

The Western School Journal

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Kitchener

By R. J. C. Stead

“Weep, waves of England! Nobler clay
Was ne'er to nobler grave consigned;
The wild waves weep with us today
Who mourn a nation's master mind.

We hoped an honored age for him,
And ashes laid with England's great;
And rapturous music, and the dim
Deep hush that veils our Tomb of State.

But this is better. Let him sleep
Where sleep the men who made us free,
For England's heart is in the deep,
And England's glory is the sea.

One only vow above his bier,
One only oath beside his bed:
We swear our flag shall shield him here
Until the sea gives up its dead!

Leap waves of England! Boastful be,
And fling defiance in the blast,
For Earth is envious of the Sea
Which shelters England's dead at last.”

Winnipeg
October, 1916

Vol. XI
No. 8

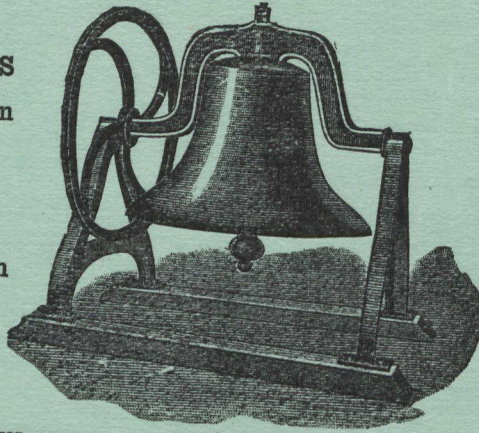
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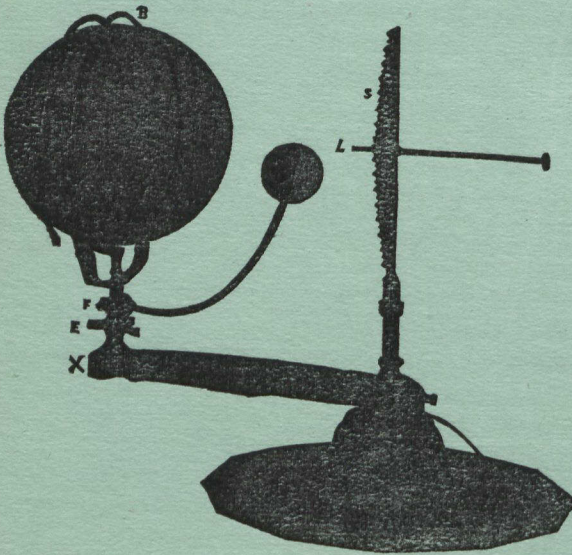
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The Western School Journal

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The Western School Journal

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VOL. XI

WINNIPEG, OCTOBER, 1916

No. 8

Editorial

Examination Standards

In the last issue of the Journal there was an article dealing with examinations. It was held in this article that a school cannot be judged by the result of written examinations. Since this issue a number of communications have been received in which the Journal's advocacy of this point of view is commended and it has been suggested that something further be written to show that even under the fairest conditions examinations are not a trustworthy test.

In a recent work edited by Mr. Starch of the University of Wisconsin, numerous diagrams are given to show how widely even expert examiners differ in their marking of students. In literature, arithmetic and geography there is the same story to tell. The marking ranges from 55 to 95 per cent. for the same paper. It is not likely that the examinations held here at midsummer are any fairer to students than those held elsewhere.

It is very easy to see how there should be a wide difference in marking. If one were examining a student to find out if he were able to take a position as an accountant in a bank he would naturally deduct marks for every error in calculation. If he were examining a student to test his ability to go on to the next grade he might ignore calculation, and mark for power of thought. It would be the same in marking every other subject.

In the marking of papers at midsummer, however, there should be no need of a very great difference in valuation

and it would seem necessary for all examiners in a subject to agree upon a standard. In writing they might take either the Thorndike scale, or the Ayers scale. In composition they might follow the scale of Prof. Hillegas. Better still, if all the examiners of a section were to meet together and fix standards for reference there would be a general feeling that none of the candidates would be marked unfairly.

We should like to commend to all teachers the reading of such a book as Mr. Starch's. It is provocative of thought even if it is not entirely convincing. The reason that it does not convince fully is very clear. It can be illustrated by reference to a discussion that took place in educational circles about twenty years ago. Some genius propounded the problem, "What color do children like best?" with the result that everyone in the country began making experiments. A certain percentage liked red, another percentage brown or green, etc. After a time somebody said, "It is absurd to ask a question like that, for children may like one color best in fruit, another color in dress and another when they come to look at the sky." In other words, aesthetic appreciation is linked with utility and conditions of environment. It is impossible to say what color is a favorite with children or grown people. So it is impossible to fix a standard in writing, composition or literature that can be used on all occasions. The standard in Grade I. will put emphasis on good form, the standard for Grade VIII. on freedom of movement. In

other words, speed and legibility are not of the same importance with all children. The standardization of marks is an excellent thing, provided standards do not become too fixed.

The Journal would be very pleased to have this problem discussed by its readers.

Expert Direction

In American and Canadian cities there is a growing feeling that the ordinary form of government is far from satisfactory. It is held that men who have not been trained for civic administration must of necessity make blunders. The cry is for government by experts.

In provincial and federal affairs the same demand is being made. Under our system of representative government, the head of a department need know practically nothing about the work for which he is responsible. A minister of mining may not know copper from brass, a minister of agriculture may not have so much as raised cabbages in his back yard. This would not be so bad if it were not so common for occupants of office to have assurance in inverse ratio to their knowledge. Zeal without knowledge leads to errors of all kinds. Safety lies in expert direction. This is as true of government of cities and countries as it is of the management of factories and trading corporations.

This was the argument of a teacher who took the ground that in matters of education only members of the profession have a right to express an opinion. "Why," he said, "in business in medicine, in law, no one's opinion is accepted for anything unless he can present his papers of qualification, but every jackass thinks he is an authority on education."

Our teacher was not quite sound in his argument. Everybody does know something about education, for everyone has been educated for better or worse, and everyone has in his own way

played the part of educator. Moreover, everyone has met with educated and uneducated men and has made comparisons that have more or less value. Indeed, the teacher as an educator in one special field may have failed to judge of education in the large. Teachers, indeed, sometimes have very narrow vision and very limited sympathies. They are experts if you like in handling classes and in methods of teaching, but they may know little of life and its values, and therefore may be anything but educators. To be an expert in education one must be broad enough to comprehend great issues, he must know society and its needs, and in a general way must know how these needs are to be supplied. Whether he is a good or poor "methodist" is of comparatively little importance.

The people whose opinion in education is worth something are the men and women who have had life experience—mothers who have had troublesome boys, fathers who have had useless boys, mothers and fathers who have known the joys and sorrows of parenthood, business men and professional men who have met all classes and conditions of people, social workers who have attempted to solve all manner of problems, and above all those who have mingled with little children and know them from the heart outward.

The men who can never be reliable experts in education are the mere theorist, the statistician, the man with only local knowledge and the man with narrow sympathies. Most unreliable of all is the man who "used to teach school," but who is now in one of the professions or powerful because of his wealth or position. A gentleman last week said this: "For twenty years I taught school, and my opinion on educational matters was never regarded seriously; but the minute I left teaching and took to store-keeping I was looked upon as an authority in all school matters."

Yet it is clear that education, as well as business of all kinds, to be success-

fully administered must be under the direction of experts. But experts should have real qualification.

In this connection the Journal learns with great satisfaction of the appointment of a thoroughly competent director of manual work in four towns of southwestern Manitoba. May this go

on until our schools are officered by those who are capable of guiding in every department. Municipal purchasing agents, play-ground instructors, medical officers and the like are all necessary and possible. All that is required is the Municipal School Board. That is the key to better schools.

For the Month

The Seed Traveller

It strays, it floats, it sails, it glides
By Bird Express and gentle tides;
It springs and jumps—yet often bides
On ragged ledges, seamy sides.

It clutches, elings with hook and prong
To shaggy coats and journeys long;
It flies on pinions swift along
When shrieking winds are fierce and strong.

It rolls, it skips, it rests, it sows
Itself, by curious art it knows;
And by and by when no one trows
This vagrant seed takes root and grows.

—May Hall.

The House and the Road

The little Road says go,
The little House says stay;
And oh, it's bonny here at home,
But I must go away.

The little Road like me,
Would seek and turn and know;
And forth I must, to learn the things
The little Road would show!

And go I must, my dears,
And journey while I may,
Though heart be sore for the little House
That had no word but stay.

Maybe, no other way
Your child could ever know
Why a little House would have you stay,
When a little Road says, Go.

—Josephine Preston Peabody.

A HALLOW E'EN PARTY

Make a folded invitation with the cats and witches stencilled around the following verse in the centre, with black border.

The dreadful ghosts, they walk tonight in groups of three and five,
 All clad in sheet and pillowcases; the witches come alive,
 And sail on brooks thru midnight skies; the black cats on the fence
 (And they are souls of sinners dark) their woeful wails commence.
 And in our kitchen there's a tub with apples floating round,
 And by the big hall fireplace there are chestnuts by the pound.
 And on the sideboard, see, I've set the candles in a row
 So we can read our fortunes in their cheery, blinking glow.
 The tables piled with doughnuts and grape juice brims the jug;
 Now witches, ghosts, and friends, and all, come fill you each a mug!
 This is the night for fearsome stunts, for ghostly pranks and queer;
 We'll bob for apples, chestnuts roast, blow candles, make good cheer.
 Come all of you; and don't forget. But this remember, too:
No Humans are allowed; just ghosts and witches.
 Which are you?

If you can get someone to tell fortunes, either with cards or in tea cups, make a witch's cap of black cotton for her, put a black cloak around her, and fix up a mysterious dark corner on the landing or in a cupboard doorway or any little odd corner. See that there is no light there except from a Jack o' Lantern hung close by, and if you can get a black cat to lie purring near it

would help. All the other Hallow e'en games and tricks you no doubt know.

You will find your guests will not be very hungry for supper after they have nibbled apples, pulled toffee and eaten pop corn and chestnuts; and a few sandwiches, and lemonade or cider, and perhaps a piece of pumpkin pie for each guest would make a very nice supper, and not give anyone too much trouble.

It was autumn, and incessant
 Piped the quails from shock and sheaves,
 And, like living coals, the apples
 Burned among the withered leaves.
 —Longfellow.

Guard well thy thoughts; our thoughts are heard
 in Heaven.

I love to wander through the woodland hoary
 In the soft light of an autumnal day,
 When summer gathers up her robes of glory,
 And like a dream of beauty glides away.
 —Sarah Helen Whitman.

In fact what we learn at school and in college is but the foundation of the great work of self-instruction and mutual instruction with which the real education of life begins when what is commonly called education is finished.—Edward Everett.

OUR INSPECTORS

Inspectoral Division No.	NAME	ADDRESS	MUNICIPALITIES
1	J. S. Peach	Swan River	Swan River, Minitonas, Ethelbert and unorganized territory.
2	F. H. Belton	Roblin	Russell, Silver Creek, Rossburn, Shellmouth, Boulton, Grandview, Shell River, Hillsburg, and unorganized territory north of Shell River and Hillsburg and south of Swan River Municipality.
3	J. Boyd Morrison	Hamiota	Ellice, Birtle, Shoal Lake, Strathclair, Blanchard, Hamiota, Miniota, and some unorganized territory north of Strathclair Municipality.
4	W. R. Beveridge	Virden	Wallace, Woodworth, Pipestone and Sifton.
5	Geo. Hunter	Deloraine	Edward, Arthur, Brenda, Winchester, Albert and Cameron.
6	A. B. Fallis	Neepawa	Saskatchewan, Olanah, Langford, Harrison, Minto, Rosedale, Clanwilliam, and some unorganized territory north of Harrison and Clanwilliam.
7	A. J. Hatcher	1240 Lorne Ave., Brandon	Glenwood, Oakland, Whitehead, Cornwallis, Daly and Elton.
8	W. J. Parr	Killarney	Morton, Turtle Mountain, Roblin, White-water and Riverside.
9	A. A. Herriot	Gladstone	Lansdowne, Westbourne, McCreary, and a small portion of unorganized territory north of Westbourne Municipality.
10	J. E. S. Dundop	655-11th St., Brandon	South Cypress, Victoria, North Cypress and North Norfolk.
11	D. S. Woods	Miami	Strathcona, Argyle, Lorne and South Norfolk.
12	J. W. Gordon	Manitou	Louise and Pembina.
13	T. M. Maguire	Portage la Prairie	Cartier, St. Francois Xavier and Portage la Prairie.
14	W. C. Hartley	Carman	Thompson, Roland, Dufferin, Grey and Macdonald.
15	A. L. Young	36 Furby St., Winnipeg	St. Boniface, Springfield, Tache and Ste. Anne.
16	E. E. Best	166 Chestnut St., Winnipeg	Fort Garry, St. Vital, West Kildonan, E. Kildonan, West St. Paul, East St. Paul, St. Andrews and Rockwood.
17	E. D. Parker	47 Knappen Ave., Winnipeg	Charleswood, Assiniboia, Rosser, Woodlands, St. Laurent and Coldwell.
18	E. H. Walker	Dauphin	Gilbert Plains and Dauphin.
19	W. Van Dusen	Box 123, Stonewall	Kreuzburg, Gimli, Bifrost, and unorganized territory north of Bifrost and north of the East half of Municipality of Coldwell.

Inspectoral Division No.	NAME	ADDRESS	MUNICIPALITIES
20	M. Hall-Jones	284 Yale Ave., Winnipeg	Franklin, Stuartburn, Sprague, La Broquerie, and unorganized territory east of La Broquerie to the eastern boundary of Manitoba.
21	R. M. Stevenson	Morden	Stanley, Rhineland and Montcalm.
22	R. Goulet	St. Boniface	Morris, Ritchot, De Salaberry and Hanover.
23	A. Willows	29 Lenore St., Winnipeg	St. Clements, Brokenhead, Whitemouth, and unorganized territory east of the organized municipalities and south of the line between Townships 6 and 7.
24	G. R. Brunet	St. Boniface	Unorganized territory north of Coldwell Municipality and west of the line between Range 3 and Range 4.
25	H. W. Watson	205 Walnut St., Winnipeg	Ochre River, Ste. Rose, Lawrence, Mossey River, and unorganized territory east of Ste. Rose and north of Westbourne.

Trustees' Bulletin

A NECESSARY DIVISION OF LABOR

By a Trustee

It is needless to say one of the main purposes of our Trustees' Association is to arouse and foster interest in education and educational work, particularly among school trustees. That there is need for such stimulation is, in many places, painfully evident; that too many of those who, perhaps in a moment of generous abandonment and self-sacrifice, have allowed themselves to become public "servants," and have undertaken to carry a not unimportant share of "the white man's burden," do not realize and live up to the responsibilities of their undertaking cannot be gainsaid.

Maybe it has been so always, maybe it will be so, more or less, until the end; but if it cannot be wholly cured, the condition can at least be modified, and it is the plain duty of everyone who recognizes the everlasting importance of educational work to spread that gospel in season and out of season—to sow a seed wherever and whenever it may spring up and bear fruit.

There is no place where such seed can

be sown more successfully than at local association meetings.

The Provincial Association has done good work in the past and may be expected to do even better work in the time to come, yet it may safely be said that local associations—if only trustees can be interested and brought to attend their meetings—have before them, if not a wider field, probably greater possibilities. And this mainly because they work closer to the people, for it is close to the people that the best, the most intimate and far-reaching work is ever done.

It may not be out of place, at this point, to give one man's idea of the relative spheres of the two parts of our organization, for that they cannot cover exactly the same ground goes without saying.

Let it be understood that these views are purely personal, that they are put forward not as being beyond dispute, but with the confessed purpose of bringing out the views of others, and, if possible, of leading to a definite conclusion.

It has been clear for some time that, owing to the increased number of trustees attending, and owing to the multiplicity of subjects—to the point and otherwise—brought up for discussion, the annual Provincial Convention has become cumbersome and unwieldy. This is no matter for regret, it is the inevitable consequence of the success of the Association, and therefore a cause for congratulation.

It merely leads to the next step in our progress—in the evolution of our organization—it obliges us to provide other "parliaments" to take over a part of the work hitherto attempted by the annual Provincial Convention, or perhaps to arrange and prepare material for the larger gathering. The local association would to a certain extent do the work of the threshing machine, the Provincial Convention that of the fanning mill. If one is asked to come to particulars, and to say definitely what part of the work should be assigned to each, one might answer broadly, that local association meetings should be devoted mainly to the discussion of trustees' problems and difficulties, and to the exchange of views and experiences, leading, if it were thought advisable, to resolutions.

The Provincial Convention on the

other hand, being very properly looked to as the main source of ideas, of inspiration and of enthusiasm in our work, should give much of its time and attention to addresses from leading educationalists, educational authorities and others, dealing of course also with such resolutions and other matters as should be referred to it by the local associations.

This is not to say there should be no addresses at local meetings, nor that resolutions should not originate at the Provincial meeting, but merely that the work should be divided generally on the lines indicated.

Whether or not these views commend themselves to the reader is not very material. What is material is that trustees should get thinking about the association and its work, that they should take a lively and intelligent interest in it, that each should feel that he has a personal responsibility and a personal duty in regard to it, and that all should realize that the success of an organization depends on what each individual member puts into it. The effort, the co-operation, and the enthusiasm of everyone of us is needed if we would do our part by our country in its greatest work—the real education of the generation that is to follow us.

MOTHERS' DAY IN SCHOOLS

The following letters speak for themselves. What the ladies of Portage la Prairie Municipality are doing, the ladies of other municipalities are no doubt also doing, and if so, we would be glad to hear from them. Our trustees are realizing more and more the help and assistance that the ladies, and especially the mothers, can give if the trustees will only let them.

We trust that all our local associations will look into this matter and see if they cannot increase the efficiency in the trustee boards, as well as of the school, by encouraging the hearty support and sympathy that the ladies are willing to give if they only get the opportunity.

To the School Trustees of the Municipality of Portage la Prairie

The Department of Education has provided a "Mothers' Day," a special privilege extended by them to mothers to visit the school in which their children are taught, and to get acquainted with the teacher. It is respectfully submitted to the rural school trustees that they also have one visiting day (Thursday, November 9th, 1916, being suggested as the date) on which two mothers chosen by the trustees, and invited by them, visit and inspect the school, and send in their report of visit and inspection to the trustees.

It is felt that there are some matters relating to the school that mothers

should enquire about, and not leave entirely to the teacher. This can only be done by the trustees co-operating with the parents and asking their kindly consideration of such matters.

Yours very sincerely,

The Committee of Management for the Rest-room of the Portage la Prairie Municipality.

To the Mothers:

There are some matters of interest relating to the school which should not be left entirely to the teacher, and that

the mothers should enquire into themselves. We therefore extend to you a hearty invitation to visit the school on Thursday, November 9th, 1916, and send us a report of your visit. Mrs. has also been invited to go with you. We want the mothers to co-operate with us in our endeavors to educate that part of the rural population which has been given into our care in the best manner possible.

Yours very sincerely,

Secretary School Board.

FOR BETTER SCHOOLS

The following are lines of improvement suggested by 2nd class Normal students as still possible in our rural schools:

1. Heating, ventilation, lighting, architecture.

2. Closer relationship of parents with the school.

3. Abridged course of study for Grade VIII.

(Leave out geometry and put in geography).

4. Organized school play.

5. Hot lunch.

6. Manual work by a travelling expert.

7. Ornamentation.

8. Introduction of the principle of self-government.

9. The school should be a community-centre.

10. Better equipment.

FIRE PREVENTION IN SCHOOLS

The protection of pupils from fire and panic is the first duty of those in charge of schools. Schools will soon be re-opening for the autumn term and the institution of fire drills should be undertaken without delay. The first day of school is not too early for this purpose. Many scholars will be new to the school or, by promotion, will be unaccustomed to their surroundings and, in case of fire or fire alarm, disastrous results might follow.

In an eastern city, within ten days after the opening of the last school term, two fires occurred, fortunately during the absence of the pupils. In these schools fire drill had been undertaken at the inception of the term. The occurrence of fires so early in the school term, however, demonstrates the neces-

sity of giving first attention to this form of security to pupils.

The principal and teachers should also familiarize themselves with the school building, noting any dangerous conditions for immediate attention.

Accumulations of paper, disused furniture and school supplies are stored in basements and attics and, accentuated by deposits of dust, create serious fire-danger from spontaneous combustion. Chimneys or pipes passing through attics should be carefully inspected for any cracks or defects from which sparks could be emitted.

The care of waste paper is important. Metal waste paper baskets should be used and the contents burned as soon as the baskets are full; under no circumstances should they be allowed to

accumulate. The burning should be done in a safe place, away from frame out-buildings or fences, and should be carried out either by the teacher personally or by some reliable senior pupil.

The heating apparatus, be it stove or furnace, should be carefully examined and placed in fire-safe condition.

Ashes should be kept in metal containers and should never be deposited near frame buildings or wooden fences. Wood should not be placed close to the stove or furnace to dry. This is a very dangerous practice, and has caused many fires.

All doors leading from class-rooms, corridors and school buildings should open outward and should never be locked during school hours.

In the larger schools where a janitor is employed it should be a part of his duty to make a daily inspection of the school premises, from basement to attic.

This should be imperative and not simply a matter of convenience.

The position of janitor or caretaker of a school is an important one. The custody of valuable property and the protection of many lives are in his keeping. Too often the only qualification for this position is the low salary at which a man may be secured. The position should be made one of ample salary and a reliable and qualified occupant employed; strict attention to duty should then be insisted upon.

There has been a material reduction in the number of school fires during the past few years. In 1913 there were 35 school fire losses, in 1914 there were 26, while in 1915 there were only 11. It is hoped that 1916 will show that, owing to the greater care exercised by those responsible, school fires have been entirely eliminated.

DEMONSTRATION SCHOOLS

The road to improvement in nearly every field of effort is the way of imitation. At least it is so in the beginnings of movements. If we are to have better rural schools it is necessary for some one school to set an example. It is not necessary for any one school to set the example in everything, but every school should set the pace in something. In what particular is your school leading the way? Is it in building, or grounds, or equipment, or teachers' residence, or library, or well, or playground, or school garden, or teacher, or social leadership, or in night-classes, or in parents' meetings, or trustees' visitation, or in salaries paid, or in

moral training? Would it not pay to have the grants—legislative and municipal—depend almost altogether upon the willingness of the people to help their schools? The best help can often be given without the expenditure of a cent of money. How much would your school receive if it depended upon the earnestness and devotion of people and trustees? Are there not some schools that deserve twice as much as others because they do twice as much for the province by turning out a better class of citizens? Would it not be right for the Department of Education to establish a few demonstration schools as ideals?

WHY BOYS LEAVE THE FARM

Last week this problem was discussed in one of the Normal schools. The class was made up for the most part of girls who had been born and bred in the country and who had had experience in the rural school. Among the reasons given were these:

1. Some country boys do not like farming.
2. Some boys are crowded out because there is not enough land to go around.
3. Some are tired of the monotonous life.

4. Some want more social opportunities.

5. Some think opportunities are greater in towns and cities.

6. Some have no ownership and wish to earn for themselves.

7. Some desire entertainment.

It was agreed that in some cases the best thing that could happen would be for a young fellow to follow his own inclination, but it would be regrettable

if all who had a craze for city life should leave the farm. The one remedy that was proposed was to make the home attractive. Not one out of forty who gave their personal experience held the school responsible for the feeling in the minds of the young men. The ground was taken that the school might possibly do something more to keep boys on the farm, but it has certainly not been an agent in driving them off the farm.

IT COSTS LITTLE

One reason why trustees refuse to make improvements in their schools or furnish necessary equipment, is the initial cost. Suppose for example the cost of installing a modern furnace is \$125.00. Every ratepayer thinks he has to pay the whole thing. As a matter of fact, all the Board of Trustees has to do is to borrow the sum at 8%. The real cost is then only the interest, which in this case would be \$10.00. If there are 20 ratepayers each will have to pay 50 cents a year. The question he would

have to ask himself is if it is worth 50 cents to have his children live in comfort and health for a year. It is reckoned that a capital expenditure of \$600 would fit up a building and grounds in splendid fashion so that they would be attractive to children, and so that more efficient work could be done. The cost to each ratepayer would not be more than the price of a few plugs of tobacco. Are the children worth this outlay?

SCHOOL GARDENS NOT A FAD

"The school garden idea is not a fad," declares Dr. C. D. Jarvis, of the U. S. Bureau of Education. "It is an outward expression of an inborn belief on the part of hundreds of teachers and educators throughout this and other lands that children need some kind of active experience to vitalize their school studies. It is also an expression on the part of thousands of parents of the belief that in order to acquire habits of industry and to appreciate the dignity of labor, boys and girls at an early age should be encouraged to engage in some kind of wholesome employment."

Dr. Jarvis has made a plan for the introduction and promotion of garden work in the schools. This plan provides for a system of home gardening

in each city graded school. The child's garden in the home back yard, when under school supervision, will supply every opportunity offered by the school garden and will do much more. It obviates many of the troubles of the school garden, such as that of stealing, fencing, protection, limited funds, summer vacation, insufficient land, and others. The home garden, furthermore, usually provided sufficient ground to grow enough produce to supply the home and to put the enterprise on a commercial or business basis. The child with a garden embracing 2,500 square feet or over is able to raise at least ten dollars worth of produce, and to obtain a fair idea of the possibilities of gardening.

Contributed Articles

PRACTICAL EDUCATION

This is what my girl had for homework last night: 1. Make out a topical analysis of a poem. 2. Analyze a complex sentence and parse the underlined words. 3. Make a triangle equal in all respects to another triangle. 4. Draw a map of Patagonia. 5. Learn to spell a list of 25 words ending in ance and ence. 6. Look up the meaning of each word.

Another girl who does not go to school spent her evening in this way:

1. Sewing. 2. Practising at the piano. 3. Making a cake. 4. Reading the Book of Knowledge.

Which was getting the real education, the thing that will count in life? Which was adding to her stock of valuable knowledge, her idea of beauty, her capacity for service? Which of the two do you think was the happier?

Isn't it sometimes an advantage for a pupil to stop out of school? What can you say of your school?

THE EDUCATION OF THE FARM GIRL

By W. A. McINTYRE

Surely it may be taken for granted that the work of the school should have direct or indirect relation to the work of life. Life is worked out in institutions such as the family, the vocation, the church, the state, the social gathering. School life should, by direct or indirect effort, fit for life in institutions. When a technical school, such as a medical school, gives instructions in surgery or furnishes opportunity to its students for hospital practice, it is giving direct preparation for life in a vocation; when an elementary school is developing right habits, tastes, standards and increasing the pupil's stock of general information, it is giving indirect preparation for life and that not in any limited sense. It is probably true that the elementary school should limit itself chiefly to indirect preparation for life. It should think of "the child rather than the trade," of the life centred in the school—that is, the child's present—rather than the life centred in trade, commerce, political and social undertakings—that is, the child's future.

While this may be accepted as a general truth, it will also be granted that the activities of the school, through the pursuit of which the desired qualities

of heart and mind are developed, might have most significance and most influence when related directly to life outside of school—the life of the home, the street, the shop, the farm, the social gathering and the like. In other words practical studies are likely to have the highest educational value. The school which touches the real life of the pupil at only one or two points is a misfit. It should touch life at every point. The school, indeed, should be participation in life in order to be a preparation for life.

Much has been written about the education of the farm boy. Not quite so much has been said about the training of the farm girl. Yet it is no faulty judgment that accords to the woman on the farm the most important position in western society. She has, despite handicaps and discouragements, exalted sweetness and goodness in a land too much given to greed and too careless of the niceties of existence. When the history of this land comes to be written the first place for bravery, devotion and patience will be given to the women pioneers of the prairie—the keepers of the lonely homes. But this is aside from the mark. We do not wish just

now to exalt past achievement, but to enquire if the public school, and more particularly the rural elementary school, is doing all that might reasonably be expected of it to prepare the girls on the farms, directly or indirectly, for the duties and opportunities of life.

It is impossible to approach such a problem in a general way, for the preparation required in one locality may differ fundamentally from that required in another, and there may be agencies co-operating with the school in one district that are inoperative in another. These points may be made clear by one or two illustrations. First, suppose it is a typical Canadian settlement of the olden type. The mothers can all sew, cook, make butter and cheese, take care of the garden, raise poultry and the like; they are intelligent and refined in manner and accomplishment. They are fond of reading, and many of them can play a musical instrument and sing. They are at home at a party or at a social gathering. They go to church, they take a pride in beautiful things, they associate with their children and are careful about their education. All this and much more. Now in the second place, suppose it is what is known as a foreign settlement of the unfortunate type. All foreign settlements are happily not of this type. The women are unable to read. They have not the desire nor the means to procure beautiful things. They cannot keep their homes clean nor do they know the meaning of ventilation. Their cooking is vile. The children are dirty and their morals are corrupted. And so the picture might be continued. It surely is clear that the need in one case is not the same as in the other, and that the public school can render in one case a service that is not demanded in the other.

Once again, contrast two districts, one in which there is a women's organization—a homemaker's club, or a woman's institute or a home economic association—and another district in which women have no such advantage and in which there are no opportunities for co-operation or friendly intercourse. Is it not clear that in these cases both the

needs of the people and the opportunities of the schools are essentially different.

But granted that schools in different localities and under differing conditions must emphasize different activities, it may be asked if schools should ever depart from their normal function and attempt to do the work of other forces in education. One of the gravest faults in education at any time is to impose upon the school duties that should be performed, and can be better performed, by other agencies. There are times, however, when an institution is justified in exceeding its legitimate function. Often the school is doing its best service for the individual pupil and the community when it instructs in the duties of the home and the vocation, or the wider duties of citizenship.

If the woman on the farm is to do her work wisely and well there are many things she must know and many things she must be able to do. Consider, for instance, what is included in a list such as this: Housekeeping, food, clothing, children, garden, stable, poultry-yard, dairy, hygiene, keeping of accounts, disease and sickness, social life, home entertainment, religious training. This, of course, does not include everything, yet each heading suggests the necessity of a wide range of knowledge and the possession of great skill in planning and performing. Moreover, a little consideration will make it clear that the most essential qualification of all in the good housewife is the possession of a stock of good habits represented by such words as cleanliness, thrift, economy, patience, system, good taste and cheerfulness.

Now, if, with this thought in mind, we picture again the community in which the thrifty Canadian housewife dwells we can see that the school need give to the girls but little instruction in all that pertains to housekeeping. The mothers know more than young teachers just out of school. Of course the school may give some such instruction for educational reasons. In the other community described, the very best help that can be given to growing

girls will have to do with housekeeping. The three R's will be taught as a matter of course, but the main part of instruction and training will have to do with practical matters. Even children of the junior grades can receive practical assistance. Here, for instance, is a series of lessons that might be given during the course of a term:

How to scrub a floor; how to dust and sweep; how to arrange a pantry and kitchen; how to make the bed; how to make a room look tidy; how to set the table; how to use knife and fork; how to speak at table; how to wash dishes; how to cook a few simple dishes; how to hang up clothes; how to clean and press clothes; how to mind the baby; how to plant and care for a garden; how to attend to a horse; how to treat a dog; how to raise chickens, to make butter, to keep milk; how to ventilate a room; how often to wash and bathe; how to deal with common forms of sickness; how to pass the evenings at home; how to entertain friends; what to aim at in furnishing a home, etc. In addition there might be descriptive talks on the best things in the community, and how they were obtained, and on the relations which should exist among members of the community. It does seem that lessons of this nature would be of more practical and educational value than many lessons in grammar, geography and arithmetic. And they would be all the more valuable if given by bright, attractive young ladies with good charm and manner rather than by semi-cultured men with narrow sympathies and little above the pupils themselves in knowledge and culture. Surely there is more in such instruction and practice than in a series of lessons suggested by these topics: The capes of Ireland; the Norman Kings; the reduction of decimals; the

classification of nouns; the objective complement; the industries of Cuba; the spelling of words ending in *cious* and *ceous*.

The practical significance of all this is that the school programme must be looked upon by teachers as but a rough guide. The great need in every community is that the work of the school shall accommodate itself to the needs of the people. The good teacher is she who possesses power of adaptation. Her aim is to bring to her pupils that which they most need in life. Her first study is the community and its needs rather than the text-books and their contents.

It is possible that teachers are sometimes too mechanical, too ready to follow custom and routine. They may wish to teach what they know rather than what the pupils need. On this account young teachers without prejudices may have something in their favor. They may be more adaptable. There is little to hope from a teacher who has gone to seed; better one who is in the flower of youth; better still, one of the ever-blooming variety.

This whole question raises a score of problems that are worthy of discussion. Among these are the following: 1. Is the programme of studies sufficiently elastic? 2. Should all teachers receive the same academic and professional preparation? 3. How can we reduce the valueless instruction given in the schools? 4. What qualities and endowments should the teacher in the rural school possess? 5. What changes should be made in text books for rural schools? 6. What equipment should a rural school have? 7. What are the advantages of permanency in the teaching staff?

Perhaps someone else will discuss some of these or related problems.

PROVINCIAL INSTITUTE OF TECHNOLOGY AT CALGARY

The organization and development of the institution must be based upon and be intimately related to not only the existing educational system, but also

to the commercial and industrial situation. One of the first duties of the Principal and his staff must be, therefore, that of making a careful study

or survey of the educational situation and of the educational needs of the industrial and commercial situation in order that each school within the Institute may be organized in such a way as to render the greatest possible service.

Two large groups are entering the economic field within the next few years: (1) The Returned Soldier Group and (2) The Maturing Youth Group. While the first looms most largely in the consciousness of the public at the present time, the latter is always with us and the permanent organization of the Institute must be based upon the needs of this group.

From the points of view, therefore, of (1) the returned soldier problem, (2) the education and placement of the maturing youth of the province, (3) the needed adjustments in the educational system and the development of the Institute of Technology, and (4) the commercial and industrial adjustments and developments of the future in the province, it is important that a careful pre-vocational and industrial survey of the province be made at the earliest possible date.

The Minister of Education has decided, therefore, that for the first year the staff of the Institute of Technology will be charged with the following responsibilities:

1. The making of a careful pre-vocational survey of the boys and girls in the province between the ages of fourteen and eighteen, whether in attendance at school or not, with a view to vocational guidance and educational adjustments.

2. The making of a careful industrial survey of the province with the assistance and co-operation of the various Departments of the Government, the local school and municipal authorities, and the commercial and industrial organizations of the province.

3. Co-operating with the Military Hospitals Commission in the re-training of disabled soldiers and, as far as may be, in the supplementary training of returned soldiers, whether disabled or not, who desire technical instruction.

4. The organization of the Department of Mining in the Institute on the basis of the need as found in the experience of the past two years in developing technical instruction in the mining centres.

5. The provision of such course in the School of Trades and Industries of the Institute as the limited staff of the first year may be able to provide over and above those involved in the re-training of returned soldiers.

6. The provision of special classes for teachers in technical subjects in Calgary and, where feasible, the organization and supervision of similar special classes in the other cities of the province.

7. Developing lines of connection for the Institute with a view to its further organization in the autumn of 1917.

8. Arranging for the services of adequately qualified specialists to take charge of the various branches of instruction that such development may require.

9. Designing and making in the Institute itself much of the special equipment and furnishings needed for the various departments.

10. Selecting and making the necessary arrangements for securing the equipment and apparatus needed which cannot be made locally.

The staff in charge of the Institute is as follows:

Principal—James C. Miller.

Mining—W. A. Davidson.

Woodworking and building construction—Ludley E. Bennett.

Science and mathematics—James Fowler.

Fine and Applied Art—Leo. E. Pearson.

English and History—Geo. R. Dolan.

It is of interest to note the provision that is made for the training of returned soldiers, Mr. Miller says in a letter:

“In regard to the training of the returned soldiers, we have made fair progress, considering all the conditions. Instruction is being offered in (1) civil service, (2) junior commercial, (3) gardening, (4) poultry, (5) handicrafts, (6) English for the non-English speak-

ing allies, (7) motor mechanics. About forty men are receiving instruction in one or more of these lines of work. This range of work will be extended, no doubt, in the course of the next month or so to include (1) electrical working, (2) plumbing, sanitation and steam fitting, (3) art craft metal work, (4) teaching, (5) drafting for architects and contractors' office work, (6) practical agriculture and animal husbandry and dairying."

A Fallen Soldier

(Written for the School Journal)

Somewhere beyond the sea he lies,
Far from the land he loved so dear,
And they who loved him well in life
Upon his grave may shed no tear.

Upon the hills he loved to tread
Once more the gold of Autumn blows.
September's wealth is not for him,
Nor Autumn sunset for him glows.

Once more the gathering blackbirds swarm
Across the fields, a noisy throng,
And from a nearby thicket comes
The Vesper sparrow's farewell song.

The golden leaves come whirling down
To dance before the breezes gay.
Oh! how he loved the merry crowd,
And the cool, clear October day!

Soon shall the winds of winter sweep
Across the plains the cold, white snow.
He shall not feel their chilling blast,
Nor the fierce frosts of Winter know.

Close-gathered to the earth he lies,
In her warm breast he slumbers there.
Perchance his dust may feed the roots
Of a great bank of violets fair

That in the Spring shall bloom again,
When Winter loses all his sway.
So shall his soul in that Great Spring
Of Life burst forth to glorious day.

Then Death no more, as now, shall claim
The one who loved pure life so well,
Yet loved his Country's honor more,
And for its glory fought and fell.

A. B. D.

PUBLIC SCHOOL VALUES

By GEO. LOCKHART

It is one of the weaknesses of rural school districts in many places—lack of appreciation of school values. The school is a community interest, yielding public benefit. Two things are accepted as basic in public school system.

1. The individual to benefit society must be enlightened and instructed.
2. The time to begin the enlightening and instructing process is when the child is growing. Mind must develop as well as body. These two things are accepted as fundamental to the expansion and well being of community life.

Instead of criticism of the judicious expenditure of public money for our schools, it is acknowledged that the school is one of our best Canadian assets, yielding large returns to our national life. It is our pride, contributing so much in the production of thinkers, efficient workers in the realms of literature, art, mechanics, agriculture and religious thought. It has, therefore, a large claim upon the sympathy and interest, the purse strings of the people.

It is probably a matter of critical analysis to determine how far the claims of educating the youth should be heeded by the public.

This analysis will be useful only when a right interpretation is placed on "values." Mineral values, agricultural values and educational values are in the nature of things different, and to a considerable degree should be estimated as to results apart. Yet in the last analysis they should be tested by their contribution to the success or failure of our life.

Here education surely ought to be treated as of first importance. It is when the value of enlightenment and culture, as against ignorance and crude materialism, has seized the minds of taxpayers that progressive features are likely to prevail in our school districts.

Take for example the consolidated school, with its superior advantages, with so much in its favor in the matter of regularity of attendance, class competition, on the whole more competent

teachers, better all round results, measured by educational values, cheaper. Yet it is probably true that the greatest opposition to changes being made in consolidating schools comes from people who fail to appreciate the value to a community of the best in school work, and antagonize the movement because they can get along in the old way on a smaller school tax.

Again, the most approved forms of school efficiency place emphasis upon manual training for boys and domestic science for girls. True, our public schools may not advance very far in giving such training, yet principles can be taught and forms of application set in operation which will give suggestions and direct thought to larger application of the practical and useful in life. However, there will require to be appreciation of the worth of these on the part of parents, teachers and school boards, ere provision will be made and inspiration afforded for the successful application of these studies and experiments on the part of scholars. Here again a sense of value must underlie all attempts at reform.

In the matter of ventilation and light for school buildings it has taken years of persistent, painstaking cultivation on the part of architects and officials to educate the public mind as to the benefits of our modern systems. Surely the general health of the scholars attending ought to be of primal importance. This, however, requires a more enlightened public opinion and a larger community spirit. Medical supervision is adopted by many of the progressive schools of Canada and in U.S., so that contagious diseases may be prevented and the scholars' health secured by attention to removal of some disease acting as a handicap to school work.

Why not? Is it not common knowledge that many of the ravages of contagious diseases might have been prevented if at the right time a medical practitioner had examined the school?

Why then not institute such periodical examination?

Many scholars are prevented from doing their regular school work, become discouraged and probably leave school uneducated because of defective sight, adenoids, imperfect or decayed teeth, and other causes. True, some of the treatments necessary to a cure might not be laid upon the community as a

charge, but arrangement could be made so that those unable to bear the expense might be assisted.

This much is acknowledged in the very genius of our public school system, a system that in its operation treats the children of rich and poor alike. All associated appliances contributing to community success ought to be treated as large in "values."

AUDUBON SOCIETY

By IRENE M. ALDRIDGE

Dear Editor:

Would you kindly have the address on my Journal changed from Plumas to Edrans? I have obtained a good number of helpful ideas from this magazine, and look forward to its coming each month.

As yet I have never contributed any articles towards it, though I understand that teachers are expected to do so, if they have anything which they think would help the readers.

During the last two or three years there has been a good deal about birds and their value in your magazine, and I am going to tell you about forming a Junior Audubon Society in my school.

Through the winter I had a number of talks with the children about birds, and found they were quite interested in our feathered friends, and realized of what value they were to the community. They had a good word for all except the English sparrow.

When the birds began to return in the spring I kept a record, on which the child who first saw a new bird would have his name put down, with the date and the name of the bird he had seen. This was a means of keeping the children on the watch for the birds, and a few were noticed which we had never seen before.

By this time I felt that their interest was fully awakened, and I told them of the Audubon Society and asked them if they would like to organize a Junior branch. Most of them were delighted at the idea, and were eager to join.

I sent away for twenty-five buttons and some "Educational Leaflets." It was quite a time before we received these, but as soon as they came we organized our society—the "Tupper Junior Audubon Society." A president, vice-president and secretary were elected as officers, with the understanding that there should be a re-election every month.

Each member was required to take a pledge that he or she would do all that was possible to protect our birds. Each gave ten cents and received one of the little buttons, of which they were so proud.

A meeting was held each Friday afternoon, when the programme consisted of songs and readings, and a special study of some bird.

A number of children put up cans and boxes in trees, and some had the satisfaction of seeing the birds make use of them for their homes.

I have only written this in the hope that it may encourage some other teachers to get their pupils awake to the fact that birds are our friends and invaluable to the country, and that it is their duty to protect them, rather than to rob their nests at every opportunity. We may be sure when the children come to realize this fact they will not forget to tell those at home, and so the movement will be one which reaches through the community.

You may publish all of this letter if you see fit, or whatever part you wish.

SUPERVISED STUDY

By W. A. M.

In the ordinary rural school, probably five-sixths of the time of the pupil is spent at his seat; one-sixth of the time is given to class instruction. During class instruction, the teacher is presumably very careful to direct the mental operations of his pupils. Are teachers always so careful to direct these operations during the other part of the time? It is just as important to direct activity during the period of seat work as during that of class work.

In the High School, probably half of the time of the pupil is spent at the seat, and there is much independent study at home. It is then imperative that pupils should be directed how to spend each moment of their time economically and profitably. Seventy-seven young people just out of High School were asked this question, "How many of you were taught how to study your history?" Not one had been instructed. They were then asked, "How many have been taught how to study spelling?" Three reported as having been shown. It is no more impossible to teach pupils how to study than it is to hear them recite. Does not the success of the pupils depend more upon what they do themselves than upon what is done for them during the short class period?

There is a better and a worse way of studying each subject. There is a wasteful way, and a way that means economy of time and effort. Pupils of their own initiative will not always take the wise way, they usually take the worst. Even when the method is right, the conditions under which the work is done may often be greatly improved. Does it matter whether the work is done in the living room or the bedroom? Does it matter whether the time available for the evening is divided equitably among the subjects, or whether it is all used up in one study? Are heat, light and ventilation unworthy of attention?

Some years ago there was in the High School in this city a young girl we

shall call Jane. Along with others of her class she was endeavoring to learn to spell English words, and every night between thirty and forty words were assigned. This was the custom in those days. Whether it was a good or bad custom does not now signify. Usually the other members of the class had perfect, or nearly perfect, recitations, but this girl often had from 20 to 30 errors. One day she was reproved, with the result that she wept. Then the teacher began to inquire if the cause of failure was not in himself. Talking to the young girl later, he found that she spent from 30 to 40 minutes every evening on her spelling. He inquired how she studied, and she stated that she went over the words in the ordinary way, repeating the letters aloud as often as seemed necessary. When she had gone through the list she had some one hear her, and then she drilled on the errors again. Now Jane's teacher was a good speller, and it is doubtful if he ever spent 40 minutes in his whole life in learning to spell. So he advised her to try a new plan—to look at each word, pronouncing it slowly and very carefully as she looked, being sure that the pronunciation and the looking went together, and when she had the picture of the word firmly fixed in her mind, to go on to the next word. She was to spend no more than six minutes in this way. He would not find fault with her on the following day. Next morning when the test was made and the results announced, tears came again to Jane's eyes, but this time they were not tears of sorrow, for she had only four mistakes. Needless to say, she kept on with this method of learning, and in a month or two became one of the most reliable spellers in the class. I am not sure that this is the correct method of learning spelling for all, but for her it was an improvement on the common, old-fashioned method that she had been following all her life. Is it not clear as noonday that the minute or two spent in directing this girl how

to learn spelling was worth more to her than all the time spent during a hundred recitations? Would it not be a good thing if many of our teachers were to give less time to teaching and more to instructing? In other words, if they were to teach less and supervise more would it not be to the advantage of the pupils?

Have you ever observed how a boy writes out an exercise at his seat? How he scribbles, especially as he approaches the end of the exercise? Which is the more important—that the teacher assign the exercise, or that she supervise the doing of it? Is it true that as teachers we take our teaching too seriously, that we judge of the progress of the school by what we do, rather than by what the pupils are doing?

Do you ever notice the different ways pupils have of studying a chapter in history? Some underline the words, some read the text aloud, some prepare a topical outline, while some begin by hurling epithets at the writer, then they read through as quickly as they can, and indulge in further epithets. Surely none of these methods is the best! The children in the High School and

Elementary School can be shown a better method of study.

There have been many articles written on the art of teaching. It is now time that some attention was given, particularly in the High School, to the art of supervising study.

I saw a young girl with a beautifully-prepared note book in drawing. She said she was lending it to a companion who was going to copy it. I inquired if the teacher would not object to this way of doing things, but she replied, "Oh, the teacher doesn't care how we do it, provided we get it done."

Now, if there is anything settled in pedagogy, it is that the mental action accompanying an activity is all important. Educationally the result of effort is not nearly so important as the method by which the result is obtained. What does it signify if a pupil reads twenty pages of history, if he does not see pictures and think relations? What does it signify if he write pages in order to improve his penmanship, if the essential act of self-criticism does not accompany the writing?

The Journal invites discussion of this subject.

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By F. W. NEALE

They do say that confession is good for the soul, therefore it behooves me to make confession and say that in all cases wherever the inspectors have visited my schools have they complained (to use a mild term) that I do prolong my classes amongst the junior grades over much. Whereat I do bow my head and think deeply, and thinking I dare write to ye editor of The Western School Journal that my thoughts may be placed on record and that the said thoughts may be torn to shreds by ye other kindred spirits, yelept ye teachers—for 'tis said that it is their delight to pounce upon and rend anyone of their kind who doth not conform to the prescribed regulations and thereby make teaching a cast iron

routine. Wherefore now I do desire to assert with all due deference to my betters, equals and juniors that in so much as we train the childish mind just in such manner does that mind act when it comes to years of action in after life. For I think it may be taken as a scientifically proved fact that the impressions forced, imbued or instilled into the infantile brain are impinged upon the cerebral tissue to the extent of duplicating themselves when that tissue or brain shall become automatic. Now, therefore, the fact of giving a child in Grade I.-II. ten minutes "reading," switch off to 10 minutes "figures," change to a similar period "spelling," again to 10 minutes "busy work," and so on ad infinitum simply produces in

the childish mind the product known in the adult mind as "want of stickativeness," which I think the whole of the reasoning world realizes to be the trend of the manners and customs of the present or rising generation. Talking with parents they deplore and are considerably worried over the absolute inability of their children to maintain concentration upon any one matter for a lengthened period. Incessant change, wish for variation, is the prevailing cry. Take the teachers themselves! Does not the Department of Education regret the invariable change that takes place in the teaching staff of the Public Schools? Why is this incessant change? I have heard some reasons, many of them good ones, but a great many are just pure desire for change—not necessarily for the better—for financially a great many are the same. Of course, everyone will be up in arms stating that what is set down by our inspectors is correct, but if no one gets up to voice anything different shall we not all drift along some road that may be wrong.

Who decided that 10 minutes was enough to allow children to concentrate their minds? Do they concentrate their minds for 60 seconds out of that 10 minutes? Give them a spade and a pail by the sea shore and where is your ten minutes effort? Nay, rather! will the child not occupy its brain for hours? building, scheming and thinking—all about the same thing; castle-building, pie making and letting the water fill the canals around the castles. Even if a child daily played (or call it toil if you wish) at this there is some hope that in the future it would become or grow into a man or woman capable of giving untiring energy in some particular direction. In olden days this moment to moment system of education did not exist. A child was set a task and he knew that it had to be done, not that in 10 minutes a task probably more to its liking would come along, so that the man grown up from the child stayed with his work and was not desirous of incessant change. The child is father to the man. Yea, verily, and

are we not rushing onto chaos in building up in the child an unnatural restlessness that when he reaches man's estate we find an absolute deficiency of concentration.

Maybe I am all wrong in these, my surmises, that those who have the say in these matters know ever so much better—have watched the children from the shaveling to the man and woman, and therefore for my audacity in deeming them to be wrong I find it is thumbs up as in the arenas of old, and thus my death, for so certain am I in my own mind of the error which is either obey or break that I am almost inclined to continue my over-long methods of teaching the junior grades, thereby instilling into their minds that most potent rule of staying with the work on hand and so build the childish mind that when it becomes subject to self-control it will not require the state of incessant change.

I am not putting this forward unkindly or that any of my confreres should attach the complaint to themselves (even though the cap fits), but are we not ourselves an example of this demand for incessant change? The Department of Education admits it, down from the highest authorities, and regrets it at the same time. The advertisements in the papers for teachers show it, and last of all and not the least, the children in the schools suffer. A new teacher cannot go into a school and pick up the threads of education in the same way that a new hand can continue a building. Each and every child must be more or less personally known, and then the teacher's mannerisms, methods of teaching vary, so that it is all to the detriment of the children, and is not this in a great many cases from wanton desire for change, which is fostered in the child's brain of today and probably has been for the last 10 or 15 years. Yet if we look back it was not so, and are not the men and women of the past (our own fathers and mothers) far better types of men and women than we are today? I acknowledge the superiority of my own parents and regret

that I am not nearly their equal and am yet glad I was not imbued with the desire for incessant change in my school days so that when I started out into the world I was enabled to stay with the work I took up (a period of 14 years) and knew it and it only, and was not a Jack-of-all-trades and master-of-none, which, to my mind, is the end to which present system of 10 minutes education is leading the rising generation.

Nothing would be more pleasing to me than to see some authority in the educational world, or even some teachers, take this matter up, and if I am hopelessly wrong rend it to pieces and show how much better their knowledge of this matter is than my mere suggestion. Competition is the life of trade, so why not try to make discussions the stepping stones of our dead selves to better education.

THE LADY OF THE LAKE

By MISS WATSON, Forget, Sask.

Canto 1 of the Lady of the Lake divides itself naturally into four periods.

1. The introduction.
2. The Chase.
3. A description of Trosach's scenery near Loch Lhabrine.
4. Ellen and her subtly mysterious and romantic home.

Of these four periods the first is most difficult of translation. So the pupils whose imagination is free from fairy tales, myths and allegories and who have not acquired the art of seizing hold of underlying meanings. "The roots of the Present lie deep in the Past and it is my firm belief that we shall never have excellent literary results in Grade VIII. and Junior Form until teachers realize the imperative necessity of teaching literature to Grades I., II., III., IV., V., VI. and VII. A child whose sole literary education is founded on the Bible, who understands that Christ's Love thy neighbor as thyself does not mean simply "Love the person next door to you," is on a fair way to appreciate Scott's allegorical "Harp of the North."

In the story proper, Stanzas 1-10 deal solely with the chase, and such should be taken together. After a talk over the introduction, I set Stanzas 1-10 for preparation for homework.

Preparation, in this case, means that the mechanical part of the Stanzas must be attended to, i.e., unfamiliar words are noted for pronunciation and mean-

ing, correct breathing spaces noted, etc. The following morning's literature half hour is spent much in this fashion. The pupils read aloud from Stanza, including their own interpretation.

Sometimes, though rarely, I allow the whole 10 Stanzas to be read without a single illusion. Generally I find it necessary to read passages aloud myself in order to bring out correct expression, deeper meaning, etc., and during my reading I make significant pauses and ask leading questions in order to convey fuller meanings.

After the reading we receive, not the reading, but the Chase as a whole. We try to get a complete picture.

A further acquaintance with Canto 1 justifies our imagination. We do indeed find "a fairy in fairyland," and we are taken to her romantic home and lulled to rest by a song and her magic harp.

We have now the whole substance of Canto 1, the pith so to speak, yet because clearness of comprehension and a sense of intellectual mastery is a condition and source of pleasure, we must revise our ground step by step and make our work clean and effective. What is wanted is that the student shall feel the force of the new ideas presented and thus assimilate to himself their beauty and vigor.

One common form, and a much abused form at that, of attempting to make a passage part of oneself is to memorize it. Now memory work is well in its

way so long as we remember that only those things should be memorized that are intrinsically worthy of being reproduced. And memory work should not be learned as parrot work, but more as a logical sequence of events. From famous poems lines leap out of their own accord and find themselves in the mind for ever. The same lines don't necessarily appeal to everyone, yet there are certain passages of literary standing which have universal admiration. One of these commences:

"The western waves of ebbing day"
might be memorized and recited with good effect.

At this juncture we must not fail to mention prosody the fine gold link connecting poetry and music. It is of importance for us to become acquainted with the laws of verse 1 because it enables us to enjoy poetry more.

2. It enables us to enjoy to read poetry better and to avoid putting emphasis on a syllable merely because it is accented.

3. It shows us how to write verse, and the writing of verse is very good practise in composition.

In teaching the Lady of the Lake my introduction to prosody takes place after the reading of Ellen's song.

Canto 2. I have observed that the children are very quick to note the change of metre to convey different expression and their ready mastery of the odd sounding names of the various metres is surprising.

Sometimes to ensure clarity of thought I have each stanza epitomised, i.e., the main thought covered by one line. Occasionally odd words are hunted for derivation and meaning, but might here interpose a warning, beware of the dictionary. Rather encourage the habit of getting at the meaning by reference to the contents.

But don't make literature a mathematical lesson. Don't dissect a work of art and genius into so many feet, so much hateful analysis and parsing, so many words to be spelt correctly. Rather let the beauty of the poem grip the student's heartstrings and dare I plagiarise Wordsworth, let that beauty "pass into the student's face."

MANITOBA'S FISH

By J. D. A. EVANS

The Piscatorial Features of the Lakes and Streams of Manitoba

The waterways of Manitoba are numerous. Several of them are worthy to be classed as great. As an example, Lake Winnipeg, the ninth largest body of fresh water in the world, may be mentioned. Few are Manitoba's lakes and streams in which piscatorial life is not abundant. A summary of the finny tribe contained therein is as follows:

Sturgeon are habitues of the Red River; occasionally this monarch of fish life will be met with in the Assiniboine and major streams. However, the icy waters of Lake Winnipeg form its chief feeding grounds; at Black Bear Island a fishery is under operation, the "catch" being forwarded principally to New York and other centres of the

United States. The whitefish abounds in Lakes Winnipeg and Manitoba. The goldeye is of general distribution; the perch frequents waters within northern provincial confines. Few lakes and streams do not contain the sucker, and the black bass is of liberal quantity in various rivers. The rock bass is a tenant of the Red and Assiniboine Rivers. Within waterways of muddy surface swims the catfish, a species devoid of scales and spoken of in the United States as the northern salmon. It is not possible to catalogue the dog fish as fitting for human consumption; this species is utilized by the Indian as bait for pike of the larger size. Authentic record of the eel's appearance in Manitoba is not obtainable; the claim is made that specimens of this reptilian water

inhabitant formerly tenanted the lower reaches of the Pembina. A few streams contain ray or sunfish; the pike or jackfish is indigenous to all waterways.

Under the Department of Marine and Fisheries, lakes and streams of Manitoba are preserved from piscatorial deple-

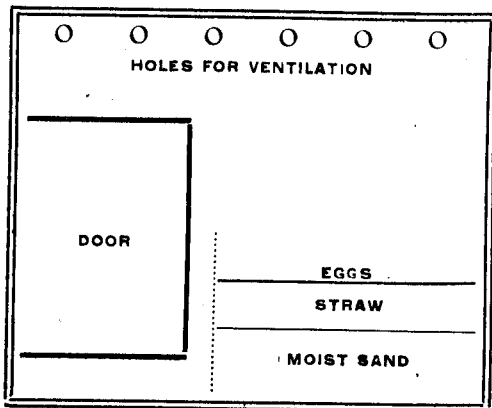
tion. An open season of stated length is provided for net fisheries of Lake Winnipeg and major waters. In accordance with his Rights of Treaty, the Indian inhabitant is privileged to obtain fish by any process within the waterways of the Reservations.

MY FIRST EXPERIENCE IN POULTRY

By GEO. DRAGAN, Agriculture Student

In taking my work in agriculture this year I found poultry raising one of the most interesting subjects. Mr. Cumming, our principal, gave us a sitting of eggs to try what success we would have in raising chickens.

I took a box about 3 feet long by 2 feet square, and put a partition in the centre and about half way up. In one half I made a nest of sand pretty thick



and put a little straw on the top. The sand was to keep the eggs damp. On the other half I made a little door. This door was for the hen to get in and out. On the sides of my box I bored several holes. These were for ventilation. I put my box in an old shanty. Here I knew nothing would disturb my hen.

When my box was finished one of the neighbors kindly lent me a clucker. This clucker was of a medium size and looked pretty quiet. I got some pyrethium and powdered her. This killed the lice on her.

On the 27th of April I got 14 Plymouth Rock eggs and put them under my hen at night. I let my hen stay on

till next evening. Then I took her off and let her go inside the shanty where I had put some sand and ashes so that she might dust herself. I also put some wheat and water nearby for her to feed on. She dusted herself for a while and then she ate and drank. She stayed off about half an hour and then I put her back.

The second day I took my hen off again and let her go for about half an hour and then put her back. The next four days I followed the same plan. It was on the fifth day that I looked at my eggs, and to my surprise I found four eggs more than I gave her. My hen was laying instead of sitting. I told Mr. Cumming and he told me to let her stay on for a few days more. Next morning I found one egg broken, so I took some lukewarm water and washed all the other eggs and then put them back. I kept her for a few days more and then tested my eggs with an egg tester. There were nine fertile, and the rest were unfertile. The fertile eggs I gave to Mr. Cumming and he set them under his hen, but they were of no use. I took my hen back to the neighbor from whom I got it.

I was not satisfied so I tried again.

On the 6th of May I got another hen and another sitting of eggs from our principal. These were Rhode Island Reds. This hen was the same size as the former. I powdered her as before and put her on that night. Next evening I took her off for half an hour as the first one. I left the door open, and the next day watched her to see if she would get off herself. She did, and went back on the nest, so I did not

bother looking after her getting off any more. I fed her with wheat and barley, and gave her plenty of water.

In about a week I tested the eggs and found all but one fertile. A few days after I powdered my hen again for fear there might be some more lice on her.

On the twentieth day I took some warm water and sprinkled the eggs. This was to soften the shell so that the little chicks might break it more easily.

Next morning I heard the little chicks peeping. I did not take them away. I stuck my hand under the hen and took out the shells. The following day I found all of them were hatched out, so I put the hen outside on a nice piece of short grass and let them go. I counted them and there were thirteen hatched out. One was dead in the egg.

I did not feed my chicks for two days

after they began to hatch, for I knew that they had enough food in themselves. On the third day I began feeding them with hard boiled eggs, bread crumbs and rolled oats. I gave this to them till they were about three weeks old, and then I fed them with wheat or oats till now.

When I was taking my chickens home at vacation, one chicken was killed. At home one was drowned, and one was killed by a weasel. I only have ten left. Eight of them are roosters and two are pullets. I exhibited my best rooster and a pullet at the school fair. I think they were as good as any ones there.

In raising poultry this year I have learned how to feed, how to water them, how to take care of young ones, how to set the hen and how to take care of the hen while she was sitting.

SCHOOL GARDENS

By INSPECTOR KENNEDY

The purpose of education is the building of character, and it is indeed fitting that this subject should receive full consideration at such a convention of representatives interested in the future citizenship of this Province.

In order that this purpose of education may be attained, it is necessary that the efforts of all concerned be focussed on the development of the talents of the individual child; that a careful study be made of child-nature with a view to discovering the talents with which the child has been endowed; and that the instruments, including courses of study, text-books, equipment, and officials, with which the work is to be conducted, should be subordinated to the needs of the child.

The world today needs—this Province needs—that the men and women of the future be clear-headed, independent, resourceful, sincere, honest and

fearless. The schools have a clear-cut duty in respect to the development of these men and women.

Nature has provided that all children—in fact, all animal young—shall be active and has endowed them with the instinct for play. She has also provided ample encouragement and opportunity for such activity and play. It is the educator's duty to amplify this encouragement and opportunity, by providing natural, beautiful environment, interesting subject-matter and wholesome play. The results, if the conditions are embodied in inspiring atmosphere, will be healthy bodies, active, discerning minds and strong, wholesome characters.

An educational system, in which school gardens and similar activities have their proper place, will assure these conditions and results.

Whatever I have tried to do in life, I have tried with all my heart to do well.—Charles Dickens.

Children's Page

Ghost Fairies

When the open fire is lit
 In the evening after tea,
 Then I like to come and sit
 Where the fire can talk to me.

Fairy stories it can tell,
 Tales of a forgotten race—
 Of the fairy ghosts that dwell
 In the ancient chimney place.

They are quite the strangest folk,
 Anybody ever knew,
 Shapes of shadow and of smoke,
 Living in the chimney flue.

"Once," the fire said, "long ago,
 With the wind they used to rove,
 Gipsy fairies, to and fro,
 Camping in the field and grove.

"Hither with the trees they came
 Hidden in the logs; and here,
 Hovering above the flame,
 Often some of them appear."

So I watch, and sure enough,
 I can see the fairies! Then,
 Suddenly there comes a puff—
 Whish!—and they are gone again!
 —Frank Dempster Sherman.

EDITOR'S CHAT

Dear Boys and Girls: How quickly the great clock of the year revolves. Here we are once more back in October—the Fall month, the Thanksgiving month, the Hallow E'en month, the month of brown and red and golden leaves, of cool purple grapes, the month when sidewalks are white with frost in the mornings, and there is a snap in the air, and winter just around the corner. But don't let us look around the corner to see the white Old Fellow, let us pretend he isn't there, because jolly and good as he is when he is here, he's not a good companion to look forward to, so let us make the most of handsome October while she is with us. Let us

enjoy the sunshine at noon, let us take long country walks among the turning leaves at four o'clock, let us spend all Saturday out doors, whether fixing up the garden and tidying up the yard for the long winter, or taking brisk walks and discovering the few wild flowers left untouched by King Frost. Let us spend so much time out of doors that we will have stored our minds full of memories for the winter, and our bodies full of health.

Did you ever think how very like we are to the wonderful fuel we burn in our stoves? Think of the wonder of coal. For thousands of long years a buried forest has lain under the earth.

In it were all the trees where the birds sang and nested, all the leaves that danced and rustled in the wind, all the wood that gave food to little insects, the great trunks that listened to the secrets that the wind tells the trees, or the secrets that human beings tell each other; great trees that looked down on a queer little world that was young, and full of strange people and strange things. Think of all these wonders compressed into that lump of blackness, and then think of the wonders that are released when the fire draws the red and blue flames from that lump. Think of the pictures that we see in the fire, just as the child in the poem sees the ghosts of fairies in the flames. Think of the heat that warms us, the glow that cheers us, the concentrated joy and sunshine of many thousands of years. And then think of ourselves. All our lives from the time we are tiny babies we are storing up impressions, our minds are growing with our bodies. Everyone who does us a kindness, every thing that we like, all our joys and troubles leave something in our minds and as we grow older and can express these thoughts we give them out to the world. Just as coal gives out heat and light, we give out to others the result of all the things that have happened to us. Do we store our minds with the happiness and beauty of nature, do we try to see only the best of everything, do we try to give to the world the kindness and joy that has been given freely to us, then we are good fuel in the world and worthy to be used, and as pleasant and cheerful as the glow of the red coals. Now is your last opportunity to store your mind with summer things, so do your best so that in winter you may make

the world a pleasant place for yourselves and for others.

You perhaps may store other things besides summer joys and health. If you are fortunate enough to live in the country you may gather nuts to store in the attic, help fill the cellar and root house with the pumpkins, squash, turnips, beets, potatoes, and perhaps celery, from the garden. You may help cut up all those green, firm vegetables that go into snappy, delicious pickles. You may feed the chickens and turkeys too, that they may be plump and good to eat when Thanksgiving and Christmas, and other festivals, bring them roasted and spluttering to our tables.

And now here are other impressions you may store away. What about the Harvest Festival in the church? Will you gather your best vegetables and wash them and polish them and take them to help decorate for that great festival of Thanksgiving? Will you string little rosy crab apples, and tie up sheaves of wheat, and then, best of all, will you go to church on Sunday and thank God for all the mercies of the past summer. Thank Him for the grains and the fruits; thank Him for the victories of the Allies; thank Him for your health and strength, and for the beautiful, peaceful country in which we live. You cannot be thankful and unhappy at the same time, and therefore to be happy be thankful.

Autumn Day, fruitful Day!
 See what God hath given away!
 Orchard trees with fruit are bending!
 Harvest wains are homeward wending;
 And the Lord o'er all the land
 Opens wide His bounteous hand;
 Children, gathering fruits that fall,
 Think of God, who gives them all.

BULBS

How about your bulbs this year? Have you collected the money to buy them yet? Have you written to the Department of Education about them? Have you planned where they are to be planted? If not, hurry up, for this

is the month when little Mr. Brown Bulb is tucked away under a warm covering of earth to lie there and sleep until Mr. March Wind and Miss April Rain come along, tap-tapping at the earth, to call the beauty of a flower

from that little brown bulb. Can't you picture the glow and beauty of a clump of scarlet tulips near the school door, or a mass of yellow ones at the foot of that tree by the gate? Come, look ahead, skip your mind quickly over the long months that lie between, and make yourself see the beauty that is to

come in the spring from those little brown globes, that really cost so little for the joy they give. And are you going to plant a few hyacinths and daffodils for the house or the school room? Because if so, I must remind you that you must Hurry, Hurry, and DO IT NOW.

PRIZE STORY

We have a very big subject for next month, one that will make you all read and ask questions, and one that you should be very proud to write on: "What I know about the battle of Jutland."

The prize this month was won by Arnold Bradley, Penrith School.

Honorable mention is given to Muriel McIntyre, Eva Hamilton, Jean Burrows, Kelwood School; Margaret Wylie, Greenway School; Laura Patterson, Dora Patterson, Penrith School; Veronique Chartrand, Alphonse Lavallee, Henri De Laronde, Hilda Connelly, Kathleen Goodchild, Mary Nall, Irene Desrosiers, St. Laurent School; Eleanor Clover, Hartney.

I may tell you that some of these

honorable mention stories were so good that we felt inclined to print them if we had had just a little more space, but we are afraid we must remind some of you of a few little words that will creep in in the wrong places, "seen," "done," "came," "for to go," "fine," "took a hold." And some of you were in such a hurry that there were words only half written, and so many mistakes in spelling little words! Do try to remember that neatness and care count a great deal in your stories. Margaret Wylie's composition, and most of those from St. Laurent, were so neatly and carefully written it was a pleasure to read them, but then, of course, so were many others, so don't get discouraged, but do send us your best work always.

A SUMMER PICNIC

I was very happy and excited the night before the picnic; the picnic was to be on my father's farm, and all of our relations were to be invited. In the morning I was working hard so as to have everything ready when the company would begin to arrive.

We had dinner, and directly afterwards the company started to come. There were about eight automobiles, and forty-nine people came, and of these forty-five were relatives.

One of my relations came from New York, another from Regina and another from Russell; all the rest lived fairly close together. By two o'clock everybody had arrived, and the children started playing games and the men started playing horse-shoes. The first

of the sports was a tug-of-war by the women and men. In the middle of the pull the rope broke and left both sides struggling on the ground.

Then there were men's races. My father got second in one of them. In the boys' race I got first prize. I also got first in all of the jumps. We had our supper on the lawn just as the sun went down.

It was a merry party that made their way home. I went as far as our nearest town in one of the automobiles and came back late at night in one of the neighbor's automobiles. Then I went to bed, and in the morning all signs of the picnic were over.

Arnold Bradley, aged 12, Grade VIII. Penrith School, Man.

MOTHER NATURE'S HELPERS

"I have many seeds to scatter," said Mother Nature to herself, "but the children always help me, and I am sure they will this year. I will make the work easy, and they will think it is only play." And the dear old lady set about making her plans.

First there was the maple tree. Mother Nature put wings on all the seeds, so that they could fly. The seeds fell to the ground and the children picked them up, a hatful at a time. Along came a breeze and away the children sent the seeds flying over the fields.

"Ah," said Mother Nature, "that is good! Now I shall have plenty of young maple trees next year."

Soon the dandelions went to seed. Mother Nature put a little feather on the end of each seed.

"Let us see how soon mother wants us," the children said. So they blew the seeds from the dandelion stems with long, strong blows. The seeds went flying over the fields.

"Ah," said Mother Nature, "that is good! Now I shall have plenty of dandelions next year."

By the side of the fence grew some burdock burrs. Mother Nature put sharp spines on each burr so that they would stick together.

"Let us make burdock baskets," the children said. When the baskets were made it was dinner time, so the burrs were dropped beside the road.

"Ah," said Mother Nature, "that is good! I shall have plenty of burdocks next year."

The touch-me-not flowers turned to

little brown seeds. Mother Nature put the seeds into pods.

"Let us snap touch-me-nots," the children said. They snapped the pods and the seeds burst out and scattered over the field.

"Ah," said Mother Nature, "that is good! Now I shall have plenty of touch-me-nots next year."

Many acorns grew on a large oak tree. Mother Nature made them round and hard.

"Let us shoot acorns in our slings," the children said. They shot acorns across the fields all the afternoon.

"Ah," said Mother Nature, "that is good! Now I shall have plenty of young oaks next year."

The milkweed grew large pods full of seeds. Mother Nature dressed them in soft white silk.

"Let us open the milkweed pods," the children said. They sent the seeds flying about like a cloud.

"Ah," said Mother Nature, "that is good! Now I shall have plenty of milkweed next year."

The beggar ticks grew flat brown seeds. Mother Nature put a sharp spine on each.

"Let us walk through the fields," the children said. As they walked along the ticks stuck to their clothes.

"Ah," said Mother Nature, "that is good! Now I shall have plenty of beggar ticks next year."

So it was that Mother Nature was helped by the children. And they thought the work they did was only play.

A well made head is better than a head well filled.—Michael Montaigne.

Inflamed with the study of learning, and the admiration of virtue; stirred up with high hopes of living to be brave men and worthy patriots, dear to God and famous to all ages.—John Milton.

There is in the teacher's profession the same difference which is observable in all other human employments between the skilled and the unskilled practitioner, and that difference depends, in a large measure, on a knowledge of the best rules and methods which have to be used and the principles which underlie and justify these rules.—J. G. Fitch.

Selected Articles

THE MARKING SYSTEM

By CARLETON E. PRESTON

I have seen cases, too, where the same mark was in one instance a disgrace and in the other an honor. In our school we mark by letter, C indicating a mark passing, but low. William B., a boy none too strong, the oldest of a family of four children, whose father was dead, worked afternoons selling papers and contributed the largest share of all to the support of the family. Study did not come easily to him, but he was ambitious and, in spite of his handicap, finished the year with C in all his subjects. To him these marks were a matter of great credit. On the other hand, Rupert L., a boy of better ability and far more powerful physique, coming from a home where no work was required of him and where he received every comfort, idled his way along through the year, doing just enough to keep his head above water. To him his C marks were a positive disgrace.

How shall this whole matter be remedied? My own feeling is that first of all this false standard of marks must be abolished. With it will pass away both the fetichism which clings about marks with the sometimes dishonest work done to obtain them, and the cumbersome systems of checks and percentages which so often occupy a teacher's time enough to make her forget that the living pupils are the main concern. Substitute therefor a regular monthly statement in answer to only two questions:

(1) How nearly, in your opinion, is this pupil making the best of his abilities as a scholar?

(2) Is he, so far as you have observed this month, manly and straightforward in his dealing both with school officials and with his classmates?

This statement should be made out, in place of a mark, by each teacher to whom the pupil recites, and should con-

tain, if possible, some suggestion for improvement, the whole then being sent home and signed in the customary way. In addition, from time to time, an estimate of the pupil's ability in the lines pursued should be made and sent to the parent, and discussion invited on the trend of education which would probably bring best results in each individual case, with a view to the best educational guidance possible. There would be no mistaking the meaning of such a report, and the competitive feature would be absolutely withdrawn. Sympathetic personal contact would take the place of much soulless machinery.

This need not complicate the matter of promotion, diploma credit, and the like. The only true criterion here, even at present, is the probable ability on the part of the pupil successfully to carry on work of a more advanced grade than that just finished, the benefit of any doubt of course being given him in all cases. That is virtually what a "passing mark" means now. But by abolishing the old machinery with its apparently fixed standard of passing, the emphasis is entirely shifted from the "getting by" idea, which involves comparison of the strong with the weak, to the view which confronts each boy with his own individual best, and that only.

If this seems too radical, and some sort of mark be insisted on, I should suggest a fraction, the denominator standing for relative ability. Thus, marked on a scale of 10, Allen, with $\frac{9}{10}$, would be a boy of excellent ability and making good use of his talents, Baker, with $\frac{7}{10}$, considerably less able, yet conscientiously trying, Gray, with $\frac{4}{10}$, a pupil of good power but far from doing his best. An added value to this fractional form lies in the fact that the sum of the two terms gives in a rough

way an estimate of presumable total efficiency in the subject. This form, however, I should recommend for office use only, still insisting that what goes home should go as a plain statement. No mention of a standard "passing mark" should come to the ears of a pupil.

One of the greatest difficulties today lies in getting pupils to be honest, not with others; but with themselves. I, for one, feel that we, as school teachers, have either individually or collectively been in some measure to blame for this

condition, and that it is we who as a body, by modifying our methods, must take the lead in remedying it and the other conditions mentioned, if not by the means here suggested, perhaps by others far superior. Certain it is that serious problems of this nature are before us and we must face them squarely. We can not complain justly if, placing before the pupil low moral ideals, we find developing the legitimate fruit of our sowing, in the form of young men and women lacking in ambition, shallow and without strength of character.

MANUAL TRAINING

By JOHN DEWEY

New inventions and applications of science are actively remaking technical and technological methods of industry. Hence the desire for immediate results and immediate efficiency must be held in check by the need of securing powers which will enable individuals to adapt themselves to inevitable change. Otherwise they will become helpless burdens on society as the methods in which they have been trained pass away. Moreover, since the worker is to be an integral part of a self-managing society, pains must be taken at every turn to see that instead of being prepared for a special, exclusive, practical service, as a hide might be prepared for a shoemaker, he is educated into ability to recognize and apply his own abilities, is given self-command, intellectual as well as moral.

Let it not be thought that this is a plea for the continuation of the older so-called "general education," on the ground that it also made its defense that it trained general capacity and brought the individual to a consciousness of himself and his surroundings. The material of this traditional general education is not adapted to the needs and activities of an industrial society. It was developed (as were its methods) in times when our present industrial society was not. The simple fact is, that no attempt has ever been made to

discover the factors of scientific and social importance in present-day industry and in a common democratic life, and then to utilize them for educational purposes; as was done by our spiritual progenitors in the work of selecting the factors of value in a non-industrial and feudal society so as to make them count for education. The work which has to be done by a system of industrial education in an industrial democracy is to study the most important processes of today in farming, manufacturing, and transportation to find out what are the fundamental and general elements which compose them, and thereby develop a new kind of general education on top of which the more special and technical training for distinctive vocations may be undertaken.

As a new subject-matter is needed, so are new methods. Our inherited instruction knows, in the main, two kinds of methods. One is that of habituation in various specialized modes of skill, methods of repetition, and drill, with a view to getting automatic skill. This is the method which is most likely to be resorted to in an unintelligent industrial training. It is adapted to securing mechanical proficiency in a narrow trade, but is no more adapted to the specific needs of industrial democracy than is the other inherited method—the theoretical and scholastic method of

acquiring, expounding, and interpreting literary materials. What is needed is a recognition of the intellectual value of labor—the same kind of recognition of intellectual results in facts, ideas, and methods to be got from ordinary industrial materials and processes that the laboratory (significant name) has accomplished for a limited range of materials and processes. Or, put the other way about, what is needed is a development of laboratory methods which will connect them with the ordinary industrial activities of men. In that case, there will be no danger that the necessary personal insight and initiative will not be secured.

The value of the older humanistic methods was that they had a vital relation to human affairs and interests. But that is a reason for attempting to discover the humanism contained in our existing social life, not for the reverse policy of despising the present and taking flight to the past. I do not underestimate the difficulties in the way of taking a spiritual survey of our present industrial society and applying its results to education. Strong class interests stand in its way, for it would be sure to utilize education as a means for bringing to more general recognition the evils and defects of present industrial aims and methods, and in making more wide-spread a knowledge of the means by which these evils are to be eliminated. An effective study of child labor, of the sanitary conditions under which multitudes of men and women now labor, of the methods employed in a struggle for economic supremacy, of the connections between industrial and political control, and of the methods by which such evils may best be remedied, is a need of any education which is to be a factor in bringing industrial democracy out of industrial feudalism. But to propose this is to invite the attack of those who most profit by the perpetuation of existing conditions. Yet since this knowledge is an obvious con-

cern of the masses, and we have already a political machinery adapted for securing control of the masses, this spirit is bound in the future to animate our educational system. In the universities, in spite of their seeming closer connection with existing economic forces, this scientific spirit has already come into education. As the merely propagandist and merely philanthropic spirit gave way to a scientific spirit, it will find its way also into lower education, and finally become a part of the working mental disposition of the masses.

It hardly needs to be said, in closing, that it is a need of industrial education in an industrial democracy that its administration be kept unified with that of ordinary public education. To make it a separate system, administered by different officers, having different aims and methods from those of the established public school system, is to invite the promotion of a narrow trade system which shall in effect make the pecuniary, rather than the social and democratic, factors in industry supreme. The natural counterpart to free and universal public education is a system of universal industry in which there are no idlers or shirkers or parasites, and where the ruling motive is interest in good workmanship for public ends, not exploitation of others for private ends. This is the reason why industrial democracy and industrial education should fit each other like hand and glove.

No question under discussion in education is so fraught with consequences for the future of democracy as the question of industrial education. Its right development will do more to make public education truly democratic than any other one agency now under consideration. Its wrong treatment will as surely accentuate all undemocratic tendencies in our present situation, by fostering and strengthening class divisions in school and out.—John Dewey.

Man, it is within yourself, it is in the inner sense of your power, that resides nature's instrument for your development.—Pestalozzi.

RURAL DEMONSTRATION

By H. J. WHITACRE

It is a pertinent fact that the rural school of America is far behind its city cousin. Strange as the fact may seem, it is only within recent years that the search-light of efficiency has been turned upon this almost sacred American institution. Several years ago President Seerley pointed out in his book, "The Country School," the need of rural demonstration schools in Iowa. Acting upon the recommendations so wisely set forth in that book, the Department of Rural Education of the Iowa State Teachers' College organized in the spring of 1914 the first rural demonstration school. Since that time eight such schools have been added.

The purpose of these schools is: (1) To demonstrate objectively the possible efficiency of the one-room country school; (2) To show how it can be made to minister to the needs of the community which it serves, without unreasonable expense; (3) To serve as a laboratory in which some of the vexing problems of rural education in Iowa may be worked out to a logical conclusion; (4) To serve as training schools for students of rural education.

These are in no sense model schools for exhibition purposes. They simply represent what may be accomplished in any rural community. The schools are under the control of the regularly elected boards and have the ordinary legal relationships to the county superintendent and other school officers. In order to secure the necessary co-operation, they are under the supervision of the Department of Rural Education, but the college has only a supervisory relationship. The teachers are hired by the district, in the main, a small share being paid by the state. As there is no written contract, this agreement may be discontinued at any time at the will of either party. The equipment of these schools is simple and inexpensive, as it is the aim of the department to keep expenses of equipment and maintenance within the financial limits imposed by the restricted supply of funds usually

available for the support of country schools.

The Benson school offers a striking example of improvements which may be made to old buildings, in order to make them up to date. Here, during the past summer, the schoolhouse was raised, a basement excavated under it, and rooms for fuel, furnace, and manual training provided.

The Cedar Heights school is probably the best rural school building in the state. It has in the basement a furnace room, a manual training room, and a social service room. The workbench for this school was loaned by one of the boys in the district.

In district No. 9 space was at a premium; the bench was fastened to the wall with hinges, so that it might be lowered for use.

The special equipment provided is purposely a simple and inexpensive as possible. For the primary grades, scissors, rulers, reed, and raffia are provided. The projects consist of freehand paper cutting to illustrate stories; as, for instance, the children of the first grade made booklets in which they pasted cuttings to illustrate Longfellow's poem, "Hiawatha." The children make raffia and reed mats, baskets, trays, etc.

The equipment for woodworking varies to some extent in the different schools. The benches are of three different types. A few of the schools have benches purchased from the manufacturers. Some have benches such as are commonly used by carpenters, having continuous screw-vises. Still others have benches made by the boys. It might be remarked that this sort of bench makes an excellent beginning exercise for the older boys, as it involves only the simpler operations. Some schools, which must economize space, have benches hinged to the wall and supported on hinged legs. This type of bench is folded up when not in use and is very serviceable for schools which are close-pressed for room.

No expensive equipment of tools is

tolerated. Only such tools are used as are found on most farms. The set usually consists of one or two jack-planes, try-square, ruler, nails, gages, compasses, cross-cut and rip saws, a brace and bits, rasps, and a sharpening stone. The average cost of the equipment in these schools is about \$6. The material used for most lessons is found in boxes around the home.

As to courses of study and projects, there are no hard-and-fast rules. The Department of Public Instruction has issued a bulletin illustrating a large number of projects suitable for rural schools. This is in the hands of all rural school teachers.

Some of the problems are: nail boxes, feed hoppers, bird houses, corn test trays, knife-and-fork boxes, sand tables for schools, and fly-traps. Special emphasis is placed upon repair work, as this is where the farmer boy can best use his knowledge of tools.

Instruction in the household arts for the girls is confined to everyday problems in household management, home decoration, and sewing. Only such phases are studied as will apply with especial force to the problems confronted by the woman on the farm. Instruction is made as practical as possible, and is prevocational in nature.

Following is an outline of the work, as given in one school last year, which illustrates the general type of work undertaken:

Home Sanitation

1. Importance of fresh air.
2. Use of soap and cleansers of all kinds.

3. Dust and its effects.
4. Care of milk.

Home Decoration

1. Harmony of colors, walls, floors, furniture.
2. Selection of furniture.
3. Arrangement of furniture.

Home Management

1. Planning of work.
2. Dish washing.
3. Table setting.
4. Sweeping and dusting.

In sewing much stress is placed upon the making of common things that are used about every home, simple sewing which every girl should know how to do. These lessons include the exercises on the various stitches, the making of button holes, patching and darning. When the children can accomplish the exercises well, articles such as aprons, towels, dust caps, hem-stitched handkerchiefs, sheets, house dresses, and work aprons are made.

While at first thought it might seem well nigh impossible for manual training and domestic science to be taught with any degree of efficiency in the rural schools, yet the work of these demonstration schools, these laboratories, points conclusively to the fact that these newer subjects should constitute a very vital part of the instruction. These demonstration schools and the work they are doing are simply another instance of the awakening along educational lines, of which we have as yet experienced only the beginning.

FOUR QUESTIONS ANSWERED

By J. C. BROWN

Question 1. What are the most frequent causes of failure among inexperienced teachers of the elementary school?

(a) Replies of City and Town superintendents:

1. Inability to discipline. 80%.
2. Lack of industry. 42%.

3. Lack of scholarship. 28%.
4. Teachers do not take work seriously enough. 25%.
5. Use of improper methods. 24%.
6. Poor judgment. 23%.
7. Lack of maturity and knowledge of people. 20%.

8. Do not appreciate the lack of maturity of children. 18%.

9. Inability to control temper. 16%.

10. Do not study their jobs sufficiently. 15%.

11. Lack of sympathy with pupils. 14%.

12. Lack of ability to develop proper sense of social responsibility among pupils. 13%.

13. Too many outside interests. 12%.

14. Lack energy and vitality. 10%.

15. Talk too much. 8%.

16. Ideals not "big" enough. 7%.

17. Lack of necessary social qualities. 6%.

18. Lack of self-confidence. 5%.

19. Pessimistic. 4%.

20. Too self-centered. 2%.

(b) County superintendents add but one item to the above list—Lack of the ability or desire of teachers to adapt themselves to the community—but they place especial emphasis on numbers 1, 3, 5, 7, 8, 11, 12 and 18 in the order mentioned.

Question II. What are the most frequent causes of failure among inexperienced high-school teachers?

(a) Replies of city and town superintendents and high school principals:

1. Inability to discipline. 48%.

2. Inability to adapt themselves to school and class room problems. 42%.

3. Lack of scholarship. 40%.

4. Use of college methods with immature boys and girls. 38%.

5. Over estimate the ability of the pupils. 32%.

6. Lecture too much. 25%.

7. Egotistical. 24%.

8. Lack of knowledge of adolescence. 20%.

9. Do not study their "jobs" sufficiently. 18%.

10. Too many outside interests. 15%.

11. Do not take their work seriously enough. 14%.

12. Failure to get the pupils' point of view. 12%.

13. Failure to relate class-room work to out-of-school activities. 8%.

14. Disloyalty to fellow teachers and to superiors in rank. 5%.

(b) The county superintendents did not add any items to the above list. They emphasized the first seven items in the order as named.

Question III. (a). What are most noticeable defects among normal school graduates who become teachers?

1. Over-emphasis of methods. 54%.

2. Lack of academic knowledge. 46%.

3. Lack of ability to apply knowledge practically. 32%.

4. Lack of appreciation of necessity for and ability to discipline. 30%.

5. Egotistical. 28%.

6. Do not easily change their attitude. 26%.

7. Practice-teaching in the normal schools is with small groups. Graduates do not know how to handle large groups. 24%.

8. Expect to be as good as the best from the first. 20%.

9. Too idealistic. 18%.

10. Lack adequate knowledge of child life. 17%.

11. Too little originality. 15%.

12. Too ignorant of professional ethics. 12%.

13. Failure to co-operate with superiors. 10%.

14. Failure to adjust themselves and their pupils to the community. 8%.

The county superintendents mention all of the items included above and they stress number 14 much more than do the city superintendents.

Question III. (b). What are the most noticeable defects among college graduates who become teachers?

1. Failure to adjust their work to the ability of the immature pupils. 62%.

2. Ignorance of the art of teaching. 52%.

3. Use of college methods with high-school pupils. 48%.

4. Attempt to allow college freedom in discipline. 40%.

5. Egotistical. Do not take suggestions kindly. 35%.

6. Do not take their work seriously enough. 24%.

7. Lack of systematic and well-organized plans. 18%.

8. Lack of tact. 12%.
 9. Tend to isolate the theoretical work. 8%.

10. Do not give sufficient encouragement to the weaker pupils. 4%.

The county superintendents and the city principals do not add other items. They enumerate the above items in practically the same order.

Question IV. What should be the teacher's attitude toward social life of the community?

1. He should participate to the same extent as any other citizen. The fact that he is a teacher should not determine the amount of social activity. 48%.

2. He should be well poised; neither a drone nor a butterfly. 40%.

3. He should have a sincere and active interest in all legitimate community activities. 38%.

4. He should enter into the social

life of the community and do his share. 35%.

5. He should be a leader in community-betterment activities in small towns and active in such movements in the city. 18%.

6. His attitude should be one of co-operation and tolerance. 16%.

7. He should spend most of his time in the community. 12%.

8. He should study the community and help in improvements if possible. 10%.

9. He should not be expected to teach in Sunday School. 8%.

10. He should know his pupils and patrons socially. 6%.

11. His attitude should be one of co-operation and sympathy, not dictatorial. 5%.

12. One superintendent advises teachers to keep well out of the way of social life.

The Calf Path

(Published by request)

One day through the primeval wood,
 A calf walked home, as good calves should;
 But made a trail all bent askew,
 A crooked trail, as all calves do.

Since then two hundred years have fled,
 And, I infer, the calf is dead,
 But still he left behind his trail,
 And thereby hangs my moral tale.

The trail was taken up next day
 By a lonely dog that passed that way:
 And then a wise bell-wether sheep
 Pursued the trail o'er vale and steep,
 And drew the flock behind him, too,
 As good bell-wethers always do.

And from that day o'er hill and glade
 Through those old woods a path was made;
 And many men wound in and out
 And dodged and turned and bent about
 And uttered words of righteous wrath
 Because 'twas such a crooked path.

But still they followed—do not laugh—
The first migrations of the calf,
And through this winding woodway stalked,
Because he wobbled when he walked.

This first path became a lane,
That bent and turned and turned again;
This crooked lane became a road,
Where many a poor horse with his load
Toiled on beneath the burning sun
And travelled full three miles in one.
And thus a century and a half
They trod in the footsteps of that calf.

Each day a hundred thousand rout
Followed the zig zag calf about;
And o'er his crooked journey went
The traffic of a continent.
A hundred thousand men were led
By one calf, near three centuries dead;
For such a reverence is lent,
To well established precedent.

A moral lesson this might teach
Were I ordained and called to preach;
For men are prone to go it blind
Along the calf paths of the mind,
And work away from sun to sun
To do what other men have done.

They follow in the beaten track
And out, and in, and forth and back,
And still their devious course pursue
To keep the path that others do.
But how the wise old wood gods laugh
Who saw the first primeval path!
Ah! many things this tale might teach,
But I am not ordained to preach.

VOCATIONAL GUIDANCE AND GUIDERS

School boards and superintendents who must deal with the problem of introducing vocational guidance as a part of their high school courses will be interested in the views of William Hawley Smith, well-known throughout the country as an educator and lecturer. Writing in the *Industrial-Arts Magazine*, Mr. Smith says:

"I believe it is next to impossible for one to do good vocational guiding who has not had practical experiences in some of the varied callings of life.

"That is, I do not believe that it is possible to become an efficient vocational guider merely by studying the theory of that art. Doubtless it is true that measurements of the physical exterior of a boy may tell something of his capabilities. Doubtless it is true that some conclusions can be reached from "reactionary" times and various other phenomena that pertain to young humanity. Doubtless the shape of a person's head may have something to do with what the person that lives un-

der that head can perform; but it is a question in my mind as to whether or not it is possible to determine the range of possibilities of any given individual, merely by the shape of the head, or any number of merely physical characteristics.

"To teachers I should like to say, without being too didactic, if you undertake anything in the way of vocational guidance for your pupils, do not be too much in a hurry in the advice that you give. Do not think that the whole matter can be determined at a single sitting. Do not think that, by merely looking a boy or girl over, or measuring them with mere physical apparatus, you can successfully map out their future careers. Do not think that any single act, or failure to act, will determine, in and of itself, what the child ought or ought not to do. My notion is that any vocational guidance worthy the name can only be given after a long study of the most careful sort; after the most patient and painstaking observation of the individual to whom such direction is given.

"I believe most firmly in Vocational Guidance. I believe there are many men and women and, especially teachers, who can become experts in such a profession or calling; but, with all their theoretical and philosophical doings, they must mingle common sense, and, above all, love for the individual with whom they are dealing. I do not believe it is possible for a cold and formal, unemotional, loveless man or woman ever to become a good vocational guider.

"Take a genuine interest in any pupil whom you may try to guide vocationally; do your very best to find out their native capabilities; note well the points on which they are "born long" and "born short," and head them in the direction which their greatest native strength indicates they can best move out on. Whoever will do these things can become a successful educational guider; whoever cannot do these things, had better choose some other calling in which he can honestly earn the money he takes for the work he does."

The average teacher stops growing within a short period after achieving fair success—three to five years being the ordinary limit fixed. The teacher educated at a normal school is more likely to continue growing throughout the entire career.—William T. Harris.

Book Review

Science and Art of Salesmanship

S. R. Hoover (MacMillan Co., 75c)

There are books written for teachers, for students, for merchants of various kinds. This is a book for salesmen and sales girls, and it is a book that every young person handling merchandise should read. A girl in a department store following the instructions given would double her efficiency and her happiness. If all salesmen followed the precepts of this little volume the

customers would be more satisfied and would have fewer complaints.

Cookery, Williams and Fisher (MacMillan Co.). Admirably adapted for school use. Nothing better is required.

Clothing and Health, Food and Health (MacMillan Co.) These volumes are of value for elementary school pupils. They would serve as guides to teachers.

School News

South-Central Association

The annual convention of the South Central Teachers' Association will be held in Baldur, October 19th and 20th.

Western Association

The Western Teachers' Association meets this year in Brandon on October 5th and 6th. Among the speakers are Hon. Dr. Thornton, Messrs. A. S. Rose and B. J. Hales; Miss C. Moore, Miss B. Harkness, Miss Black, Miss Cuthbertson; Messrs. S. E. Lang, H. McIntosh, W. B. Beer, Dr. M. S. Fraser.

North-western Association

The twenty-second annual convention of the North Western Manitoba Teachers' Association will be held at Birtle, October 5th and 6th, 1916.

The programme is as follows:

Registration, Billeting of Delegates, etc., Addresses of Welcome and President's Address.

Story Telling to Primary Grades, Miss Tinker, Russell.

Arithmetic of Grades IV., V. and VI., Mrs. Blaikie and Miss Lawson, Shoal Lake.

Address on the Montessori System, Inspector J. Boyd Morrison, Hamiota.

Minimum Equipment for Rural School, discussion by several teachers.

Social gathering in Town Hall.

Grammar, Jas. H. Plewes, Russell.

Address on "Our Heritage," Inspector F. H. Belton, Roblin.

Business meeting.

Question drawer.

Address by Mr. W. R. Roberts, District Representative of Agricultural College.

Address by Dr. Fraser of the Public Health Department.

Teachers will purchase the regular return fare tickets. Come prepared to give as well as receive.

Mr. G. A. Robertson, Principal, Shoal Lake School, President; Jas. H. Plewes, Secretary, Russell.

Demonstration of Cooking

At the Normal School recently, Mr. McLain gave a demonstration of the Ideal Steam Cooker. Nothing could have been more satisfactory. He placed in the cooker five distinct articles of food—custard, onions, tomatoes, corn, and potatoes. The cooker was then placed over a light fire. At the end of less than an hour all the students gathered to observe and taste. Everything was cooked beautifully, and every vegetable as well as the custard preserved its own taste. Nor was there the slightest odor of cooking until the vegetables were placed upon the table. The demonstration was made in order that students might have first hand information on the hot lunch question.

A Good Idea

Here now is a really good idea. The pupils of the senior grades of the Binsearth School have arranged with the local newspaper, "The Binsearth Express," to publish the "School Magazine" each week. The first issue is just to hand and is excellent. The young people have given three columns of excellent reading matter. There is no doubt but that every parent will read every word of the three columns. They will think all the more of the school because of the bright articles by the children. Why not make this practice common in all our towns?

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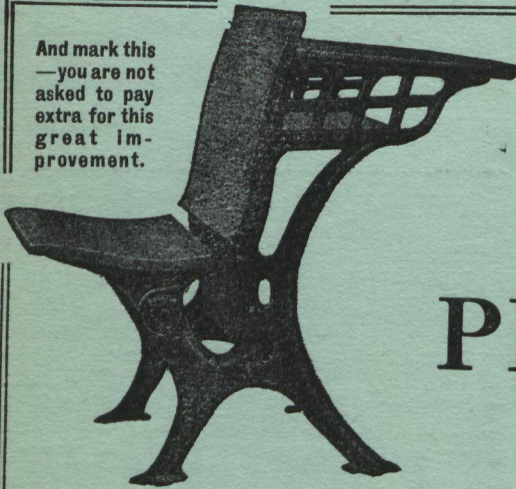
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