored liberty, fight for thy defenders!"

There were three hundred voices shouting it out, the tears streaming down our cheeks. If a regiment of German guards had marched into the room we would not have turned our heads. Nothing could have stopped us then. We were only a crowd of old men and defenseless women and children, but we were all that was left of France in our French town.

*THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION*

## Trustees' Bulletin

### ANNUAL CONVENTION OF THE MANITOBA SCHOOL TRUSTEES' ASSOCIATION

Mr. S. H. Forrest, the President, in his opening address, making reference to the National Conference on Education held in Winnipeg in October last, stated that it was unique in that although the most ambitious and successful gathering ever attempted in Canada, it was initiated and organized by laymen who had no direct connection with education and no special training in those lines, showing that the public at large were more awake to the needs of education than ever before.

Mr. Forrest also quoted from the report of the Commission on Assessment and Taxation in connection with the statement in that report on Municipal School Boards—"Such steps will open the way for establishment of efficient educational methods, supplying to our rural children, through the medium of larger and better schools, all the advantages enjoyed by those in urban centres." He dwelt at some length on the scarcity of competent and trained teachers.

In mentioning that one of the Winnipeg dailies had a front page headline, "Teachers Underpaid Throughout Canada" he remarked that the statement was quite true, but missed the important aspect of the situation. If it had read: "Schools Undermanned Throughout Canada" or "Children Undertought throughout Canada," it would have emphasized the serious aspect of the situation. The greatest error is not in the amount of the initial salary, but in the neglect to pay for the increased efficiency owing to experience.

The Hon. Dr. R. S. Thornton, Minister of Education, spoke of the progress made during the year, especially emphasizing better salaries, and the value of the Municipal School Board.

The trustees and teachers were being aroused to their responsibilities and were co-operating with each other, but the co-operation of the public much more fully was still one of the great needs. The services of the government commission on the salaries and the status of the teaching profession were highly praised.

The following were some of the facts laid before the convention by Dr. Thornton: Enrollment in the schools 115,000, of whom 85,000 were in rural Manitoba, an increase in attendance of 3.15 per cent.; 83 new districts formed; 149 new school buildings erected, and 15 new consolidations carried out, bringing the total number of consolidated schools up to 99. The municipalities of Miniota and Woodlea had taken the lead under the new legislation by forming municipal school boards, and Miniota had already passed an improved salary schedule with a minimum salary of \$1,000.

In the afternoon the secretary-treasurer's and auditors' report was read showing an expenditure during the year of \$3086.39 and a balance on hand of \$409.57.

Dr. P. Flint, President of Cornell College, Iowa, gave an eloquent and inspiring address on Citizenship. He alluded to the discussions in relation to the League of Nations in the United States, and declared that the spirit shown there was not the true spirit of the American people. He looked to see the day when the country would rise out of the fog of politics, and asked the Canadian not to be deceived by spurious Americanism which talked about isolation and was looking for votes. That was not the real substantial opinion of the United States. Dr.

Flint emphasized the change in the international outlook brought about by the war, and stated that all nations must stand together if the world is to be saved from chaos at the present time and preserved in peace in the days to come.

"We must, as never before," he affirmed, "emphasize our national citizenship," and added that there was nothing in a properly expressed nationalism to conflict with internationalism as primarily understood.

Speaking on the question of the hyphenated citizen, Dr. Flint was loudly cheered when he declared that the war had shown them in the United States, and he supposed it was the same in Canada, that they must have one language, one name, and one flag. "If we are to have unity in national life it must express itself in one language." In concluding, Dr. Flint offered the hope, the prayer, that the day might soon come when Canada, as a portion of the British Empire, and the United States would soon stand shoulder to shoulder in the interests of humanity and the Kingdom of God.

On Wednesday morning Dr. Helen McMurchy, of the Department of Education, Ontario, in speaking on "Child Welfare," stated that the old idea that infant mortality really meant "the survival of the fittest." was proven fallacious and that the causes which killed one child in ten left the other nine maimed or impaired in health to a more or less extent. Infant mortality was found to be in direct relation to the income of the father, and quoted from statistics compiled by the United States Bureau of Child Welfare in support of her contention. This meant that the payment of a living wage was a vital thing to the state.

Dr. W. L. Grant, Principal of Upper Canada College, Toronto, gave a full and instructive address on "Part Time Education."

The officers and members of the executive were elected as follows: President J. A. Glen of Russell; Vice-President, J. W. Seater of Rivers; Secretary-treasurer, H. W. Cox-Smith of

High Bluff. Members of the Executive: J. A. Marion of St. Boniface; E. J. Scales of Virden; Wm. Iverach of Isabella; W. H. French of Stoney Mountain; H. N. Macneill of Dauphin, and S. H. Forrest of Souris; and John Murray of Hamiota, Auditor.

The following resolutions were passed:—

1. That whereas the general school rate bears equally on all the ratepayers of a municipality, and the special school rate is often several times as high on one farm as it is on the neighboring farm;

Therefore be it resolved that this association recommends that the municipal school grant be very materially increased.

2. That we look with growing approval and pleasure on the growing development of, and increasing interest being taken in, the exercises and purposes of Empire Day celebrations, and would recommend that, as a progressive step in this commendable movement, the School Visitors' Committee adopt the plan of centralization, and that schools be urged to co-operate with the committee in effecting union celebrations.

3. That in accordance with the raise in teachers' salaries, the government be asked to raise the grant accordingly.

4. That in the opinion of this Association a trustee who is a shareholder in an incorporated company should not be disqualified from holding office in the event of such company entering into a contract with the school board, of which he is a member.

5. Any trustee who works for the school district be allowed to go to forty dollars instead of twenty dollars.

6. That whereas the secretary-treasurer of a rural school district has a great deal of difficulty in obtaining the signatures of all the members of the school board to cheques sent out by the Provincial Treasurer; Therefore be it resolved that this convention recommend that the cheques from the Provincial Treasurer be made out to the order of the secretary-treasurer.

7. Whereas it is important that a day be set apart in each year to be observed throughout the whole of Canada as our National Thanksgiving Day; and whereas it is fitting in an agricultural country such as Canada the day should come at the close of the harvesting period, and before winter sets in; and at a time that will not interfere with other festivals; and whereas November the eleventh, marking the date of the close of the great war should be a day of general rejoicing throughout the Empire, therefore be it resolved that we ask the Dominion Government to set aside the eleventh day of November in each year, to be known and observed as our National Thanksgiving Day.

8. That taking into consideration conditions prevailing in many parts of the province by reason of massing of illiterate voters exercising all the rights and privileges of citizenship without also assuming its responsibilities, this convention would place itself on record as being in favor of such a change in the provincial law as would make an educational test obligatory on the part of all hereafter seeking the franchise in Manitoba, and that before being placed on the provincial electoral roll they must be able to read and understand the English or French language and be able and willing to assume the full responsibilities of citizenship, and that a copy of this resolution be forwarded to the Dominion and Provincial Governments, to the different Canadian Clubs throughout the province, the Imperial Order of the Daughters of the Empire and other kindred associations.

9. That the Department of Education be requested to notify the Secretaries of the school districts (unorganized territories) of the names of each ratepayer who is in arrears with taxes, and the amount of such arrears, this statement to be made annually in time for the auditors to get out their report for the annual meeting, and also enable the ratepayers to know who is eligible to become a trustee as per section 62 of the Public Schools Act.

10. Whereas the Department of Education has already established a

teachers' bureau for the supplying of teachers to school boards, and in order that the bureau be strengthened and enlarged by having information of all vacancies which may occur throughout the province by which the bureau may be able to supply and recommend teachers qualified for the vacancies, and teachers may be informed of the kind of school, its situation, the kind of residents and general conditions. This convention would strongly urge all boards to immediately notify the bureau of any vacancy and utilize the information at the disposal of the bureau so that teachers and boards may be mutually informed and engagements made on a more satisfactory basis than has hitherto obtained.

11. That the Department of Education be asked to establish a bureau for obtaining and distributing text books and school supplies to the schools.

12. Whereas the work of the health nurses reveals the fact that there are many mentally defective and backward children in the schools of the province, and their presence is a hindrance to the best work of our teachers and unfair to the children afflicted. Resolved that the Department of Education be asked to provide a school at some central point where such children may obtain, free of charge, the special care and instruction which will enable them to become useful citizens.

13. Whereas the Assessment and Taxation Commission makes among others the following recommendation: "That when school districts provide the plant and equipment for secondary education, the Departmental grants to such be equal to or at least 80% of the entire cost of operation." Be it resolved that this convention of Manitoba School Trustees endorse the said recommendation.

At the special meeting on Wednesday evening to discuss the Consolidated School, its advantages and present day methods, there was plenty of good discussion. Messrs. Jno. Murray of Hamiota, Robt. Houston of Starbuck, N. J. Kerswell of Makaroff gave their experiences in their respective school districts and many questions were asked

them. An interesting discussion followed in which Mr. Fletcher, Deputy Minister of Education, Inspector Belton, Mr. Little, Rev. Father Rousseau, Rev. Mr. Heney, Mr. Wm. Iverach and others took part. At the request of the chairman it was found that there were twenty-eight trustees from consolidated school districts present, and not one of them would be willing to go back to the old system.

Thursday morning the discussion on Municipal School Boards was introduced by Mr. Wm. Iverach, chairman of the new Municipal School Board of Miniota.

Mr. Iverach explained the working of this system of school administration, and gave the experience of the Miniota school board. He regarded this system as the best method of giving the country child a square deal.

## Special Articles

### SOME OBSERVATIONS ON SCHOOLHOUSE SANITATION

By Supt. T. A. Neelin

#### Indoor closets.

One closet for every 15 females or every 25 males, and one urinal for every 15 males.

#### Light and ventilation of toilets.

Toilets should be well lighted and equipped with means of ventilation independent of the system that ventilates the remainder of the building. Stalls for urinals should be from 16 to 20 inches wide.

**The common towel** should be prohibited.

**Stairways.** Maximum height of risers  $6\frac{1}{2}$  ins. Minimum width of tread 11 inches.

**All Doors** should open outwards, and those leading to the outside unlocked.

**All Basement rooms** used by pupils should have an exit aside from the usual means of exit and egress.

**Fire escapes** should enable the pupils to reach the ground without delay or danger, by exterior escapes.

**Light ratio.** 1 to 5 is a safe ratio of actual glass area to floor area.

**Height of windows.** That the height of the window head above the floor must be always 40% of the width of the room, is recommended in some places.

**Window blinds** should be hung in the centre so that either the lower or the

upper half may be shaded; blinds should be translucent.

**Walls and ceilings**—Color: gray or buff is recommended in some states.

**Heating.** Stoves should be jacketed, and in both stoves and furnaces adequate means for getting moisture into the heated air must be provided.

**Floor space.** 16 square feet for primary grades and 20 square feet for high schools per pupil.

**Rate of air change.** 30 cubic feet per pupil per minute.

**Size of inlets.** In the gravity system 16 square inches per occupant is one recommendation, and about 1 square foot to every 175 square feet of floor space is another.

**Windows** should open from both top and bottom and be spring or weight controlled. Outlet same size as intake.

**For the teachers.** A private retiring room should be provided in every school, one for the female teachers and one for the male teachers.

**Blackboards.** The following are the best heights adapted to the various grades: Primary, 26 inches; intermediate, 30 inches; high school grades, 36 inches. Rooms having the light from the east might be best for primary rooms.

**Rest rooms.** In every school of 4 rooms or more there should be one rest room. This might be the teachers' retiring room and should be fitted up with couch, supplies for First Aid to the injured, water supply and toilet accommodation.

**Interior of class-rooms.** The architecture should be as simple as possible to the end that the collection of dust may be decreased.

**Wardrobes** should be 6 feet wide, have outside light, be well heated and ventilated.

**Floors.** All floors of toilet rooms, lavatories, laboratories, domestic science rooms and halls should be of non-absorbent waterproof material with waterproof base 6 inches high. Other floors should be of hard well-seasoned wood closely laid, and they should have their surfaces made impervious to water and germs by a coat of boiling paraffin oil

or other floor dressing having a similar effect, applied immediately after the floor is laid.

**The school van.** Some of the leading states in educational affairs have regulations concerning this. The van must be well lighted, heated and ventilated. Twice a year, once at the opening of school and again at Christmas it is to be thoroughly cleaned and disinfected according to the rules of the state board of health. No over-crowding is allowed and each child is to have a comfortable seat. Foot rests are to be provided for the smaller children if their feet do not rest comfortably on the floor.

The above material has been prepared from a careful study of the laws and regulations governing the hygiene and sanitation of school houses in the United States in "Schoolhouse Sanitation" by W. A. Cook.

### A POINT IN SINGING

It is important that children sing up to pitch and in perfect rhythm. The leadership of the teacher has everything to do with it. One of the best suggestions that an old teacher had to offer was this: "In beating time for a measure before the singing begins, be careful to suggest both pitch and rhythm." This means that the teacher does not merely say, "one-two-three-four," in any way at all, but that she accents the first beat, dropping away on the other three; or if the selection is in waltz time, she gives the first beat a strong accent swing down to the second and third beats. In other words she beats time as if she were swinging or dancing to the rhythm. In the same

way she sings as she gives beats, that is, she indicates pitch with her voice. If the selection is in Major key, she sings as if the syllables were **do, sol, sol, sol**, or in the case of triple time she sings **do, sol, sol**. It is easy for pupils to break away from this form of beating into the song. If pitch and rhythm are not suggested by the teacher's voice, there is almost sure to be a failure in one respect or the other.

This is but another way of saying that the teacher anticipates what she is going to hear, and causes the children to do the same for themselves. More failures arise from singing without proper appreciation of pitch and rhythm, than from any other cause.

### SCHOOL MUSIC

Among books that are useful for school purposes are the following:

#### A. In Sets—

"The Progressive Music Series," Silver, Burdette, Boston; "The New Edu-

ational Music Course," Guin & Co., Boston; "Hollis Daun Music Course," American Book Co.

#### B. One-book Edition—

"The Progressive Music Series," Sil-

ver, Burdette, Boston; "The New Educational Music Course," Guin & Co., Boston.

#### Elementary Grades—

"New Educational First Reader," Guin & Co., Boston; "Congdon Music Readers, 1, 2, 3, 4," Congdon Co., New York; "Progressive Series—Books 1 and 2," Silver, Burdette, Boston; "Songs for Little Children"—Eleanor Smith—Milton Bradley; "Song Primer"—Alys Bentley—A. S. Barnes; "Mother Goose Set to Music,"—Elliot—McLaughlin & Co.; "Songs of the Child World"—Gaynor—John Church Co.; "Songs of a Little Child's Day,"—Poulsson Smith—Milton Bradley & Co.; "Thirty-six Songs for Children,"—Grant Schaefer—C. C. Birchard, Boston; "Rounds, Carols and Songs,"—Osgood—Oliver Delson Co., Boston; "Small Songs for Small Singers,"—Neidlinger—Schirmer & Co.; "Songs and Games for Little Ones,"—Walker and Jenks—Oliver Delson & Co.; "Nature Songs for Children,"—Knowlton—Milton Bradley, Chicago; "Art Song Cycles,"—Miessner—Silver, Burdette, Co.; "Stevenson Song Book,"—Grant Schaeffer—G. Schirmer Co.; "Folk Songs From Somersset,"—Sharp and Mason—Simpkin & Co., London; "Songs for Schools,"—Farnsworth—Macmillan Co.; "English Folk Songs for Schools,"—Gould and Sharp—Curwen & Sons, London; "Songs of the British Isles,"—Hadow—Novello; "Songs of Life and Nature,"—Eleanor Smith—Silver, Burdette; "Motion Songs," Ed. Pub. Co.; "Twenty Song Classics,"—Alys Bentley—Buchard & Co., Boston; "The Child and Song,"—Needham—Buchard & Co.; "Songs from Child's Garden," Buchard & Co.; "Song Stories for the Kindergarten," Clayton F. Summy; "Cradle Songs of Many Nations," Clayton F. Summy; "Little Tots' Song Book,"

—Lucas—Clayton F. Summy; "Book of Children's Songs,"—Weibig—Clayton F. Summy; "Playtime Songs,"—Riley and Gaynor—Clayton F. Summy; "Christmas Time Songs and Carols,"—Clayton F. Summy; "Nature songs and Lullabies"—Bullard—Clayton F. Summy; "Song Pictures from Stevenson,"—Eleanor Smith—Clayton F. Summy; "Children's Songs of City Life,"—Lowe—A. G. Barnes Co.; "Songs of the Seasons,"—Cushman—A. G. Barnes & Co.

#### Mixed Grades—

"Songs Old and New,"—McDougall—Educational Co., London; "Murdoch's School Songs," Murdoch Co., London; "Silver Song Series,"—26 numbers—Silver, Burdette, Boston; "Art Song Cycles," Silver, Burdette, Boston.

#### Older Grades—

"Corona Song Book," Guin & Co.; "Enterpean," Silver, Burdette; "Songs We Like to Sing," Silver, Burdette; "Songs of All Lands," American Book Co.; "Gems of School Song,"—Petz—American Book Co.

#### Leaflets—

"School Music," Novello, London; "Coda," Guin & Co., Boston; "Beacon," Silver, Burdette, Boston; Curwen & Co., London.

#### Handbooks for Teachers—

"The Progressive Music Series," "New Educational Music Course."

#### Books for Teachers' Use—

"True Method of Tone Production,"—Van Broekhoven—H. W. Gray & Co. (Novello); "Voice Culture for Children,"—Bates—H. W. Gray & Co. (Novello); "The Boy's Voice,"—Ham—H. W. Gray & Co. (Novello); "The Voice of the Boy,"—Dawson—A. S. Barnes Co.; "Child Voice in Singing,"—Howard—H. W. Gray & Co.; "Use of the Voice," Rix.

### RULES OF PROCEDURE FOR MEETINGS

Some time ago the Journal was asked to publish in brief form the parliamentary procedure for public meetings dealing particularly with these points:

1. The introduction of matter for discussion;
2. Form and manner of putting motions and amendments;

3. How to bring in a report of a committee, and who should move and second the adoption of such.

With regard to the first item: In parliamentary sessions a member desiring to speak or make a motion advises the Speaker of the House at the session previous to the one at which he desires to speak. At more informal meetings any subject to be discussed, or motion made, should be introduced under the heading, "New Business," which will be announced by the chairman after the other items on the program or agenda have been dealt with. The person desiring to speak should rise to his feet, and on receiving recognition from the chairman will proceed with the speech or motion. The form of address, generally speaking, is as follows:

"Mr. Chairman, Ladies and Gentlemen, with your permission I should like to say a few words in connection with a matter, which, etc.";

I beg to move the appointment of";  
 "I beg to move the following resolution, etc.";

"I beg to move an amendment to Mr. Blank's motion—."

In the case of a motion the secretary should either take down the motion as it is made or the speaker should hand a written copy of the motion to the secretary. The chairman will then ask for the Seconder. The Seconder may either be chosen beforehand by the mover and requested to act, or anyone may rise and second the motion, either with the words, "I have much pleasure in seconding Mr. Blank's motion," or they may enlarge on the subject themselves. It is then the chairman's duty to have the motion read clearly by the Secretary, and the announcement made, "You have heard the motion moved by blank and seconded by blank—any discussion, or are you ready for the question?" If no discussion arises a vote may be taken, and the motion declared "Carried" or "Lost."

Motions may be divided as follows:—

1. Main motions;
2. Subsidiary motions;
3. Privileged motions;

#### 4. Incidental motions.

The main motion introduces business, and this becomes a basic question. It should be direct and simple, and deal with one subject only. Subsidiary motions are amendments which may come in any of the following forms:—

1. Amendment;
2. Amendment to amendment;
3. To postpone;
4. To refer to committee;
5. To lay on table;
6. The previous question.

The amendment takes precedence of the main motion. It is both debatable and amendable. It may not be contradictory of the main motion but inconsistent with it. The amendment to amendment is debatable but not amendable. Postponement may be made to a definite time, or indefinitely. Reference to committee is generally made when more information is required. "To lay on the table" is used to defeat or delay a motion. It is either debatable or amendable. Discussion may be resumed on a "tabled" question the next day on motion of a member. "The previous question" amendment refers back to the main motion which may then be voted upon. Privileged motions such as the motion to adjourn are neither debatable or amendable. Incidental motions might mean a motion to suspend the rules so that business may be taken out of its regular order.

With regard to reports from committees the chairman will give notice as follows: "We will now hear the report of the blank committee." The report should be given by the convener of the committee who has either been appointed at the last meeting of the organization, or who has been appointed by the committee themselves. The convener should have notes of the items to be reported on, and should introduce them as follows: "The committee on — beg to report, 1. —; 2. —, etc." At the close of the report the convener may say, "I move the adoption of this report," or any member may rise and move the adoption, but it is customary for the convener to move the adoption and for someone else to second.

## BUSINESS ARITHMETIC

The board foot is going—gone in the most modern lumber yards and so is the shingle bundle. Shingles are now charged by the square to make them comparable with patent roofings, and each board has its own catagorical price, according to its length, width and thickness.

This change is a good point on the side of those who, like myself, have depreciated the attempt to keep abreast of business arithmetic in its myriad mutations and variations. A teacher at a recent local convention challenged this position and said he would take the pupils to the lumber yard—excellent doctrine, but now he can take Grade Four and they can calculate lumber in the same bill with the sugar and tomato tins.

One does not know whether to laugh or weep at the possible disappearance of the board foot. This unit in its elemental school form was in excellent discipline, just as the school carpeting and papering problems are, but modern life is providing more new unity than it displaces, so I suppose it will have to go.

In taking up this position in respect to the futility—and one might say the immorality—of attempting to teach business arithmetic, one is always liable to be misunderstood. Here is an example of the futility: A few years ago, an enthusiastic colleague bothered my life out about a complex problem in discount, where, I think, the bill fell due on February the Twentyninth. I sent him to the banker, who

knew nothing about it; in its school form it was as deep as Einstein's theory. As to the morality: If you train a pupil in some particular form of book-keeping, you will seriously narrow his mind and inhibit him from attacking the problem in a new environment. A rejection of business arithmetic is not to be interpreted for a moment as an attack on concrete arithmetic or an argument in favor of a mere discipline on the fundamentals. What we need is a more inconsistent search for new intelligent material from modern life and our immediate surroundings to illustrate the primary conceptions of time and space. The classical examples of gunpowder and prize money have had their day. The collection of suitable material is a much more difficult problem than it appears at first sight, and possibly no branch of elementary education is dragging behind the times more than arithmetic.

I have just heard of a wonderful new arrangement by which you dictate to a phonograph, and bills, printed, ready reckoned and added, come out at the other end as fast as electricity can produce them. The machine costs as much ago I was asking a friend what the as a two-room school. A day or two trustees had done at their convention for the teacher. I said they were more poorly paid than the telephone apprentice. He said the automatic would settle the telephone trouble. And now it seems quite feasible to manufacture an automatic teacher!

G. R. F. P.

## EXAMINATION PAPERS

Let us assume that the written examination is one way of testing the abilities of students. It is not the only way, nor of necessity the best way, but in our schools it is the way of least resistance and therefore we must, for the time being, make the best of it.

It will be granted that the nature of the problems proposed for solution

and the mode of making the answers will vary with the purpose the examiner has in mind. For instance, if the subject tested is arithmetic the banker and the business will set a high value on accuracy, while the professional mathematician may consider accuracy and speed in calculation as of no outstanding value, though ability to

reason correctly may be prized very highly.

The particular kind of examination that will be considered in this paper is that given to teachers who are presenting themselves for non-professional certificates. The subjects to which reference will be made in this particular issue are Arithmetic, History and Geography.

**Geography—**

This should test (1.)—Knowledge of facts. (2.)—Knowledge of regional geography. (3.)—Power to think out problems. Students should take 80% on A; 60% on B, and 50% on C.

**A.**

1. What and where are — ?
2. For what are the following noted — ?
3. Through what waters does one pass in proceeding from — to — ?
4. Name the great transcontinental roads in America and the chief cities on these roads. Why is each city important?
5. Nature of trade between Canada and Australia; Canada and France, etc.
6. Name Trade Routes between North America and the other continents.
7. Memory map of one of the continents.

**B.**

1. Give a description of one of the following: Deccaw; Thibet; Poland; Peace River District; Amazon Valley. Account for the climate, vegetation and character of life generally, in the region you describe.
2. Contrast New Zealand and Nova Scotia.

**C.**

1. What countries have a rainy season? Account for them.
2. Account for the Trade Winds.
3. Give an account of the cotton industry and show how this industry promotes international friendship and rivalry.

**Arithmetic—**

To conduct a school a teacher should know how to perform rapidly and accurately the ordinary arithmetical operations; should know the reduction

tables and be able to make use of them; should have a good working knowledge of mensuration; should be able to calculate interest—taxes, insurance, etc., and be able to solve intelligently, and without error, ordinary problems of every-day life. In addition he should have power to think his way to the solution of a complex problem that has not been met before. In short, he should have knowledge, skill and power, and the examination should list all of them.

It is claimed that the papers usually set for students of Grades X and XI do not test sufficiently the power to work the simple operations of arithmetic, and confine themselves too much to the propounding of complex problems. The following is suggested as a paper that, from the teacher's point of view, is both practical and comprehensive. Any student taking a mark of 80 or 90 per cent. on this paper might be granted a certificate.

1. Addition:

	75643	
	7284	72.64
	916	8.16
	9872	92.17
	69845	84.75
	7204	27.09

2. Subtraction:

	924675	700600
	894989	285095

3. Multiplication:

	604	897
	8005	9285

4. Division:  
63] 72046 [

5. Simplify:  
 $\frac{3}{8} + \frac{2}{3} - 1-7$

6. Simplify:  
 $\frac{3}{4}$  of  $\frac{2}{3}$

7. Find the value of  $.84 \times .5$   
and of  $1.64 \div .5$

8. Write out the table of linear measure and of cubic measure.

9. Find the tax on property assessed at \$7000, the rate being 19 mills on the dollar.

10. Find the premium on a policy of \$5000, the rate being 3 per cent.

11. Find the simple interest on \$400 from Jan. 17 to March 25 @ 8% per annum.

12. Divide \$432 into three sums which are to each other as 3, 4 and 5.

13. Divide the same sum into two parts which are as  $\frac{1}{2}$  is to  $\frac{3}{4}$ .

14. Find the area of—

(1.) An oblong 8 ft  $\times$  6 ft.

(2.) A circle with radius 7 ft.

(3.) A triangle with sides 3, 4 and 5 ft.

15. Find the volume of—

(1.) A globe with radius 6 ft.

(2.) A cube with sides 9 ft.

(3.) A cylinder with radius of base 3 ft. and height 6 ft.

16. Tell how to measure and find the value of—

(1) A pile of stone.

(2) A load of wood.

(3) A stack of hay.

17. Make out an estimate for building a fence around a lot  $160 \times 50$  feet, the material used being  $2 \times 4$  planed lumber and ordinary inch boards, the fence being 6 feet high. (Put in your own idea of value of lumber.)

18. Rule out a farm of one hundred acres into fields of any size. Make an estimate of cost of putting in a crop of wheat, oats, barley; of caring for the crop, of reaping, of threshing, of the sales; ending up with a statement of profit for the season.

19. The diagonal of a square is 14,142 feet—find the area of the square; and the circumference of a circle of equal area.

20. Explain the variation in value of the Canadian dollar. When exchange at 88 what would be the value in Canadian money of an American cheque for \$500?

21. Calculate mentally:

$$84 \times 25.$$

$$68 \times 62\frac{1}{2}.$$

$$96 \times 37\frac{1}{2}.$$

$$98 \times 11.$$

$$98 \times 99.$$

An option allowed between 17 and 18.

#### History Examination.

1. All students should know without hesitation the main facts of history.

2. All should have a fair knowledge of the great movements and characters.

3. All should have power, with the use of text-books, to work out some independent study.

The following is a sample examination paper in British History:—

#### A.

1. What facts of importance do you associate with each of these names?: Becket, Wolsey, Wilkes, Emmet, Nightingale, Gordon, Livingstone, Pope.

2. What events do you associate with the years 1066, 1085, 1215, 1265, 1460, 1715, 1832 and 1867?

3. Explain briefly:

Battle of Crecy, Landen, Blenheim, Nile.

4, 5 and 6. Three other questions on simple facts.

#### B.

1. Give an account of the Hundred Years War, or the Peninsular War, or the Wars of the Roses, or the Jacobite Rebellion.

2. Sketch the progress during any one of the following periods: Elizabeth, Queen Anne, Queen Victoria.

3. Give an account of any two of the following: Wolfe, Clive, Burke, Laud, De Montfort, Raleigh.

#### C.

1. With books in hand trace the growth of popular government in England from time of Henry II to time of George IV; or tell how the social conditions of the people altered during the same period; or give an account of the extension of Empire from 1700 to 1900.

2. Give an account of the international relations between England and France from 1600 to 1900; or tell the story of Turkey in Europe as it bears on the life and actions of Great Britain.

Candidates should make 80% on Part A; 60% on Part B, and 60% on Part C.

It is evident that an examination of this nature would not serve for test-

ing matriculants into the University. Can one examination serve a double purpose in a satisfactory manner? Are the Elementary Schools not suffering because the high schools are endeavoring to harmonize, at all costs,

the courses leading to University and to the teachers' certificate?

This article is written in the hope that it will be attacked or commended. The Journal would like to hear what school inspectors have to say.

## DRAWING OUTLINE FOR MAY BY THE CITY SCHOOL SUPERVISORS

### Grade 2.—

1. (a) May Basket. 1st lesson. Tint 9x3 manilla paper. Cut into 3x9 strips.

(b) Repeat with another color.

(c) Weave and construct May Basket as in Drawing Book 1.

2. (a) Oral lesson on the Pussy Willow. Note thickness of stem; positions of "pussies"; observe nodes.

(b) Make drawings of pussy willow sprays using pencil and chalk upon the reverse side of grey cross section paper 9"x3".

(c) Review.

3. (a) **Landscape.** Upon the upper part of 4½"x6" paper, paint a pale blue wash for the sky. Upon lower part paint a green wash for land.

(b) Review.

(c) Free arm movement exercise. See Feb. Journal.

4. (a) Make a stained glass window effect using the 3 primary colors. Have the paper slightly damp.

(b) Paint a Japanese lantern.

(c) Review.

### Grade 3.—

1. (a) **Decorated Bowl.** Half an inch from the top of a 4½"x6" paper, placed horizontally upon desk, draw a horizontal line across paper. One inch below this draw a line parallel to it. Set off one-inch spaces in both lines; join by verticals. Tint paper.

(b) In the spaces repeat a simple brush stroke pattern—circle, square, triangle, etc.—in a tone of the color already used for tinting to form a border; or a ruled geometric border may be used instead. Make enclosing bands above and below pattern.

(c) Fold paper on short diameter and cut out shape of bowl or basin with border near the top.

2 (a) **Applied Object Drawing.** Prepare paper for the making of an Acrostic Booklet, each page to show a letter of the chosen word, together with a brush or pencil drawing in mass or outline of an object whose name begins with that letter: e.g., Canada, London, Empire, Pupil's name, name of School, etc. Use sheets of 4½"x6" folded crosswise (on short diameter).

(b) Complete one page (or more) of Booklet.

(c) Complete another page (or more) of Booklet.

3. (a) Make careful study of a spray of Pussy Willow or any growing plant. Note carefully the thickness and character of stem, especially where a "pussy", bud or young stem grows. Make pencil drawings. Aim for lines suitable to express **rigidity** of stem and **softness** of "pussy." Note carefully the enclosing "scale."

(b) Make a pencil drawing of a Pussy Willow or other spray.

(c) Make a brush drawing of the same.

4. (a) Complete a page of Acrostic Booklet.

(b) Tint two 4½"x6" papers.

(c) Cut out the shape of aprons with strings and decorate the edge of aprons and end of strings.

### Grade 4.—

1. (a) Take a brushwork exercise on making small spots, curved brush strokes, etc.

(b) With printers' paper make a pattern for a doiley, either square

or circular, about 4" in diameter. Plan decoration upon this in pencil.

(c) From pattern, trace shape upon manilla paper  $4\frac{1}{2}'' \times 6''$ . Decorate in color with simple brush stroke pattern.

2. (a) **Doll's dress.** Tint two sheets of  $6'' \times 9''$  manilla paper. Fold cross-wise and cut out the shape of a doll's dress (kimona style), or boy's tunic, showing both back and front.

(b) Decorate one.

(c) Complete the second.

3. (a) Review lettering. Have alphabet on blackboard.)

(b) Upon  $9'' \times 3''$  grey cross section paper print in pencil the name of of any flower containing not more than eight letters.

(c) Complete in color and decorate with simple line border.

4. (a) **Umbrella.** Draw from observation in pencil, an umbrella in a closed position but not rolled. Note proportions. Use a centre guide line. Aim at soft lines.

(b) Review and shade to show texture.

(c) Review.

a Pussy Willow or other spray. Character of stem, especially where a Grade 5.—

1. (a) Construct from knowledge a freehand drawing of a set of three shelves; one upon eye level; one above, and one below.

Problem.

(b) Criticise and review.

2. (a) Upon the upper half of  $6'' \times 9''$  paper placed vertically draw a horizontal square prism as seen on the desk ahead.

(b) Upon the lower half repeat the above drawing and convert into an object.

Problem.

3. (a) Paint or pencil box (open or closed). From observation draw in light pencil outline a paint or pencil box as seen on the desk ahead in parallel perspective.

(b) Complete in color.

Practice.

4. (a) From observation draw the square prism standing vertically in par-

allel perspective. Use left side of  $6'' \times 9''$  paper placed horizontally.

(b) At right side of same paper make a similar drawing and convert into a skeleton chair.

Grade 6.—

Practice.

1. (a) From observation draw a group, e.g., a tumbler containing water, with half a lemon or half an orange; a jar or sealer with half an orange; milk bottle and cup; bottle and bowl; vase and half an apple, etc.

(b) Review.

Practice.

2. (a) Draw the cone in a vertical position, both above and below eye level.

(b) Convert the above drawings into vertical objects, e.g. shade, funnel, trumpet, bell, church spire, pail, wash tub, etc.

Problem.

3. (a) From observation draw the school bell.

(b) Review.

Practice.

4. (a) From observation draw a group introducing conical objects, e.g. large bottle and funnel, spool and thimble (enlarged) salt cellar and pepper shaker, (At least six groups will be required in one class) or a conical coffee or tea pot with lid lying alongside.

(b) Review.

Grades 7-8—

1. (a) **Groups.** From observation draw another group of two objects. See list.

(b) Repeat on other side of paper aiming at good shading.

2. (a) From observation repeat either of the above groups.

(b) Repeat again with shading on other side of paper.

3. (a) **Problem.** Make a finished drawing of one group in light and shade.

(b) Finish.

4. (a) **Problem.** Basket Plan. According to diagram plan a hexagonal basket from unit made in Nov.-Dec. Make a suitable decoration upon a single enlarged section of the basket.

(b) Finish.

# Primary Department

## CLASS COMPOSITIONS

When pupils of a class are guided by an outline prepared by the teacher or worked out by the pupils themselves their compositions lack freedom or originality. When they choose their own subjects there is always something fresh and buoyant in their productions. The following efforts are from a class of Grade V pupils. They are not by any means special efforts and the errors are not corrected—only a few paragraphs from each composition are printed. The teacher's lesson in thought arrangement and choice of words was based directly upon the compositions themselves. It is easy for any teacher to know what the nature of these lessons would be, and it can be understood readily how anxious the children were to get the lessons as an aid to them in their next efforts. The examples here given will serve as a rough standard for Grade V work. Are your pupils above or below the standard?—

### The day at the Beach

One fine summer's day  
Down at the beach  
I went in swimming  
And caught a leach.

The minute I felt it  
I began to screech  
And very quickly  
Ran out of its reach.

Then I went home  
And ate a peach  
And that is the end  
Of that day at the beach.

### Coming of Spring

The Spring is coming  
The birds we see  
And flowers blooming  
And hum of bee.

The blue bird is calling  
The pussy willows  
They are still in their little  
Fur-coated pillows.

The robin is digging and digging  
away  
And rain starts a-falling day by  
day.

The crocuses are glowing in  
yonder field  
In their little dresses of blue  
They are scolding the birds  
above them  
But away in the hearts they are  
true.

### The Last Day at Camp

It was on a Saturday, a bright and sunny day and our holidays at Lake Sally were over. Everything was topsy turvy as it was the day to leave our camp. Mother, Daddy and my eldest sister were packing the trunks, but no matter how much packing and preparing there was to do, Daddy always had to have his last swim. So if Daddy went in, we all went in too.

So we all got on our bathing suits and went in the lake for our last swim. We all stayed in for about an hour except mother, and she said, "I have a lot of things to do yet, so I can't stay in that long." Then we all went up to the cottage to put things away for next summer.

### Out Late

'Twas a few days before vacation. Studies were not needing so much attention at the Rochester boarding school. O Billy, I have a great idea, what do you say to going over the mountain to-morrow? There's nothing doing around here." It was Bob Ainsley speaking. "Henry Boyd has been wanting us to take that tramp for a long time." "I agree with you," answered Billy Laing his room-mate, "But we'll have to get busy at once to get our grub ready." Next morning at breakfast Billy was able to smuggle some rolls and butter, while Bob, on

errand for the cook, was able to take possession of a dozen good sized potatoes.

### Father Putting on the Wall Paper

Dad had a busy time putting on the wall paper. He first got a pail of water and put in lots of flour to make good paste,

Next he got a big brush, and then went to the cupboard and brought out a lot of wall paper and then went to the basement and got the stepladder.

When he got all that he needed, he began to work. He got all ready and climbed up the stepladder, when the dog jumped up and bit his leg. He was very cross and kicked him down.

Then his wife came in and asked why the dog was howling for and he said, "I just stepped on his tail by mistake."

"Oh," she said, "and what did you yell for?" "I was just crying for him," he said.

When she went out he said, "I put it over her that time all right."

### A Grain of Wheat

I am a little grain of wheat. Someone put me in this dark sack and I have been here ever since. There are quite a lot of seeds bouncing around on top of me and it is not very comfortable. The farmer is going to plant me now, and what lovely warm earth he is putting me in! I hope my companions of the sack have such a nice bed as I have.

Oh what a lovely place this is to rest in. To-day there was a rain and I heard it going pitter patter and pretty soon it began to come pouring through the ground on me.

I am beginning to grow now, and I just love to feel the rain coming down on me. My sides are getting so tight I think they are going to burst.

### A First Attempt at Baking

Act 1.—A neat kitchen and dining-room combined. An old couch of red plush much the worse for wear. One table occupied by a dishpan, several chairs. Occupants of room: Mrs. Brown

and her twin daughters. All dressed in print. Mrs. Brown in a cap.

Mrs. B.—Now Sue, you get the dishes washed and put away, and Amy you better fetch the coal so I can begin the baking." (Mrs. Brown walks around. The girls obey their mother. A knock at the door; Mrs. Brown takes a letter. Mrs. Brown opens the letter.)

Mrs. B.—"My, dear me, 'tis from your aunt and listen what she says." (Girls leave work and come towards their mother.)

Mrs. B. reads—"Dear Sue. I am quite sick and wish you would come and help me. I will send the twins over Saturday. Please come at once.

Your sister,  
Jane."

Mrs. B.—"My land, to-day is Saturday. I must go at once. Get my best dress and bonnet, Sue. Pack my grip, Amy." (Mrs. Brown comes out with a purple pansy in her bonnet.)

(Sue comes out with a grip.)

Sue—"How can we manage, Ma? Not a scrap of baking done and no cold meat, and Larry off for the day and Jane cross as two sticks."

Mrs. B.—"Land sakes, don't ask me how to manage. Just manage, that's all." (Mrs. Brown goes out.)

### Washing Willie's Face

"Willie come and get your hands and face washed now" called Mrs. Brown as she heard the door slam after Willie who had just come in to get washed because his father had called him, otherwise he would not have come in.

So Willie marched upstairs and got his hands washed easily but his face was the hard thing to do. But Mrs. Brown started in, but soon Willie was wriggling and struggling and all the time howling, "Ma, oh Ma! the soap is getting into my eyes! Ma, don't rub so hard, the cloth hurts! Ma, Ma my face is clean now, I know it is. Ouch! oh Ma, lemme get the soap out of my eyes! Please Ma, they hurt so much, aw Ma, that's enough."

### The Witch's Ring

Once upon a time there lived a miller who had three sons, which fell in love with the same girl. Her name was Marjorie and the daughter of a rich farmer.

But an old miser who lived in a town near-by fell in love with her, so the farmer was pleased with this and kept the miller's sons away.

John, the eldest son of the miller, determined to marry Marjorie before the miser did. So on his way he met Mad Molly. She was an old woman and was suspected of being a witch. "Good-day, my son," said Mad Molly, "where are you going this morning?" But John did not answer but went straight on to the farmhouse, and asked Marjorie to be his bride but she said "no."

### When Pa Put Down the Carpet

Pa started to put down the stair carpet one morning after a week of argument with his wife about it, and he wanted the boys to do it, and she wanted him to do it, and at last he consented.

He pulled it half way up when he stepped on it and fell down the stairs. Ma came out ringing her hands something fierce. Pa was up by this time and had started up the stairs.

### The Battle of Crecy

The Battle of Crecy was fought between Edward III and Philip II in the year 1346 A.D. There were thirty thousand English and ninety thousand French. They were placed as shown in diagram.

The English army was arranged in three divisions. Two formed the line of battle and the other was kept in the rear as a reserve. Edward would not let his knights stay on horseback but made them fight with the archers.

### When Johnny got up in the Morning

Gong! Gong the breakfast bell was ringing. But Johnny just turned over and went to sleep again.

It was Monday morning and Johnny didn't know why they had to have schools and you had to get out of bed when you needed a rest. Father called up the stairs, "Johnny, come downstairs at once!"

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### A COMPOSITION TEST

1. Fill in the blanks with the right words:—

Tell the boy to — down. (set or sit)

He is good to you and —. (me or I)

He is taller than —. (me or I)

I — particular. (ain't or am not)

The book is — on the floor. (lying or laying).

2. Write five things about the wind, the frost, the sun.

3. Tell how to make a kite.

4. Tell the story you have heard.

# Children's Page

## A Laughing Chorus

Oh, such a commotion under the ground  
 When March called, "Ho, there! Ho!"  
 Such spreading of rootlets far and wide,  
 Such whispering to and fro;  
 And, "Are you ready?" the Snowdrop asked,  
 "'Tis time to start, you know."

"I'll promise my blossoms," the Crocus said,  
 "When I hear the bluebirds sing."  
 And straight thereafter Narcissus cried,  
 "My silver and gold I'll bring."  
 "And ere they are dulled," another spoke,  
 "The Hyacinth bells shall ring."  
 And the Violet only murmured, "I'm here,"  
 And sweet grew the air of spring.  
 Then, "Ha! ha! ha!" a chorus came  
 Of laughter soft and low,  
 From the millions of flowers under the ground—  
 Yes—millions—beginning to grow.

Oh the pretty brave things! Through the coldest days,  
 Imprisoned in walls of brown,  
 They never lost heart, though the blast shrieked loud,  
 And the sleet and the hail came down;  
 But patiently each wrought her beautiful dress  
 Or fashioned her beautiful crown;  
 And now they are coming to brighten the world,  
 Still shadowed by winter's frown;  
 And well may they cheerily laugh, "Ha! ha!"  
 In a chorus soft and low,  
 The millions of flowers hid under the ground—  
 Yes—millions—beginning to grow.

—Anon

## EDITOR'S CHAT

Dear Boys and Girls:

There is a phrase in the very beautiful French language that when you are older you will meet often in books and papers, and translated it means "an embarrassment of riches." That is what we have this month—too many things to write about; too many things to say in the short space that we are allowed for ourselves in the Journal.

First of all, there is April! Perhaps in the years we have talked to each other on paper you may have observed a secret of the editor's, if not, I am going to tell it to you now—the editor is a dreamer. Lots of people don't know it, but that's the beauty of dreams; people don't have to know them, you can keep them to yourself, but I'm going to share this one. It's

about April. Do you picture her like I do, I wonder?: A fairy as blue as the sky, as gold as the sunshine, as green as the grass, as pink as the sunset, and as lavender as the crocus? Does her voice sound to you like the gurgle of little streams freed from the ice, like the song of the birds, and the tiny noises of wee things coming back to life? Do you see her smile in the sunshine, and feel her breath in the soft wind? Is this your dream of April too, or have you another one all your own?

And there is Easter—but before the Journal shows its cheerful face in your school-room, Easter, with all its beautiful meaning will have gone, and that is why we spoke to you of Easter in the March Journal.

And then we carry you into May—to another day of dreams—Arbor Day. There are real wide-awake dreams for this day, not built upon our imagination, but dreams that, helped by the beauties of April and May and all the summer months, and even by the frost and cold of winter, will grow into something so fine that people in hundreds of years may use your dream to help their own. Arbor Day is the day for planting trees, and he who plants a tree plants a dream. In this prairie land of ours we need trees. There is a

sort of loneliness for them in all of us whether we are boys and girls or men and women. When you think of a tree try and think what it means: a shade, a shelter and a beauty spot for people, a home for birds or beasts and a store-house for squirrels. And when it is grown and its day is done what a fire it will make to warm and cheer us—what a home it may help to build! So don't neglect Arbor Day; plant trees near your school-house and your home. Plant them deep with good earth around them; water and tend them, and shelter them from rough winds. Will you learn this little verse written by Henry Van Dyke about the planting of trees?:—

“He that planteth a tree is the servant of God.

He provideth a kindness for many generations,

And faces that he hath not seen shall bless him.”

And then there is Empire Day. Now, the Journal is giving several pages this month to Empire Day poems, prose and exercises so that when the day comes you may be prepared for it, and we will ask you to turn to those pages and learn more of this day which every year should mean more and more to us.

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#### SUGGESTED BOOKS FOR APRIL

“Forests and Trees.” J. B. Hales (for teachers and classes).

“The Secret Garden.” Frances Hodgson Burnett.

“Japanese Fairy Tales” Basil Hall Chamberlain.

“A Lame Dog's Diary” Christina McNaughton.

“Berie the Briton” Henty.

“The Seats of the Mighty” Gilbert Parker.

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#### OUR COMPETITIONS

For May—Sketch of the Life of Lord Selkirk.

For June—Original verses on summer. All stories to be **your own** work; neatly done; mailed to Normal School, Winnipeg, before April 15th and May 15th, respectively.

Prize for April won by Mary McNeill, Stonewall; Honorable Mention to Hazel Scott, Warrenton; Eileen Lobsy, Isabel R. Storey, Dorothy Hirst and Thelma Sibbald, Stonewall; Isabella C. Morrison, Baldur; Karoline Neff, Agnes McCarthy, Ste. Rose Du Lac.

Through the kindness of the Blue Ribbon Tea Company, every girl who received Honorable Mention will get a copy of the Blue Ribbon Cook Book for her own. Now, girls, aren't you sorry you didn't all try?

### What I Like in My Lunch Basket

First some tongue sandwiches made this way: Chop one half pound cold, cooked, salt tongue very fine. Rub to a paste, adding two tablespoons olive oil, two tablespoons lemon juice, a dash of pepper and a few drops onion juice. Cut from a square loaf thin slices of bread. Spread one slice with a layer of tongue mixture; put over it a slice spread with butter; press together lightly and cut into strips. But that would make enough sandwiches for two or three.

Next I should like some ginger cookies made in this way:—

1 cup molasses; 1 cup sugar; 1 cup shortening (lard or butter); 1 teaspoon soda (heaping); 1 teaspoon ginger (level); 1 teaspoon salt; ½ cup boiling water; flour to stiffen.

Do not roll out. Pinch off pieces size of marbles and roll with hands. Place about 1 inch apart in pans and bake in moderate oven until right shade is obtained.

Next I should like a piece of plain cake made this way:—

1 cup sugar; ½ cup butter; ½ cup sweet milk; 3 eggs; 1 cup flour; ½ cup cornstarch; 3 teaspoons baking powder.

Bake in three tins, spread with jelly

when cool, and either eat iced or plain. Of course, this would make an ordinary sized cake. I should like the icing made this way:—

2 eggs (whites); 1½ cups powdered sugar; 1 teaspoon flavoring.

Beat eggs to stiff froth and add sugar and flavoring. Use at once or place in a cool spot till required.

Then I should like some fruit for dessert and a cup of cocoa to drink.

Mary McNeill,

Age, 13 years,

Grade VII

Stonewall, Man.

### Some Ideas for Lunch Boxes

Monday—Cold meat sandwiches; cake; lemonade.

Tuesday—Celery; thin bread and butter; pie and cocoa; toffee.

Wednesday—Cream soup (tomato or celery); soda biscuits; apple or orange and cake.

Thursday—Peanut butter sandwiches; a cup of custard or jelly; cookies.

Friday—Scrambled egg sandwich; milk; fruit (apple or orange); a few nuts.

The scrambled egg sandwiches are made with eggs scrambled in the usual way with milk and butter, pepper and salt, and then grated cheese or a little chopped pimento added. Cream soup may be carried in a jar, if you have no Thermos, and heated at school. The cup of custard might be saved from the filling from a custard pie. These menus will give you well-balanced lunches.

## GARDEN ARMYISMS

Sayings for the Children's Garden Army, mobilized in the United States, which we may find useful, too.

"A cabbage grown is a quarter saved."

"Spare the spade and spoil the crop."

"Be sure you're right then hoe ahead."

"A hoe in the hand is worth two in the shed."

"When the worm turns be sure he finds plenty of poison on the leaves."

"It's the early bird who finds the mushrooms."

## POETS' CORNER

Every British boy and girl has heard of Lord Nelson, the great sailor-hero of our race. A fine square in London is named after the battle in which he destroyed the fleets of France and Spain, and made Britain "Mistress of the Seas."

In the midst of this square there is a huge column guarded by four stone lions, and on the top of it is a statue to the "little one-armed, one-eyed hero of a hundred fights." Standing before this proud column we remember that Nelson on the eve of one of his battles prayed for "victory or Westminster Abbey." What did he mean by this prayer? Let us see.

If we turn our backs on Trafalgar Square and walk south, we shall pass along Whitehall, with its splendid array of buildings, and come to another square. We are now in the noblest part of London. On our left is the river, and fronting it we see the palace of Parliament with its huge clock tower. Facing us is Westminster Abbey, the most famous church in the land.

We leave the noise and bustle of streets and pass into the silence and gloom of the abbey. At once a strange, solemn feeling comes over us. Great pillars soar up to the dim and distant roof, and stained-glass windows throw their tinted lights on the time-worn pavement.

Look where we will, the church seems crowded with statues and richly-carved tombs. To read the names on them is like turning over the pages of a history book. We are in the last resting-place of British kings, queens, warriors, churchmen, statesmen, poets, artists, explorers, and lovers of their fellow-men. We are in Britain's Temple of memorials of those who have helped to Fame.

Here lie the bones or here stand the build up the greatness of our land for well-nigh a thousand years. To be buried in this sacred patch of ground is the highest honour that can be paid to a Briton. It is the crowning glory

of a life nobly spent in the service of the motherland.

Now I think we understand the meaning of Nelson's famous prayer. He prayed for victory, or for burial amongst the great and good of his race. He meant to conquer if he could, but if not, to perish fighting so bravely that his fellow-countrymen would deem him worthy of a grave in Britain's Temple of Fame. His prayer, however, was not granted, for he lies buried in St. Paul's Cathedral.

Now let us make our way to that part of the abbey known as Poets' Corner. Here we do not find memorials of kings, warriors, and statesmen, but of men who have served their country nobly by writing noble books in the mother-tongue. You must never forget that one of the chief glories of our land is the great mass of writings which gifted Britons have produced. In Poets' Corner you will read the names of many of those who have made our language glorious for all time.

One of our greatest poets tells us of a broken column lying half buried in the desert sands. On it are these words:

"My name is Ozymandias, king of kings;  
Look on my works, ye mighty, and despair!"

But where the works which are to make even the mightiest of us despair? They are all gone—all have been eaten away by the tooth of time. Nothing remains of them except the broken column with its empty boast.

Think of the countless cities, temples, palaces, and statues which kings and warriors and statesmen have set up in the ages of long ago. They have all crumbled to dust; we can scarcely find a trace of them. At the same time, we have books which were written by humble men more than two thousand years ago. These are the monuments which never decay. They live on from age to age, and never lose their freshness and beauty.

# School News

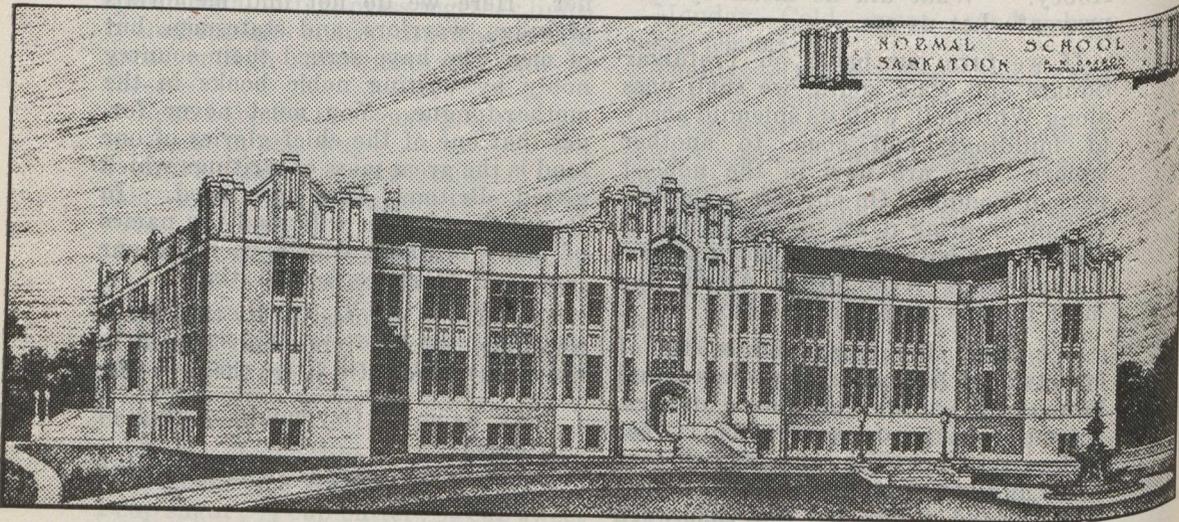
## PLANS READY FOR SASKATOON NORMAL SCHOOL

Plans for the new Normal School at Saskatoon have been completed by the Architects' Branch of the Public Works Department and tenders will be called for sometime in March, so that work on the new building can start early in spring.

A commanding site has been secured for the Normal School, which will over-

In the basement will be located the janitor's quarters; washing, ironing and lecture rooms for household science classes, manual training rooms and lavatories. The boiler, fuel and fan rooms will be underneath the auditorium.

The auditorium will be on the ground floor where the principal's room, secretary's room, and six large class rooms



look the entire city, and the plans are designed for a building worthy of the site. The building will follow Gothic lines and will be built of brick and Bedford stone. The main entrance will face Avenue A, but there will be entrances at both the north and south sides.

The building will be very large, with 258 feet frontage on Avenue A, and 95 feet wide on the wings, while the auditorium will extend 60 feet back of the centre, and will have a seating capacity of 600. The plans provide for two floors and a basement and will be most modern and fireproof construction throughout.

will be located. There will also be on this floor a rest room, waiting room, teachers' rooms, cloak room and toilet rooms.

On the first floor there will be three teachers' rooms, three study rooms, a parlour, household science rooms, including a cooking, sewing and demonstration dining room; library, reading room and art room.

A landscape scheme for the grounds is also being planned, and roads and driveways will be laid out and trees and shrubbery set out. The building will probably be set back about 150 feet from the street.

## Book Review

### "I WONDER WHY?"

Milton Goldsmith.

The eternal questions of childhood, "I wonder why?" "I want to know," are dealt with in an interesting and story-book way in this little book which introduces us to the Palmer family who have the "Why?" mania badly. The father of this family forms a little club to answer questions and the meetings of this club are very interestingly described and questions asked by the active-minded members on such subjects

as light, the stars, heat, fire, the seasons, coal, metals, electricity, photography and thirty other riddles are answered by the father in language easily understood by children. This book is cordially recommended for the use of teachers who require a simple and intelligent book on "General Information." It is published by the Macmillan Co., of Canada, price \$1.50.

### "FORESTS AND TREES"

By B. J. Hales, B.A., L.L.B.

"The forests of America must have been a great delight to God; for they were the best He ever planted," so said good old John Muir. It took, perhaps, millions of years to supply the fertility that is stored up in a few inches of the surface soil and man often wastes this in a few seasons, or allows it to be burned off in a few hours. In southwestern Ontario, fifty or sixty years ago, the farmers wondered if they would ever get possession of the ground held by the splendid forests. They have got their wish entirely too soon. It is only in rare cases that there is a good wood lot, and only a few short years ago every one had a wood lot. Now the problem of lumber and firewood, to say nothing of the beauty of forests, is a problem that hundreds are feeling, and feeling acutely. To-day the additional problem of a paper supply is agitating a whole continent. We are now beginning to realize that our forest wealth is not only exhaustible, but within a measureable distance of being exhausted. It is time to make provision for a better treatment of our shattered forest domains. The older-grown may do much, but the real hope for a reforestation lies in the children

attending our schools. The attitude of the rising generation towards our forests is not one of antagonism but one of indifference. They have not had to fight them as their fathers and grandfathers fought, but not knowing their value they do not see them as friends. The responsibility of creating a sentiment in favor of forest preservation lies almost entirely with the schools. It seems, therefore, a sign of good omen, that we should have at hand, from the pen of a man who loves the forests of Canada, and writes from the fullness of his loving knowledge, a book entitled, "Forests and Trees." The author is Mr. B. J. Hales, B.A., L.L.B., principal of the Brandon Normal School. Mr. Hales has put many years on this work. No one knows the woods of western Canada quite as well, and no one is better able to place his valuable information in more interesting form for the teacher and the children. This book is earnestly recommended to the teachers of Western Canada as one of the first and the best on a subject of vital importance to our country. "Forests and Trees," is published by the well-known house of The Macmillan Co., of Canada.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

## Departmental Bulletin

### LORD MEATH EMPIRE DAY CHALLENGE CUPS AND LEAGUE OF THE EMPIRE PRIZES

#### Empire Day Essay Competition, 1920.

The following are the subjects and conditions for the Essay Competitions inter-all Schools of the Empire for 1920.

It is intended that the essays be written in Schools on May 24th (Empire Day), or some day adjacent if that be a School holiday.

#### A. Senior Competition.

##### Alternative Subjects

(a) The improvement in the means of communication during the last half century, and its political and commercial results.

(b) In praise of our Empire. How is our Empire praised in prose or verse.

Prizes:—A Silver Challenge Cup value £10 10s., presented by the Right Hon. the Earl of Meath, K.P., to be held by the School, and a prize of £5 5s. given by the League of the Empire, is offered for competition to pupils throughout the Empire who are over 14 and under 20 years of age, on May 24th, 1920. The Essay must not **exceed 2,000 words.**

#### B. Junior Competition.

##### Alternative Subjects

(a) Describe the plants (trees, flowers and vegetables) growing in your neighborhood, distinguishing those that are native from those brought from a distance.

(b) In praise of our Empire. What political event do you consider in our Empire's history is most worthy of praise?

Prizes:—A Silver Challenge Cup, value £10 10s., presented by the Right Hon. the Earl of Meath, K.P., to be held by the School, and a prize of £5 5s. given by the League of the Empire, is offered for competition to pupils

throughout the Empire who are under 14 years of age on May 24th, 1920. The Essay must not **exceed 1,000 words.**

#### Conditions of Competition

1. All essays must be certified by the teacher, parent or guardian of a child in the following terms:—

“I certify that this essay is the unaided composition of the boy or girl in whose name it is sent in.”

Signed.....

Teacher, parent or guardian.

**Note:**—This declaration is not intended to preclude a teacher from answering any reasonable requests for information, or from indicating books where such information may be found; but an essay must not be a mere reproduction of a lesson given in class.

It is not expected that the essay will be written without reference to the ordinary and authoritative sources of information on the subject; but it is expected that the information will be thoroughly assimilated and rendered in the writer's own language in the essay offered for competition.

2. All essays must first be judged in the schools, only the best one from each school being sent in for consideration. In cases where the Education Authorities are kindly co-operating with the League, the essays should be forwarded through that department. As the usual sources of information in regard to the subject are best known in the competitor's own country, it is hoped that the authorities transmitting the essays will examine them and refrain from sending on essays which do not satisfy the conditions explained under condition 1.

3. All essays must reach the Central Offices of the League of the Empire, 124 Belgrave Road, Westminster, London, S.W. 1, England, not later than September 1st, 1920, and preferably during the month of August.

4. Any essay exceeding the word limit or written by a child over the specified age will be disqualified.

5. Essays should be written on one side of the paper only, and the competitor's full name and address, date of birth, and school should be clearly given.

6. Essays must be submitted in the Candidate's own handwriting (not typewritten). Illustrations are not allowed.

7. Gifts of books will be made to competitors whose entries win honourable mention in either Senior or Junior Competitions.

The names of the winning Schools will each year be engraved upon the Cups, which are replicas of the Warwick Vase.

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A large number of young people took part last year in the League of the Empire Essay Competition between schools throughout the Empire. The story of the British Navy and the way it has served Britain's ideals of freedom and civilization was the generally chosen subject by the senior competitors whilst the juniors covered a wide field in writing of the lives and characters of the great men of the Empire whom they most admired.

The examining committee report that the senior essays attained a high level of excellence, the essayists showed skill in marshalling their facts and in producing a readable narrative, some bore traces of a book of reference, but this did not often occur. One essay in Dutch (Taal) was very quaint and charming, but was too short to obtain a

high place. One of the essays stood clearly above the others and would have won the prize but this fine competitor did not keep to the rules, her essay was over 1,000 words too long. The winner of the senior cup and prize of five guineas is therefore Lila Agnes Hurle of the Girls' High School, New Plymouth, New Zealand. The second prize of books goes to Erskin R. Latourette Ward, of Harrison College, Barbados and others to be mentioned are Beatrice Eileen Greaves, Secondary School, Perth, Western Australia; W. M. G. Lucas, Boys' School, Grenada, and Hilda Midhurst, Bermondsey Central School, London.

The examiners found the junior essays also good this year. They were well thought out and put together, essentials being distinguished from details, and a correct observation of the proportion of events observed. The winner of this challenge cup and prize is H. W. Speller, of the Grammar School, Enfield, England. This essay stood easily in a class by itself, the young essayist having an obvious gift, as well as being inspired by his subject. The second prize of books goes to Dorothea Mary Miller, Devonport District School, New Zealand. Others honorably mentioned are Eileen S. F. Clark, New Lynn School, Auckland; Ida C. Greaves, Grasfield School, Barbados, and for fine penmanship, Gustave Saron, King Edward V. School, Johannesburg.

The high level of excellence attained in both groups merits a word of appreciation and did much to lighten the task of the examiners.

Essays were received from schools practically all over the Empire, but some countries were less fully represented than usual through a misadventure in regard to the circularising of the subjects.

MARY GARDNER,  
Hon. Secretary.

## THE LEAGUE OF THE EMPIRE STANDARD BOOKS ON IMPERIAL HISTORY

A Graded Series Edited by Prof. A. F. Pollard, M.A.:

Book I.—“The British Empire: Its Past, Its Present and Its Future.” 864 pp. 5s. net.

Book II.—“The British Empire and Its History.” By E. G. Hawke, with Maps and Illustrations. 3s. 6d. net.

Book III.—“The Story of the British Empire.” By Gerald T. Hankin. Fully Illustrated. 2s. 6d. net.

Book I. is a reference book for the general public and teachers. Books II. and III. are for senior and junior students. The books may be obtained from the League of the Empire or from all booksellers.

## Selected Articles

### HARD VS. SOFT PEDAGOGY

“The danger of a soft pedagogy (is that) it tends to inculcate a soft creed the shallow democracy of current of life. . . Conservative education fears theory, because its over-emphasis upon individual choice and initiative leads the educand to regard the hard things of life as elective. Social conservation depends absolutely upon habituation. Children must first be habituated to what the race has demonstrated desirable; later the habits should be rationalized and emotionalized, and thus elevated into ideals. . . Habituation precedes thinking and deliberated choice; at least, on the part of the individual habituated. . . Habituation, therefore, is the bridge in the logic that leads us from social conservation by education to social control by education.”

These sentences are from a very penetrating and suggestive article by Ross L. Finney. The article, as a whole, opens up a number of issues as to which educators should no longer remain either indifferent or good naturedly tolerant.

Has American education been yielding to the dangerous seductions of a “soft pedagogy”? Are our schools being guided more and more by Omar’s philosophy, “O take the cash and let the credit go”? as well as by the maxim of the tropics, “*hasta manana*”? Is the

elective system in the higher grades of the same parcel with kindergarten plays and “spontaneous activities” in the lower. Are the lessening of corporal punishment in home and school, the waning respect for doctrines of damnation in the church, and the decline of prescribed classics in the schools symptomatic of a dangerously wide toleration, if not acceptance, of civic and educational epicureanism? Is it urgent that America should gird up its loins and strive towards a philosophy of life of Stoic or Puritan type? Are we to discover that the intellectual and moral foods wherewith we are nourishing the rising generation are deficient in bone and sinew-building ingredients?

These are questions of fundamental importance. Professor Finney is unquestionably right in thinking that when a society grows both complex and democratic at the same time, and at such a rapid rate as ours has, the necessity for better social education increases in geometric ratio. Especially must we be concerned with a moral and civic education adapted to the new social order—a social order of denser populations, greater interdependence of nations, rising standards of living, aspirations for democratic control of all social functions. We can readily ap-

prove his thesis that "social conservation is obviously pre-requisite to social progress."

But what are the specific findings for educational administration and for pedagogy of Professor Finney's interpretations of contemporary social requirements? One he states very explicitly; liberal education of high-school grade must be greatly extended and made more accessible. Another he implies: pedagogy (in the lower grades?) must be made "hard," must aim chiefly at habituation, must not yield to some curious superstitions entertained by educated people as to the social function of compulsion. We shall hope that Professor Finney, from the excellent vantage point which he has established, will give us other specific proposals to consider. It is highly desirable also that the proponents of "soft pedagogy" (if there are any willing to accept the imputation) shall be heard from in connection with the new issues of moral and civic education which the war has brought to the front.

To the present writer much of existing confusion regarding "hard vs. soft pedagogy" derives from a disposition on the part of educational philosophers as well as from the orator on the street corner and the business man (ready to tell you in five minutes "what is wrong with education") to rely excessively on a few ultra-simple formulae. Man, confronted by complex and imperfectly understood situations, tends of course to seek magic formulae and catchwords of interpretation, incantation, and legislation; he places large hopes in panaceas; he despises and hates the labor of making detailed distinctions and evaluations.

Why should not some pedagogy be "soft" and some "hard," using popular interpretations of these terms? Need a child learn his mother tongue to the extent required to communicate with his playmates by "hard" methods? On the other hand, except for a few gifted spirits, is there any "soft" road to excellence in literary or business English as these may be required by competent reporters and good stenographers?

Why do writers who desire to emphasize the importance of "habituation" associate that comprehensively with "hard" pedagogy? Some kinds of habits, but some kinds only, are so alien to the instinctive nature of men that they can be formed only by prolonged and arduous drill—a foreign language learned in adult years, self-control in the presence of danger, aeroplane steering, speaking to an audience. But a very large variety of habits and habitual attitudes are learned almost "naturally" — stone throwing, tree climbing, the speech of childhood's associates, loyalty to gangfellows, fear of "bogies." Much of that social conservation which depends upon habituation is very largely realized, both in school and out, by a pedagogy that is as "soft" as playing with Teddy bears or eating candy. But there are some elements in it which can only be saved by a "hard" pedagogy at appropriate stages of growth—as hard, perhaps as corporal punishment, military drill, prolonged verbal memorization, or the severe self-discipline of the athlete.

"Habituation precedes thinking and deliberated choice." Is not this too sweeping? Uncritical people may accept it as meaning that the school education of children should be exclusively education through habituation up to some age of reason—twelve, fourteen, sixteen?—after which they are ready for "thinking and deliberated choice." But, of course, Professor Finney does not mean that—and yet it is not exactly clear what he does mean. Are there no areas of reasoning, expression and action normally accessible to children of from four to six years of age in which they are fully ready for "thinking and deliberated choice"? On the other hand, our military and political experience would seem to show that there are other areas in which full-grown men of average ability and education are not ready to be entrusted with authority to "reason why."

Is it not the obligation of educators to seek for the "balanced ration" ap-

propriate at any stage in the child's evolution? Take the case of normally envired boys, aged ten; should they be fed only meat, cereals, sugars, green vegetables, fruit, spices, salts? Fortunately the dietitian can give us fairly reliable guidance here. But in their education, broadly considered, shall we send them to school or let them stay at home, make them work physically or let them play as they will, let them run with the crowd or hold them to but few associates, make them "work" their minds, or let them roam at will in beflowered intellectual and esthetic fields, make them go to Sunday-school or "let them" join the Boy Scouts, let them go as they desire to the movies or keep them at home reading "good books," use moral suasion and appeals to conscience or the strap as means of control?

Now most parents know (more than educators it would sometimes seem) that in education (using the term comprehensively), as in dietetic nurture, "balanced rations" are essential. Parents, of course, know little about proportions; but as respects this knowledge our educational philosophers themselves are yet where the dietitians were fifty years ago.

Towards making the right kind of man out of a ten-year-old boy it is necessary that provision should be made respectively for food, shelter, sleep, play and training. But we need more exact analyses of objectives than these. Doubtless there is to be discovered, for normal boys of this age, an optimum proportioning of time to be given respectively to; self-initiated physical play; co-operative physical play of various kinds; prescribed physical work; enforced physical drills; intellectual "play"; intellectual work; moral "freedom of action"; moral habituation or control by external agencies of sorts no less specific than those found in the cantonments; enforced acquiescence in socially approved forms of distasteful self-denial; and others.

Is it profitable for the psychologist to try to cut across these with distinctions as to "natural habituation," ar-

tificial or enforced habituation, "problem-solving" attitudes, reasoning processes, spontaneous formation of "small group" ideals, artificially fostered "large group" ideals, etc? Possibly, but he must learn to exemplify his proposed objectives, as well as his criticisms of contemporary processes and results, in terms of the specific qualities everywhere recognizable in the activities of the men and women composing society (because the results of school education, no less than those of the by-education of non-school agencies, must show primarily in adults).

When once we shall have established educational conceptions analogous to those indicated by the words "balanced ration," then we shall be prepared to take the next step of criticizing educational dietaries now found or proposed. It may be that the Prussian school bill of fare was deficient in the milk of human kindness and carried an excess of Hunnish lime. Possibly American high school youth are making their meals too frequently at intellectual soda fountains and are not sufficiently required to eat the oatmeal of the classics. We must test these matters, not, of course, by the standards of speculation or tradition, but by the results as found in these same youngsters at twenty-five, thirty-five or forty-five.

The present writer is convinced that the school day of the average adolescent should not only be divided among physical, social and intellectual activities (as ordinarily conceived) but that under each division some time should be given to the form of effort that the world knows as "work" and "hard" work at that; and that, no less, some time should be given to what the world knows as "play" or amateur activity—intellectual and social, no less than physical. Obviously, the "work"—whether designed to produce immediate objective products of value, or simply habits, specific skills, attitudes—should be demonstrably useful work. Professor Finney is profoundly right in contending that "we have no right to impose any habits upon children except such as race experience (surely to be

evaluated now by the sociologist?) makes it certain they will approve at maturity. Precisely what those habits are it is our business (as educators) to know."

This was the rock upon which the old "hard" pedagogy split; it is the rock upon which the classics and algebra and high-school military drill are splitting to-day. No one has "knowledge" that the habits that are thus painfully formed were or are worth while. We need not worry about the habits formed in creeping, playing marbles, cherishing dolls or reading stories of adventure; these playtime, "soft pedagogy" products will take care of themselves. But handwriting, a foreign language, moral codes, a trade—these things learned at great expense, must demonstrably function, else are life's serious efforts frustrated. It is well that even

the elective system, with all its possibilities for unwise choice, is forcing the "faith-addicted" traditionalists to cast about for concrete support for their faiths.

Even in the case of children of six there is a place for "hard pedagogy"; but who now would place tender children all day under a Puritanic taskmaster whose nature knew nothing else than "hard pedagogy"? Those of us who are sensitive to the requirements of child nature for growth, not artificially hampered or even controlled, will ordinarily prefer the "soft pedagogy" of no school at all up to nine years of age to even a so-called good school where either the hard pedagogy of the dreary taskmaster dominates or else the never-ending sentimental fussiness of a misguided soft pedagogy baffles and bores the child.

David Snedden.

#### THE ACTOR AND THE CAPTAIN

"There was once upon a time an actor who after an enforced idleness of two months was lucky enough to secure an engagement in a town twenty-five miles away. The case was a hurry-up one. The actor had to reach the distant town that night. If he failed to arrive, then his part would be assigned to some one else. Well, the man patched up his worn boots with patent thread, pinned up his few belongings in a newspaper and set out in the early morning on foot along the tow-path. He had only a few coppers, hence the train was an impossibility. But after the poor fellow had covered five or six miles his boots gave out, blisters rose on his feet, fatigue overcame him, and in despair he threw himself on the grass

under one of the trees. As he lay there a canal-boat came along. It drew near, and an idea seized the actor, "Captain!" he shouted, rising hurriedly, "Captain, pull up, for the love of Heaven!"

"Well, wot d'ye want?" said the Captain as he stopped the boat.

"Captain," said the actor, "I have to get to Quag tonight to play a second heavy in 'The Evil that Men Do.' I am footsore and weary and can walk no farther. If you assist me I will work my passage."

The captain gave the actor a kindly nod, "Right ye are," he said, "Lead the hoss!"

"Thank goodness!" said the actor, "I'm saved!"

#### LITERATURE AND THE MOVIES

We hope that no teacher will get the idea that the movies can serve as a substitute for the reading of a novel or a story. Everything that makes a book literature is necessarily taken out of it when it goes on the film. The main plot of a story may be shown in pictures, but the plot does not make it literature. The very best possible film production

of "Ivanhoe," for example, may be interesting and it may be to some degree instructive, but it is as far away as the world's end from the "Ivanhoe" of Walter Scott. There can be no literature without expression in words; and the movies are dumb.—Waitman Barbe in West Virginian School Journal.

## LOVE THE MUSIC THAT PLEASURES YOU

It stands to reason that, as in religion, so in music, each man espouses the kind that will best suit his needs. Just as one invalid takes the medicine that will help him individually—not that which will help his neighbor. Why should we do any differently in choosing our music? It, too, is medicine—medicine to the soul. And no one should grudge another the music that appeals to him, even if it seems of a lower grade than what he himself likes.

There is no disgrace in avowing a "hankering" for a gay little street melody. The real dishonor is in saying

you do not like it, if you do. Be independent musically. Because a "high brow" friend is "just crazy" over same composer, is that any reason why you should follow at his coat tails like a woolly lamb, and declare a corresponding "craze"?

Do not allow yourself to be standardized by other people's tastes. Come out boldly and say what pleases you. "Can't" in music is abominable—as bad as "can't" in religion. Let us be sincere and refuse to be forced into saying what we do not think, merely to keep some people from raising their eyebrows at us.

### The Boy and the Robin

Once a sweet boy sat and swung on a limb:  
On the ground stood a robin looking at him.  
Now the boy he was good, but the robin was bad,  
So he shied a big stone at the head of the lad,  
And it killed the poor boy, and the robin was glad.  
Then the little boy's mother flew over the trees—  
"Tell me, where is my boy, little robin-bird, please?"  
"He is safe in my pocket," the robin-bird said,  
And another stone shied at the fond mother's head,  
And she fell at the feet of the wicked bird, dead.  
You imagine, no doubt, that the tale I have mixed,  
But it wasn't by me that the story was fixed;  
'Twas a dream a boy had after killing a bird,  
And he dreamed it so loud that I heard every word.  
And I jotted it down as it truly occurred.

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