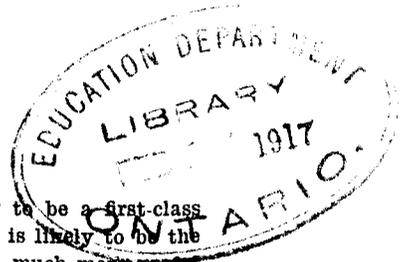


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Winnipeg, Man.

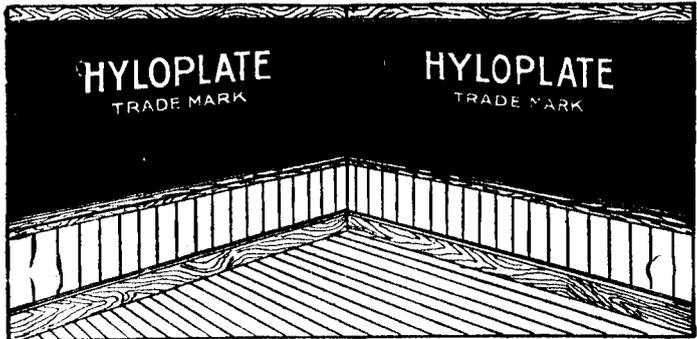
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Vol. XII—No. 2

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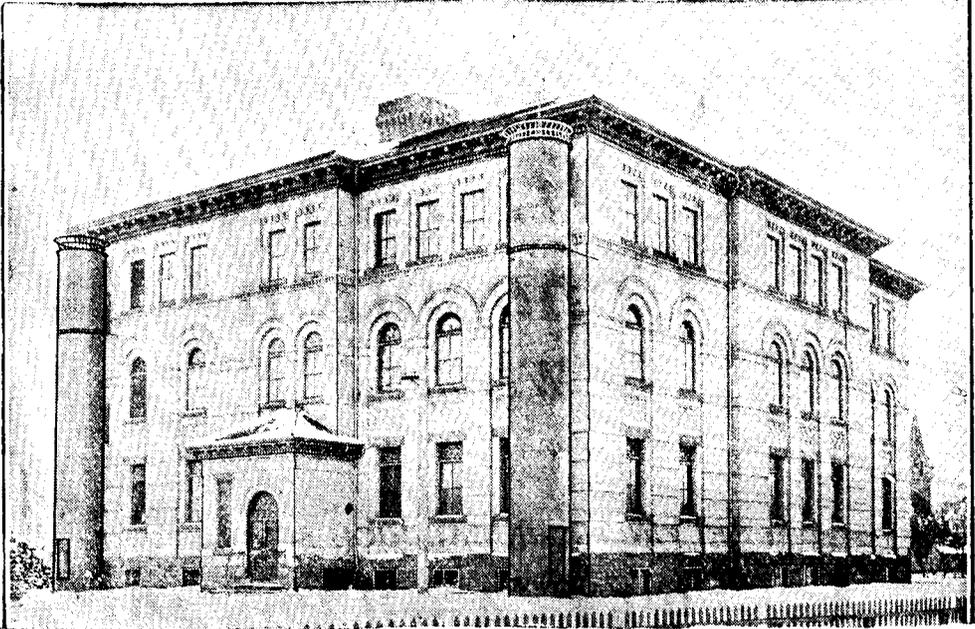
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WINNIPEG - CANADA

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The Western School Journal

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

VOL. XII

WINNIPEG, FEBRUARY, 1917

No. 2

Editorial

The All-Sufficient Motive

I was talking to a young girl. She was, indeed, on her second year of duty, and I observed that she was in raptures over her work. Moreover the work was telling on her. She was evidently overdoing it. As to her success, nothing need be said. The attitude of the pupils and the kind words of parents were abundant evidence of the high favor with which she was regarded. A friend undertook to reprove her for her zeal, telling her that she was not paid to give so much of herself and her time to the school. The answer was one that I shall not soon forget. "I don't do the extra work for the parents or the children, but for myself. If I did only as much as I was paid for I should get little joy out of it. It is the uncalled for effort that gives me all the happiness I have."

There could be no better illustration of the saying, "He that would compel thee to go a mile, go with him twain." All the joy, all the supreme satisfaction of life is in the journey of that second mile. The first mile is trodden by so many weary feet that the flowers are all crushed and the grass worn away to the root. The dust is thick and the wayside strewn with litter. But during the second mile, where service is voluntary, and beyond compulsion, be-

yond the letter of the bond, the meadows are filled with flowers, the birds are singing, and there are found lovely little resting places under the shadows of the pines. Oh, yes, the journey of the second mile makes the first mile worth while. Will it not be possible to get some of our pupils into the habit of journeying a little farther than the course laid down?

Doesn't real education mean training to enjoy the second mile? Men, women, whoever and wherever you are, will you not get now and again beyond this idea that the highest service of yourselves or your pupils is that of compulsion? Once in a while will you not act like kings, giving freely and gladly, even beyond duty? There is great joy in the royal heart.

The way to get the best out of our children is to commend their effort. The way to get the worst out of them is to brow-beat them. Even if brow-beating has for the time being seemingly good results, it is a failure in the end, for it develops faulty character in both pupils and teacher. I know a number of teachers who have introduced into lovely schools this spirit of driving censure, and it has completely weakened the work done by everybody. A school must be a happy place. The best work is always given rather than coerced.

THE CONVENTION

Now is the time for teachers to make preparations for the Easter Convention. They should study the programme and make ready for the exhibit of work.

Why not have a hundred schools do something this year? A teacher will do herself and her school good by taking part in the Convention.

For the Month

VERSES

I'll help you and you help me,
And then what a helping world there'll
be.

You cannot dream yourself into a
character; you must hammer and forge
yourself one.

The red rose says "Be sweet,"
The lily says "Be pure."
The hardy, brave chrysanthemum,
"Be patient and endure."

Lose other things, you never seem
To come upon their track;
But lose a naughty little word,
It's always coming back.

Wisely and slow; they stumble that run
fast.

I think if we were always glad,
We scarcely could be tender.
If none were sick and none were sad
What service could we render.

FEBRUARY

There's not a glimmer of sun in the sullen sky,
Where the mountainous clouds drive on as the day declines,
And the wind, like a beast at bay, that roars and whines,
To the riotous waves of the ocean makes reply.

The snowflakes flutter and whirl through the icy air,
The rustling leaves to the spectral oak boughs cling.
The fields that will burgeon and break, 'neath the breath of spring,
Into billows of bloom, are shrivelled and wan and bare.

The hills are white and the river makes no sound;
Not a song upwells from the wood, and the eaves are dumb;
While the hardy sparrow, in search of scanty crumb,
Hops about o'er the treacherous frozen ground.

We long for the green and white on the orchard spray,
For the rustle of grass and the cricket shrilling low;
And yet we can wait, for, under the rime we know,
Is the living heart that will quicken again in May.

—Clinton Scollard.

THE CHILD AND THE SNOWFLAKE

Pretty little snowflake,
Shining like a star,
Did you come to find us
From some world afar?

Nay, my home was nearer,
Dear, than you suppose—
From the kitchen kettle
Through the air I rose.

I longed, in chilly cloudland,
To see you once again;
And so I flew, a snowflake,
To your window pane.

—Mary F. Butts

A SCHOOL VALENTINE

A day or so before Valentine Day tell the story of the good St. Valentine, and of the sort of birthday gift he sent oftenest—flowers. Ask pupils if they, too, would not like to send a valentine of this kind. If they are pleased with the plan, tell them how it may be carried out. Suggest that, in place of spending their pennies for paper valentines to send, they make one valentine in school for the person whom they love most (the mother, of course) and send or buy no others; but to put their pennies into a valentine box, and the day before Valentine Day buy a beautiful potted plant or a bunch of carnations. This may be kept in the schoolroom during Valentine Day to give pleasure to each pupil—in place of the paper Valentine that might have been given—and at the close of school carried to some sick child, or to the children's hospital.

Explain the pleasure a flower gives to one who is confined to a sick room and that a valentine of this kind will last for many days; whereas the other kind would give pleasure but for a day.

If the school is a large one, a penny contributed by each pupil will be sufficient. If pupils vote for this kind of a valentine, ask them not to send any other kind. At the close of the day, or the day following, ask whether they like the plan of sending St. Valentine's kind of a gift as well as the usual paper remembrance.

If there is a crippled child in the neighborhood, who is unable to attend school and has few playthings, books or comforts in his home, suggest that the children send a school valentine in the shape of a large card or book, with the name of each child in the schoolroom written upon it.

A valentine that would give pleasure outlasting the book or card would be a young pigeon. There are often to be found in the upper grades, boys who raise pigeons or have them and have lost interest in them. A pigeon could

easily be secured in this way, if the attention of the pupils was brought to the matter.

Hand Expression

A colored picture of a pigeon or a bird may be mounted for a gift, or valentine. The "Birds and Nature Pictures" are really beautiful and may be bought for two cents each from the publisher of the Plan Book.

Let the pupils make valentines of white paper, doubled, using heart-shaped cardboard patterns. Designs may be drawn or painted on these; or pictures mounted on them.

Trace round a heart pattern, on white paper. Trace the heart pattern on red or other colored cardboard. Cut out. Write or print the word "Valentine" on the card, copying the word from the board.

Verses for the Valentine

I send a line to say
I love you dearly.
Come rain or shine,
Sweet Valentine,
I am, ever yours, sincerely.

If you look in my heart
You shall see
All the love I have for thee.

Little friend, I love you true;
Here's a valentine for you.

My true love you shall ever be
If you will sometimes think of me.

Every joy that heart can hold
Be thine this day a thousand fold.

Lesson Valentines

When the first written exercise for the day is completed, show the pupils how to fold their papers from end to end; then once again from centre to end, and write their names across the back. Your name may be written under theirs and the papers dropped in the "postoffice." The postman for the day gathers the mail in a bag (a news-

boy's bag will do) and delivers to the teacher, who corrects it during the noon hour and replaces in the mail-box before school is called for the afternoon session. Shortly before school closes the teacher may direct the postman to distribute the mail. He must be a pupil who can read the names of the children.

All those whose papers are marked perfect may put wrappers about them; one cent stamps (canceled) on the wrappers and direct to their parents. These may be carried home to their parents. Those who have not correct papers may correct or rewrite their papers while the more careful workers busy themselves in getting their mail ready, or read from their supplementary readers.

Draw a number of hearts upon the board. Write or print in each a word from the primer. Let the pupils see how many "valentines" they can claim for their own by pronouncing the words.

Add a little bit of fun to the program by arranging on the top of the

desk a number of candy hearts; some with mottoes, and others blank. Let the first grade pupils see if they can find one that contains a word or sentiment they can read and, if so, keep the candy heart containing the message. Let the slower pupils try first; if they fail they must content themselves with a heart having no message—a blank.

Valentine Song

Key, E flat.

m m r r | s s s | m m r r | s — — |
 f f m f | s s m | r r m f | s l t — |
 d' s m r | d — — — ||

When you send a valentine
 That's the time for fun.
 Put it underneath the door,
 Ring the bell and run, run, run!
 Ring the bell and run.

When you get a valentine,
 That is pleasant, too.
 Fun it is to try and guess
 Who has sent it, who? Guess who?
 Who has sent it, who?

What I Have Learned

Slowly have I learned
 Not to hurry,
 Not to worry;
 Also slowly learned,
 While I'm here,
 Not to fear;
 All is in God's hands.

My Creed

I would be true, for there are those that trust me;
 I would be pure, for there are those who care;
 I would be strong, for there is much to suffer;
 I would be brave, for there is much to dare.
 I would be friend of all—the foe, the friendless;
 I would be giving, and forget the gift;
 I would be humble, for I know my weakness;
 I would look up—and laugh—and love—and lift.

—Harold Arnold Walters.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

NOTICE TO FARM BOYS

The Advisory Board has decided that boys in Grade VIII. or in Grade IX, whose parents are farming and whose services may be required upon the farm this spring, will receive their standing upon the recommendation of their teacher or teachers, provided they have attended school regularly during

the school year until Easter. This means that these boys must have entered upon their work at the beginning or shortly after the opening of the fall term last August. It will not apply to any who start to school late in the fall.

GRADE VIII. DRAWING, BOOK-KEEPING AND GEOMETRY

Teachers are again reminded that it is the daily work of the students in these subjects that must be forwarded to the examiners at the close of the examinations next June. It is reported to us that some teachers are having their pupils keep special books in which only the corrected work will appear. These teachers should under-

stand from our previous notice, and must understand from this notice, that books prepared in this way will not be accepted. We shall require the books containing the work done from day to day, showing the original mistakes of the pupils, their corrections, and their general progress in these subjects throughout the term.

NORMAL SCHOOL FEES

The Department of Education has adopted a new regulation governing the payment of fees in connection with the Normal School Courses. In future all applicants will remit their fees direct to the Department of Education.

Applicants for admission to the Third Class Normal sessions must forward the full fee of \$10.00 with their applications.

Applicants for admission to the Second Class Normal sessions will forward

a deposit of \$5.00 as usual, and must remit the balance (\$20.00) by a certain date, which will be fixed in connection with each session and stated in the letter of admission.

All who receive letters of admission and fail to attend the sessions for which the letters are issued will forfeit the moneys deposited.

In future all applications must be made upon special forms, which will be provided by the Department.

AGE OF ADMISSION TO THE NORMAL SCHOOL

At a meeting of the Advisory Board held on July 21st, 1916, a regulation was passed that after July 1st, 1917, no

female student shall be admitted to the Normal School, either for Third Class or for Second Class professional train-

ing who will not attain the full age of 18 years at least before the closing day of the session to which she is admitted.

This new regulation is qualified for the academic year 1917-18 by a proviso giving the Department of Education power to admit, during that year, any

female student who will be 17 years of age before the closing day of the session to which she is admitted, providing there be accommodation for any of these students after those students have been admitted who will be 18 years of age, as called for in the regulation.

TREE DISTRIBUTION

The Department of Education will be prepared, next spring, to distribute a limited quantity of trees, shrubs, and herbaceous perennials to those schools which have grounds in a condition for planting. This material has been raised on the grounds of the Brandon Normal School, in connection with the instruction in gardening and forestry, and as it must be removed to make room for further work, it is being distributed free to schools, the school district paying the express. The distribution will be made directly from the Normal School in Brandon and all applications should be addressed to the principal.

The quantity of material available for distribution in the spring will be conditioned somewhat upon how it stands the winter. Under ordinary conditions it should be about as follows:

Trees and Shrubs

- 375 Manitoba Maples, 3 feet high.
- 500 Manitoba Maples, 2 feet high.
- 600 Lilac, 2 to 3 feet high.
- 250 Laurel Leaf Willow, 2 to 3 feet high.
- 500 Golden Willow, 2 feet high.
- 50 Russian Poplars, 5 feet high.
- 2500 Caragana, 2 feet high.
- 20 Red Elder, 2 feet high.
- 300 Virginia Creepers, last year's cuttings.

Cuttings of willow and poplar can also be supplied where desired.

Herbaceous Perennials

- 300 Dahlias.
- 600 Golden Glow.
- 100 Anthemas.
- 300 Sweet Rocket.

- 100 Columbines.
- 100 Larkspurs.
- 300 Scarlet Lychnis.
- 20 Bleeding Hearts.
- 100 Bridal Robe.
- 100 Gypsophila.
- 500 Variegated Ribbon Grass.
- 300 Campanula Compacta.

Biennials

- 100 Sweet Williams.
- 500 Pansies.
- 300 Dianthus.

To avoid confusion, both in ordering and filling the orders, the perennials and biennials will be made up in a number of standard collections and each school may order the collection of biennials and one of the perennial collections. As there is always more or less uncertainty about this class of material wintering well the composition of the collections cannot be definitely promised, but so far as conditions will allow, the following collections will be distributed.

No. 1 Biennials

- 10 Sweet Williams.
- 3 Dianthus.
- 5 Pansies.

No. 2 Perennials

- 10 Iceland Poppies.
- 2 Shasta Daisies.
- 3 Dahlias.
- 3 Achillea, white.
- 2 Ribbon Grass.
- 2 Golden Glow.

No. 3 Perennials

- 1 Bleeding Heart.
- 1 Gypsophila.
- 2 Golden Glow.

- 5 Columbine.
- 5 Larkspur.
- 5 Scarlet Lynchis.
- 5 Dwarf Campanulas.

No. 4 Perennials

- 3 Anthemas.
- 1 Bleeding Heart.
- 3 Bridal Robe.
- 2 Columbine.
- 2 Larkspurs.
- 2 Dahlias.
- 1 Golden Glow.
- 2 Ribbon Grass.
- 5 Scarlet Lychnis.
- 5 Sweet Rocket.

There can also be supplied about forty bushels of choice seed potatoes of the following distinct varieties:

American Wonder,
Carman, No. 3,
Bovee,
White City,
May Queen,
Honey Eye,
Crown Jewel.

These potatoes will be distributed in five pound lots and the quantity each school may have will depend on the number of applications.

School boards or teachers requiring any of this material would do well to put in their applications as early as possible, as all orders will be filled in the order received and there might not be sufficient available material for all.

Apply to B. J. Hales, B.A., LL.B., principal of Normal School, Brandon.

DECEMBER EXAMINATIONS

Following is the list of successful Grade XI. students who wrote upon the December examinations:

Arithmetic

Ellen Muriel Alford, M. Bristow, Thos. Kenneth Cairns, Ella Jane Connell, Grace Earl, Lewis Fahey, Reginald Arthur Fry, Pearl M. Hess, Lyle James Jasper, Gerh. J. P. Kliever, Uldena Livingstone, Alice Ludgate, Myrtle B. McGregor, J. Mascinch, Mildred Grace Musgrove, Lillian Oughton, Edith Powell, Evelina May Raincock, Bella Anderson Rose, Lola Sampson. Sadie E. Simpson, Gladys Sleigh, Thirza Stratton, Effie Gladys Thomas, Dorothea Webb, Baden O. Wilson, Marguerite Ayers, Gerald Barron, Alice Beauchamp, Sophie Bernstein, Nicholas Bilasz, Ina Broadfoot, Jean Bulloch, Mary Campbell, Elizabeth Caplett, Fred Minto Corbett, Edith Eaton, Catherine Cameron Gibson, Earo Haid, John Alfred Hammond, Frank Russell Hughes, Verna B. Hurst, Verna Kelly, Melissa Lee, Edgar McKee, Marino Runolfur Magnusson, Blanche Neller-moe, Gladys Nixon, Hazel Pringle, Mildred Olive Rogers, Rebecca Spivak, John Stenhouse, Clara Valentine Tait, Caroline Traill, Mollie Vineberg, Donald Rea

Wilkie, Esther Amelia Zilliax, Vina Dandy, Ada B. Balfour, Leta La Della Orchard, Lizzie E. Sotheran, Verna G. Robertson, Annie Eliza Carrie, Lorena Brown, Elma Dunn, Mary Benn, Mabel Buchanan, Alma Mary Castle, Clarence Edgar Cornish, Violet Earl, Gertrude May Fleming, James Goff, Maude Hill, Mary Netanas Kerr, Cleytus Kraunfusz, Freda Lottin, Elvira May McCutcheon, Mona Mary McLachlin, Bertha Winnifred Mattick, Nellie O'Callaghan, Alma Patterson, Minnie Quickfall, Eleanor Robertson, Ethel Ruddell, Mary Scharff, Vera M. Sinclair, Florence Mildred Spencer, John Taylor, Evelyn Vernon, Hazel Kirkwood Webster, Bessie Hazel Winder, Thorunn Bardal, Grace Naomi Bell, Inga Cecilia Bergstrom, Hazel Berryhill, Marjorie Brady, Mona Belle Brown, Eliza Merle Burnside, Edna Mary Campain, Mamie Cassidy, Margaret Hazel Cousley, Violet Lavinia Eaton, Dorothy Green, Gertrude Mary Hamblin, Bernadine Hey, George A. Hunt, Belle Johnstone, Bertha Kronide, Alison McKeague, Ila Vera Neilly, Dorothy Newton, Beatrice Peterson, Nellie Riley, Sadie Ross, Percy Steeper, Winnifred Stevenson, Cecil Taylor, Mary Waddell, Jennie West, Mary Almeida Wright, Florence Crawford, Sam Mc-

Petridge, Violet R. Closs, Janetta Mabel Percival, Helen Harris, Mary Eleanor Watkins, Myrtle Barron, Louise M. Bryan, Clarence Foster, Michael P. Luth, Janet O'Brien, Jessie Roe, Claudis St. John, Jean Ashmore, Pearl Clarke, Isobel Dickson, Bessie C. Haines, Lottie Leybourne, Constance Schwartz, Stephen W. Wilkinson, B. Jean McNiven, Ella Roe, Clarence C. Sparling, Percy Nickles Anderson, George Burkett, John H. Dyck, W. Lloyd Hough, H. P. Rose, Marguerite W. Wheatley, Dorothy M. Davey.

Botany

Lelia Andrews, Mary Isabella Bates, Elizabeth Caplett, Pearl G. Christie, Edith Deacon, Mary Elizabeth Durbin, Rurick Frederickson, Wilfrid Claude Hodgkinson, John Vernon Jones, Rundolfur M. Magnusson, Elvira May McCutcheon, John McDonald, Eva Estelle Mooney, Helen Parker, Cecil Rodgers, Edward Shier, Isa Scott, Elsa W. Tregger, Walter Yarwood, George Ambrose, Reginald G. Clements, A. Jeanette Menzies, Julia Neta Jordan, Dora O. Alair, Marjory Brown, Constance E. Chambers, Oneita W. Cannon, Lawrence Stanley Douglas, Ivy Falardeau, Frank Henders, Bessie C. Haines, Jenny Jardine, Elsie Ella Millar, Alex. McQuaker, Ian Mowat, Ila Vera Neilly, Ruby May Pierce, H. S. Rempel, Gladys Sleigh, Olive Pearl Swanton, Sarah V. Worthington, Rosa Louise Young, Edythe H. Christie, Don L. Scott, Muriel Margaret Jacobs.

British History

Mary A. Andries, Maggie G. Bryson, Florence Crawford, Alma M. Cusack, Edith Deacon, Elizabeth Forsythe, Rurick Frederickson, Florence Henry, Annie L. Lockhart, Orbery McGiffin, Helen Parker, Kate Rankin, Mary H. Scott, Winnie Sillers, Mildred Welch, Alfred Williams, Florence Gall, Mabel Linklater, Nellie Elliott, Howard Brown, Mildred Clee, Roy B. Cuntz, Emil Davidson, Mary Elliott, Grace I. Frame, Wm. E. Hainer, Jenny Jardine, Hazel McConnell, Lendrum McMeans, John C. Pollock, Ralph Rigby, Gertrude

Shannon, Gerty Wodlinger, Jenny West, Sarah Worthington, Florence Attridge, Effie Weir, Margaret Godkin.

Canadian History

Abraham Adilman, Allan G. Porte, Mollie Vineberg, Marjory K. Brown, Marion Rosevear, Himey Visler.

Drawing

Norma S. Daynes, Leila Andrews, Ruth Betts, Gertrude Clee, Clarence Edgar Cornish, Violet Earl, Millvina Moffatt, Gladys Nixon, J. Maude Phillips, Julia Mildred Williamson, Percy Nickles Anderson, Pearl V. Ady, Wm. Baker, Vida Camerson, Edward Collier, Grace Earl, Fanny Girling, Peter McPeddie, Mildred Nixon, Theodore Rea, Ralph Johnston.

Geography

Ruth Betts, Annie Eliza Carrie, Paul Huyakak, Gertrude Malloch, Ernest A. Nicol, Florence M. Spencer, David Edward Sutherland, Mollie Vineberg, Catherine May Brockwell, Florence Henry, May N. Kerr, Maggie May MacMillan, Edythe Kathleen Race, Charlotte M. Staples, Margaret Thompson.

Grammar

Alice Beauchamp, Nicholas Bilasz, Clare Code, Ella M. Darrach, Edith Eaton, Lewis Fahey, Wm. Winston Gould, Gertrude Mary Hamblin, John M. Jackson, Anna Joslin, Edgar McKee, Bickerton McNevin, Hazel Pringle, Daniel Ross, Jacob J. Siemens, Percy Steeper, Lizzie E. Sotheran, Catherine Terry, Florence U. Wilkinson, Walter Yarwood, Alvin St. Clair Bell, Ada B. Balfour, Edward Collier, Dorothy M. Davey, Nora K. Empson, Grace Gibson, Mona Hargrave, Pearl M. Hess, Grace Mildred Jasper, Andrew Mykytiuk, Myrtle Elaine McKinnon, George E. L. Nordquist, Wm. Ewart Ring, Nellie Riley, Elsie Swalwell, Arnold E. Snyder, Clara Valentine Tait, Mollie Vineberg, Clara A. Young, Esther Amelia Zilliax.

Mental Arithmetic

Ethel M. Falardeau, Beatrice Peterson, Evelyn Partridge, Florence Ver-

meire, John Steele, Leta La Delfa Orchard, Edna Louise McGilvray, Blanche Nellercoe, Edith Partridge, De Etta Taylor, Mona Mary McLachlin, Mary Louise Whimster, Vera Whitman, Helen G. Coram.

Music

Leila Andrews, Roy B. Cuntz, Leona Lynd Duncan, Clarence Foster, Willoughby Andrews, Helen Harris, William Baker, Ronald Dickinson, Gertie May Flemming, Daniel Ross, Norma S. Daynes.

Spelling

Sadie Angus, Lily Eva Brown, Mildred E. Clee, Annie Deacon, Frank P. Dixon, Violet L. Eaton, Marion M. Elliott, Melissa Lee, Freda Lottin, Jessie K. McDougall, Myrtle Elaine McKin-

non, Dorothy H. McRorie, Wm. Pomrenko, Gerhard K. Reimer, Violet Sandercock, Sadie E. Simpson, Arthur Stevens, Verlie Taylor, Florence Vermeire, Frances E. Holland, Mary Benn, Margaret E. Bulloch, Clarence Edgar Cornish, Ewart R. Delmage, Leona L. Duncan, Violet Earl, Sara Bessie Grant, Clara B. Lee, Wilhelmina McDonald, Sam McFetridge, Andrew Mykytiuk, Alma Patterson, Eva Mary M. Raincock, Emmeline Rowe, Estelle Spence, Vera Somerville, Olive Pearl Swanton, Gertrude M. Thompson, Isabella S. Miller, Elizabeth H. D. Miller.

Grammar (Additional)

Jean Ashmore, Jessie K. McDougall, Ruby Taylor, Muriel M. Jacob, Isobel Dickson, Roberta Robertson, Effie Weir.

SINGING COUNTRY FOLK INTO THEIR OWN

Country people used to sing a great deal more and a great many of them used to sing better than they do now. At a husking-bee or a logging-bee it was no unusual thing for the evening to be spent in singing songs or in dancing. The dancing is still with us, though it is a great deal more formal than it was in the old days. The singing seems to have quite vanished, and more's the pity. In the earlier days nearly every township, during the fall and winter months, had its singing school. Singing was the one form in which art was studied then and in many cases it proved to be the gateway to better things. It did a great deal to redeem the necessarily narrow life from sordidness.

There are now scores of young people who would be benefited by attending just such gatherings. They have talent, but the conservatory is out of the

question. There are others who can sing well but who do not feel justified in spending the time or money to enter the ranks of the professionals. It is refreshing to learn that there is in some places a revival of this old-time means of culture. It will make the rural church a better place to go to and more men will sing at their labor, and that means not only more work and better work, but more happiness and contentment.

The interesting question obtrudes itself: How did it happen that the country singing school went out of fashion? Has country life these thirty or forty years not merely stood still? Has it declined?

More important, however, is the fact that singing, like many other good social customs, seems coming back into fashion.

—From the World's Work.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

OUR SCHOOLS

By A TRUSTEE

Are our schools, as shown by results, rendering the service that our people have a right to expect, and that our children are entitled to receive to equip them for the various duties and services of citizenship, and to fit them for success in the battle of life? If not, why not?

In these lines, after recalling a few of the complaints I have heard, I shall try to make use of some of the impressions I have received, chiefly from the experiences and observations of many years, during which, either as pupil, teacher or trustee, I have been more or less closely in touch with public schools, especially rural schools. No attempt is made to treat many of its phases, much less to exhaust a subject upon which volumes might be written, indeed have been written. No charges are made or implied against any one. We inherited a system, since which it has been greatly improved by those in authority, and yet results seemingly are not satisfactory. While, necessarily, reference must be made to our higher schools, yet I write chiefly on behalf of the 93½ per cent. of our school population, which statistics should never get beyond the public school, although greater efficiency in our primary schools would, doubtless, tend to increase the attendance in the higher schools. If my remarks shall in any way contribute in arousing greater interest in our schools and in our school system their purpose will have been accomplished.

For years the alleged inefficiency of our schools, judging from their products, has been a frequent subject for complaint amongst practically all classes of our people. Parents complain that children dislike school, or

that they make little progress in studies of practical importance. Teachers complain of irregular attendance of pupils, and of the lack of sympathy and co-operation of parents, and sometimes of trustees. Trustees complain of the difficulty in securing, and of retaining when secured, competent and efficient teachers. Responsible teachers in High Schools, Collegiate Institutes, and Technical Schools, in the Normal School, in our Colleges, and in the University all complain that many of the pupils sent them from the lower schools are "weak" in one or more branches, and that much of the time in their several schools is lost on this account, and yet such pupils have all passed successfully the prescribed examinations which guarantee fitness for entrance into such higher schools respectively.

Business men, too, employing pupils of standing in any of our schools, from the public school to the university, frequently complain of their incompetency, inefficiency, want of tact and adaptability, lack of application, concentration, thoughtfulness and thoroughness in their work, their seeming inability to grasp the meaning, importance or necessities of ordinary business requirements, that often they are "miserable" spellers, "abominable" in composition, "atrocious" penmen, careless operators, etc., etc. It is no reply to say that they may be better spellers, composers, penmen or operators than their employers, as such employers are willing to pay for the particular help they require, and which they quite properly expect our schools to supply. These complaints, if well founded, form a serious indictment of

the efficiency of our schools, and as they are made by those in the best position to know, we must assume, indeed believe, that they are, at least, too often well founded. Is it the administration or the operation of the system that is primarily to blame for these conditions, or is the chief "weakness" inherent in the system itself?

Trustee and college boards may not at all times perform their respective duties wisely and promptly, but at least many of them do so, and that frequently with enthusiasm, and yet unsatisfactory results continue. Departmental officers, the advisory board and the staff of inspectors reaching every section of the province, may not always be perfect in judgment, but those who know the personnel of these bodies will, I believe, agree that their members are earnest in the discharge of duty, and in most cases have had wide experience, and take very deep interest in educational affairs. If the desired end could be obtained by correction of misunderstandings or irregularities, and the addition of improvements to the system, success should be assured, as these officials are, in their respective spheres, doing such work constantly, as is evident from the many bulletins of information and instruction sent to teachers, and from the introduction and encouragement of handwork, manual training, school gardens, field days, school fairs, etc., all designed to be helpful and useful to the pupil. The unsatisfactory results complained of do not seem chargeable, in any marked degree, to faulty administration.

It is often said that if we had better teachers our schools would give better results. As a bald statement that is doubtless true, but as a guide to substantial improvement it is, at least, not conclusive. In the first place our teachers are the product of the system, and inferentially are as good as is the system. If the average fitness of our teachers is as alleged, the system must take the responsibility. In the next place, we have many excellent teachers and yet even under them unsatisfactory

results are not entirely overcome. Indeed it would seem that the best results are obtained under those teachers who break away from the fetters of programs, time tables, etc., and strike out independently, using their own initiative and judgment, with slight regard to restrictions and conventions, but with clear views of the work to be accomplished. Hence there does seem ground for the opinion held by some that the system, more than its operation or its administration, is to blame for the unsatisfactory results, inasmuch as it seems to sacrifice thoroughness and deliberation for volume or quantity, thoughtfulness and accuracy for "cram" and looseness.

In addition to inspiring high ideals in morality, loyalty, patriotism, truth, honor, obedience, etc., a live practical system should encourage the desire for knowledge, direct the attempts at investigation and the natural inquisitiveness found in every normal child; it should develop a love of study, a love of the soil, a love of nature in all its aspects; it should cultivate direct and develop originality, initiative, a spirit of inquiry and deliberation, powers of observation and application, love of investigation and research, thoughtfulness, thoroughness, accuracy in detail, and implant in the mind of the pupil the conviction that the end of school life is only a step toward fitting a person for citizenship and equipping him with the means of acquiring education all through life, rather something to be endured, or evaded, or that a college course constitutes an education.

A system that does not direct and develop the natural gifts and aspirations of a child filled with inquisitiveness and desire for knowledge, and lead on by pleasant paths to higher ideals and aspirations, and to storehouses of practical information so abundant and so delightful, that study, application and accurate thinking become a fixed habit, has failed to perform its proper function.

In reviewing this matter, many queries arise as to the wisdom of some

common practices. For instance: Why should any lesson be assigned as a task? Why should any book except readers be used in junior classes? Why should not the timetable make some provision for individual teaching instead of being wholly occupied with class or book work? Should any subjects be taught in public school except such as are common to the whole school? Should more time be given to practical work? Should examinations take into account the progress during the term? and many others.

As I am afraid these remarks must have exceeded the usual limit of space, and as their object is to arouse an interest in the general question rather than to propose changes, I shall refer briefly to but two points, which every child meets, in my opinion, with lasting injury, the day he or she first enters school.

When a child is supplied with a book and practically told that so many words, lines, pages or chapters are to be covered in so many minutes, hours, days or months, that which, if rationally introduced and developed, would have been a continual delight, becomes a task and a drudgery, the keen edge of interest and application has been dulled, too often to develop into dislike of study, if not antagonism, and the avowed purpose of school life injured, if not defeated, at the outset.

It is not in keeping with either human nature or common sense that a child six years of age should sit still and study continuously $1\frac{1}{4}$ to $1\frac{1}{2}$ hours; that any child should be expected to do this four times daily, and possibly take "home work" also, should not be allowed. That here and there a pupil survives and makes progress only proves that in some cases the love of study is greater than all the obstacles placed in the way. Reverse the order; instead of $5\frac{1}{2}$ hours assigned to study and $\frac{1}{2}$ hour to play, let it be 5 hours to play and 1 hour to study, in periods of 10 minutes each. A child will gladly apply itself for 10 minutes if something is to be learned, and go from the lesson fresh. During play that item will be recalled and thought over and made its own. This continued becomes a habit, study a delight and the foundation of education well established.

Recently I read an article in December School Journal, entitled "Waste in Teaching," by W. A. M. If every parent, trustee and teacher would but thoughtfully study that article, and apply it, immense good would result. "Rural Denmark and Its Schools," by Foght, should be read by every person interested in our schools. The Danish system could not be transplanted bodily, as conditions differ, but the general principles are common and details could be adopted.

MACDONALD ASSOCIATION

The annual meeting of Macdonald Trustee Association was held in Sanford Consolidated School on Saturday, Dec. 9, 1916, and was well attended at both sessions. The president, Rev. A. Moffat, took the chair, and opened proceedings. After the minutes were read and adopted and the financial statement made, a discussion arose over proposed spelling contest, which resulted in a decision to do our utmost to have every school in Macdonald participate in said spelling contest, and the executive were instructed to make ar-

rangements for all details. Twelve o'clock having arrived, a splendid lunch was served and enjoyed by all. At 1 p.m. Mr. Campbell, principal of St. John's Technical School, who was present representing the Provincial Trustees' Association, was called to address the audience. He chiefly referred to the importance of securing good teachers and holding them for long terms; also importance of good libraries, beautiful schools and grounds. He spoke at considerable length on municipal school boards, which he

strongly advocated, mentioning Kildonan as an outstanding example of its advantages.

Dr. Thornton, Minister of Education, was next called on and, in coming forward, was very heartily received. He endorsed and enlarged on what had already been said re beautiful buildings and grounds, which, he said, should all be surrounded by trees. Good libraries were a necessity, and he spoke very enthusiastically about school fairs, mentioning the fair at Gunton last summer as showing what could be done by enterprising officials. He also advocated organized play, with proper supervision, and hot lunches for the children at noon. He urged trustees, in planning for the betterment of their respective schools, to consider the welfare of the **child** as the supreme motive, and that more interest should be taken in arousing attention to the betterment of schools generally. He wished to see a consolidated school wherever possible, but realized that the problem of the one-roomed rural school would still remain. He spoke at some length on Municipal School Boards and advanced some telling arguments in their favor, which showed how they would solve many difficult problems which otherwise defied solution. He gave some interesting descriptions of the splendid success attending their attempts to secure sufficient school accommodation and other requisites for the foreign element in the Province. The Hon. Minister's address was well received and highly appreciated by the audience.

Mr. Ester, principal of Starbuck Consolidated School, was next introduced, and began by contrasting weather conditions here with his late home in New Orleans, where the orange blossoms were completely eclipsed by the beauty of the frosted trees around Sanford. He gave an interesting description of school conditions there, they being ahead of us here in one instance in having enlarged school boards for

some time. His address was enlivened by some very good and pointed stories.

Reports from the schools included in the association were then received, which showed that a good many schools failed to be represented at this meeting, and from whom no report was received.

A discussion arose over a report read by the president, which was a statement made up from annual reports sent in to the Education Department by Secretary-treasurers, covering all schools in Macdonald, and showed a remarkable low average attendance. Mr. Hartley, inspector, showed that in some respects the report was misleading, and gave instances proving the same. Other speakers, while admitting the misleading features, felt that the report revealed a serious condition of affairs, especially as to the small number of the enrolment reaching an attendance of 150 to 200 days in the year, and thought that trustees should endeavor to have a more regular attendance in their respective schools. This question was finally left over for the present.

Medical inspection was then taken up and discussed by Robert Houston, Mr. Sweeney, J. F. Goldesbrough, Inspector Hartley and William Reid, and it was finally moved by J. F. Goldesbrough, seconded by Mr. Blanco, and carried unanimously: That we are greatly impressed by the great benefits bound to result from a rigid inspection of our school boys and girls by a competent medical inspector, and we would, therefore, respectfully request the Municipal Council, without unnecessary delay, to appoint a medical inspector for Macdonald, and we further appoint J. F. Goldesbrough and Robert Houston to press this matter on their attention.

The election of officers was then proceeded with and resulted in Rev. A. Moffat being elected as president, Samuel Rodgers as vice-president, Robert Houston as secretary-treasurer, and William Miller and W. Reid, directors.

The small attendance from Macdon-

ald at last provincial convention was complained of by Robert Houston, who pressed on the attention of trustees and parents the great benefits arising from these yearly provincial gatherings, and Macdonald, being near, should be well represented.

It was decided that next meeting be held in Sanford, at the call of the executive.

The meeting then adjourned.

REV. A. MOFFATT, President.
ROBERT HOUSTON,
Secretary-Treasurer.

TRUSTEES' ASSOCIATION

The convention of the Manitoba School Trustees' Association will be held this year in the Kelvin School, March 6, 7, 8. The programme includes:

Addresses by the president, the Minister of Education, Dr. Stuart Fraser, President Reynolds, Dr. Jas. C. Miller, Rev. J. L. Brown, S. E. Lang, A. B. Fallis, L. D. Harvey of Stout Institute, Mr. R. S. Henderson.

There will also be on Wednesday afternoon the Provincial Spelling Contest. Sixty boys and girls from all parts of the Province will compete.

There will be reports from visitors to other provincial conventions, from sister associations, from boys' and girls' clubs. In addition, there will be a message from the front, and Round Table Conferences.

(See also page 72)

CONFESSIONS OF A SCHOOL TRUSTEE

Once upon time I had the honor of serving as a school trustee, a position which I held for nearly ten years. The place was an eastern city of less than one hundred thousand people. As a young man, I had been a schoolteacher, had attained experience in a rural school, had passed through the various grades of high school principal, normal school instructor, and university assistant professor. From that position I graduated to one which kept me in contact with men of commanding position in the business world.

When I had taken my place as a member of the school board I fully expected to be appointed to a committee that would put me in contact with the administration of the schools. Later on, I learned that both the superintendent and the chairman of the committee in question conferred with the president of the board to oppose such an appointment. The president agreed with them. "T'ell with him," the president said; "we've been running things satisfactorily for twenty years, and it hain't no time to change now."

I was appointed to a committee that looked after school properties—"back yards and grate-bars," it was facetiously called.

The then chairman of this committee was an Irishman. He was a Democrat in a ward that was overwhelmingly Republican, and a Catholic in a part of the community that was almost wholly Protestant. He had been a trustee for nearly five years before I was elected, and we served together for about seven years. He was wealthy and was holding a very responsible position in a great corporation; he was also old gold from toe to crown.

"Ye'll make the rounds wit' me Saturday; we must be av one moind whin th' budget is made up. Ye wud bether take a look about in th' mane toime."

I took a look in the meantime and made the acquaintance of principals, janitors and teachers; I likewise gathered some useful information. When Saturday came, Branigan—that wasn't his name—steered me through a thorough inspection of the school pro-

perties. There were some pretty bad features. Many of the floors were laid with flat-grained stuff and were not only badly splintered, but the boards were cupped as well. There was loose plastering that was a menace; wood-work that had weathered and warped for want of paint; toilets that were a disgrace for want of intelligent care; playgrounds whose surface had never been made dustproof; ventilating ducts that were belching soot and ashes instead of clean air; and sheet-metal work through which great holes had rusted for want of paint.

"Do yez think well of it?" Branigan asked, when we had finished the tour of inspection. A twinkle in his eye answered the question.

"Rotten," I replied, and emphasized my opinion by kicking a half-rotted toilet door off its surviving hinge.

Branigan went on to tell me that the repairs to the school properties were flimsy in character and so insufficient that they nowhere offset ordinary deterioration. As a result, a much larger sum was required when the building became so badly out of order as to be practically untenable. As a matter of fact, in a period of ten years, three buildings had been closed by the city health board, and work on one had been stopped by the building inspector, because of the poor quality of the material employed. During his first term, Branigan said that he had urged a more business-like system of care for the buildings, but it had required six of the eight trustees to carry a resolution for spending money on repairs. With my election the six votes were on hand. He said that we would better lose no time in working out a plan of repairs which would put every building in a good condition. In his opinion, that was the only real economy. Being the junior member of the committee, Branigan kindly permitted me to undertake the job, and I agreed to have the figures ready at an early date. That was twelve years ago, and a strict regard for the facts of the case compels me to admit that I was several years in

obtaining the information. The repair of one defect so frequently uncovered others that it seemed as though we should never reach the end.

There were many things, however, that I got by heart. For instance: A metal roof, painted as often as required and otherwise kept in order, should last twenty-five years; but the painting should be done when needed, and not at stated intervals; outside woodwork should also be painted when necessary, without referring to time intervals; a well-laid floor of comb-grained pine will outlast one of flat grain five or six to one; gutters and leaders of copper on the south side of a building will outlast those of galvanized iron many times over; and that no amount of painting will prevent the bursting of iron leaders when the water filling them freezes.

In short, I learned that the flimsy sort of repairs that we were putting on our school properties were far more expensive than good, thorough work would have been. Once, when I exploded about a contract of window painting and puttying given to the lowest bidder at a figure for which honest work could not possibly be done, Branigan soothingly remarked: "Ye be larnin' a bit; Oi thoekt ye wud." Several responsible bidders had competed for this job, and the work of any one of them would have been acceptable. Previously, the same job had been given to a crooked workman and had lasted less than two years. As I figured it, the material used had been of the poorest kind and had been covered with paint that had disappeared during the first winter. The fact which aroused my ire was that the lowest bidder was the same man that had done the work before.

"You must have known that he couldn't have done a decent job at the price," I said to Branigan.

"Av coorse Oi knew," said Branigan; "but whin Oi remarked that the man was a chape, lyin' skate, he bein' prisint, th' president he remarked that 'rules is rules,' an' that Oi must ixicute

th' contract, which Oi did." And that was the way things were going.

When the contracts for the summer repairs were awarded, Branigan informed me that I would have charge of the painting. He asked me if I knew anything about the work, and I was obliged to confess that my knowledge extended only to certain lurid colors somewhat freely used in youthful days. "Thin ye'll see th' Smith byes furrst," he said.

The Smith Brothers were one of the three or four leading master painters in the city. They were not bidders on any of the jobs and I was curious to know why. To my question, the office manager informed me that they could not possibly do good work at the rates we were paying, and that they did not wish to lower the quality of their work. They were heavy taxpayers, however, and for that reason were anxious that all work on public buildings should be good and substantial. The advice and information I had from them was good and to the point. I was to see that the white lead which came to the job was in original packages; that the paint was mixed where the job was done, and that none of the material was spirited away and replaced with inferior stuff. This trick was tried only once in my time. Branigan allowed the contractor to finish the job and then required him to put on an additional coat of good paint at his own expense.

One discovery which I made was disconcerting. The plastered walls in a number of classrooms were included in one of the painting contracts. The regulations governing such contracts were plain: "two coats—that shall evenly cover without streaks or flashes, and conceal all cracks and feather-veins." The contractor on this job was painting the cracks, but he was not shellacking them, a process which the Smith Brothers said was necessary. To my criticism, the contractor said that shellacking was not included in the contract, and that he would see me in a place whose name is eliminated from polite society before he would incur an expense not nominated.

Now, this man had always been straightforward in his dealings with me and we had employed him at various times. He said frankly that the job was not a good one, but that he was complying to the letter with the terms of the contract. He said that it was impossible to make two coats cover without an adulterant, and that the specifications did not forbid the use of such a substance. He added that, collectively, the school board was a lot of man-eating sharks and that he would beat us every time he had the opportunity—"and you can't help yourselves when I am the lowest bidder; them's the rules."

I might have got mad and said naughty words; instead, I sat down and began to ask questions. "Then you wouldn't call this a strictly first job?" I asked.

"Hell, no; but it's up to the contract."

"How long will it last?"

"Well, it'll begin to 'alligator' in a couple of years, 'n' in another year it'll peel pretty considerable."

"How long will an honest painting last?"

"Eight or ten years, barring cracks; and you can wash it as often as you like if you use a mild soap."

"And how many coats will be needed?"

"Three coats on old walls; four on new plaster."

In the conversation I discovered that the contractor had a grouch and a grievance against the school board and that he was playing to get even. He remarked with emphasis that he had us skinned, and that we could not help ourselves; he also boasted that if he could make the work any poorer and get away with it he would do so. And that was the attitude of many of our contractors.

I conferred with Branigan and then got the contractor to estimate on a third coat of his best work at our expense. At the board meeting on the next evening Branigan put the matter before the board on its merits. The

president went up in the air: "Rules are rules," he said, "and the trustee from the tenth ward ought to know that the resolution will invalidate the contract." To make a long story short, in spite of the war whoops of the president, we made a new contract and the result was a good, honest job that has stood to this day.

I mention this case in detail to emphasize the fact that, in driving sharp bargains with contractors, the board almost always overreached itself and came out second best. The old saw, "if you want a square deal give one," was not one of the rules which the president had learned. I recall an instance when the two lowest bidders on a contract were whipsawed against each other until a cut of several thousand dollars below the lowest bid was effected. The work finally went to an irresponsible bidder. It was a fine piece of business stupidity; and before we were through with it, we paid for a second-rate job about five thousand dollars more than the highest bid submitted.

It was the boast of the president that the repairs on our school properties never exceeded more than five thousand dollars in any one year. This was not true; as a matter of fact the expenditures, honestly computed, were far in excess of this sum. The repairs were so inadequate that they did not make deterioration good. When a building had deteriorated until it was untenable, it was "rebuilt" by funds raised by a bond issue, and the amount was charged against building expenses. In this manner the repairs fund, which came out of the tax levy, made a good showing. It was a most vicious system; it was likewise a very expensive one. If the repairs had been undertaken the minute that defects began to show, our annual repairs would not have required an expenditure of more than four thousand dollars a year. A good real estate company owning buildings probably would have done even better. It was not a case of graft, but one of ignorance. Branigan and I were the only trustees who owned properties;

the others lived in rented apartments and dwellings. For want of business experience they could not know the business as we did.

A majority of the board finally came to see that the much-lauded economy of administration had been a pitiful sham. Most of the building contractors in the city became interested in the matter, and we had their moral support. The newspapers of the city likewise took up the matter; and the controversy finally ended when the board adopted the plan which Branigan and I presented.

Summed in a single paragraph, we agreed to put all the buildings in the best possible condition. Metal work was to be inspected at short intervals and where rust spots appeared they were to be repaired at once. Painting was to be done when required and not at stated intervals. Paint on plaster was to receive as many coats as were needed. Splintered flooring was to be replaced by comb-grained southern pine—first quality for classrooms and extra first quality for corridors. The most important point was an agreement that, when a defect became apparent, it should be made good at once. For instance, if superficial cracks appear in window putty, two minutes' work with a paint brush will arrest the trouble; but if the cracking continues until water gathers behind the putty, the pane will require resetting. A rust spot in roofing may be scraped, red-leaded and painted at an expense of two or three cents; but if the repair is delayed until perforation occurs, the cost will be one of many dollars.

Preventive repair of this sort was the only true economy, and Branigan and I had learned the lesson by heart in the care of our own properties. A majority of the board saw the point, and we agreed to put the buildings in the best condition possible. For the next two years our repairs budget was pretty large, but there was no serious opposition to it. Plastered walls and ceilings beyond repair were covered with metal sheathing. So far as the ceilings were

concerned, it was the proper thing; in the case of side walls, however, I am inclined now to think that replastering with cement would have been more economical. In several instances both side walls and ceilings were covered with enamelled canvas. In one of my own properties enamelled canvas has stood for twenty years without requiring any repairs, and it looks about as well today as the day when it was put on. It has stood ten years without repair on the walls of the classrooms where it was first applied.

The replacement of splintered flooring was perhaps the most expensive proposition. Some of these floors had been laid for not more than five years. They could not be cleaned and the pupils were constantly getting splinters into their hands and feet. In order to clean the floors with the least labor, the janitors were in the habit of using strong solutions of washing soda; in order to bleach them, the lye was followed by a bath of oxalic acid. It is hardly necessary to add that this method of floor cleaning will ruin any floor in very short order; it already had ruined many of ours. The new floors were dressed with oil and then waxed. In ten years they have shown but little wear, and the expense on them has been practically nothing. Teaching the janitors how to take care of the floors and how to clean them properly

was a difficult matter. It required both time and immoral suasion.

The removal of varnish which had cracked and "alligatored" was an expensive job. Experience has shown that it is worst than useless to cover such a surface with fresh varnish. If the surface of the old varnish is smooth and clean, it needs only to be rubbed down and wiped clean; otherwise it must be removed if the job is to be a good one. In making a contract for revarnishing old work, there should be a specification and a specific estimate for the removal of old varnish. It is the only way to insure the best quality of work. Incidentally, when the contract goes to the lowest bidder, he is not apt to spend time and labor in preparation work. Incidentally, also, the lowest bidder is the one who usually requires the closest watching.

Window sills are the chief difficulty in revarnishing. Unless the varnish be removed, the sills are apt to become black in color, the natural color of the wood being indistinguishable through several layers of grime—poor workmanship, cheap varnish, and high cost in the end. With intelligent care, a well-applied coat of varnish will retain a lustrous, clean-appearing surface for many years. Window sills become soiled and kick boards are quickly scratched, but if washed and oiled when occasion requires, they keep a good lustre.

My Daily Prayer

To grow a little wiser day by day,
 To school my mind and body to obey,
 To keep my inner life both clear and strong,
 To free my life from guile, my hands from wrong;
 To shut the door on Hate and Scorn and Pride,
 To open, then, to Love the windows wide;
 To meet with cheerful heart what comes to me,
 To turn life's discords into harmony;
 To share some weary worker's heavy load,
 To point some straying comrade to the road,
 To know that what I have is not my own,
 To feel that I am never quite alone;
 This would I pray from day to day,
 As on I go upon my way.

Special Contributions

FEBRUARY NATURE STUDY

MARGARET BAKENHUS

Foods

Motive—To teach the children why we eat to live; to make them familiar with the three great kinds of food; to establish good habits in eating; to encourage care in the choice of food.

Materials—Food collection in small vials or boxes; food charts; diagram to show the food route in the digestive system; iodine, pepsin, hydrochloric acid and specimens of food for experiments; cutting, drawing and painting materials; reading lessons; related pictures and stories.

Points to be Developed: 1. We eat to build up our body and to repair it. 2. Food must undergo great changes before it can nourish the body; digestion. 3. The three classes of food—vegetable, animal, mineral. 4. Nutritious constituents of food—Proteids, sugar (starches, carbohydrates), fats, salts. 5. Sources of food, market preparation, where found, how and when gathered, how preserved and stored, how distributed. 6. Preparation for the table; how this preparation helps us. 7. Some hints about eating.

I

What gives the automobile its power to run? (Gasoline—fuel.) From what does the locomotive get its energy? (Coal—fuel.) What makes an ocean vessel go? (Oil—fuel.) Our bodies? (Food—fuel. With little children it may be necessary to draw attention to the fact that our bodies are always warm, and why.) If the fuel in each case were withdrawn, what would happen?

If the children are old enough, ask them where these different kinds of fuel get the energy stored in them. Let them discover that all fuels are the result of plant life: coal, the remains of great forests and jungles buried mil-

lions of years ago and pressed into their present state; coal oil, the juice squeezed out of the trees and ferns as they were being turned into coal; gasoline, the product of coal oil; food, the leaves, stalks, roots, seeds and fruits of plants, and the flesh of animals in turn dependent upon plants for fuel. Lead them to see that plants get their energy directly from the sun, and that we eat this stored up energy to grow and move about. Let them discuss this from Dr. Woods Hutchinson: "All living things, including ourselves, are simply bundles of sunlight, done up in the form of cabbage, cows, and kings."

Sometimes we are told that our bodies are like a steam-engine, only much more wonderful and perfect. Let us see if this is true. Lead the children to discover that:

1. Both move about and are warm because a fire is burning in them.

2. Both need fresh fuel from time to time.

3. Without fuel and air the fire in the engine, as well as in the body, would go out.

4. Coal and wood burned in the engine produce ashes; food burned in the body produces a like waste. Both must be got rid of or the fire will not burn well.

5. Every part of the engine is always wearing out. Our body, too, is always wearing out, each step taken, each motion made, each word spoken wasting a little of it.

Why do we not waste away? Lead the class to see that what we eat and drink, and the air we breathe, take the place of what is used up or wasted in the body. Let them discover that the engine must stop for repairs, but that the body keeps on growing and repairing itself while it is in use.

How are the things that we eat

turned into flesh, skin and bones? How can meat, bread and potatoes ever get to our fingers and toes? They do not look a bit like our body. Many changes must take place before food can be sent to all parts of the body by the blood. It must be thoroughly dissolved before it can be absorbed by the blood. We can do only three things to help this change—put the food into our mouths, chew it and swallow it; the body engine does everything else. Can anything be more wonderful than that meat, bread and potatoes, when once taken into the body, should be changed into solid bone, strong muscle, and living skin? Can you think of any place that the blood forgets to nourish?

II Digestion

Have a sketch on the board or a chart showing the food route. Do not go into details with the baby class. Tell the children that the food journeys along the food tube, gets mixed with the wonderful juices of the body, and is absorbed through the walls into the blood. The older children may take up with profit the following:

First, great change (in the mouth).

Work of the teeth.

Help of the tongue.

The saliva.

Where it comes from.

Effect upon it by tasting, smelling, seeing or even talking about food

Makes food easier to swallow.

Converts some of the starches into sugar.

Why starches must be changed. Try to dissolve starch in water. Dissolve sugar.

Why the work of the saliva should be thoroughly done.

When to drink water (after swallowing food).

How do you know when you have chewed anything long enough.

Test—To prove that starch is changed to sugar in the mouth, have the class chew slowly a piece of dry cracker and notice how sweet it tastes.

Second great change (in the stomach).

(Churning of the food.

Work of the juices of the stomach.

How the prepared food soaks through the lining of the walls of the stomach and gets into the blood.

Third great change (in the intestines).

Work of the curious juices.

How the prepared food soaks through the very thin walls of the intestines and mixes with the blood.

Waste.

Each part of the food tube has some particular work to do. Each part of the body—bones, muscles, hair, skin, etc.—takes from the blood the kind of nourishment it needs, just as in a garden the beets take beet food from the soil, trees, tree food, and roses rose food.

III. Where Our Food Comes From

How many kinds of food can you name? Let us make a list of them on the board. Where do these different kinds come from? Put them in the kingdom to which they belong. Let the children discover that we draw upon the vegetable, animal and mineral kingdoms for our food. Which is the most important? Of which do we eat the most? Could we do without food from the animal kingdom? The mineral? What kind of food do we use most in summer? In winter? Is it a good thing to have so many kinds of food? An engine will run all its life on one kind of fuel. Why do we need so many kinds? (We do not only use food to run our body, but to build it and repair it. No one kind of food contains, in the right proportion, all the stuffs that our body needs for this work.) Speak of the great variety of food found in the grocery store, the meat market and at the vegetable stand.

IV. Nutritious Constituents of Food

1. Proteids—the flesh and bone making foods. Lean meats, eggs, milk, cheese, beans, peas, lentils, fish. Test to discover the proteid foods—Dilute five cents' worth of iodine with water until it shows a light brown color. Place

different proteid foods in the solution and notice that the iodine acts the same on each.

2. Carbohydrates (starch-sugars) — fats—the force and heat producing foods. Starches—wheat, potatoes, rice, barley, oats, rye, corn, sago. Iodine will turn starch blue. Try the test. Be sure the grains are ground so that the starch may be reached. Try the test with boiled starch. Sugars—fruits, sugar-beets, sweet potatoes, sugar-cane, maple sap, honeycomb. When is sugar good to eat? When not? Why? Fats—butter, fat or meats, nuts, oils, palm. When do we eat the most fat, in summer or winter? Why? Refer to the November nature work on the ice bear's and the brown bear's storing up fat. Fat is a slow burning food. That is why it sustains life so long. Mention the whale blubber eaten by the Eskimos.

3. Salts, water and air—helpers. Salts—the common table salt, salts of potash and lime found in vegetables. Tell of the people and animals risking their lives to get salt. How do you know that there is salt in your system? (Tears and sweat.) Iron—found in spinach, lettuce, dandelion, water. Water—its uses in the body. To show how much water there is in the food we eat, weigh different kinds of food, such as potato, bread, milk; let the water evaporate, and then weigh again. Oxygen—Let the children tell how it makes the fire burn. It helps the food in the same way.

V. Sources of Food and Their Market Preparation

From magazines cut out pictures showing the journey of the different foods from their source to the consumer. The children will enjoy the trips with the foods and will learn valuable lessons. It would be interesting to make charts of a few of the foods, such as milk, flour, butter, eggs, meat. Take bread from the planting of the seed, the harvesting, storing in grain elevators, the trip to flouring mills, to the wholesaler's, the retailer's, the baker's or the home.

VI. Preparation for the Table

Would you enjoy eating a piece of raw meat, a raw potato, or a handful of flour? Tell about the time when people ate things raw, and how they came to cook their food.

Value of cooking. Improves the taste of food. Softens the food, so it can be more easily chewed and changed by the juices of the food tube. Why fats are the exception. Sterilizes the food.

Methods of cooking—Boiling, baking, roasting, broiling, frying.

Tell how primitive man cooked his food.

Let the children tell what they cook when Mother lets them.

VII. Hints on Eating.

What to eat, when to eat, how much to eat, how to eat, table manners.

VIII. Simple Tests

Put into a test tube or small bottle a little boiled starch, a little saliva and about twice as much water. Shake up well and heat just a little (a pan of hot water will heat it). After a few minutes add a little iodine and notice that the color is not blue, showing that there is no starch present. What has changed the starch?

Melt some pepsin in water in a glass tube or bottle. Drop a few little pieces of meat or hard boiled egg white into it. Watch them slowly melt away. By adding a few drops of hydrochloric acid the melting will go faster. When warmed up to the heat of the body it melts still faster.

To make gastric juice mix the following: 1 grain of pure pepsin, 4 tablespoonfuls of warm water, and 10 drops of strong hydrochloric acid.

Expression Work

Let the room decide to plan a certain meal. Divide the children into groups, each group making up its own menu. Let the teacher write the menus on the board and the children decide which is the best.

Play store. Buy and sell foods.

Draw, paint, cut or model animals

that give us food. Do the same with vegetables, fruits and grains. In like manner illustrate "What Mary had for breakfast."

Make charts of the foods belonging to the vegetable, animal and mineral kingdoms.

Sense training—tasting or smelling foods.

Action reading.

Impersonate farmer, miller, grocer, milkman, etc.

Make a list of foods good for breakfast, dinner, supper.

Draw foods on shelves in pantry or store. Cut the same.

Illustrate stories told. Dramatize them.

Stories

Feeding the Jews in the Wilderness, Joseph and the Famine, The Miraculous Draught of Fishes, The Loaves and the Fishes, The Prodigal Son, Hansel and Gretel and the Gingerbread House, The

Little Red Hen and the Grain of Wheat, Prometheus, The Wonderful Plant (Grimm), The Royal Turnip (Grimm).

Pictures

Millet—The Sower, The Man with the Hoe, The Gleaners, Potato Planting, Woman Churning, Feeding Her Birds, Greuze—The Prodigal Son, The Milkmaid.

Murillo—The Beggar Boy, Christ Feeding the Multitude.

Paul Veronese—Supper at Emmaus.

Rembrandt—Supper at Emmaus.

Shreyer—Halt at the Oasis.

Dore—Joseph and His Brethren, Miraculous Draught of Fishes.

Dupre—Milking Time.

Olivie—Inquietude.

Related Topics

Curious foods in other countries, care of the teeth, city and national food inspection, garbage disposal, public markets, discovery of fire.

OMITTED MEASUREMENTS AND NEGLECTED RECORDS.

E. W. GARRATT.

All the teachers of this Province today are the product of the examination mill, and merrily still we turn the ancient wheels and grind out the invariable grist. Examinations have changed little in character within the memory of any of us. Does this mean that perfection has been reached and further improvement is impossible, or does it emphasize the fact that, as a class, we lack initiative or are too conservative to step outside of the beaten track? Are we mentally and professionally lazy?

Hitherto examinations have been records of subject matter which the pupil has been able to grasp and to reproduce. Day by day the teachers have sliced off a modicum of intellectual pabulum and, by fair means or foul, have required the pupil to swallow, gorge, ingest or revolt at what is offered, and then at examination times have tested for how much of this ma-

terial, whether digested or not, can be reproduced or disgorged by the helpless victim. And the pity of it is that some of us are pleased to continue to think that this is an educative process.

The whole attention has been directed to the subject presented, and there has been no adequate attempt to measure or to record the changes which have taken place and are in progress in the pupil himself.

Fellow teachers, have you paused to notice the changes which have taken place in the pupils as a result of your teaching and of your personality?

Are your pupils improving in manners? Are they doing their work neatly? Is there improvement in the general neatness of desk and clothing? Are they overcoming bad habits and developing good ones? Is there an improvement in their interests? Are their ideals of a higher type? Are they gaining in self-control? Are they gain-

ing in power of self-direction? Are they becoming open-minded? Are they improving in knowledge? Is there growth in power? Is there improvement in accuracy? Have they gained a zest for verification? Have they grown in skill in applying principles? Are they becoming self-reliant in getting information from books and from nature by observation and experiment?

If a pupil becomes restless and breaks away from school, the school has to that extent failed to fulfill its duty to the community, and the fault lies with the teacher or with the organization, or with both.

When your pupils receive at your hand 60 per cent. or 70 per cent. for knowledge of a subject, what percentage are you marking yourself for your skill in presenting the subject and of meeting that pupil's mental needs? Whose fault is it really that he did not take 100 per cent.? You taught the subject, you set the paper and you valued the work; does not the condemnation lie at your door?

In making up that 60 per cent. or 70 per cent., what value did you give for ability to grasp the point of the particular problem, what for originality of method, what for willingness to attack the apparently difficult or long, what for perseverance with a problem which does not come out,

what for skill in applying principles already in mind? These are all measureable quantities of great value. It may be unwise to express them all, as so much per cent., but they should be recorded, so that the teacher may properly know the direction and effectiveness of his own task.

Who of us has been attempting to find new or better ways of testing the mental condition of the pupil or of measuring or recording any of the factors here suggested? We are in need of new methods of testing and of new methods of recording results. Are there not among us a few earnest wise souls, who will devise methods and teach us how to use them?

The methods by which we ourselves were measured were capable of wide interpretation, but they were used for the testing of but one phase of our progress, viz., subject matter. If we must still use these tests, let us devise other and wider, yes wiser, uses for their content than the mere measurement of subject matter; let us use them for the measurement, as far as we can, of the growth of the human soul.

It is hoped that this will be accepted as stimulation, not as condemnation, by all who feel the burden laid upon them by virtue of their relation to the youth of the land.

WASTE IN TEACHING

To the Editor:—

An article entitled, "Waste in Teaching," appearing in a recent number of the *Western School Journal*, should receive a wider publication, for you have in that article laid bare one of the fundamental weaknesses in our system of class teaching and grade differentiation—fetishes too deeply ingrained in our public school system.

I wish I had back again the time spent upon the useless repetition of tasks meted out to me by teachers, and,

no doubt, many of my pupils could say the same of me. One has.

May you have success in impressing upon the teachers of the west the sentiments expressed in that article, and may it result in the conservation of the student's time and energy while in the classroom, and the turning out of a better developed, if less uniform, product than heretofore.

Very sincerely yours,

J. W. S.

LEARNING FROM OTHERS

By W. A. M.

One of the most interesting surveys is that made in Portland, Ore., in 1913. The chief director of the survey was Ellwood P. Cubberly, and with him were associated such men as Dresslar, Elliott, Francis and Spaulding. The report dealt with organization and administration; instructional needs; buildings and health; attendance, records and costs. Among the recommendations were the following:

1. An adequate programme for the community must be based on the individual needs of the boys and girls to be educated, and the community needs for service.

Surely this oft repeated statement requires further emphasis with us. In so far as the physical, intellectual and moral natures of children are practically the same the world over and in all ages, there is ground for the conviction that programmes of activities should everywhere be, in broad outline, the same. But because social and economic conditions are always changing, there is continued need of adaptation, and the most unsafe thing to do is to follow tradition. The course of study to be followed in Manitoba should not be that followed in England, the United States or the older provinces of Canada. We must work out our own salvation. Nor will the same fixed programme suit all schools in Manitoba. Not uniformity, but difference in unity should be the aim. Those teachers who are interpreting the programme in a broad way, so as to meet the needs of the pupils and the community are worthy of all praise. The starting point in education is not a knowledge of the programme of studies, but a knowledge of the needs and capacities of pupils, and a knowledge of the needs of community life.

2. Promotion must be based not on what a pupil has learned, but on what he needs to learn.

What a commentary this is on the system employed in Canadian schools! Fortunately, in Manitoba, there is a wise supervision of examination results. Many who do not succeed in

passing the entrance examination are yet, for special reasons, allowed to mingle with High School pupils. It is recognized that age, physical ability, and other factors should be considered in grading pupils. Would it not be wise for universities to recognize more freely this same principle?

3. The school system should be reorganized to secure educational efficiency into the following units: Kindergarten, one year; Elementary, six years; Intermediate, three years; High School, three, four and ultimately five years.

This is one of the most far-reaching recommendations in all the surveys made. It is now a common thing in large cities for students to pass from the tutelage of a single teacher to the divided care of ten or more instructors. The change is too sudden and abrupt for the pupil's good. The introduction of an intermediate school, with three teachers, would bridge over the difficulty. The Manitoba Teachers' Association has a committee now working on this problem, and it is possible the report will collect and present to the teachers and other educational authorities findings of value.

Minneapolis (1913)

In 1913 a vocational survey was made by the Minneapolis Teachers' Club. The following recommendations are of peculiar interest:

1. That schools should be organized on the six—three—three plan, differentiation in courses beginning in the seventh grade.

2. That a survey should be made to ascertain from business men and others the relative merits of those taking training in the ordinary secondary schools, business colleges, etc.

3. That vocational guidance should be given to pupils.

4. That an age-grade census of pupils of the city should be taken to determine where retardation is taking place and why it is taking place.

There is no need of comment here. It is significant that these suggestions came from teachers themselves.

Chicago (1915)

The survey was carried on under the direction of the talented superintendent of schools, Mrs. Ella Flagg Young. The report necessarily differs in style, content and spirit from those prepared by outside experts. None the less is it full of suggestion. It is almost impossible to summarize, but the following suggestions are among the most striking.

1. The primary purpose of elementary education is the development in the child of those attitudes and reactions essential to social well-being in a democratic society.

2. Handwork in the elementary school should primarily further the ends of good citizenship and social culture, and only in a secondary way be expected to have vocational value.

3. Handwork with vocational aspect should not be emphasized with pupils under 14 years of age.

These clauses should be read and re-read by those who would turn elementary schools into workshops or schools of agriculture.

Alabama (1915)

This interesting rural survey is strong in suggestion. Consider the following:

1. School grounds to be enlarged, to contain a teachers' home and a better building, and salary to be increased, so that teachers will cease to be tramps.

2. Greater space for seating pupils.

3. Provision for school gardens and farm.

4. Drinking fountains rather than individual cups.

5. Libraries in every school.

6. Better roads.

7. More instruction in home industries.

The fourth recommendation has coupled with it a reason, viz., that it is impossible for individual cups to be used as intended. This is exactly what is contended by teachers in our own province who have tried the individual cup. We commend the suggestion to the Board of Health.

San Francisco (1915)

Among the recommendations in this survey are:

1. Enough teachers to reduce classes to 48 pupils.

2. A commission of experts to pronounce on all school sites, buildings, heating and plumbing.

3. Wider publicity in the daily press.

In connection with these points, it is worth noting that the Department of Education in Manitoba is doing much to improve school buildings through the plans and specifications freely supplied to school boards. It is also worthy of comment that in some school districts the local paper is used by the pupils and teachers of the school to create an interest in school affairs. The school should not be apart from the community, but a part of the community.

Colorado (1915)

A survey of the rural and village schools ends with a condemnation of the district system and a recommendation favoring consolidation. Naturally this is a recognition of the need of municipal rather than district school boards.

(Michigan) (1915)

A survey of the Upper Peninsula contains many interesting recommendations:

1. There should be more training in manners and more respect paid to serious and good things.

2. Teaching of sex hygiene is not favored with means at disposal.

3. Physical exercise should be primarily for health.

General Note

It is impossible to continue this any further. Those who wish more should write to the districts mentioned. The Springfield report is not mentioned, although the most comprehensive and satisfactory of all. It should be studied in its complete form. The cost of making surveys has been from \$500 to \$125,000. The time has varied from three days to two and one-half years. The reports vary from six pages to 2,573 pages. There are over thirty such surveys that now may be obtained.

Among Canadian surveys are the reports of the Manitoba Commission on Industrial Education, the Dominion Commission on Industrial Education, the Saskatchewan Commission on Education. All of these are worthy of study.

MANITOBA EDUCATIONAL ASSOCIATION

The Manitoba Educational Association will hold its twelfth annual convention at the Kelvin Technical High School, Winnipeg, April 9th to 12th, 1917. The programme under preparation promises to maintain the reputation that the association has acquired for offering something worth while to the teachers of the Province.

His Honor Sir James Aikins, Lieut. Governor of Manitoba, Dr. R. S. Thornton, Minister of Education, and Dr. M. C. Murray, president of the University of Saskatchewan, will all address general meetings. Dr. Murray will also speak at a meeting of the Secondary Division.

The Elementary Division will hold a general meeting and departmental meetings. The departmental meetings will include the following groups: Grades I., II., and III.; Grades IV., V. and VI.; Grades VI., VII. and VIII. and Rural Schools. Grades I., II. and III. and Grades VI., VII. and VIII. will meet in the morning, and Grades IV., V. and VI. and Rural Schools in the afternoon, so as to allow those who so desire to attend the meetings of more than one group.

The Secondary Division will hold two general sessions and departmental meetings, which are being so arranged as to allow those who wish to do so to attend the meetings of two departments. Special efforts are being made to have the exhibit of work up to a better standard than has yet been reached.

There will be classes of instruction in Basketry, Paper Work, Color Work, and Drawing and Sewing. Arrangements are also being made for a class of instruction for the teaching of English to children of non-English parentage.

The customary convention rates of transportation over the railroads have been arranged for.

The paid up membership for last year was 1,320, the largest in the history of the association. It is the hope of the

executive to bring the membership up to 2,000 this year.

The convention will have something for every teacher. Let every teacher give his personal interest and attendance to the convention.

M. E. A. EXHIBIT OF WORK

The annual convention of the association will be held in Winnipeg, April 9th to 12th, 1917. One important feature of the convention for some years has been the exhibit of work from various parts of the Province. It is the intention of the association to retain this feature, and to have it bigger and better than ever, at the coming convention.

Three cash prizes of \$25, \$15 and \$10 are offered to Rural Schools that present the three best collections of work. These prizes are accompanied by framed diplomas. For Graded Schools of not more than four rooms there is no cash prize, but framed diplomas will be given in cases of special merit. The rules governing the exhibit are stated below:

Rural Ungraded Schools

1. Exhibit shall not occupy more than 60 square feet.
2. Exhibit shall include work of at least five grades. Any five may be chosen.
3. Exhibit shall include work typical of each branch of handwork engaged in at the school.
4. Exhibit shall include samples of drawing, color and art work.
5. Exhibit may include any special work taken.
6. Teachers shall accompany the exhibit by a brief note on the conditions under which the work was carried on, and as to the number of children in each grade.
7. Prize money shall be devoted to the school, and shall be accompanied by a diploma.

Graded Schools

1. Prizes shall be offered for graded

schools of not more than four departments.

2. Exhibit shall not occupy more than 120 square feet.

3. Exhibit shall include work of all grades in the school.

4. Exhibit shall include work along each line specified for ungraded schools.

Special exhibits are invited from any school in the Province, and merit in any such will be recognized.

Exhibits will be sent to the Secretary, P. D. Harris, Collegiate Institute, Winnipeg, not later than April 4th. Carriage will be paid both ways.

THE BOY WHO LOVED A JACK-KNIFE

LOUISE GARWOOD

It was very wrong, of course, to whittle with his jack-knife during school hours. But can the boy be wholly blamed, if, after trying for nearly an hour to solve some problems assigned to him, he had given up and turned to the more interesting and successful occupation—producing from a bit of wood some toy or other? It was coming out beautifully, was almost completed, and James' head was bent low over the work, his whole attitude showing intense excitement and interest in what he was doing. Suddenly—"James, what have you there?" A startled face looked up and met the teacher's. "I have my knife and a bit of wood." "Bring them to me. Have you done all of the work I gave you?" "No, I didn't understand the questions." "You should have understood them," was the teacher's angry and unreasonable reply. "You may do all the problems remaining in the exercise and come to me when they are finished.

At five o'clock, the teacher was working at her desk, the room was silent; silent, save for an occasional shuffling, or a sigh from the boy in his seat, despairingly, but doggedly juggling with the figures of his arithmetic.

So the thing went on. Often, James offended. Often he was punished. But even the frequent punishments did not quickly dampen his enthusiasm in whittling and carving. In occasional bursts of enthusiasm he showed the teacher the things he had produced with his knife, but, after a time, her evident lack of interest in his achievements, her impatience with him, restrained

him from showing her anything he did. He ceased to care whether he got his school work or not; he ceased to either try; he ceased to even like or respect the teacher. From that time on, he was branded as the dunce of the class.

"Through so soon, Jim?" It was the new teacher speaking, and with a rather confused, shamefaced look, James answered: "No, I couldn't do them, so I stopped." She came down beside him; then, catching sight of the beautiful bit of work he had been doing, she exclaimed aloud, "How beautiful! It's wonderful, Jim, and you have never had a lesson in the work. Why, boy, you have a marvellous gift. Then, after a pause, "Are you using it as the Giver intended?"

After four o'clock that night, there was a boy in his seat, but not a sullen, despairing boy. This time he was eager, alert, and completely interested in what his teacher was saying. Every word went home. "And your name will be known everywhere, and everywhere firms will seek you out to get your ideas, to enlist your services. You will be prominent in your line, looked up to by men of your profession. But these men, these men will be educated men—'men who know.' Will you be content to be a man who knows nothing? No, you won't, for right now, Jim, we are going to begin working towards that splendid goal, towards making you a man who may take his place among men, with confidence in his power, without the shame and awkwardness of the 'man who does not know.'"

Children's Page

THE FRUGAL SNAIL

The frugal snail, with forecast of repose,
 Carries his house with him, where'er he goes;
 Peeps out—and if there comes a shower of rain,
 Retreats to his small domicile again.
 Touch but of him a horn, 'tis well—
 He curls up in his sanctuary shell.
 He's his own landlord, his own tenant;
 stay
 Long as he will, he dreads no Quarter-Day.
 Himself he boards and lodges; both invites
 And feasts himself; sleeps with himself o'night.
 He spares the upholsterer trouble to procure
 Chattels; himself is his own furniture,
 And his sole riches. Wheresoe'er he roam—
 Knock when you will—he's sure to be at home.

—Charles Lamb.

EDITOR'S CHAT

My Dear Boys and Girls—

Quietly and slowly, but nevertheless surely, the days have slipped away, until here we are once more in the little short month of February, and the days are lengthening out, and spring is coming away over the tops of the hills, still a long way off, but coming from the south, with a hint of a thaw once in a while, and a bird or two chirping on the trees, that even have a few buds showing like tight little balls against the grayness. This is the month of hearts and verses; the month when Good Old Saint Valentine holds sway, and when young poets are racking their brains and pulling their hair to think of rhymes for "curls" and "smile" and "sweet," and "happy" and all sorts of other words. Be sure

you make the rhymes all happy anyway, don't give a valentine that will hurt anyone, for the good old saint whose name is given to February 14th would "turn in his grave," as the old saying goes, if he knew what cruel, hideous things were sometimes done in his name.

And now, boys and girls, this month what are we going to talk about? It's something big, it's something that stares at us from the newspaper everyday. And it is described by two words, "National Service." Now, the dictionary defines these words like this—National, common to a whole people or race. Service, duty performed. So that the two words together mean, as you can see, duty performed for a race of people. What could be more worth

while, boys and girls, than this? And the particular duty that lies before us now is what? We don't think there's a single reader of the Children's Page who doesn't know, but we'll have to answer it here, because we've asked it. It is **To Win the War**. And what do we need to win the war? First, men and women; second, hard work; and third, money. We need men to fight and run ships, to grow crops, to make guns. We need women to nurse, and bring up boys and girls right, to look after the homes, and the factories, and the farms. We need hard work from every one to do these things, and **money to get the materials**. Well, say you, we know these things, but how can we help? Well, boys and girls, there are many ways, and some of them you have been doing, and some you have yet to do. There are boys of you who are big enough to do a lot more work on the farm, so that two of you, anyway, could

do enough work to let one man go to the war. There are girls who could help a lot more in the house, so that mothers and big sisters might have more time for Red Cross work. There are pennies to be saved and socks to be knitted, and letters to write to sick and lonely soldiers. The government is trying now to arrange things, so that every man, woman and child in the Empire may do something to help win the war. What are you doing? Let everyone feel they are doing something, if it's only writing a letter. Won't you feel guilty if, after peace comes again, you feel you have done no National Service; you have done nothing for the Empire. Your fathers and brothers have signed cards to say that they are willing to do all in their power to help the country to win the war, but let all the boys and girls just make up their minds that they, too, will do their mite for National Service.

THE MONTH

The February sunshine steeps your
boughs
And tints the buds and swells the
leaves within;
While feathered songsters, warbling
from their perch,
Tell you that Spring is near.

In the poem, from which these lines are taken, the writer addresses the trees and asks them if, during their Winter's sleep the sunshine warms them, have they no dreams of Spring.

While there is no doubt that January is a Winter month, February seems to belong to both Winter and Spring. A late Winter may cause the second month of the year to be very cold and bleak, while an early Spring may give us mild weather in the early days of February.

Before we describe this month more fully let me tell you how it came to receive the name it bears. It was one of the two months—January being the other—introduced into the Roman calendar by King Numa, when he

divided the year into twelve months instead of ten periods. The name February comes from the word Februa, the name of the great feast of expiation and purification, which was held about the middle of the month. It was a time when people expressed sorrow for their sins and a desire to live a better life.

When Numa first made this month he gave it twenty-nine days three years out of four, and on the fourth year, thirty days. The Emperor Augustus afterwards took away one day, which he added to August, when he named that month after himself. Since then, according to the old rhyme, while some months count thirty, and others thirty-one days—

February had twenty-eight alone;
But leap-year coming once in four,
February then hath one day more.

The Anglo-Saxons gave the second month the name of "Sprout-kale," or sprouting cabbage, because then that vegetable began to show signs of life.

This was afterwards changed to "Sun Month," because the sun began to appear higher in the heavens than in January. In Holland, the people call it by a name that means "Vegetation Month."

The old emblem by which February was shown was a man in a sky-colored dress, bearing in his hand the sign Pisces, "The Fishes," this being the emblem of the group of stars in which the sun is now seen. Spenser describes February as sitting.

In an old waggon, for he could not ride,
Drawn by two fishes, for the season fitting,

Which through the flood before did softly slide,
And swim away.

In this month the days (daylight) grow longer a few minutes every day. The sun "rises" about an hour earlier, and "sets" about an hour later, at the end of the month than at the beginning. This is an increase of two hours daylight, that is from about nine hours to about eleven hours.

Now, while February is warmer than January, frosts often take place during that month, which is of such an uncertain temperature that an old proverb says—

February fill dyke (ditch),
Be it black, or be it white;
But if it be white,
It's the better to like.

That is to say, that in February the ditches will be filled with either rain or snow, and that the earth will benefit more by the snow than the rain.

Though our forefathers called this month "February fill-dike," thereby dubbing it a rainy month, it is only fair to say that February is not the most rainy month in the year. January,

just as wet; and October, November and December are generally worse. This has been shown by taking an average of the rainfall during thirty years.

Here let us say, that in describing any month as wet or dry, warm or cold, compared with any other month or months, we must bear in mind that the same months may be very wet one year and very dry another year. What we do is to take an average, that is, we take one year with another, and not any one year by itself.

That February is a wet, slushy month we do know, but this is more from the melting of the snow than from the falling of rain. The result is, that the land is often flooded, ditches overflow, and wide areas of country are under water. In some parts only the tops of the hedgerows appear above the surface, and here the fieldmice, the water rats, and the weasels, driven out of their holes, take refuge.

Of February William Howitt says, "All things are dripping with wet. It hangs upon the walls like heavy dew. It penetrates into drawers and wardrobes of your warmest chambers. You are surprised at the unusual dampness of your clothes, linen, books, and papers, and, in short, almost everything you have occasion to examine."

The soil, which in Winter has been iron-bound, now softens, and becomes a spongy mass of mud. Before the frost came the soil was stiff, like clay, then the water it contained was turned into ice, which caused it to expand and break up into a loose powdery state, which, when dry, will be blown hither and thither by the March winds. In this way the frost does its work better than the farmer's plough or harrow.

PRIZE STORY

"The Best Day of My Holidays," subject for March. All papers to be in by February 20th.

Subject for April, "The Story of the Crocus." All papers to be in by March 20th.

We apologize for the Journal this

month. It was not the editor's fault that it was so late, and we are very sorry there can be no competition on "A Christmas Tree," as the poems would come in too late. Get busy though on the February and March stories. Hurry, hurry, everyone!

Standard Tests

COMPARATIVE TESTS

Would you like to know how your classes compare with those in other schools? Try the tests that appear from month to month in the Journal. As soon as possible after receiving the Journal examine your classes as directed in these columns, and send in the result. All the results will be published but no names given. You and your pupils will know from the figures just how you compare with others. The name of the school heading the list may sometimes be given.

It will, of course, be impossible to compare schools in the great essentials—manner, spirit, language, behaviour, attitude, but it is believed that a comparison in lesser things will be of value to teachers.

The subject selected for this month is arithmetic. Teachers will please mark according to the instructions. All that need be sent in is the average mark taken in each grade and the number of pupils taking the test.

Grade II.

Time: 20 minutes.

Questions to be written on board when pupils are out of room, and to be solved without any assistance or comment on part of the teacher. Each correct answer to get one point. Nothing given for an incorrect answer. The test is purely one of ability to perform the fundamental processes of arithmetic, quickly and accurately. Other arithmetical tests of a different kind will be given in succeeding issues.

1. Add—

7	3	3	7	7
3	9	4	2	5
8	2	7	8	6
9	8	2	4	6
6	4	8	9	7
4	9	5	5	6
7	5	6	7	2
8	6	3	4	9

2.—

From	49	47	36	41	32
Take	18	29	14	17	10
	—	—	—	—	—

3.—From two-thirds of 48 take one-half of 42.

4. To one-fifth of 35 add one-seventh of 35.

5. How many sevens in 46?

6. How many sixes in 46?

7. Add 4 times 6 to 7 times 3.
(Total mark is 15).

Grade III.

Time: 25 minutes.

Same instructions as for Grade II.

1. Add—

246	119	193
159	228	248
321	337	160
178	146	174
129	255	227

2.—

From	826	746	527
Take	192	129	213

3. Multiply—

189	173	127
4	5	6

4. Divide—

2)842	5)2463	8)7464
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5. How many quarts in 3 bushels?

6. How many minutes from 9.30 to 11.45?

7. How many inches in 2½ yards?
(Total 15 marks).

Grade IV.

Time: 35 minutes.

(Directions as for Grade II.)

1. Add—

2467	7486	1765
3142	9463	2894
7164	9219	3264
9824	8764	7989
5617	1234	3124

2.—			
From	92146	24692	300000
Take	19847	19804	176042

3. Multiply—			
	84627	84627	84627
	213	109	987

4. Divide—	
	846725 by 75
	716949 by 63
	100000 by 99

5. Add—
2 miles—3 yds.—2 ft.
4 miles—3 yds.—1 ft.

6. A clock strikes every hour. How many strokes will it give in the course of a day?

7. Find the value of—
 2 pounds tea at 45 cents a pound.
 11 pounds butter at 32 cents a pound.
 6 pounds steak at 18 cents a pound.
 (Total 15 marks).

Grade V.

Time: 1 hour.

Same directions as for Grade II.

1. A field is 40 rods long and 30 rods wide. How many acres does it contain?

2. A farmer has 120 acres of wheat and 90 acres of oats. The average yield for wheat is 19 bushels, and for oats is 32 bushels. The wheat sells at \$1.19 a bushel and the oats at 69c. a bushel. What is the value of the crop?

3. Find the value of $\frac{3}{4}$ of 512.

4. Find the value of 184×69 added to $1875 \div 75$.

5. How many square feet are there in the floor of your school room?

6. Find the value of 8 times 3 miles—6 rods—2 yards and 1 foot.

7. How many cords of wood in a pile 64 feet long, 8 feet wide and 88 feet high?

8. Express \$24.40 as English money.

9. How many hours are there between these two dates: 8 o'clock on the morning of March 3 and 10 o'clock on the evening of June 4?

10. Find the value of the animals on a farm:

18 cows, average value \$43.50

3 horses, average value \$165.60

49 hogs, average value \$21.30

Total value 10.

Grade VI.

Time: 90 minutes.

For directions see Grade II.

1. A farm of 160 acres is sown two-fifths in wheat, three-eighths in oats, and the rest in barley. The yield is as follows: Wheat 21 bushels, oats 46.5 bushels, barley 35.75 bushels, and the prices are, wheat \$1.25, oats 54 cents and barley 82 cents. Find the value of the crop.

2. How many cords of wood in a pile which is 84 feet long, 6 feet high, and eight feet wide?

3. Measure the walls of your school room. Find the cost of papering the walls and ceiling with paper at any price you may select. Reckon the labor to be worth $1\frac{1}{2}$ times the value of the paper.

4. Find how often 35 cents is contained in \$22.40.

5. Find the value of the sum of the following:

$$186 \times 725$$

$$725 \div 1.25$$

$$99 \div .495$$

6. If a box holds 18 bushels of grain, what will another box whose dimensions are one-third greater contain?

7. Find the least number that will exactly contain 7, 8, 9 and 10.

8. A bicycle wheel is 28 inches in diameter. How often will it revolve in going a mile?

Value, 8 marks.

TRUSTEES' CONVENTION

Two features of interest will be (1) The Equipment of a Model Rural School, (2) The District Nurse.

Delegates will register in the gymnasium of the Kelvin School, which will

become cloak room during convention. Secretaries of local associations should send in copies of resolutions passed at local association gatherings.

Selected Articles

THE TEACHER'S READING

H. G. PAUL

One summer, a few years ago, I attended an institute in a city where an ice cream parlor and a book store faced each other from opposite sides of the street. The caterer did a flourishing business; waiters hurried about with their orders, and the cash register clanged busily; groups of teachers waited their turn at the tables. Across the way trade was very quiet, with only an occasional straggler to inspect one of the best stocks of books to be found in the state. Toward sunset the street cars were crowded with teachers bound for a suburban park, where they passed the evening in chuting the chutes, and bumping the bumps. All this gave food for reflection on one of our live questions.

After all nothing else quite so clearly indicates what men really are, and wish, as the manner in which they spend their spare time and money. The moil and toil of earning the daily bread may hold them in line with an iron hand, at the plow-handle, before the forge, or behind the desk or counter. But, after the whistle blows, or the clock strikes, they are free to follow their own inclinations; and we, as teachers, may well ask ourselves what use we make of this fine part of life.

Without question we give a considerable portion of this leisure to reading; but what do we read? It would be dangerous, of course, to draw an indictment against a whole profession; but are we not safe in declaring that altogether too much time is spent on the Red Book; and the Chicago Daily Slush? Furthermore, the roll of teachers owning any considerable number of good books is, according to all I can gather, lamentably small. Were it not for the prodigality of certain publishers in distributing sample copies, most of us could show libraries but

little larger than that of our fellow pedagogue, Ichabod Crane, whose literary possessions, we will recall, were limited to a dream book and Cotton Mather's discourse upon witches.

Of course, I recognize the teacher's salary check is lean and modest, and that the demands made upon him are out of proportion to his income. But let us also remember that, somehow or other in this world, we are very likely to get whatever we wish with our whole hearts—wish and work for till dreams come true. Emerson puts the matter thus: "Men are ever praying, and their prayers are being continually answered." Let me give an illustration of what I mean by praying with the whole heart. A few years ago there was a student in one of my classes who was earning practically every dollar that paid her way through college. This young woman not only earned her way, but she also found time and money for books, so that at her graduation she probably had a better library than almost any other member of her class. One day I chanced to see her, when she thought herself unobserved, place lovingly to her cheek her latest purchase—a beautiful, limp-leathered Temple Shakespeare; and I wondered how many people ever make any such pinching sacrifice for books and know the full measure of joy it brings.

To help form the habit of regular book buying, one may well celebrate one's birthday each month by ordering at least one volume. What a pleasure to watch the growing row of books spread across the empty shelf, to see it overflow, and then start another line! Somehow those books we own become members of our family, our friends and familiars, while those from the public library remain aliens—our

guests for a fortnight. Again, in increasing the number of good books, we may utilize the Christmas-gift mania which runs its fierce course at the close of each year. Then countless lace handkerchiefs, embroidered ties, and other forms of art needle work spring to existence and change hands; and all this time an attractive volume of the Everyman's Library may be had for forty cents.

In buying books we may well begin at some center and work out—Shakespeare, of course, as the greatest, or Lowell, to name a charming American—and gradually accumulate what he has written and the best things that have been written about him. And how the appetite grows with what it feeds upon! Then, too, there will be some better books for the lighter moments. Thus, one of the most prominent teachers in the country reads "Treasure Island" regularly two or three times a year and enjoys Jim Hawkins and John Silver with all the zest of an old-time friendship. Again, there will be the clever talk of such clever people

as Arnold Bennett in his "How to Live on Twenty-four Hours a Day," or the brilliant, chatty pages of Samuel Crothers and Agnes Repplier. Furthermore, there will be some books that challenge our best thought, such as a volume of Carlyle or Matthew Arnold. In these days, when many of us take our enjoyment from canned music, the canned theatre, and canned locomotion, it is good for our mental health thus to wrestle each day for a time with some one who calls forth all our powers of mind, as Dr. Johnson felt of Burke. It is good to take some great thought or magic phrase and to ruminate and digest it, and to know that it has become a part of our mental being. Sometimes it may be a few lines from Herrick's "To Daffodils," which may open our eyes to the beauty and meaning of life; sometimes Wordsworth may show us the heavens lying all about us; or Shelley may call us to rise to a finer spiritual ether; and we—do we ever give them audience, or do we spend all of our leisure reading moments upon the Ladies' Home Journal and the Saturday Evening Post?

PREPAREDNESS

It is true that I have been trying to keep out of the schools distinctively military training, but that does not mean that I am opposed to preparedness. On the other hand, I am wishing that the state might conscript everybody to give some service to the state, under a plan of constructive preparedness, commandeer every selfish luxury and waste and indulgence, call to the colors periodically every useful skill and science and art and industry, and compel a general mobilization for the common defense of our ideals, but not alone with the gun. And I am opposed to compelling the boys in school to take the gun end of it except as a final necessity, not because I want them to be spared any hardness or discipline, but because I do not want them to carry into a new generation the idea that this fighting with the gun is the supreme

or only valor or means of patriotic service. We of our generation may have to stain our hands with the blood of our world brothers, but it were better so if we could only let our children build with unstained hands the thing we desire for our beloved country.

For see what we are doing: we talk with patriotic air, we boast of what we'll do and dare, and then—we make the boys prepare to do it. Let us who have the vote put the service upon ourselves and give our boys that basic physical training, nurture of spirit and discipline of mind which will not only enable them to endure hardness but will make them willing and eager to undergo later special training to take our places if need be.—Extract from an address by John H. Finley, New York Commissioner of Education.

THE DOLL'S PLACE IN THE SCHOOLROOM

Do all second grade teachers know the joy of having a doll in their school-rooms? If not, I hope they will try the experiment. The fact came home to me last Christmas when a friend, who was wishing she had someone to give a doll to, suggested giving one to the girls of my class.

The doll was a joy from the first. It was a Campbell Kid doll, which is unbreakable. We named her Margaret after the giver.

If ever a doll was loved this doll was. I was surprised to find how fair the girls could be about her, being a community doll as she was. They soon learned to be unselfish about "mothering" her.

During school hours Margaret was relegated to a position of honor at one side of the room, or in a vacant seat. But before school, at indoor recess, and on special occasions, like going to assembly, she was the centre of interest. On these occasions she was carried by

someone who had been trying to help during the preceding session, or someone who had done some special act of kindness or thoughtfulness.

Then, too, her presence in the school-room helped along hygienic lines, for the girls tried to keep very clean. Her clothes were laundered each week and the privilege of taking them home to launder was spoken for weeks ahead of time.

She has a new dress often. One of the small lads said his sister of twelve loved to sew and he'd ask her to finish the dress I had cut out. He proudly carried it home, and in a few days the dress came back. Some of the stitches were not exactly tiny, but Margaret had made two more friends, and the art of sewing was given a new dignity.

Many of the girls had no dolls at home and the affection bestowed on Margaret was sometimes pathetic.—B. H. W., New York.

MAKE IT DEFINITE

There is no greater need for definiteness anywhere than in the assignment of lessons and in the following work and recitation periods. We are asking the same thing for the child in school that he asks for himself outside of school, namely: what he is to do, how he is to do and to know when he is finished—tentatively at least.

At best a teacher can present only a few chief points in a given lesson. These points may be made to stand out

as principal objectives in assignment, study and recitation. They act as pivots or steps in progress. To be sure we cannot assign the lessons by pages or paragraphs and get desirable results either in study or recreation, but that definite assignment which clearly sets forth the few chief points of emphasis goes a long way towards making the study and recitation periods real exercises and not a parroting of bookish, meaningless phrasology.—School News.

CLEAN TEETH

Where is the teacher who does not recognize the importance of good teeth, especially in children? What child can study or work at a difficult problem with an aching tooth?

The majority of children can be reasoned with and persuaded to do things when they understand why they are

asked to do them. I took an half hour one morning and explained to my pupils just why the teeth should be brushed to prevent decay. I explained to them that the temperature of the mouth at all times of the year is equal to the temperature of a hot summer's day. Then I showed how particles of food

left in the mouth would naturally decay from this heat, causing in time the decay of the teeth themselves.

Also I warned them of the danger of cracking nuts and hard candy, biting threads, and picking their teeth with pins or any hard, sharp instrument.

My pupils were much interested in

this, and when I asked who would wash their teeth at least once a day all were eager to do so. I keep a daily record and the result is most satisfactory. I took advantage of Colgate's offer of free trial tubes and the children were perfectly delighted with them. Each month I give them a special grade in Clean Teeth.

A READING TABLE IN A RURAL SCHOOL

By FAIROLIA BABBITT

When I began teaching a rural school I planned to vary the opening exercises by having the pupils respond to the roll call one morning each week by giving a current event. After carefully explaining the term and telling the pupils where current events might be found, I was surprised to learn that the children had access to very little material for this work. I discovered that only three families of the fourteen represented in the school were subscribers to publications other than the town paper which contained only local news. Two of these three took a daily as well as two or three periodicals.

Coming from a home possessing a good library and well supplied with the best current literature, I was truly shocked at the unliterary taste of the community. I readily understood how gossip, among both old and young, had become such an institution in that neighborhood. All great educators testify to the morally preservative power of good reading. It occupies the leisure time of the reader so as to rob temptation of much of its power. Statistics show that out of bookless homes go the majority of the criminals, paupers, vagrants and maniacs.

I considered it my duty as a teacher to inculcate among the youth in my school a relish for good reading. The district possessed only a meager library, nevertheless I determined to create among the pupils a love for reading by establishing a reading table in the schoolroom modeled after the reading tables in public libraries. I did not

have a table to spare for the purpose so the older boys whittled out wooden brackets and built an inclined shelf, fourteen inches wide and three and a half feet from the floor, across one end of the room. Many high schools maintain a reading table by annually taxing each pupil a small sum. Such a method is to be commended, but I knew that a similar plan would not be favorably accepted in the district under discussion, for, in many cases, it was difficult to secure even the necessary textbooks.

To supply the reading table I procured back numbers of magazines. As soon as we had finished reading a magazine at home I placed it on the school reading shelf, keeping those of a kind in an orderly pile. I endeavored to select publications that would prove the most interesting to the pupils and best supplement the school work. We had the "Youth's Companion," "The American Boy," "Birds and Nature," an illustrated Sunday paper (the comic and sensational pages omitted), the "Review of Reviews" and the "Country Gentleman" (this was very helpful in agriculture.) When my friends heard about the plan they wished to contribute their old magazines, so several other very good periodicals were added to our shelf. Fortunately I boarded with one of the families who took a daily paper, so I had a day-old newspaper to place on the shelf every morning.

Realizing that the modern daily contains much that is undesirable mixed with the good, I tried to teach the pu-

pils to discriminate by picking out the latter and leaving the former. I told them that in many cases the headlines and first few paragraphs would reveal the important items, and that to spend an hour or two reading a newspaper article of three or four columns was usually a waste of time, unless there was direct personal interest in the subject. I impressed upon the children the idea that stories of crimes, suicides and scandals could be lightly passed over, with the assurance that they were missing nothing of value. I also gently but firmly refused to discuss such topics, and thus discouraged any inclination along that line.

On Friday nights I allowed each pupil to take a magazine home, keeping a record of the loan and return as for a library book. In this way the parents became interested, and soon the pupils requested to take a magazine for father or for mother.

I kindled the reading habit among the pupils by reading interesting stories and instructive articles from the magazines, by using the reading-shelf to supplement the subjects taught from the text books, by requiring the pupils in a grade to read and report on a specified article related to the subject we were studying. By means of the reading table we made every branch in the curriculum more interesting and every recitation more animated and delightful. It spurred the backward pupil to greater effort, and at the same time furnished extra work for the precocious. It assisted in school management by supplying instructive busy work. The younger pupils who were unable to read understandingly gleaned much knowledge by looking at the pictures. As soon as the lessons were completed the children eagerly asked permission to select a magazine; often-

times an older pupil entertained a younger by reading or explaining the pictures.

I found the old papers very useful in furnishing busy work for the little ones. Each child cut a column out of an old newspaper and then was directed to underline or mark around all the words recognized. Sometimes I put a word on the board and the children hunted for it in their newspaper column, underlining it each time it was found. Excellent material for dissected stories was obtainable from the old papers. The pictures furnished abundant material for coloring, and for making puzzles and scrap-books.

Above the reading-shelf I arranged a bulletin board by securely tacking a piece of brown denim to the wall. On this were placed important notices relating to the school work. Perhaps on Monday morning I would put up a notice requesting the seventh and eighth grades to read the article about the Panama Canal in the April "Review of Reviews;" or a notice for the sixth grade to report on the article about sheep raising in Australia, as described in a "Youth's Companion." I found endless ways to correlate the material found on the reading table with the school work.

A school without books, periodicals and newspapers is like a factory without tools. The children learned to read by being in the midst of reading material, and after the reading habit was properly developed they acquired fresh interest in their regular work and thereby helped to discipline themselves. If the desire for reading is inculcated during the early education of a boy or girl is apt to follow that habit all through life, and thereby become more intelligent and of greater service to the world.

THE PLAYGROUND MOVEMENT

The fundamental necessity to success on the playground is friendship. The supervisor or teacher must have respect for the pupils' personalities. The teacher's great purpose is to be an influence

for good, to bring out the better nature of those with whom he comes in contact. He must see an ideal in every child and endeavor to bring it out.

No kind of prohibition has ever been

effective in discipline. A prohibition is a challenge. We must prevent disorder from arising by keeping the children busy and happy. The most successful teacher is the one who punishes least. The power of suggestion is of great importance in giving commands. Get the conviction that you are to be obeyed and show that conviction in tone and attitude.

The problem of discipline by the student body is claiming more and more attention. The only law to which the majority of us pay any attention is the law of public opinion. Work with the children and let the children work with you for the common good. Give the children a chance to train themselves in self-control.

The teacher is not only underpaid, but he is also "underplayed." The teacher needs play as much as the children. The nervous teacher makes the nervous classroom, and the cure for the nervous strain under which the teacher works is plenty of exercise in the fresh air. One or two hours of really vigorous exercise each day is necessary to the maintenance of the teacher's health. The teacher who does not know how to play cannot understand the language of childhood.

The kind of judgment which comes

on the baseball diamond and on the football gridiron is the kind which will be invaluable in later life. Nor is there anything better to break down social barriers and racial prejudices than athletics. Children on the playground get a new conception of justice.

Play is just as much needed in small towns and country districts as in large towns. There is rarely much play of the right kind unless it is encouraged and supervised. Less than five per cent. of our rural schools have enough ground on which to play baseball. There should be about two acres of ground around the schoolhouse, partly planted to trees, but with plenty of room for games and apparatus. Volley ball corrects the bad postures caused by farm work, and provides an opportunity for all the children to play. Indoor baseball played with a large soft ball can be enjoyed by girls as well as boys.

A child has a right to his childhood, and the school which deprives him of this is harmful. We should not try to teach a child all he should know before he is fourteen, but should rather give him the impression that education is to continue through life.—Dr. Henry S. Curtis, formerly Secretary Playground Association of America.

SOCIAL EDUCATION

In Colonial times the most stress in education was laid upon the personality of the teacher. A little later, the greatest importance was placed upon politics. In the nineteenth century the greatest stress fell on the course of study: teachers must be well versed in the branches of knowledge to be taught. By the end of the nineteenth century child study was emphasized in all normal schools. Now we are becoming conscious of the social factor. We must develop along the lines of twentieth century social efficiency. We must work and study to keep pace with the changing social and economic needs.

The purpose of culture is to tie peo-

ple together. This is the aim of liberal education, but we can not, in this country, train a man for tomorrow's work with yesterday's memory and habits. This is why there has recently come the movement in education to teach children to think and study.

A truly cultured man has a wholesome view of life: he has an understanding of the whole situation. The curriculum which contains many subjects is a step in the right direction. People with an armful of Reading, Writing and Arithmetic are not scholars. It is the content studies that give the wide information so necessary.

A wide collection of ideas, however,

does not make intelligence. These ideas must be organized. We must remember, not facts but principles, and we must know how to apply these principles to concrete cases.

In every man's and every woman's life there should be three aspects of education: (1) social, (2) vocational, (3) recreative. There is now a growing need for this third aspect—recreation—because of our strenuous civilization. Every man is a citizen who feels the strain of citizenship and politics. The world itself has been expanding and growing heavier to carry. We have been extending our social relations until the whole planet is our world, and its news is our breakfast table gossip.

Men must play. If they are given nothing with which to play, they will become sensual. The modern rise of vice is due to men's efforts to compensate themselves for the monotony of life. It is always in monotonized industries that strikes and rebellions occur. In school there must be manual training and such expression subjects in order to balance the days' work.

Our business as teachers is to see that the schools provide for these three modes of expression—the social, the vocational and the recreative—so that men will be more wholesome, more ready to take up the work of production with larger power.—Dr. Henry Suzzallo, President University of Washington.

THE CONVENTION OF 1917

One thing that made the Convention of 1916 such a success was the punctuality and persistence of the teachers. They came on time and remained till the close of the meetings. The final

meeting was the largest and finest of all. Can it not be the same this year? As all the city teachers are attending every session this year, the meetings will be crowded. Come early to get a place.

CONFEDERATION YEAR

This is the fiftieth anniversary of Confederation, and it is fitting that the schools of the Province should recognize the fact by giving suitable lessons to all the classes old enough to understand. The Journal hopes to be able in next issue to begin a series of articles that will be of help to teachers. The topics selected by the Canadian Club are as follows:

1. The Provinces previous to Confederation—2 studies.

2. The Discussion Preceding Confederation—1 study.

3. The Great Canadians at Confederation—2 studies.

4. The Provisions of the Act of Confederation—2 studies.

5. The Additions to Confederation—4 studies.

6. The Growth of Fifty Years—2 studies.

7. Canada of today and tomorrow—1 study.

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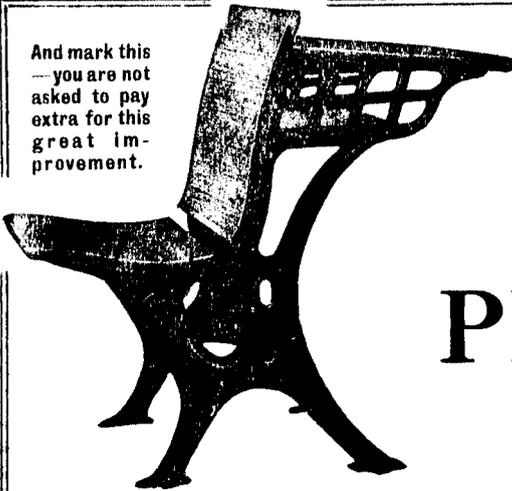
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