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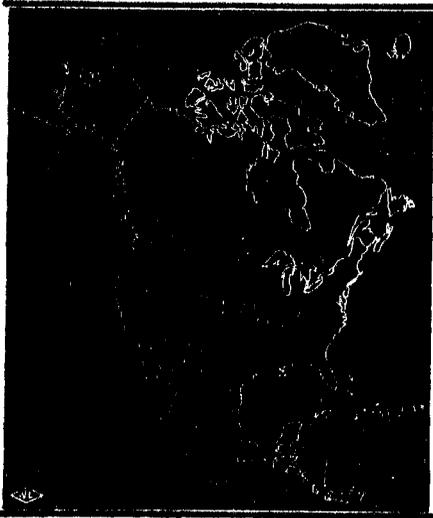
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The Bulletin of the Department of Education for Manitoba
The Bulletin of the Manitoba Trustees' Association

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And the wastes and the woodland beauty, and the happy fields we till;
And the homes of ancient stories, the tombs of the mighty dead;
And the wise men seeking out marvels, and the poet's teeming head;
And the painter's hand of wonder; and the marvelous fiddle-bow,
And the banded choirs of music; all those that do and know.
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PROVINCE OF MANITOBA

Commission of Inquiry into Teachers' Salaries, Status, etc.

The Commission held a preliminary meeting, Friday, October 3rd, and, among other things, determined upon an itinerary which will be as follows:

October 17th and 18th—Brandon, afternoon and evening of 17th, morning of 18th.

October 24th—Holland, afternoon.

October 27th—Portage la Prairie, afternoon and evening.

October 28th—Dauphin, morning and afternoon.

October 29th—Ethelbert, morning and afternoon.

October 30th and 31st—Neepawa, afternoon of 30th and morning of 31st.

October 31st—Russell, evening.

November 3d—Virden, afternoon and evening.

November 4th—Boissevain, afternoon and evening.

November 5th—Morden, afternoon and evening.

November 6th and 7th—Winnipeg, evening of 6th, morning and afternoon of 7th.

All citizens having evidence which bears upon the subject that is to be investigated by the Commission are urged to be present at such of above-mentioned points as may suit their convenience and bring their evidence before the Commission.

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The Western School Journal

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

VOL. XIV

WINNIPEG, OCTOBER, 1919

No. 10

Editorial

CONFERENCE ON CHARACTER AND CITIZENSHIP

Beginning on the twentieth of this month there is to be held in Winnipeg a conference that is of great interest to the teachers of Canada. Roughly speaking, the problem to be worked out is this: How can the schools best promote morality and good citizenship? Those taking part in the programme are men and women of great ability; and something good should come out of their deliberations. One of the finest things in connection with the gathering is the fact that the rotary clubs of Canada, consisting for the most part of hard-headed business men, have financed the undertaking. Business men are alive to the possibilities of education. They know from experience what it can do. They find something lacking in our social and civic life, and they realize that the school is the agency through which the needed reform may be effected. And so, while school boards are paring down salaries, and selling their children by auction, the public-spirited business men are going into their pockets in the hope that

something worth while will be accomplished at this gathering.

The Western School Journal has taken the view all along that the public school is doing more than any other force in the land to promote righteousness, but there is still room for improvement, and there is need in these changing times of new aims and new methods.

Teachers will therefore welcome the convention because they may derive from it something of practical value, because it advertises the school as the great force in citizenship, and, above all, because it associates laymen with the work of public education. Education is the concern not only of teachers and Departments of Education. It is the concern of all the people. Teachers will be glad to know what the people say and think. Perhaps they will be even more anxious to know what they are willing to do, to promote such worthy ends as national morality and good citizenship. For these reasons many will, if possible, attend the conference.

TEACHERS ELIGIBLE AS DELEGATES AT THE CONFERENCE

The Convening Committee of the National Conference on Character Education in Relation to Canadian Citizenship, which is to meet in Winnipeg October 20th to 22nd, wish herewith to announce formally through this journal that all teachers in the Province

from points outside Winnipeg, will be eligible as delegates at the Conference. All that it will be necessary for such to do, in order to secure recognition as voting members of the Conference, will be to write to the General Secretary, National Conference on Education 505

Electric Railway Chambers, Winnipeg, asking for delegates cards. A numerical limitation will be placed on the number of delegates coming up from Winnipeg City Schools, though, of course, there will be no restriction on attendance, in the ordinary sense of the

word. It is hoped that the invitation herewith extended to the teachers of Manitoba will be widely taken advantage of, and that Trustee Boards will facilitate in as many cases as possible the presence of Provincial teachers at this important gathering.

WAR STAMPS

Thrift Stamps and War Savings Stamps were placed on sale by the Dominion Government at the beginning of the year and throughout the Province of Manitoba Thrift Stamps were sold very largely in the schools during the latter part of the winter and the spring months. The schools of the City of Winnipeg were the first in the Dominion of Canada to officially take up the sale of Thrift Stamps in the schools. The City of Brandon, we believe, was the second in Canada to take up this work, and up to the end of the school year the schools of Brandon and Winnipeg maintained their lead over all of the cities of Canada in sales of Thrift Stamps to the pupils. Many of the rural schools in Manitoba made even bet-

ter per capita records than the schools of Winnipeg, Brandon or the other towns and cities, and throughout the whole Province the response of the school children to the Thrift appeal was one of the most gratifying results to which the War Savings Committee of this Province could point.

Although a great many of the rural schools took up the sale of Thrift Stamps in the schools with great interest, still there were many schools which made no start in this work, and as this letter is being sent to all teachers, your school may or may not have undertaken its part in the great Thrift campaign which is going on all over Canada.

THE ROYAL COMMISSION

It is a great satisfaction to the teaching profession to know that a commission has been appointed to consider the salaries paid to teachers. That they are underpaid is admitted by everybody. It is for teachers to present such information to the commission as will ensure a finding favorable to the profession.

Teachers are not of the striking class. They have trusted to the education of the people, but they have been wofully disappointed. Now that their case is being worthily considered they are in duty bound to assist in furnishing evidence.—What does it cost to prepare for teaching? How much does it cost to live? How do salaries for teachers

compare with those of the other learned professions, and with those given to workers in other fields? How do salaries in Manitoba compare with those given in the other provinces? Are experience and scholarship and training sufficiently recognized?

All who have something to present should get into touch with the Commission. If any one has something to say and is not in a position to meet the Commission, she can send a letter to this office and it will be transmitted to the Commission or given over to the Committees of the Teachers' Association and the Teachers' Federation which are working on the problem.

THRIFT

Teachers will kindly note the advertisement on another page referring to the purchase of thrift stamps. No school should be outside of this movement. Saving is a good habit. Lending to

one's country is good patriotism. Getting a school-room decoration is a worthy aim. So let teachers read, think, and then get busy.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

RE RICE'S SPELLERS

As the pupils who entered Grade II in 1918 had purchased their text in Spelling, Rice's Speller Book I is continued for Grades III and IV this year and will be used in Grade IV in 1920-21. In the same way Book II will be used in Grades VI, VII and VIII this year and will gradually work itself off the list.

The Department was advised early in September that its texts could not be procured and a considerable number of students apparently had lost their

books or for some reason required to purchase new ones. Arrangements have been made with the American Book Company, Chicago, to supply copies of the American edition to meet the demands as it is too late to have an edition of the Canadian text printed. Teachers will kindly take note that the American text will be the one offered for sale this year. The price of the text will be advanced, Book I retailing at Thirty Cents and Book II at Thirty-five Cents.

FIRE PREVENTION DAY

Friday, October 9th, has been proclaimed as "Fire Prevention Day" throughout the Dominion of Canada. Teachers are asked to bring the subject of Fire Prevention before their pupils and to endeavor to interest them in the problem. It is recommended that all dwellings and their surroundings should be carefully inspected, and any conditions likely to cause fire removed; that all public buildings, stores and factories be inspected and cleared of rubbish; that fire drills for school children should be held; that special instruction on Fire Prevention should be given by the teachers.

It is said that the average annual loss by fire in Canada is over twenty million dollars, and that the loss exceeded thirty million last year. There is also a deplorable loss of life through fire. It is estimated that seventy-five per cent of the fires which occur might be prevented by proper care, and for this reason the attention of the public has to be directed towards fire prevention on October 9th. The following questions will assist the teachers in guiding

their pupils in a practical study of the subject. Teachers may dictate these questions to the pupils before October 9th, and have them make their reports on that date:

Do you use safety matches?

Are matches kept in metal box?

Are floors under stoves protected, and how?

Are walls, ceilings and partitions protected from over-heating of stoves or furnace?

How are ashes disposed of?

What kind of fuel is used?

Of what material is the house?

Is basement or foundation enclosed?

Are chimneys built on the ground or on brackets?

Are chimneys in good repair? —

Do stovepipes pass through attic, closets or unused rooms?

Do stovepipes pass through partition without metal protectors?

Are all unused stovepipe holes covered with metal stoppers?

Do you keep gasoline?

Where and how?

Do you use stoves or furnace, and what kind?

Do you use kerosene?

Do you know the location of the fire alarm box nearest your home?

Where is it?

Do you know how to turn in an alarm?

Do you know the telephone number of the fire department?

Name any unsafe conditions that exist in or about your home?

In preparing answers to these questions, have you learned anything useful?

SPELLING GRADE

Pupils writing supplemental examinations on Grade X Spelling, will be examined on roots and derivation as

well as on the words and dictation of the Text.

RE GRADE XII LANGUAGE OPTIONS

The Advisory Board has approved the following courses in Grade XII in addition to the present courses for teachers:

I.—One Foreign Language.

(a) English as prescribed in Program of Studies.

(b) Mathematics.

Algebra }
Analytical } As in 1st year Arts
Geometry }

(c) Either Latin or Greek, or French or German as in 1st year Arts.

(d) Physics, as in Program of Studies.

(e) History, or Chemistry, or Plane Trigonometry, and Synthetic Solid Geometry.

II.—Two Foreign Languages.

(a) English as prescribed in Program of Studies.

(b) Mathematics.

Algebra }
Analytical } As in 1st year Arts
Geometry }

(c) Two of Latin, Greek, French, German.

(d) **Physics as in Program of Studies.**

Mathematics will be omitted from the regular Teachers' course for women students taking the English option, but any student who has not completed all the Mathematics of Grade XI will be required to take whatever Grade XI Mathematics may be necessary to complete.

TEACHERS' READING COURSES

The attention of teachers is directed to the regulation of the Advisory Board which requires all students who intend taking a course in Normal School, and all teachers who have not yet obtained permanent professional certificates, to read carefully certain books. The books to be read by prospective Normal Students and teachers in training are as follows:—

A.—For Students before attending Normal.

Students will be expected to read, and on coming to Normal School, show familiarity with any one of the following:

- (1) Jean Mitchell's School—Wray.
- (2) The Evolution of Dodd—Smith.
- (3) The Vitalized School—Pearson.

B.—For those who have taken the

Third Class Course.

Students will in the three years read two books the first year, and one each following year, if not taking the advanced Normal training. They are required to take one book from each group.

- (1) History of Canada—Roberts.
Social Life in England—(Vol. 1 and 2)—Finnemore.
- (2) Kindred of the Wild—Roberts.
Birds and Poets—Burroughs.
- (3) Improvement of Rural Schools—Cubberly.
The Teaching of Arithmetic—Brown and Coffman.

C.—For those taking short course, Second Class.

Any two books from the following list:

- The Schoolmaster in a Great City—Patre.
- Educational Measurements—Starch.
- Supervised Study—Hall-Quest.
- Literature in Elementary Schools—McClintock.
- Education—Thorndike.
- Better Rural Schools—Betts & Hall.
- Expansion of the British Empire—Seeley.

Teaching of History—Johnson.

D.—For those taking long course, Second Class.

During their first year will read any two from Course B, and during the second year any two from Course C.

The following regulation has been adopted to ensure that the work outlined above has been properly covered.

1. The Normal School will make provision for the examination of those entering teacher training classes for the first time.

2. Subsequent examination in the work will be conducted by the Inspector, either orally or in writing.

Upon taking over a school in any Inspectorate, the teacher pursuing the course will forthwith notify the Inspector regarding the class of her certificate, date of Normal School diploma, the books which she has already read, and the book or books to be studied during the then current year. The inspector will then make his own arrangements for the examination, whether oral or written. He will report his finding to the Department, where it will be entered on the record of the teacher.

A STANDARD SCHOOL

Building—Ample, well built, well ventilated, well lighted, well heated.

Grounds—Large, fenced, cultivated, planted, equipped with apparatus for play, stables, outhouses clean and sanitary, a good well.

People—Interested in the school, visit the school, pay willingly, on friendly terms with each other and with the teacher.

Teacher—Scholarly, mannerly, good teaching ability, social worker as occasion may demand, leader in work and play, a welcome visitor in every home, an authority in her own field.

Pupils—Punctual, regular, working gladly, on friendly terms, clean, pure, careful in speech and behavior.

This a suggestion—Each teacher should frame her own ideal, then strive to realize it.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

SALARIES IN SOURIS

Editor Western School Journal,

My attention has been called to a letter from H. W. Huntley, President of the Teachers' Federation appearing in the Winnipeg Free Press of the 24th. inst., in which he mentions that four of the teachers in the Souris school last year were paid less than \$55.00 per month and that the salary of the principal was only \$1500.00.

In fairness Mr. Huntley should have added that the minimum salary this

year in the above school has been raised from \$650.00 to \$800.00 with an annual increase of \$50.00 and that the teachers referred to are this year receiving a salary of \$875.00. The salary of the principal has been raised from \$1500 to \$1800. I am far from considering the present figures ideal but they represent at least a substantial advance.

Yours,

S. H. Forrest.

Souris, Sept. 26, 1919.

PRICES WILL NOT COME DOWN

There is some conjecture on the part of school men and buyers for school boards, especially in the smaller towns, with reference to prices of school goods. The fact that cotton and steel have come down slightly, although continuing high above pre-war prices, has given room for discussion and has caused delay in making the usual purchases.

It can be stated without fear of contradiction that for the present season at least the prices of school goods will show unusual firmness, with a tendency to advance rather than react in a downward direction. There are several very obvious reasons for this and even the conclusion of the Peace Congress at Versailles will not cause adjustments until long after the season is over.

Canada has generously responded to the needs of her people by erecting school buildings; the number and cost of projects for which debentures in large numbers have been issued since the signing of the armistice, probably exceed those undertaken during any full year previous to the war. The shortage of school sittings still exists, and it

will be impossible despite present activities to catch up during the present year.

The lack of sittings mean not only a lack of buildings but also a corresponding shortage in furniture and other supplies and equipment. The completion of projected buildings will mean a necessary increase in the demand for desks and other school goods, so that a shortage is not impossible in many lines of equipment and furniture, indeed to some extent it already exists. The connection between this condition and prices is easily determined by a consideration of the ordinary law of supply and demand.

We urge now that school boards make up specifications and order lists and as soon as practicable have goods shipped for delivery at once, to avoid delay and disappointment later on. Most of the failures to receive and install school goods during August and September are directly attributable to late orders for which school buyers are notorious.

School boards will not gain any advantages of price by delaying pur-

chases, on the contrary the chances are that in delaying they will pay stiff advances on present rates. They should therefore, co-operate with the school supply houses and assist as far as pos-

sible in our educational and industrial reconstruction by "BUILDING AND BUYING NOW."—(Extract from the School Board Journal.)

CONDITIONS IN NEBRASKA

Bulletin No. 20, Department of Education, Washington, contains some interesting information. It deals with the rural teachers of Nebraska. It is interesting to make comparisons with conditions there and in Manitoba. The number of women teachers as compared with the number of men is 89.7 to 10.3. The percentage of women has steadily increased from 1870 until the present day, as follows:—in 1870, 51%; 1880, 61%; 1890, 73%, 1900, 79%; 1910, 89%; 1914, 88%; 1915, 86%; and at present as stated above 89.7%. In one district only eleven teachers out of 598 were married, and of these eleven four were men. The women were teachers because of the sickness or death of husbands. One of the men had a family of twelve children. In addition to his salary of \$65.00 a month, he operated a farm of 40 acres.

50% of the teachers are between the ages of 16 and 20 years. 38% between 21 and 25; 7% between 26 and 30; and 5% 31 and over. Of all the teachers 47% were Americans; 13% German; 7% English, and 5% Irish; 5% Swedish and 13% mixed.

42% had received no education beyond the High School, 30% were only one summer beyond High School. 41% had less than 72 months preparation in the Elementary school. 56% had 36 in the Secondary school. 30% had attended Normal School or College one

summer. 4% were graduates from Normal School, and 4% from college or the University. The teachers were most proficient in arithmetic and liked to teach it best. 20% had experimented in agriculture; 28% in domestic science; 61% had a county second grade certificate. The average number of months taught was 16.28. The maximum length of time for village or town schools was from one to two terms. Yearly cost of board \$114.80 or per month \$14.42. 70% had a private room in their boarding place; 33% had a heated room; 32% had bathrooms. 83% of the boarding houses had from one to four children. The residue for the teacher after paying board for 8 months was \$330.48. This had to cover the cost of clothes, board during vacations, professional upkeep and incidentals. There are 9 teacher's cottages in Nebraska. The median yearly income is \$445.28. The median number of months employed 8.4. 44% of the teachers spent their vacations at home; 30% at school and the rest in recreation or work. 16% added to their income by engaging in commercial pursuits. 8% of the teachers served hot lunches. 19% reported school gardens. 94% did their own janitor work. 3% were paid extra for their services. 91% said that if they engaged a janitor they would have to pay him themselves. The suggestion offered for the betterment of rural schools was consolidation.

TRAINING TEACHERS FOR RURAL SCHOOLS

We learn from School Life that in an effort to build up a rural teaching profession the Legislature of Maine has authorized Superintendent A. O.

Thomas to inaugurate a special school of instruction during the summer months for groups of 100 rural teachers, nominated by local superintendents.

Each 100 trained will return to their communities to lead in the movement for better rural life, yielding place to another 100 for the following session. Superintendent Thomas, in announcing the plan, says:

What the state of Maine is attempting to do is to establish a rural teaching profession, or at least a well specialized phase of general education. The general standard for rural teachers everywhere has been much lower than for other positions, while the nature of the work and the natural needs for improvement of rural conditions make it desirable to reverse the order. The rural teacher's general preparation need not differ materially or in the essentials from the preparation required of other teachers, but there is need of strong specialization to meet the characteristic needs of country community life and country schools. Besides methods of attack, the rural teacher needs a broadening of her sympathies for the work she attempts and of her vision; she needs to understand how to study the conditions and how to approach the problem. The fact that she touches the life of her community at many angles makes it necessary for her to have even broader knowledge of real things and of life than other teachers must have.

The problem is so to motivate the

rural phase of education that it will attract the brightest minds and the finest personalities of the profession. Dignity, wage and service are all essential. Our plan is to accept for this service those only who have a complete normal training, or its equivalent, to pay a wage scale equal to that paid anywhere in the state or better, if possible, and to give opportunity for the higher personal satisfaction such as must come with new opportunity for service. To be chosen one of this group of special teachers is itself a distinction and an honor. The course of instruction will cover six weeks; the list of instructors will contain some of the foremost experts of the country; the program will be made up of new and vital elements; the teacher chosen for special training will have all expenses paid and when she completes her year of teaching will be given a state differential of 25 per cent. of her regular salary.

The first group to receive training will return to their schools as helping teachers and community leaders. They will have opportunity to visit other teachers and have other teachers visit them; they will assist the superintendent in his teachers' meetings, and will have opportunity to connect the school with the life of the community.

THE REAL WAY OF ACADEMIC UNREST

In the first place, I am not, strictly speaking, engaged in the profession, simply having been wedded for thirteen years to one who is. In the second place I am but a woman, and one of no remarkable intellectual attainments, having dissipated most of my strength and mental energy since leaving college in making a dime do the duty of a dollar, and in attempting to make clothing which has been turned three times look like new. Nevertheless (or rather, therefore), while reading the above-mentioned article, it occurred to me that the writer has emphasized the wrong "why." In other words, I do not believe that the cause for the ever-

increasing number of men who are leaving the profession and the decreasing number of strong men who are entering it is to be found in the faults of our college organization or in any lack of democracy, however glaring these faults may be, but much more likely is it that capable men, however philanthropic may be their disposition, will not continue to put thousands of dollars and years of work into preparation for a field which offers salaries much lower than mere boys just out of school often command, and less than thousands of uneducated, often illiterate, men constantly are obtaining, and much below

the actual cost of living and of supporting a family.

A trifling incident of childhood days comes to mind, which may serve to make my meaning clearer. One day while visiting the home of a playmate, supper time arrived, and the friend, wishing to do particular honor to her guest, inquired which I would prefer, dried beef or lemonade. Suddenly being confronted with the task of choosing between two things which had thus far scarcely been considered as substitutes for each other, to say the least, there was left upon my mind a lasting, although humorous impression. However, being possessed of a healthy appetite, whetted by a protracted game of run, sheep, run, dried beef was promptly chosen. Apparently some teachers have outgrown their youthful appetite, and lemonade appeals more to their palates, but at the risk of being considered superficial and materialistic, and, mayhap, over-practical, I am obliged to admit that I should still choose the dried beef, and I venture that most of the profession, and most assuredly all their wives, would do likewise, having learned in these strenuous times since the days of youth what it means to do without either dried beef or lemonade, and to press

forward hopefully to a day when there may be both.

Again I must assure you that I have considerable sympathy for these ideas concerning the improvement of conditions in college government, but when you arrive at the club and find yourself sitting hard by the new spring outfit of a trustee's wife, and your own gown and hat assume an unmistakably home-made appearance, your mind instinctively gravitates towards dried beef. And when you and your husband trudge manfully two miles from home to a reception to save taxi fare, and arrive amid the limousines, smiling just as though your wedding slippers were altogether comfortable to tramp in, and visions arise in your mind of the professorial husband climbing into bed bedecked in a nightshirt painstakingly fashioned from a sugar sack, you wonder whether anybody who wears flour sacks at night, and walks to receptions in a dress suit to save fare, cares very much, anyway, whether the college president is "primus inter pares" or "princeps," or whether the board of trustees is a "House of Lords" or a "House of Commons." Perhaps more voice in the policy making of the institution would make the wringer turn easier for the professor on wash day, but I doubt it.

Special Articles

DRAWING OUTLINE BY THE DRAWING SUPERVISORS, OCT. 1919.

Grade 2.—Teachers should provide themselves with Graphic Drawing Books No. 1 and No. 2. Teachers should have a large six-color chart, (colors at full strength) for use in the school-room. Use $4\frac{1}{2}$ "x6" manilla paper unless otherwise directed.

Aim of work.—To secure proportion, good placing and cleanliness.

I.—(a) Give an exercise in color on short vertical brush strokes about two inches in length.

(b) Make a brush drawing of any simple leaf, flower, grass, grain, or seed-vessel. See that each child is provided with a specimen.

(c) Review.

II.—(a) Make a green wash.

(b) Make a brush drawing of any simple green leaf, lilac, willow, poplar, etc.

(c) Review.

III.—(a) Review the names of the six standard colors, name colors in

chart order, forwards and backwards.

(b) Lesson on producing brown. (Mix the three primaries, red, blue, and yellow, with red and yellow predominating). Make a brown wash.

(c) Make a brush drawing of an autumn leaf. Paint lightest color first, then drop in the darker shades.

IV.—Thanksgiving or Hallowe'en.

(a) Make rainbow colored washes on 6"x9" paper, for lanterns; or plain washes from which to cut Thanksgiving or Hallowe'en symbols.

(b) Construct lanterns or Hallowe'en cards.

(c) Review.

Grade 3.—Teachers should have a large six-color chart, (4" circles) for use in the school-room, similar to that in Graphic Drawing Book No. 2.

Use 4½"x6" paper unless otherwise directed. Each child must have a ruler. Teachers should provide themselves with Graphic Drawing Book No. 2.

I.—(a) In the oblongs prepared in Sept. (4th week) paint two of the same color.

(b) Observation lesson on different tones of green. Comparison of green objects, leaves, etc., with the green of the color chart.

(c) Practice lesson on producing various tints of green. Try also the effect of a small quantity of red added to standard green.

II.—(a) Make a brush drawing of any simple leaf.

(b) Practice lesson to show the effect of the addition of a little blue to orange, and a little violet to yellow.

(c) Review.

III.—(a) Review any brush work exercises already given.

(b) Review the brush drawing of a green or autumn leaf.

(c) Review the brush drawing of any seed-vessels, grasses, leaves, etc.

IV.—(a) **Thanksgiving or Hallowe'en card.** Practise painting a Thanksgiving or Hallowe'en symbol. Make an envelope from 6"x9" manilla paper. Decorate the envelope and a 3"x4½" piece of manilla paper for an invitation card.

Grade 4.—Use 4½"x6" or 6"x9" manilla paper as specified. Teachers should provide themselves with Graphic Drawing Book No. 3.

Each child should have a ruler.

1.—(a) Prepare by ruling, three oblongs, 3"x1", well placed upon 4½"x6" paper.

(b) In the above paint any standard in the centre oblong, a tint above and a shade below.

(c) Review.

2.—(a) Make brush drawings of grasses, flowers, grains, sprays of maple seeds, monkey berries, or other seed vessels.

(b) Render same in pencil. See Graphic Drawing Book No. 3, Pages 3, 7 and 9.

(c) Review.

3.—(a) Review lesson on making a color darker. See week 4 in Sept., lesson (b).

(b) Make brush drawings of single autumn leaves working from the tip and leaving the mid-rib.

(c) Review.

4.—(a) Draw a single leaf in pencil, aiming to show color masses by shading, pencil strokes, taking direction of veins.

(b) Review.

(c) Make a brush drawing of a spray of 2 or 3 leaves, or of seed vessels.

Grade 5.—Use 6"x9" manilla paper except where otherwise specified.

Teachers should provide themselves with Graphic Drawing Book No. 4.

Practice.—Practise drawing single leaves in turned and foreshortened positions in pencil outline only. Note proportion of stem to leaf, its length and thickness. Note particularly, the end of stem where it joins branch. Note that stem cannot be represented by a single line.

Problem.—Complete a sheet of three or four leaves in pencil outline, in turned and foreshortened positions.

Problem.—Make drawings of leaf sprays, (with or without berries) in pencil or color. At least one leaf should show foreshortening.

DRAWING OUTLINE BY THE CITY SUPERVISORS

Grade 6.—Use 6"x9" manilla paper except where otherwise directed. Teachers should provide themselves with a Graphic Drawing Book No. 5.

Practice.—Practise brush drawings of single leaves in turned and foreshortened positions.

Problem.—Complete a sheet of brush drawings showing 3 or 4 single leaves in various positions. Do not accept flat views.

Grades 7-8.—Use 9"x12" manilla paper except where otherwise specified. A booklet of Drawings to be made during the year. Teachers should provide themselves with Graphic Drawing Book Nos. 7-8.

October.—Single leaves in pencil or color.

Problem.—Aim to show a well arranged sheet of at least 6 leaves in various positions. Different varieties

of leaves may be used. Do not accept flat views. Keep one sheet for Booklet.

Problem.—Plant forms and Plants for use in Design in pencil only. Aim to show growth of plant and enlarged drawing of parts which show symmetry or are in any way suggestive of design. Do not scatter drawings of parts of plants. Keep all fairly centred. It would be well for each class to limit itself to specimens of one kind of plant only. Suggested list:—Sweetpea, sow-thistle, shepherd's purse, French weed, snow berry, rose bud, maple seeds, ash seeds, basswood seeds, Nanny berry, bitter sweet, oak, clover, etc.

Make careful pencil drawings of plant form selected, upon the same sheet show drawings, slightly enlarged, of any parts, flowers, buds, leaves, berries, seed pods, etc., which lend themselves to the making of design units. Keep one finished sheet for Booklet.

GRAMMAR

By B. Hodkinson, Intermediate School, Gretna, Man.

Grammar seems apparently to be a somewhat unpopular subject both with teachers and scholars. The causes of this unpopularity are not easy to find, as so many reasons are given by first one and then another of their dislike to the subject. One hears such objections as "It's altogether too dry," "Too many rules to learn," "Too complex in substance," "We don't stop to think of grammatical rules when speaking to each other." Such excuses for failing to give the subject its rightful position and appreciation can only be due to the student—

- (a) Viewing grammar as a mass of verbal subtleties and logical inconsistencies, or
- (b) Having had its teaching overloaded with distinctions, derived from highly inflexional languages, yet inapplicable to an analytical language like English.
- (c) Failing to grasp the use, and the need of that science which aims at

making explicit the structure of the speech in which our thoughts must be expressed.

Grammar, or, I should say, the function of grammar is to help the pupils to get a clear and distinct apprehension of thought when it is obscurely expressed, to see the origin of that obscurity, and to develop power to avoid similar weakness.

Grammar deals with the generalisation of the laws which are observed in the correct use of language.

The chief justification for its inclusion in the school curriculum is that at a certain stage of progress it

- (a) Aids comprehension.
- (b) Conduces to lucidity and confidence of statement.

But, in the early stages of language training, facility is the great requisite. The pupil finds it difficult enough to get his thought uttered, and to begin diverting his mind to thinking about his own thoughts, and examining the

form of his own efforts would seriously retard what the teacher should spend all his efforts in encouraging. The critical faculty, even if we suppose it ready, is out of place for the novice.

It may be thought that if the language be provided, we may without harm begin studying its form, but if the instruction is to have any influence on the pupil's power of language, that influence can only be restrictive. It has apparently been considered that those who have reached Grade VI may profitably take up formal Grammar, but, up to that period requisite preparation should have been made firstly and mainly in all the oral exercises and secondly in the direct lessons in Composition. This necessary preparation should have begun at least in the two earlier grades. Formal lessons should continue on a plan previously thought out and sketched.

Numerous exercises should be examined in order to show the presence of "Rule" and to illustrate the functions of words, phrases and clauses.

A clear distinction should be conclusively drawn before it is needful to introduce a new term.

The elements of difference should be first observed by the pupils and stated in their own way, but for the sake of conciseness and accuracy the enquiry will fitly end with the presentation of the formal rule or definition.

In no case should the definition precede illustration.

Grammatical distinctions which do not directly conduce to practical mastery, such as the classification of nouns, and gender—except as it bears on the use of pronouns and the nouns they replace, should be passed over, or introduced in the higher grades, only if it be well grounded in essentials, and found capable of appreciating further niceties.

Lessons in Grammar will treat chiefly of Accidence and Syntax. Other sides of language teaching sometimes classed under Grammar find better scope elsewhere.

Word-building, development of vocabulary, derivation, signification of

words, shades of meaning, will already have been provided for in the spelling lessons.

Laws of prosody, kinds of verse, figures of speech, etc., are best illustrated in the Literature lessons, whether of poetry or prose. Uniformity and simplicity of terms are very desirable, and the parsing scheme should not be too complex.

The function of a word should first be thoroughly understood, and each succeeding year more detail might be added.

When treating of the two great divisions of a sentence it would seem better to use the term "Assertion" for the second, and to reserve the term "Predicate" for the verbal element only.

In parsing and analysis, the examples should be such as are likely to serve as suggestive models for imitation in the composition exercises. Occasionally the teacher might here explain the construction of some idiomatic peculiarity.

Converse exercises to analysis viz:—the building up of sentences from given parts, throws much light on variety in construction, and aids in developing some degree of style.

Passages of poetry should rarely be dissected in the Grammar lesson, for pupils should learn to regard a poem as "a thing of beauty" but grammatical knowledge may be of service during the literature lesson in elucidating the meaning and artistic construction of a poem.

Since grammatical terms have no close connection with child life, the teacher should not fail to ask frequently for reasons why they are used, and it behoves him to be cautious as to the form of explanation he will accept. Very often the distinction between words on the one hand, and things or ideas on the other is not preserved. Keep this distinction clear. The technical language of Grammar deals with words, but to understand function we need to think of the relations of the things or ideas they represent.

A DAY'S PROGRAMME

The following programme for a first or second grade is suggested by Miss Irene Ferguson in the Minnesota Manual for Teachers—quite the best thing of the kind published to-day:

- 9.00—Opening song.
- 9.10—Reading C.
- 9.20—Penmanship A and B.
- 9.35—Rest exercises—all.
- 9.40—Reading A.
- 9.55—Gymnastics—all.
- 10.00—Reading B.
- 10.15—Sense Training—all.
- 10.20—Number C.
- 10.25—Number A.
- 10.35—Recess—all.
- 10.50—Number B.
- 11.00—Phonics C (dismiss).
- 11.15—Word Study A (spelling).

- 11.25—Word Study B (phonics).
- 11.35—Language Games A and B.
- 11.45—Nature Study A and B.
- 11.55 Dismissal.
- 1.15—Rote Singing.
- 1.25—Reading C.
- 1.35—Reading A.
- 1.47—Rest—all.
- 1.52—Reading B.
- 2.05—Number C.
- 2.15—Games—all.
- 2.20—Written Language A.
- 2.30—Written Language B.
- 2.40—Recess—all.
- 2.55—Oral Language C (dismiss).
- 3.10—Oral Language A.
- 3.23—Oral Language B.
- 3.35—Drawing A and B.
- 3.55—Closing Exercises.

READING FOR GIRLS

A parent asks for a list of books suitable for a girl of 14 years. The following is suggested by a teacher of girls of the age mentioned:

- A—(Girls of 14.)
- John Halifax Gentleman—Craik;
 - Freckles—Porter; A Girl of the Limberlost—Porter; Polly Oliver's Problem—Wiggin; The Prince and the Pauper—Clemens; Chaplet of Pearls—Yonge; The Bishop's Shadow—Thurston; Martha-by-the-Day—Julie Lippman; Polly of the Hospital Staff—

Kingsley; Westward Ho—Kingsley; Mrs. Wiggs of Cabbage Patch—Hegan-Rice; Lovey Mary—Hegan-Rice; Sandy—Hegan-Rice; Little Citizens—Myra Kelly; The Lady of the Decoration—Little.

B—(Older Girls.)

Old Chester Tales—Delaud; Trail of the Lonesome Pine—Fox; To Have and To Hold—Johnston; Nancy Stair—Lane; Hugh Wynne—Mitchell; The Virginian—Wister; Black Rock—Ralph Connor.

The Programme of Studies

LANGUAGE WRITTEN

Three great purposes are served by written language. (1) To crystallize thought. (2) To record thought. (3) To preserve thought. The arts connected with written expression are known by the names, composition, penmanship and spelling.

Copying words, phrases, sentences (1) Grade I—No formal composition. on blackboard; (2) on unruled paper. Large free movement in penmanship. Light touch. No cramped finger movement. All letters of alphabet studied until forms thoroughly known. Order

of study: i, u, e, m, n, v, w, o, c, a, t, d, j, y, g, r, s, h, l, b, k, p, q, x, z, f. Then the capitals. Then the figures. A chart of letters should be placed on board for reference at all times. Spelling consists of phonic words in family groups, eg., words ending in an, at, en, et, &c., and a few common irregular words that occur in the primer. At end of year pupil should be able to write his name and address. Should know capital, period, and use them in writing short sentences.

Grade II—Drill on the mechanics of written composition—heading, sentence form, general appearance of page. Reading punctuation marks. Dictation exercises and copying from reader. Writing a few related sentences or a short letter based on work in oral expression. Regular work in penmanship; aims good form and free movement. Pupils should write from 25 to 35 letters a minute. The motives to be used to get good written work include desire for approval of companions, desire to satisfy one's own feeling of worth, desire to do a thing neatly and well. Special drill on words pupils mis-spelled in written exercises. The pupils should form the habit of going to text books for spelling of words that cause trouble. Should keep lists of words mis-spelled. Individual spelling tests on these lists. A class dictionary for reference.

Grade III—Pupils now can begin writing stories, descriptions, letters. Nothing in a child's experience insignificant if approached in right way. Difficult to get freedom because of necessary attention to form, penmanship, spelling. Plan of blocking out compositions as a guide to writing. Drill on matters of form, but not too much drill by itself. Get pupils interested in the message and the necessity of right form will appeal to them. Good results in penmanship may be expected. Fair form and light free movement. Specimens of ordinary writing kept for comparison. Where pupils have right motive all will go well. Right motive is "impulsion" not "compulsion."—Spelling, see Grade II.

Grade IV—The pupils should by the time they leave this grade be perfect as far as their knowledge goes in all that pertains to form in writing. They should write for enjoyment. Topics self chosen. Voluntary effort encouraged. Home reading the basis of much good work in written as well as oral composition. The work of individuals subject to criticism. Thus written and oral combined. Children trained to select subjects which may be dealt with adequately in short space: Dictation combined as aid in teaching mechanics; self-criticism in composition began, an outline on board being used as guide; letters and notes a special study; free movement in penmanship now possible in all work; special attention to forms of figures and to slope of letters. Rate, 40 to 50 letters a minute. Spelling of words used in daily work to receive special attention. The dictionary as reference. Pupils own speller kept. A fourth grade pupil should write freely grouping thoughts about a central idea, should be able to criticize his own work. His writing should be free and legible. His spelling in ordinary class work nearly perfect. Punctuation perfect in the following cases; capitals, final marks, quotations, abbreviations, commas in a series.

Grade V—Pupils now having a fair mastery over mechanics of composition can begin to give more attention to thought arrangement and mode of expression. Taught to arrange stories, descriptions and letters in orderly fashion. Paragraph idea firmly fixed. Dictionary a help in improving vocabulary. Study of prose and poetry help to same end. Self-criticism continued. Composition from models illustrated. Class estimate or criticism of individual effort. Spelling in written work carefully supervised. Spelling of words in daily use. Dictation of good literature. This particularly good in teaching punctuation. In teaching penmanship aim is to create passion for good writing. The teacher's writing a strong incentive. By this time pupils should write with free movement at rate of 60 letters a minute.

Grade VI—Pupils should have the paragraph idea developed. Skeleton compositions are a help. Harmony between thought and form to be emphasized. Consistency in person tense to be worked for. Self-criticism a habit. Analysis of writing of good authors. Discussion by class of work of individual pupil. Self-chosen topics. The three forms, narrative, description, letter-writing emphasized equally. Work for enriched vocabulary. Games towards this end. Work for general effect, minor details are relatively unimportant. Dictionary habit formed. Co-operative work very helpful. Best written work grows out of ordinary lessons. For instance, each student in class brings some information in geography or history specially prepared. Class can arrange one big composition

dividing the work among members. This can combine with written and oral work. Spelling and writing must improve rather than deteriorate. Expect individuality to show in writing. By the time pupils finish this grade they should be able to plan a story, description, or letter, to write freely and correctly, to punctuate with fair degree of accuracy, to spell correctly almost every word used in composition. They should know how to use the dictionary; should show same care in the use of words. Mechanical accuracy should result from attempts to express thought clearly and effectually. Pupils of sixth grade should take a pride in their writing. Fondness for poetic expression is to be expected. Extravagant language will in time correct itself. It is better than stilted phraseology.

SAMPLES OF WRITTEN COMPOSITION

The following samples of written work will be suggestive. The exercises are printed just as handed in. They have not been corrected by the teacher nor rewritten by the pupils. The purpose of printing them is to show the varieties of work that may be attempted:

Grade I

Miss Helen Howard,
Carberry,
Man.

2. What are you doing, mother hen?
I am caring for my little ones.
3. It is the month of September. Vacation is over and school has begun.
4. Billy Palk, 221 Spence St., Winnipeg.
5. Oh, you pussy-willow!
Pretty little thing,
Coming in the sunshine
Of the merry spring.

Grade II

A Riddle (Original)

I am a fruit. I grow on a tree. I am round. I have little brown seeds. I am good to eat. I am red. My flesh is white. Children like to eat me. What am I?

A Riddle (Original)

I am a fruit. I am round, and I am very sweet. I grow on a tree. I am very juicy. Very many people like me. My skin is like fur. My skin is red. My flesh is a little yellow. What am I?—A peach.

Changing Pastures (Picture Study)

Rosa Bonheur painted this picture. It is called "Changing Pastures." I have seen other pictures that she painted. She painted a picture called "Lions at Home." I see two boat loads of sheep. The shepherd is in the last boat because he wanted to see that the sheep were all in the boats. I think the shepherd's dog is in the first boat. The boats are wide and long. The sheep are changing pastures. I think they are going to land at the foot of one of the mountains.

A Letter

Winnipeg, September 29th, 1919.

Dear Richard,—I hope you are having a good time. I know I am anyway. Nearly every day an aeroplane flies over the city. Does one fly over your city?

A Brave Dog

On the bank of a stream lay a large, shaggy dog. His little master was fishing near by. The young fisherman slipped and fell into the water. With a sudden bound the dog went after him. She brought him safe on land.

My Holidays

I went to Keewatin. We have a cart. We called it Elizabeth. We fixed her up about two weeks before we came home. We have a dog named Pete. At the first of the summer he would not go into the lake. One time Kenneth put up a springboard and Pete thought we were going in bathing, so he jumped in the lake. The first springboard Kenneth put, he was trying it, when two boards came up and he fell in.

Grade III.

My Cat

When I got my cat she was a little kitten. I named her Tinklebell, because she had a little bell. Then I trained her not to scratch. Then she got four kittens. When they got old enough we gave them away. When we moved into the block we took her to my aunts. Then my cousin went away and I was alone with her. By this time she was two years old. When I went to the lake I took her with me. There were so many mice there they hadn't enough traps to catch them. When she came they had too many traps. When I went away she got three more kittens. Then they gave those kittens away. Then in the spring she got four more kittens. Then they gave three of them away. When we went up there they gave the one away. Then she got five kittens. They gave four away and kept one white one.

My Fairy Tale

Once there was a little girl and a little boy who were orphans and very poor. They had no house, but wandered about all the time. People often gave them food, so they did not starve. Near where they lived most of the time lived a rich little boy who was very proud. Whenever the poor children came to his house to beg he would not let them in. One night he had been very naughty, and was going to bed. He heard a small voice say, "Don't go to bed, come with me." He turned around and there stood a tiny elf. "Come on" he said. Sam, as that was the boy's name, did not want to go. But he felt he must. Something was pulling him. So out he went. He found himself in a dark wood. "Where am I"? he said, looking down, but the elf was gone. He was all alone. He began to cry. "What's the matter," a soft voice said. Looking up he saw a lovely fairy. "What's the matter" she repeated. "I'm lost," he said. "Come," I will take you home" said the fairy. So she touched him with her wand, and—"Wake up," said a soft voice. It was mother. That day he went out and told the poor children to come home with him. They did and lived happily ever afterward.

My Summer Holidays

I left school the 18th of June to go to the beach. We got down there about half-past six. We went in swimming the next day, and we had lots of fun. My friend was staying at Whyte-wold beach, so I had her over for a day, and she went in swimming with me. She had me over on a Wednesday, and I went in swimming with her. My sister had her friend down for a week from the city. I came into the city for a day, but did not want to stay any longer, so I went back that night with my father. When I got back to the beach I had a very bad headache. My mother said she guessed I had too good a time. My sister went into the city the 2nd of September, and I came in at night.

A Loaf of Bread

I am a loaf of bread on the table ready to be eat, but I still have time to tell my story. Once upon a time I was a baby seen with my brothers and sisters in a sack in the grainry. One day we heard the mice and were very fr—. We heard them often, but never seen them. One day the farmer came into the grainry and took the sack with me in away and into the seed-drill. I went. I tried to hang onto the sack but the other seeds in there rush to the sunlight to me along with them. Then I heard the farmer say get up there and around the wagon went, soon I was under the soft earth, soon I began to grow. I grew and grew till at last I was full grown wheat stalk. Then threshing time came and I was put in the wagon and drove to the mill, there I was made into flour. A man came and bought me. The lady of the house (put me) made me into a loaf of bread and now here I am ready to be eaten. O dear, I am nearly eaten.

Teeny Tiny

Once there was a teeny tiny lady. She lived in a teeny tiny house. She had a teeny tiny bonnet and a teeny tiny dress and teeny tiny shoes and (ey) everything she had was teeny tiny.

One day she went out for a teeny tiny walk. And she came to a teeny tiny church yard, she went in and she found a teeny tiny bone. She picked it up and said she would bring it home to make some teeny tiny soup for her teeny tiny supper. She went to her teeny tiny house. When she put her teeny tiny soup in the cupbord. She felt a teeny tiny bit tired. So she went to bed. She hadn't been there long before she heard a voice say in a teeny tiny whisper, give me my bone. The old woman was a teeny tiny bit frightened, it said again and again. This was too much for her. She had her head it out and said "Take it."

Hallowe'en

When Hallowe'en comes, I am going to dress as an old lady. A boy and

myself are going around with a clothes basket and get it full of apples. We have figured out that we are going to one-hundred houses. Then we are going home and get a tub and put water and apples in it and try to pick them up with our mouths. Then all we get we keep. All the people that come to the door for apples we take them in and make them grab them with their mouth.

The Story of my Kitten

I got my kitten at the lake. One day at the lake she got lost and we couldn't find her any-where. At 6 o'clock she came yawning away and we all had to laugh. She had slept from 11 o'clock to 6 o'clock in on a pillow in the trunk. We took her up to Winnipeg in the car in a basket. It was a long trip up it took us two days. She sleeps in a basket in the kitchen and plays with a steel ball, she picks it up in her paws and then throws it down again and shoots it all over the room. I don't know what to call her, I didn't name her anything but kitty.

My Paper Dolls

I love paper dolls. I have an awful lot of them. I have one (called) called Mary, another called Betty. My cousin makes me some. She is a good drawer. Her name is Dorothy.

My Trips to the Coast

I left school 28th of June. A week after I left for the coast. We left on a Sunday and got there on a Wednesday. When we got there we went right home and after we went down to the shore. We stayed at English Bay, it was just lovely.

We went to a boarding house for supper.

Are friend lived just a block from us. They had a little girl just my age.

They came from Brandon.

While we where there we took in quite a lot of shows.

There was a lady nearly drowned and a few days after there was a little boy nearly drowned.

The stores are not as nice there as they are here but the Japs store's was wonderful.

One store we went into there was the cutiest little Japs baby, and they had such large heads.

Grade IV.

The Maid and the Pail of Milk

Dolly had been a milkmaid for a long time she had been very good. The mistress said she may have to-day's milk. She went along with the pail of milk on her head. After a long walk she came to the doctor's house who was going to have a large party and wanted milk. Dolly said "I will sell you my milk for a shilling." And the doctor said he would buy the milk. And with the shilling she bought twenty eggs, she put them under the mistress old hen and got twenty chickens and then she sold the chickens. Then she said, "I can go to town and buy the jacket I saw. And ribbons and a hat. And when I go to the fair Robin will be there and come up and offer to be friends again and try to kiss me and I shall toss up my head and—" Down came the pail of milk.

Good-bye eggs, chickens, ribbons and hat and jacket. Don't count your chickens before there hatched.—Christina Turnbull.

The trip through the Great Lakes

We went on the train to Port Arthur and arrived there at 10.30 in the morning. We got on board the Noronic and started at 12 o'clock July 2nd, passed Thunder Cape in the morning July 3rd, and in the afternoon there was a concert and play called "The Mock Trial." In the evening there was a masquerade ball and dance.

On Thursday we reached Sarnia at 10 o'clock and got on board the White Star Liner bound for Detroit, and took a White Star Liner for Sarnia.

We got on board the Huronic and started at 12.

We came up the St. Mary's River and the scenery was very beautiful.

When we came to the locks we were told that our boat was the only boat

to pass through for 6 days on account of the forest fires, the fog was so bad, and the fog horn was going night and day keeping people awake.

We reached Port Arthur at 10 o'clock and started for Fort William at 12.30 and came back in the afternoon.

We started for Duluth and coming back the ship struck rocks and they had to send the Harmonic out to take the passengers off, after which tugs pulled the Huronic to dry dock for repairs for which it much needed.

Our Dog

We got our dog on March 22nd, 1919. He sleeps on the chairs and lounge and barks at people passing by our house.

Once he went up stairs and broke my brother's track.

He is white, brown, and black on the tip of his nose. He is a Collie and his name is Pete. His eyes are brown, and he is about 2 feet high and about 9 inches wide in one place. He has a long tail, and pulls us on a sleigh.

He gets jealous when we pat another dog. When he has a bone and anybody goes to pat him he gets mad. We give him three meals a day.

The Banana Tree

The Banana tree is a perennial, growing from fifteen to twenty feet high. The leaves are sometimes ten feet in length forming a spreading crown. A tree stem grows up from the hollow tubes formed by the leaf. Sheaths emerge above and bear a large number of tubular flowers closely crowded. The fruits form dense clusters.

Bananas are most successfully cultivated in a hot, damp, tropical climate. The northern limit of their cultivation is reached in Florida, the Canary Islands, Egypt, and south Japan. The southern limit is Natal and South Brazil. In Cochin China and Malay, there is a banana tree that bears only one fruit, but it is so large, it is a meal for three men.

The leaves cut in strips are woven to form mats and bags; and are also large-

ly used for packing, and the finer ones for cigarette papers. Banana meal is made by cutting the fruit in strips and pounding it in a mortar. In East Africa and other places, an intoxicating drink is prepared from the fruit.

The Rubber Plant

The Rubber Plant, is a resinous milky substance contained in Rubber Plants and trees.

It grows in dark, hot, tropical forests. It was first found in America. Holes or grooves are cut in the trunks of it, and in a few hours milky juice flows out, and is caught in basins or tins. A good tree yields about twenty gallons of juice in a season, which makes forty pounds of rubber.

If the juice is allowed to stand it becomes more solid and the natives then roll them into little balls.

The balls of rubber have impurities in them, and are cleaned by boiling.

The rubber is next cut into slices ready for proper drying. There are various methods of drying.

Sometimes it is laid out in the sun, or left upon racks. While at other times it is dried by fire.

Tea

Tea is grown in China, Japan, India, Ceylon and Java and a few other countrys.

It is an evergreen plant or tree with white flowers slightly fragrant. In China it grows to the height of 3 to 5 feet, we have two kinds of tea green and black, the latter most commonly used. It is exported to all countrys and it is a very refreshing drink when properly made.

It was discovered in 27 B.C. by a Chinese Emperor.

Friendly Letters

213 Kingsway

September 26th, 1919.

Dear Ruth,

Such a funny thing happened the other day, going to school on the street car. Their was a fat woman sitting near me. She had a work bag and

what do you think she had in it? Three live ducks and every time the street cars stopped they would quack as if they were frightened. And all the children laughed so did the fat woman.

Are you still going to the same school as you were going to last year. I started school on September 2nd, and I am in Grade V. Hope to hear from you soon.

Your friend,

Helen.

Winnipeg, Man., Sept. 26.

Dear Grannie,

At the lake I got a fishhook in my eye, my uncle got it out and for about a week afterwards. A few days afterwards we went to the Dam, they had all the stoplogs out to try and get the lake lower.

We went to Kenora this summer, we were quite near the beach, and there was good swimming there. I went in swimming every day except four. Every day we had to go over for the milk. I went with dad nearly every time. Now I will have to close.

Your grandson,

Henry.

How Uncle Robert Hid

The children had been playing hide and seek all afternoon, and it seemed as if all the places in the big barn had been tried. Tom had climbed up the big ladder which led to the high part of the barn. While he was there he was so interested in watching two barn swallows build their nest that he almost forget to get out if sight and was nearly caught. Nell had got down into a deep manger which only had little hay in it. There was a big hen where Nell was and it made a terrible noise, and of course if it kept that up it would give her place away. So she had to scramble out as fast as she could. She was too late, for just then Bob counted ten, and of course he saw her and she had to be "it."

Just then Uncle Rob came in to feed his horse. There was great excitement and every one wanted him to be hide. But the funny part of it was, that everybody wanted to be "it," so as to

have a chance to find him. "We know all the places," said Jack, "For we have tried them all", "But we will give you twice as long to hide". Then they all counted up to twenty very slowly. (Then came the). Then came the search. They hunted high and low, and in every nook and corner, but no one could find him. Finally after they had searched both in the yard, and in the barn and every place they could think of, Nell suddenly gave a gasp as she happened to look over at the grove of maples at the other end of the yard, for there was Uncle Rob standing perfectly still just in front of one of the Maples, his dark suit almost the same color as the tree trunk.

"What made you come out," she said. "Come out," he said, smiling. "I've been here all the time. You see, my suit is so much like the tree trunk, that I thought (I would) that if I just kept perfectly still you wouldn't see me."

A Naughty Boy

Once upon a time there was a very naughty boy that ate his mother's tart's when she was going to have company. So Jacky's mother sent him to bed without any supper.

When he went to sleep he dreamt that two goblins came along and took him away where a lot of wicked witches lived. And they all said, "Shame on you."

Then the Goblins took him and tied him to a tree and poor Jacky cried "Oh don't kill me please, don't." But all the Goblins got in line, to shoot Jacky. When the first one was just going to shoot at Jacky.

Two lovely fairies came along with beautiful golden hair and blue eyes and each one had a wand in her hand. One of them touched the ropes and they disappeared. Then the Fairies took Jacky away to fairy land. They showed him all the nice things they could think of. And Jacky was so happy that he said he would never, never touch his mothers tarts again and he thanked the nice fairys for taking him away from the naughty Goblins.

When he woke up he was in his bed so he told his mother all that had happened and said he was sorry he had taken them and he wouldn't take tarts any more.

The Fairies Party

One day the fairy queen called all her flower messengers to give notice to the fairies that she had something to tell them. The flower messengers started off gladly. Then the queen called the elves and sent them for the brownies. When this was done the queen dressed in one of her many pretty (many pretty) gowns. The fairies and brownies began to arrive. Very soon they were seated arround the queen.

"Now", she began, "I suppose you are very eager to hear what I have to say. My Idea is this, why not have a fairy party? You have worked hard all through the year. I thought of a Halloween party, what do you think of that"? "Fine, Fine," they shouted.

The queen smiled, "I thought you would like my plan," she said, "but remember there will be a lot of planning to do for such a big party. Come here tomorrow morning and I will tell you what to do, with this the meeting broke up.

The next morning bright and early, the fairies and brownies gathered as before. The brownies were told that they must secure a great many punkins half of which were to be made into baskets and the other half to lanterns. The fairies were to make pretty pumpkin dresses for themselves and suits for the brownies. The elves were set to work at the party hall.

As soon as they knew what to do off they went to their work. At last it was party night laughter and shouts of delight echoed all over the fairy village. And no wonder for coming up the centre was a long procession of little folks all in pumpkin colored dresses and suits. They marched in the party hall, and then what a good time they had. I could not begin to tell you all the things they did, it would take all this page and many more. So I will just tell you the nicest thing of all.

As they were going the queen handed them each a pumpkin basket full of grapes apples and oranges candy and all sorts of good things on top, there was a pumpkin shaped book all about the party. One of the fairies showed me hers that is how I know about the fairy party.

Grade V.

Our Prince

God save our future king,
To whom we homage bring
From far and wide.

Brave son of England he,
Prince of great gallantry
May he for ever be
The Empire's pride!

A Canoe Ride

Scudding before the breeze we went,
Our sail was full and our mast was bent;

The waves came up on either side,
The canoe would tip at every glide.

Then a tempast arose on the lake so fair,

And there was a mist in the open air;
We thought to ourselves, "What shall we do,"

And the rain came down and wet us through.

At last we saw the lights of camp,
Glimmering through the mist and damp;

And we felt great joy as we reached the shore,

And found ourselves safe in our tents once more.

Aesop's Fable

A wolf who was drinking at a pretty little babbling brook, spied a lamb paddling down the stream, he thought of how good it would taste; so he ran down to it, thinking of how he would excuse himself for killing the lamb.

"How dare you meddle with the water I am drinking!" said the wolf stormily.

"I don't see why I shouldn't, as the water flows from you to me," replied

the lamb meekly.

"That makes no difference, for it was just a year ago that you called me such dreadful names," said the wolf.

"That cannot be true, for I was not born a year ago."

If it was not you it was your father, —and,—I shall not spare you either."

With that he tore the lamb into bits.

My Fable

A bowl of gold-fish were left on a low stool, when a cat came along, and made up her mind that she would eat them, but was going to get a reason for doing so. At length she said—

"How dare you swim in my bowl!"

"Why indeed madame we did not know it was your bowl, and our mistress put us in it so it cannot be yours," said the surprized little fish.

"Well, that does not matter, you always waken me with the swish of your tails at night," said the cat.

"But we do not swim at night," said the fish.

"If not, you always make my mouth water at sight of you; so that you may never do so again I will eat you." So the cat ate the poor, helpless little creatures.

AN Escape by Aeroplane

Bump! Bump!

A Giant Caproni tri-plane landed at a German aerodrome about sixteen miles from the German lines. After it came two Fokkers and three Taubes.

The tri-plane had been damaged in a fight over the aerodrome. As soon as it stopped two Canadian airmen got out and were surrounded by germans. The pilot was Lieut. Jimmy Turner, and the observer was Lieut. Harry Kirk. They were taken away and put in a wooden hut. As soon as the door had been locked they began to examine their prison. It was made of wood and had a small window in the back. Looking through this they saw the germans around the Caproni and it looked as if it was being mended.

"Lets try and escape," said Harry.

"Well, its worth trying," agreed Jimmy. So it was agreed upon and

they began to cut and pry the board wall. They finished about midnight and they crept through the hole which they had made. They got outside and crept towards the triplane. There seemed to be no one in sight and after examining the engine they started the propellers with a whirl Jzz—z-z! Wr-r-r

The triplane glided along the ground and rose into the air in the direction of the British lines.

Crack! Crack!

The Germans had evidently heard the noise for there was a great confusion about the hangar.

Harry looked back and saw at least six Fokkers in pursuit.

"More speed Jimmy if you can," he yelled. And the Caproni seemed to leap ahead.

But two of them still came on, Harry shot a round of bullets from his Lewis gun and one of the Fokkers turned turtle and fell to the ground. The pilot of the second Fokker seeing what had happened to his companion rose higher into the air and dropped a bomb. The Caproni nose dived and the bomb missed it by a foot.

The Caproni rose up above the Fokker and Harry dropped two bombs at once.

There was a loud explosion and the Fokker burst into flames and dropped down to the ground. The other Fokkers seeing what had happened turned and fled.

Three minutes later the tri-plane landed at their own aerodrome amidst the cheers of their comrades. One of the engines was damaged and the end of the top wing was the only damaged down.

If I Were a Millionaire

If I were a millionaire I would do a lot of things. Mother, father and I would live in a great big house and have five or six automobiles.

At Christmas time I would go around to some poor peoples houses and get all the mothers and fathers and the children and take them back in the auto with me. When I got home I would give all the children a good scrubbing

and get them all nice clean clothes, which of course they could keep. Then we would go down stairs and I let them play games, or if they did'nt know any I would teach them.

After they had played for quite a while and were quite happy we would have dinner, and a good dinner it would be. There would be Turkey, potatoes, gravey, Cranberry sauce, Yorkshire pudding, cream cheese, and for desert pineapple pie, cherry pie, plum pudding, chocolate cake, ice cream and candy and everything else thats good to eat.

After they had finished and did not want any more I would open some door and there would be a great big Christmas tree, with presents for everyone. Then when it was growing late they would go home in the autos with a hamper for every family.

I would build a great big building where the orphans and poor people could live. There would be a kindergarten, and a day nursery where the little babies could stay in the day time and a night nursery for the night. There would be teachers and nurses.

I would have a ranch and I would get all the little sick children and their mothers, and take them to the ranch, so the children would get well. I would get tents and everything boys like, and also everything that girls like so they would have a good time.

I would take a trip around the world with mother, and father and when we got back home we would live in New York, Winnipeg, California and other places.

But alas I'm not a millionaire.

Saved

It was Christmas morning and Jackie Andrews sat up in bed.

"I wonder what that funny noise is, I will jump up and see," said Jackie, so he got up and got dressed and ran down stairs, as he got to the bottom step he saw a St. Bernard dog lying on the veranda, "Oh! Oh! whose is it, Oh isnt it pretty," said Jackie.

"He is your very own from Mother and Daddy," said Mrs. Andrews stepping out on the verandah.

As the year wore on Bob did many things for his little master.

It was the day before Jackie was going to the sea shore and he was very happy, he was sad for one reason he had to leave Bob at home.

They soon were settled and anxious to see father who was coming for the week end. Jackie of course went to the station with his mother to meet his father on Friday evening.

"Oh there is my Daddy; Daddy, dear Daddy," called Jackie as he and his mother arrived at the station; Hurry, hurry, I want to see Daddy.

As Jackie jumped from the car he saw another familiar figure come bounding up to him "Bobby did my nice Daddy bring you to see me." It was true it was Bob.

The day after Jackie's father arrived, Jackie and his mother were sitting on the sand, Mrs. Andrews wanted something at the house and she thought if she went up to the house nothing would happen to Jackie so she went up there, Jackie was playing with some sand and he saw some nice yellow sand over farther on the beach so he thought he would go and get it. Bob was crouched near his master.

Jackie kept running nearer and nearer the water till at last a large wave splashed right over him, Bob jumped up and was after his master, the waves were carrying Jackie farther and farther out. Bob could see his master's curly hair sinking in the water as he swam on. He at last got to him and took his clothes in his mouth, with a last sudden swim he reached shore.

Mrs. Andrews had been longer than she thought and when she got back to where Jackie had been he was gone, she looked all around but could not see him, she suddenly heard a sound, it was a low growling sound, she suddenly thought of Bob, her husband had seen from verandah of the house that something was wrong, so he ran down to the beach. A crowd were gathering and Mr. Andrews asked some of the men to

come with him to the place the sound was coming from. They at length reached the spot, there lay Bob with his little master beside him. Mr. Andrews picked Jackie up in his arms and called for Bob to follow him, Bob jumped up and ran along beside his master.

After that Bob was always called a hero.

The Rescue of "The Freckles"

"It was early in the afternoon while the most of the campers were resting, when all were startled by a piercing cry which came from the direction of the lake."

Bob jumped up and after gazing out on the water for about a minute said, "It's a small launch that is stranded on a reef, come on: any one that wants to but be quick."

Four or five of us ran for the boat house. Our boat was soon launched and we went out to the smaller launch which proved to be the "Freckles." There were two women and one man and they all climbed into our boat.

When we got them in they told us they were going up the lake to get some people who were fishing. We made the journey for them and then took them all back to their camp.

The Loss of the White Ship 1120

Henry was the youngest son of William Conqueror, and he became King of England. As he could read and write which was an unusual thing for King's to be able to do he was known as the "Fine Scholar."

Henry had one son Prince William whom he was very fond of and was very anxious that he be prominent and powerful. Probably these ambitions meant the loss of his much beloved son. He took him over to Normandy to be made Duke over the Normans.

When they were about to set sail for England again an old sea captain came and asked "Let me row you over to England in days gone by. The King said he was sorry but he had already chosen his vessel, but his son would sail with him."

The Prince with his half sister and many nobles and beautiful ladies went on board. Unfortunately the Prince ordered Fitz-Stephen the captain to give the sailors wine which is a mistake.

At midnight a jolly crew set sail, with Fitz Stephen at the helm. The Prince encouraged the sailors to row faster for the glory of the White Ship and the excited sailors made her go like an arrow.

While the merry passengers laughed and talked they little knew what danger they in.

Suddenly they heard a fearful crash. The White Ship had struck a rock and was sinking fast. Fitz Stephen hurried the Prince into a boat with a noble to row him to shore. They had not gone far when they heard the cries of his half sister Prince Marie naturally he could not leave her. When he went back to get her so many people climbed in the boat that it sank, so the King's much loved son and his ambitions were swallowed up by the sea on a cold December night.

A butcher named Berthold and a young noble named Godfrey hung on to a broken mast, they picked up the captain who when he heard that the Prince had drowned said "Woe is me," and went under the water.

Of all who went on board the White Ship that night, Berthold the butcher was the only one who reached land.

To tell the King was not an easy matter for they knew how he would feel. On the third day a boy with tears in his eyes told the King the sad news. Many sorrows and joys came for Henry it is said he never smiled again.

He tried his best to get his daughter Matilda to reign after him but all his plans failed and Stephen took the throne in 1135.

Dickens in Camp.

It was evening in the mining camp at the foot of the California Sierras. There was hardly a breath of wind. Everything was quiet, and still. The moon was shining softly on the river, making a dainty path of silver. It

seemed as if the moonbeams were softly caressing the tall whispering pines. Everything was bathed in moonlight, and the mountains far beyond, uplifted their towering peaks of snow.

The campers were crouched around a roaring camp-fire, playing cards, gambling and smoking. The ruddy tints of the camp-fire on their haggard faces made them look healthy, but in reality they were pale, (and worn,) and drooping, fighting for gold.

At last a young boy arose, and took from his pack, a worn but sacred volume. "And cards were dropped from hands of listless leisure, to hear the tale anew," and while he read aloud, the story of "Little Nell," the shadows gathered closer, a silence seemed to fall. While the fir-trees gathered closer, whispering, and listening in every spray. It seemed as if the whole camp with "little Nell" were lost and wandering on English meadows.

As they crouched a little closer to the fire, the glowing firelight on their haggard forms, they seemed to be transported to another world, so deeply affected were they by the story. They had read the story before, but something in that moonlit evening, made it seem sweeter, than ever before, and reminded them of home. "Their cares dropped from them like the needles from out the gusty pines." All gambling, drinking, and card playing, were forgotten, so moved were they by the story. Their attitude was indeed a tribute to Dickens the master writer.

My Biography

I am a locomotive; when I was put into the round house for the first time all the other locos teased me but finally I was taken out to be tested, (what a relief it was to get away from that teasing!) After a lot of backing up, stopping, and going forward a man ran up, "Hey"! he yelled, "Flyin' freight's ditched nine miles out hitch onto the wrecker, quick!"

Well sir, that was about the most exciting night I ever had, I was coupled onto a short string of cars and was soon flying along the track at full speed

most of the time and I was out at the wreck in twelve minutes according to the engineer.

The wrecked locomotive had waded into a corn field and stopped with its cab full of coal and its wheels trying to make a bran mash out of corn stalks and coal. The wrecking crew made a sort of road out of old rails and ties and I was coupled onto a steam winch which dragged the wrecked loco back onto the track. I had to tow the wrecked engine, the wrecking train and those cars that were not so badly damaged by the wrecking of the train.

When I got back to the round house there was a strange loco there.

"This is the "Midnight Flyer," said one of the locomotives.

"Pleased to meet you," said the flyer, "I am pleased to be able to tell you that you are now a member of The International Brotherhood of Locomotives.

The Animal Life of Australia

There are many strange animals in Australia such as, the flying fox, the dingo, the kangaroo, the duck-billed platypus, the ant eater. The flying fox, however is one of the strangest, it is found all over the Eastern Hemisphere. The flying fox is the largest of the bat species measuring about one foot in length and five feet from tip to tip of wings.

With their wings gathered about them, they bear a little resemblance to some huge shrivelled-up leaves, or to clusters of some tropical fruit.

In Batepian Australia they are said to suspend themselves from branches of dead trees by thousands, where they are knocked down by the natives or caught alive. The natives carry them home by basket fulls and cook them with abundance of spices. They taste very much like hares.

Towards evening these bats gather and fly off in company's to the village plantation. Where they feed on fruits of all kinds. So numerous and savage are these bats that no garden crop stands much chance of being gathered together after an attack of these bats

unless it is specially protected from these attacks.

The flying fox is more correctly called the Fox Bat.

The kangaroo belongs to a family known as the massupials or the animals that carry their young in a pouch.

The kangaroo provides much fun for the ones who are hunting it. Every time it jumps it takes a leap of twenty feet or more.

It has very weak front legs and very powerful hind legs, and also a very powerful tail which it uses to swim and climb trees. It has been known to knock a man's head in with one swoop of its tail.

The (Ant-eater) ant-eater is very small and has needles like a porcupine arrounds its body. When it comes to an ant hill it begins clawing fiercely and the ants of course run out to see what is happening and the ant-eater licks them up with the end of his long tongue.

The duck-billed platypus is a strange animal found on the rivers and streams of Eastern Australia. It lives in a hole in the ground it begins to dig in land a piece and ends out by the side of the river or a stream. In the centre of the tunnel it lays its eggs and sits on them like birds sit on their eggs.

The dingo a wild dog is found in Central Australia, and is hunted much as wolves are hunted in Canada.

How I Furnished my Bedroom

We had just moved into our new home and mother said that I might furnish my bedroom just as I liked.

I decided to have the south bedroom. The wall paper in this room was composed of little clusters roses with a few rosebuds. The floor was hardwood so when mother asked me if I was going to have two or three rugs or a carpet I promptly answered "Rugs". The rugs I chose were Alice blue with roses scattered here and there.

I already had an ivory bed, dresser, dressing table and desk. There were two chairs, one was a straight backed chair with chintz on the seat and back. The other was a wicker rocking chair

with a chintz covered cushion in the seat. In one corner I had an ivory lamp with a pink silk covered shade.

My curtains were made of cream colored marquisette with lace about one and one half inches wide on the edge. The side curtains were made of heavy cream colored cloth with a white flower design and a satin finish. About four inches from the edge there was a strip of chintz about three inches wide along the sides and bottoms of the curtains. I covered all my things with the same chintz. My bedspread was made of the same kind of cloth as my curtains with strips of chintz about four inches from the edge and about three inches wide.

After it was all finished I invited my girl friends to come and view it and they agreed that it was lovely.

How to make Candy

One day a man came to our house for dinner. After dinner he asked us if we had any maple syrup. Mother said "Yes," and sent me down to get some.

He opened the can and poured the maple syrup into a pot and put it on the stove to boil. He let it boil until it was done. The way he told us how to tell when it was done was to get a cup of cold, cold water and put a drop of syrup in. If the drop goes down to the bottom without breaking, and flattens out on the bottom of the glass it is done.

Then he went to the cupboard and brought out a platter and greased it well. Then he took a package of nuts and put them in the candy and stirred them. After that he said, "Now comes the final," and poured it on the platter stirred and beet it well until it was stiff. Then he set it in the ice-box to harden.

Thomas Wolsey

Henry VIII reign was a reign of great men. One of these men were Thomas Wolsey, the son of a wool merchant of Ipswich, where Thomas was born in 1471. He graduated from Oxford at the age of fifteen and two years later he was made chaplain to Henry VII.

At the age of forty he was given a position on the Royal Council of Henry VIII, and in 1514, he was made Archbishop of York. One year later he was made Cardinal and then by request of Henry he was made papal legate or personal representative of the pope in England. This made him proud and naughty so that the barons and nobles hated him because of his high rank and lowly origin. The people hated him because he taxed them heavily to raise money for the king.

Every morning after prayers he paraded up and down the street with a bare headed noble in front with the popes cap representing the pope and a noble behind with the king's seal representing the King.

But Wolsey downfall was near at hand. He had failed to please Henry in the matter of his divorce from Catherine. Henry blamed him for a slight delay that took place though it wasn't Wolsey fault.

The King took away most of his positions.

He was sent to York where he lived quietly. But Henry accused Wolsey of treason and sent soldiers to York to bring Wolsey to trial. Broken hearted and sick, Wolsey started. It was dark when they entered Leicester Abbey and monks came out to meet him. "I have come to lay my bones among you," he said and he went to his bed. His faithful servant Cromwell was with him when he died and to him he said:

"Oh Cromwell, Cromwell, had I but served my God with half the zeal I served my king, he would not in my age have left me naked to mine enemies."

The Christening of Dan

Characters:—

Pat.

Bridget—his wife.

Dan—the baby.

Father O'Hare—the priest.

Act I.—Time, The present, Evening.

Place—Pat's home in Donegal.

Pat—Bridget sure and its time we were having the child christened. I

think I'll be after speaking to the good father in the morning.

Bridget—I was thinking the same myself Pat. "Ach its a fine boy that he is," and we'll be calling him Barney for his grandfather.

Pat—Barney me eye. We'll do nothing o' the kind. We'll call the boy Dan or no name at all.

Bridget—Well Pat just as ye say. But mind ye it's myself as will name the next one.

Pat—Ach and sure he's a broth of a boy.—Curtain.

Act II.—Time, Next morning. Place Father O'Hare home.

Priest—Who knocks at this early hour?

(Enter Pat)

Pat—Good morning good father.

Priest—Good morning Pat did you get up before breakfast this morning?

Pat—That same I did.

Priest—Why so early a call Pat?

Pat—Would you be after coming up to the house in the evening and christening wee Dany?

Priest—So you have decided to call the boy Daniel? Well it's a good name Pat but what's the matter with Patrick?

Pat—Your Riverence the boy is rid headed and as like his uncle as two herrings in a barrel. Sure Dan was a foine man may his soul rest in glory.

Priest—Well Pat just as you wish I'll be with you this evening at 8 o'clock.

Pat—Thanks your Riverence. Sure its yourself thats one of the foineest men that walks in leather boots.—Curtain.

Act III.—Time, Evening.

Place, Pats home.

Bridget—Sure and its about time the good father was here.

(Enter Priest)

Bridget—Good evening good father.

Priest—Good evening Mrs. Maloney.

(Enter Pat)

Pat—Good evening Father sure and its yourself thats always on time. Wont you be after sitting down till I fix the fire?

Priest—Thank you Pat, is the baby asleep?

(Bridget picks up baby)

Bridget—Bless his little heart. Its a foine boy that he is if its myself that says it. He never drops a tear from daylight till dark.

Priest—You are right Mrs. Maloney, he looks strong and healthy and good looking like yourself.

Bridget—Sure and its yourself that has always a joke.

(So the christening began)

Priest—I christen thee Danial M.....

Baby—Ow-ah-ah-hi-hi.

Bridget—Oh now now, Danny, you will be after shaming your mother before the good father.

Baby—Ow-ah-ah-hi-hi.

Priest—Dont be uneasy Mrs. Maloney, a little cry will do the boy good. I must leave you now and drop in and see poor old Mrs. O'neil. Good evening.

Bridget and Pat—Good evening your Riverence.

The Fox in the Well

Characters—Fox, Wolf.

Time—When animals talked.

Place—The country.

Fox—"Help! Help! I have fallen in a well."

Enter Wolf.

Wolf—"My poor dear friend, you are in great danger of losing your life. How long have you been down there?"

Fox—"If you wish to help me, waste no time talking, but get a rope and pull me up. I cannot struggle any longer, and I shall drown."

Wolf—"Alas my poor friend you are drowning." Curtain.

A Friendly Letter

Winnipeg, June 1st, 1919.

My dear Katheleen:—

We are going up to our old camp up the lake this year, you know of course that we have not been there for a long time.

We will go as far as River Head in the train and then take the launch from there to the camp.

It will be so lonely there for me away from everybody, so mother said I could

ask some girl to come with me. Of course I thought of you at once. Don't you think you could come down with us, if only for a month, but we will be there for two months and I wish you could stay the full time.

We will start on the 24th of June, so please let me know as soon as you

can whether you can come or not. Oh! I hope you will answer yes.

We could have such fun together if you can only come.

Mother sends her love to you all, and I am as ever,

Your loving friend.

Teachers' Salaries

In accordance with its announcement, the Government of the Province has appointed a commission to investigate and report upon the salaries paid to teachers. Naturally, therefore, the journal is anxious to assist by publishing whatever information may be of value.

It is interesting to note that in Alberta the Teachers' Association has taken up the matter, and, if report is correct, has asked that a minimum wage of \$1200 be fixed. In Alberta the minimum wage for rural teachers is \$840, though over 400 of them get over \$1000. The average in Manitoba is about \$80 or \$100 less than the minimum in Alberta. What will happen if the petition of the Alberta teachers is received favorably? We shall go on losing our best teachers to the other provinces, and our schools will become more and more inefficient. Nor is it likely that Manitoba will outbid or equal the other provinces. Evidently there are here too many settlers from Ontario, or too many of Scotch descent. Yet it should be pointed out that there are degrees of meanness, and the superlative is reached by a man who robs the baby's bank or stands in the way of his child's schooling.

The Secretary of the Federation of Labor in the United States says that the minimum salary for teachers should

be \$1500. He arrives at this by comparing the work, as to cost of preparation, difficulty of performance, and value to the State, with that of other workers. One would infer from his words that in his mind a teacher should receive remuneration equal to that enjoyed by an insurance agent, a clerk in the land titles office, a commercial traveller, or a porter on a dining car.

In the last number of the journal something was said about salaries to rural teachers. It might be expected that in this issue the case of town and city teachers would be considered. This, however, cannot be done in a hurry, because it is difficult to generalize when practice differs so greatly. For instance, Winnipeg has a very fair schedule. Portage la Prairie and Brandon have never been noted for their liberality in matters of education, and probably never will be. Dauphin has a good name. Does she deserve it? Some other towns have no schedule at all, but auction off the positions to the lowest bidder. All of which is interesting, but what a commentary on the school boards and the people!

So we leave over this discussion to make way for some quotations, that at this time will bear reading and perhaps carry conviction to those who are practically interested in this problem. The quotations will speak for themselves.

SALARIES IN THE UNITED STATES

The salary account ought to be well in excess of 70 per cent. of the whole current expenditure, judging from good existing practice. On an adequate scale of salaries, the ratio will run up to 85 per cent. or over. What then is an adequate salary scale?

The answer is a difficult one and different people will doubtless arrive at their own conclusion in their own way. In the long run, salaries like everything else will adjust themselves according to some natural law. At present, the natural adjustment is simply giving us a woefully deteriorated teaching force.

I suggest that the point of departure will have to be a minimum salary sufficient to maintain a well-educated and well-trained woman in dignity and comfort with provision for comfortable retirement. On the scale of prices likely to exist in the future so far as we can see, such a minimum salary will average

for the United States not far from \$1,200, for ordinary teaching positions. Similarly the average maximum for such positions will likely be about \$1,800, with an average of about \$1,500. This is written in full view of the following considerations:

1. That economic conditions will not be uniform in different parts of the country;

2. That there must always be an outlet for superior merit into salary classifications materially higher than the average maximum.

If men are desired in the teaching service, first-class men with families will inevitably in the long run command higher salaries than first-class women—otherwise, they won't teach. Judging from college experience, the average salary for men teachers will not be far from \$2,500, operating under the same conditions as salaries for women.

MINIMUM WAGE IN PENNSYLVANIA

The Department of Public Instruction of Pennsylvania makes the following suggestions to aid in interpreting the Act of July 10, 1919, providing for the minimum salary of every teacher in the public schools of the commonwealth and relating to increases of the same:

(a) Teachers holding provisional certificates shall not receive less than sixty dollars per school month.

(b) Teachers holding professional certificates or state normal school cer-

tificates (two-year certificates) shall not receive less than seventy dollars per school month.

(c) Teachers holding state normal school diplomas, county permanent certificates, state permanent certificates or college provisional certificates shall not receive less than eighty dollars per school month.

(At least 30 per cent. should be added to these figures for Manitoba conditions.)

A LIVING WAGE FOR TEACHERS

Last year Seattle, Wash., and this year Portland, Ore., have found it necessary to organize great citizens' committees operating much after the fashion of war drives in order to secure from the taxpayers salaries at which the public school teachers can keep body and soul together, or at which the teachers can be kept at their jobs. For the teachers of Portland have, for

two years now, seen the older boys leave their classes and go into the shipyards, and the girls go into stenography at wages higher than teachers command. For six years Portland teachers in the first three elementary grades remain at the entering salary of \$80 a month, from which they climb by slow raises of \$100 a year to the maximum of \$1,200, while in the higher elementary

grades the annual amounts are only \$900 and \$1,300. And even this represented an increase recently put into effect. In April the school directors voted a bonus of \$100,000, which, prorated, amounted to an increase of \$12 a month for seven months, and scarcely helped among professional folk who were paying \$50 to \$60 a month for lodgings and two meals if they were single, and were running heavily into debt if they were married, as half of them are. The cost of living in Portland is reported to be notoriously high.

Discussion of the situation resulted in the organization of the Citizens' Educational League with 1,000 members. It held meetings all over town, brought in speakers from normal schools in the neighboring state of Washington, gave luncheons for ministers and other groups, got the support

of the labor unions, the newspapers—all on a plea that Portland, in the interests of its children, must pay adequate salaries to those who teach them. Teachers' salaries, it was pointed out, had risen only 15 per cent. while the cost of living had skyrocketed 103 per cent. by government figures; Indiana had recently raised all teachers' salaries 40 per cent.; why should Portland expect them to work—and do good work—at less than a living wage?

At a special election of taxpayers on May 10 the issue was over a 30 per cent. increase, which would give each teacher about \$400, and would total \$531,000. This was the only question before the voters, yet the election was one of the largest ever held at which only taxpayers voted, and of the 10,000 ballots cast, 7,000 were for the increase.

COLLEGE SALARIES AND COLLEGE QUALITY

In connection with the Harvard campaign for endowment there was uttered a warning that those who fear Bolshevism can not afford to underpay the men who teach their sons. The context leads one to infer that the remark was not altogether a joke. It is not. The sturdiest faith of even a conservative spirit, in the expediency of the order of things, can not survive years of petty harassment under that order. If there is anything that a mental worker requires it is peace of mind. In general, the professor does not make excessive demands for material rewards; he has "taken the vow of poverty" in a certain very real sense. It does not worry him that he has no steam yacht or limousine of luxury; he is quite content to go to some rustic region of a summer, and still further wear out clothes once discarded for reasons of tenuousness. But there are heart-sinkings when he sees, as the reward of his economies and doings-without, the gradual mounting of debt—of obligations for whose discharge he can see no means of providing. His salary has virtually been cut in half since 1900, and he was not doing

too well even then. A pervading feeling of fear and depression lames his powers, and at length, when the hopefulness and resilience of youth is past, renders him critical and resentful. Add to this a certain concern lest all may not be well with his chances for a Carnegie pension, upon which he has hitherto reckoned, and you have a state of mind and temper that army authorities call low morale. And if the professor is getting into this state, what of the instructor? The latter has youth on his side; but he is, in a number of cases, as shown by a collection of young college teachers' budgets, either putting off marriage, putting off a family, or living with a wife, or wife and family, in restricted quarters—"in a room with alcove"—and meanwhile, unless he has some savings, running into several hundred dollars of debt every year.

A man in this condition of mind distrusts the social system under which he suffers, and is on the road to a conviction that it cannot be the worse for a change. Any one of us who has been ought to have something to show for it. If care and economy do not get results

in the world, it must be the fault of the system—not ours. The conclusion is that the system must be changed. Your professor, at any rate, is not getting on under it. He is being cramped and humiliated on all sides, is conscious that he is becoming quasi-miserly through over-attention to pennies—in fact, is himself living a petty and sordid life, and, what is much worse, sees those he most cares for, and for whom he is responsible, involved in the same destiny. He willingly took on the vow of poverty for himself, perhaps, but not for them. He would go into plumbing if he knew enough. He is in the clutch of an out-and-out exasperating experience, one that is destructive both of his dignity and his self-respect.

Whether, under this harrow, he reveals bolshevoid tendencies or not, a man in such a mood ought not to be teaching our sons. He is bound to be wearied and distraught, if not bitter

and cynical. It takes enthusiasm and fervor to fire the heart of youth. There is call for the clear and equable mind, sufficiently at rest as respects its own concerns to be able to spare that force upon which his charges ought to have the right to draw. As things now go, the best men will keep out of teaching, and presently the inferior ones, less robust and resistant of nonsense, may actually fall, as some have already fallen, into the status of suggestible malcontents. The heads of most professors are not yet weak enough for Bolshevism; but certain journals that dish up brain-softening compounds, full of insinuation and suggestion, are far too popular among them. To such influences they are becoming ever more "open-minded." This is dangerous. If the cure of Russian Bolshevism is more food, the prophylaxis of professorial Bolshevism is more salary.—The Review.

THE NEW WINNIPEG SCHEDULE

On another page will be found the new schedule of salaries for Winnipeg teachers. It speaks for itself. It has evidently been prepared very carefully, and, what is better, it is the free-will offering of a progressive and appreciative school board. The schedule does not come as a surprise, because the Winnipeg School Board has always led in matters of this kind. It is only natural that it should be among the first to recognize the necessity of an all-round increase at the present time. There are three points in the schedule particularly worthy of note. It makes a bid for high grade teachers. It encourages those who are successful to remain in the work. It puts a premium on wise leadership.

One of the first effects of this schedule will be that other cities and towns in Canada will be compelled to follow. They will, however, not receive the same credit as a city which took action on its own initiative.

With the city taking action such as this, what is going to be the fate of rural schools? That, of course, depends upon themselves.

In a future issue we shall take occasion to analyze the new schedule, pointing out how it differs from those in other cities, and pointing out how it could still be improved. In the meantime let us present a bouquet to the Board for what it has done. O si sic omnes!

Children's Page

Lullaby

Lullaby, oh, lullaby!
 Flowers are closed and lambs are sleep-
 ing;
 Lullaby, oh, lullaby!
 Stars are up, the moon is peeping;
 Lullaby, oh, lullaby!
 While the birds are silence keeping,
 Lullaby, oh, lullaby!
 Sleep, my baby, fall a-sleeping,
 Lullaby, oh, lullaby!
 —Christina G. Rosetti.

Jack Frost

Rustily creak the crickets; Jack Frost
 came down last night,
 He slid to the earth on a star-beam,
 keen and sparkling and bright;
 He sought in the grass for crickets with
 delicate icy spear,
 So sharp and fine and fatal, and he
 stabbed them far and near.

EDITOR'S CHAT

Dear Boys and Girls,—

This month I want to have a little talk with you about a visitor who is at present the guest of Canada, and who is winning love and golden opinions everywhere he goes—no less a person than our future king, Edward, the gallant young Prince of Wales.

In days gone by when a king visited his subjects he rode in a golden coach, drawn by prancing steeds, whose harness glittered with jewels. There was a haughty coachman in velvet and satin, and footmen with powdered wigs. Trumpeters went before him blowing on golden trumpets, and within the coach was perhaps a sick tired looking man in gorgeous clothing, bedecked with jewels and wearing a crown. As he passed he looked with indifference on the faces of the people who watched him as he went. And these people, so often sad, poverty stricken, hun-

gry, ragged, ignorant, cheered feebly for this grand figurehead, who was pampered, petted, and protected. What a different state of affairs when the Prince of Wales landed in Canada in the year 1919! Dressed in the uniform that means so much to all Canadians, the khaki of active service, the Prince stepped into the cities of Canada. Here was no pomp or glory, just a simple pleasant fair-haired young man, and yet no barrier could keep the eager people from him, no soldiers or policemen could hold them back, and the cheers that roared from thousands of throats came from full hearts, and there was love on every face. And it was not as in those old days an admiration born of fear and weakness, but the admiration of strength for strength, the love of men who fought side by side for the same cause, the admiration of every one for the sterling qualities that

make a man, whether he is prince or peasant.

To the boys and girls this is the prince of the fairy stories. Few little girls will read Cinderella or any of the dear old fairy tales without seeing this Prince's face under the plumed hat, and he will be the boys' hero, for he is a soldier, and he rode a bucking broncho with the cowboys in the West. What mother can read of his kissing the mother of one of our dead heroes as he gave her her son's decoration, without a warm feeling in her heart, and what father can look at him without pride? He is what a prince should be, not a man set apart by grandeur but a man set apart by his straight living, his courtesy, manliness and unselfishness. He whose home is a palace, and whose grandparents and uncles and aunts are kings and queens, who might easily gratify his slightest wish and be protected and guarded, lived for many years the strict life of the naval cadet on a training ship, and in the great war he stood beside our boys in the trenches of France and Flanders, sharing their dangers and discomforts. He won the Military Cross, not because he was the

son of England's king, but because he was a man among men, willing to fight and suffer, and if need be die. He knew it would give people pleasure to shake his hand, and so he stood for hours, while thousands passed before him, shaking his hand with such vigor that he could not use it for days. And so through everything he has done his own comfort and pleasure have been considered last, the pleasure of the Canadian people first; and he has won the love and loyalty of every man, woman, and child, not with a golden crown and the grandeur of ancient kings, but with the simple every day little virtues that we can all practice in our homes and schools. And so Canadian boys and girls, I want you to look up to the Prince of Wales and respect and love him, not only because he is the coming ruler of the mighty British Empire, but because, first and foremost, he is a courteous, kindly gentleman.

Crowned with the glitter of steel and the glimmer of tears,
Prince of courtesy, merciful, proud and strong.

OUR COMPETITIONS

For November—"A List of My Favorite Books."

For December—"A Visit to Santa Claus Land."

We are very sorry that the September Journal was delayed so that there

were no stories for our competition this month. It was no one's fault, so better luck next time, and be sure you send in lots of stories for November and December.

OCTOBER AND BULBS

Once again to remind you to tuck away under the warm earth some of those homely little brown bulbs that at the touch of the wand of spring turn into dancing fairies of yellow, pink and red. Think how you will love their bright colors and sweet perfume after the long winter, and plant for your home and for your school room. For indoor growing, tulips,

narcissus, crocus, hyacinths, freezias, daffodils, and Easter lilies, for outdoor growing tulips, single and double parrot tulips and Darwin tulips, which are a long stemmed late blooming variety.

Have you taken an October walk in the woods yet? Don't forget that winter comes soon, and that there won't be many more days without Jack Frost. Gather leaves for pressing and for

decorating; get fungi to study, empty birds' nests to examine, and gather moss for the flower pots and baskets you will need in your house this winter. Hurry, hurry, for winter is hard on your heels.

HALLOW E'EN

Do you know the old legends that began Hallow E'en? To begin with, the proper name is "All Hallow's Even," or the evening before the festival of All Saints. The old idea was that on this night the ghosts of people who were dead came back to earth, and many were the strange tricks they played. In the north of England this night is known as Nutcrack Night. In the old days people were what is known as "superstitious," and when things went wrong they didn't blame themselves but some old witch or bad fairy. And their idea was that Hallow E'en was the night of nights for all bad fairies, old witches and goblins. Now

Hallow E'en only means an excuse for a very pleasant party, with tricks played by ghosts and fairies who are very much alive. For school reading for that day there are several good stories which are contained in a collection called "Good Stories for Great Holidays," Olcott. The stories are: Ship-peararo, Mary Nixon Roulet, Japanese Folk Stories and Fairy Tales; Burg Hills on Fire, Elizabeth W. Grierson, Children's Book of Celtic Stories; The King of the Cats, Rhys; Fairy Gold; The Strange Visitor, Joseph Jacobs, English Fairy Tales; The Benevolent Goblin, Gesta Romanorum, The Phantom Knight of the Vandal Camp.

JACK-O'-LANTERNS

Give to each pupil scissors, paste, and a piece of yellow, red or other colored paper about five by eight inches, or square. Cut from one end of the paper a strip an inch or a half-inch wide by five inches long for the handle of the lantern. Have each pupil write his name on the handle strip of his lantern.

To fold the paper for the lantern, place the large piece on the desk, with the long side from right to left; fold the lower edge over to meet the upper edge, and crease. The crease is next to the worker. The position of the paper must not be changed. Lift the paper with the left hand. With the right cut

through the crease at right angles to about three-fourths of an inch from the edge of the paper. Next, cut a half-inch from the edge of the paper and cut one-fourth of an inch apart. Open. Paste the ends of the paper together. (Pasting together at the top and the bottom is sufficient.)

Next, fasten the strip to one end of the lantern for the handle. The lanterns may be made of white paper or manilla, but the colored paper makes prettier ones. These may be suspended, by means of crooked pins or fasteners, from a wire strung across the room or the top of the blackboard.

CHRISTMAS DREAM (Continued)

Like a flash that bright world vanished, and Effie found herself in a part of the city she had never seen before. It was far away from the gayer places,

where every store was brilliant with lights and full of pretty things, and every house wore a festival air, while people hurried to and fro with merry

greetings. It was down among the dingy streets where the poor lived, and where there was no making ready for Christmas.

Hungry women looked in at the shabby shops, longing to buy meat and bread, but empty pockets forbade. Topsy men drank up their wages in the bar-rooms; and in many cold dark chambers little children huddled under the thin blankets, trying to forget their misery in sleep.

No nice dinners filled the air with savory smells, no gay trees dropped toys and bonbons into eager hands, no little stockings hung in rows beside the chimney-piece ready to be filled, no happy sounds of music, gay voices, and dancing feet were heard; and there were no signs of Christmas anywhere.

"Don't they have any in this place?" asked Effie, shivering, as she held fast the spirit's hand, following where he led her.

"We come to bring it. Let me show you our best workers." And the spirit pointed to some sweet-faced men and women who came stealing into the poor houses, working such beautiful miracles that Effie could only stand and watch.

Some slipped money into the empty pockets, and sent the happy mothers to buy all the comforts they needed; others led the drunken men out of temptation, and took them home to find safer pleasures there. Fires were kindled on cold hearths, tables spread as if by magic, and warm clothes wrapped round shivering limbs. Flowers suddenly bloomed in the chambers of the sick; old people found themselves remembered; sad hearts were consoled by a tender word, and wicked ones softened by the story of Him who forgave all sin.

But the sweetest work was for the children; and Effie held her breath to watch these human fairies hang up and fill the little stockings without which a child's Christmas is not perfect, putting in things that once she would have thought very humble presents, but which now seemed beautiful and precious because these poor babies had nothing.

"That is so beautiful! I wish I could

make merry Christmases as these good people do, and be loved and thanked as they are," said Effie, softly, as she watched the busy men and women do their work and steal away without thinking of any reward but their own satisfaction.

"You can if you will. I have shown you the way. Try it, and see how happy your own holiday will be hereafter."

As he spoke, the spirit seemed to put his arms about her, and vanished with a kiss.

"Oh, stay and show me more!" cried Effie, trying to hold him fast.

"Darling, wake up, and tell me why you are smiling in your sleep," said a voice in her ear; and opening her eyes, there was mamma bending over her, and morning sunshine streaming into the room.

"Are they all gone? Did you hear the bells? Wasn't it splendid?" she asked, rubbing her eyes, and looking about her for the pretty child who was so real and sweet.

"You have been dreaming at a great rate,—talking in your sleep, laughing, and clapping your hands as if you were cheering some one. Tell me what was so splendid," said mamma, smoothing the tumbled hair and lifting up the sleepy head.

Then, while she was being dressed, Effie told her dream, and Nursey thought it very wonderful; but mamma smiled to see how curiously things the child had thought, read, heard, and seen through the day were mixed up in her sleep.

"The spirit said I could work lovely miracles if I tried; but I don't know how to begin, for I have no magic candle to make feasts appear, and light up groves of Christmas trees, as he did," said Effie, sorrowfully.

"Yes, you have. We will do it! we will do it!" And clapping her hands, mamma suddenly began to dance all over the room as if she had lost her wits.

"How? how? You must tell me, mamma," cried Effie, dancing after her, and ready to believe anything possible when she remembered the adventures of the past night.

"I've got it! I've got it!—the new idea. A splendid one, if I can only carry it out!" And mamma waltzed the little girl round till her curls flew wildly in the air, while Nursey laughed as if she would die.

"Tell me! tell me!" shrieked Effie.

"No, no; it is a surprise,—a grand surprise for Christmas day!" sang mamma, evidently charmed with her happy thought. "Now, come to breakfast; for we must work like bees if we want to play spirits tomorrow. You and Nursey will go out shopping, and get heaps of things, while I arrange matters behind the scenes."

They were running downstairs as mamma spoke, and Effie called out breathlessly,—

"It won't be a surprise; for I know you are going to ask some poor children here, and have a tree or something. It won't be like my dream; for they had ever so many trees, and more children than we can find anywhere."

"There will be no tree, no party, no dinner, in this house at all, and no presents for you. Won't that be a surprise?" And mamma laughed at Effie's bewildered face.

"Do it. I shall like it, I think; and I won't ask any questions, so it will all burst upon me when the time comes," she said; and she ate her breakfast thoughtfully, for this really would be

a new sort of Christmas.

All that morning Effie trotted after Nursey in and out of shops, buying dozens of barking dogs, woolly lambs, and squeaking birds; tiny tea-sets, gay picture-books, mittens and hoods, dolls and candy. Parcel after parcel was sent home; but when Effie returned she saw no trace of them, though she peeped everywhere. Nursey chuckled, but wouldn't give a hint, and went out again in the afternoon with a long list of more things to buy; while Effie wandered forlornly about the house, missing the usual merry stir that went before the Christmas dinner and the evening fun.

As for mamma, she was quite invisible all day, and came in at night so tired that she could only lie on the sofa to rest, smiling as if some very pleasant thought made her happy in spite of weariness.

"Is the surprise going on all right?" asked Effie, anxiously; for it seemed an immense time to wait till another evening came.

"Beautifully! better than I expected; for several of my good friends are helping, or I couldn't have done it as I wish. I know you will like it, dear, and long remember this new way of making Christmas merry."

Mamma gave her a very tender kiss, and Effie went to bed.



Schedule of Salaries

The following schedule of salaries has been adopted by the Winnipeg School Board. It will become effective in January, 1920:

It was recommended that, beginning with January 1, 1920, members of the various departments of the school service shall be paid as follows:

	Minimum	Annual Increase	Maximum
Principals of High Schools	\$3,400	\$100	\$4,000
Assistants in High Schools—Men	2,200	100	3,000
Assistants in High Schools—Women.....	1,500	100	2,200
Instructors in Manual and Mechanical Arts in High Schools	1,800	100	2,500
Instructors in Domestic Science, Household Arts, and Physical Culture for Girls.....	1,400	100	1,900
Men Principals of Elementary Schools of 10 to 15 Rooms	2,200	100	3,000
Men Principals of Elementary Schools of 16 rooms and upwards, who have reached the maximum salary of previous clause	3,100	100	3,400
The present Principal of the Earl Grey Junior High School	3,300	100	3,600

Except where, by resolution of the Board, the salary of the Principal has been or may hereafter be fixed at a special sum for principalship plus the schedule salary for the grade taught, the minimum salary for women principals shall be \$1,700, with increase of \$100 per annum until a maximum of \$2,200 is reached.

Teachers holding only Second Class Professional certificates, to be eligible for appointment, must present satisfactory evidence of having had at least three years' experience in teaching subsequent to a recognized course of Normal training.

Teachers holding First Class non-Professional certificates, who have satisfactorily completed the course of Normal training required for Second Class Professional standing, and who have not had two years' satisfactory

teaching experience, subsequent to a recognized course of Normal training, will be eligible for appointment to the elementary staff on probation under the following schedule:

- First 5 months at the rate of \$800 per annum.
- Second 5 months at the rate of \$850 per annum.
- Third 5 months at the rate of \$900 per annum.
- Fourth 5 months at the rate of \$950 per annum.

Teachers who have obtained such First Class non-Professional certificates through graduation from a recognized university and who have otherwise complied with the conditions specified in the foregoing, shall begin at the third stage of this probationary schedule.

The position in this probationary schedule of teachers who have had less than two years' experience in teaching, subsequent to a recognized course of Normal training, will be determined at the time of appointment on the recommendation of the School Management Committee.

Teachers already in the employ of the Board who have had less than one year's experience after completing the course of Normal training required for Second Class Professional standing,

shall be paid from 1st January, 1920, as if this schedule had been in force at time at which such teachers entered the employment of the Board.

Teachers appointed on probation shall, upon the completion of the probationary period, be eligible for transfer to the regular schedule for elementary teachers at initial salary of such schedule.

Elementary grade teachers shall be paid according to the following schedule:

Grades	Annual		
	Minimum	Increase	Maximum
1 to 4	\$1,000	\$50	\$1,500
5	1,050	50	1,550
6	1,100	50	1,600
7	1,150	50	1,650
8	1,200	50	1,700
*Home Economics	1,000	50	1,500
Manual Training Teachers—Men	1,500	100	2,200
Supervisors	1,700	100	2,100
Assistant Supervisors	1,400	100	1,700
School Nurses (street car transportation or \$50 in lieu thereof to be supplied by School Board)	1,050	50	1,200

* All teachers of Home Economics in the elementary grades who, by the application of the foregoing schedule, on 1st January, 1920, would receive an immediate increase of less than \$100 per annum will be so advanced in the schedule as to become entitled to such increase.

Other salary recommendations are as follows: Supervisor of manual training and technical education, \$3,200; supervisor of physical training for boys, \$2,400; chief medical inspector, \$3,200; assistant medical inspector, \$1,250; chief dental inspector, \$3,000; chief attendance officer and supervisor of caretakers, \$2,700; school attendance officers, men, minimum, \$1,400; maximum,

\$1,600; women, \$900 and \$1,200.

That substitute teachers shall be paid on the certificate of the principal, countersigned by the superintendent, as follows:

High schools—\$7.50 per day.

Elementary schools—For teachers having Normal training, \$4.00 per day. For teachers not having Normal training, \$3.50 per day.

Book Review

The Great War in Verse and Prose—
J. E. Wetherall, B.A. published by the King's Printer for the Province of Ontario, and recommended by the

Minister of Education for Ontario for use in the schools. This is a little book which should be in the hands of every teacher of both rural and city schools.

It contains the well loved war poetry of such men as Kipling, Newbolt, Begby, Colonel McCrae, Alan Seeger, Oxenham, to mention only a few of the best known; and extracts from the most famous speeches of Lord Kitchener, Lloyd George, Sir Robert Borden, Hon. Arthur Balfour, Marshall Joffre, Sir Douglas Haig, President Poincare and President Wilson. If it were possible to provide the scholars with copies of this collection which costs only twenty-five cents, it would help to keep alive the very best of the spirit which animated this and every Anglo Saxon country during the long years of the Great Struggle.

The Little Visitors—Daisy Ashford.

A little book, the manuscript of which was written by a nine year old child, and a short time ago discovered and published, with a delightful introduction by J. M. Barrie. The author is now a woman, but has never written anything since her childish effort, but her name was made when this most original little book was published. It has run into four editions in London, and should amuse any one whose sense of humor has strength enough to know it exists. The author, whose photograph shows a very precocious looking little girl with a rather superior smile, has evidently gleaned her knowledge of life from overheard conversations and from books beyond her age. With no knowledge of the conventionalities of life, or the proprieties, she innocently places her characters in the most embarrassing positions with most amusing results to the reader. Her power of word sketching is wonderful, a brief sentence brings us into intimate acquaintance with the hero, "Mr. Salteena was an elderly gentleman of forty-two, very fond of entertaining company." He acknowledges himself as "very fond of the society of ladies, and not quite a gentleman, but that can't be helped." The delightfully innocent snobbery of the book in these days of rampant democracy is one of its quaintest features. It is **not** recommended as a text book but

as an amusing hour's reading for the weary pedagogical brain.

Flag and Fleet-Col. William Wood.—

The main lesson sought to be told in this book is the might of control of the sea.

Colonel Wood upon whose shoulders fell the mantle of Admiral Mahan, is recognized to-day throughout the English-speaking world as the one authority on matters naval, and has a number of books on that subject to his credit. His great love of the subject and his appreciation of being chosen by the Navy League to give his message to boys and girls, has enabled him to bring his beautifully clear style down to the compass of the young people in the upper grades of the Public Schools and the first year of High Schools. The narrative therefore is one that can easily be comprehended by them, and yet it is sufficiently interesting and touches on so many matters of historical incident that any grown-up may read it with the greatest pleasure.

Starting with the early man who escaped from or beset his enemies by using a log for transport rather than going by land, Colonel Wood unfolds a progressive story through the age of the rowers, the sailing age, the age of iron and steel, to the time when Britain's power at sea proved to be the cause of Germany's defeat.

The narrative is made picturesque throughout by thrilling incidents of sea warfare, always with a point of emphasis, and, between each book, a wonderfully well-selected series of poems illustrative of that particular part of the subject. The book is handsomely illustrated.

Not the least striking feature of the book is the cover design, showing Neptune and Britain in amity on the beach, symbolizing their joint power over the sea.

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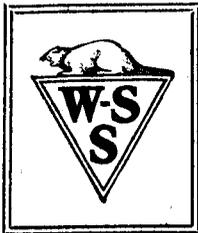
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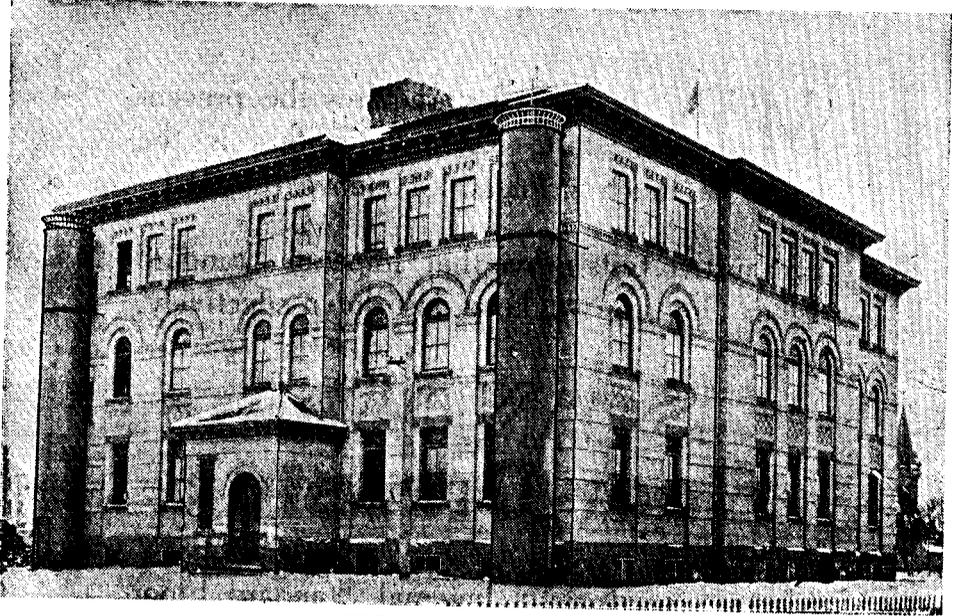
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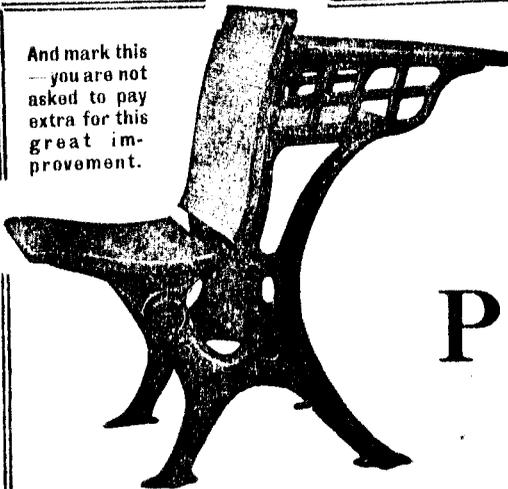
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