

*The*  
**WESTERN SCHOOL  
JOURNAL**

— INCORPORATING

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

We are all dreaming of Victory, praying for Victory, toiling for Victory, but there is only one road to Victory, and that is the road through struggle and through sacrifice. The road to Victory lies through solid achievement and stern sacrifice, and there is no other way.

—Capt. Frank Edwards.

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*November, 1918*

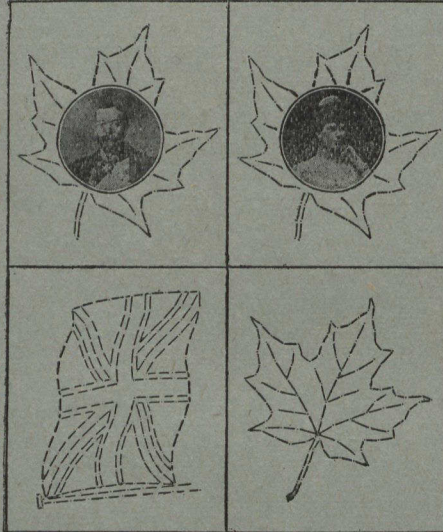
Vol. XIII—No. 9



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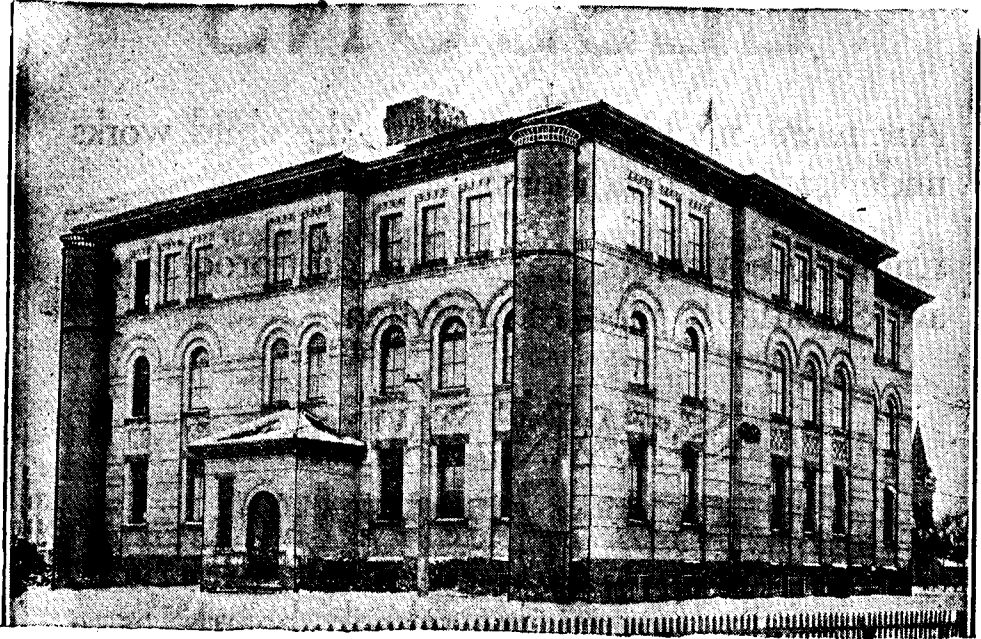
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## The Western School Journal

Vol. XIII.

No. 9

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# The Western School Journal

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

VOL. XIII

WINNIPEG, NOVEMBER, 1918

No. 9

## Editorial

### Keep Moving

The war has made men attempt things that would not have been dreamed of in ordinary times of peace. It has proved over and over again the truth of the old copy-book headline—"Necessity is the mother of invention." It is not surprising, therefore, that the schools should feel the effects of the world-revolution that is going on. In education, as in all else, "Old things are passed away. All things are become new." Programmes of study, methods of instruction, systems of organization, are all undergoing change. And the end is not yet.

The debate that is being carried on in the University Council as to the wisdom of compulsory Latin would scarcely have taken place a few years ago; the agitation in favor of a Junior High School in every large city would have been considered as the meddling interference of a faddist! the suggestion of a municipal school board would have been accepted as an invasion of personal or local liberty. Yet the changes now taking place everywhere are greater than these. Anything that makes for national unity, security and progress is cheerfully accepted as necessary in an age when all practices are being challenged and modified to meet new conditions.

During all the agitation for change it is well to reflect that there is no par-

ticular virtue in being radical. Nor is it a virtue to remain conservative when change is imperative. It is easy to assume an air of wisdom and to caution against all change. The only thing for men and women to do is to read and study what is being done by associates in the educational world everywhere. Particularly should there be by school teachers a study of such magazines as **The Elementary School, The School Review, School and Society**, and by trustees such a magazine as **The School Board Journal**, and by parents generally the articles in the popular magazines, for no popular magazine can remain in the field unless it gives some attention to the most important of all problems—the education of the young.

There are a few lines of investigation that might well be pursued by some of our local authorities—such problems as statistical methods in education, school supervision, supervised study, standard tests, the making of a programme of study, the methods of physical education, the method of voice training, the preservation of our English tongue, the nature and form of seat work, the nature of training in civics, the form that direct moral education should take, and so on. We cannot afford to stand still when the whole world is moving, and we cannot accept what others are doing just because it is the latest fashion.

Agriculture even in the grades is something more than ordinary nature-study. It is nature-study with an economic significance. It is nature-study which articulates with the affairs of real men in real life. It is nature-study in which the child may influence the processes. It is nature-study which distinctly stimulates industry.

To open up to the farm population the cultural value of their work is the first object of the country school; and this can be done only by giving rural education a new direction and altering its ideal.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

## Departmental Bulletin

### SPECIAL EXAMINATIONS—DECEMBER, 1918

For Grade XI Students Having Conditions From Grades IX and X

Teachers are reminded that they should forward to the Department by November 15th the names of their Grade XI students who have yet to pass in some subjects of Grades IX and X. This examination may be written at any intermediate school or high school. No fee is charged, but candidates must supply their own foolscap paper. The time-table follows:

Dec. 9th—9 a.m., Geography; 2 p.m., Canadian History and Civics.

Dec. 10th—9 a.m., English Grammar; 2 p.m., Spelling; 3 p.m., Drawing (two hours).

Dec. 11th—9 a.m., Arithmetic; 2 p.m., British History.

Dec. 12th—9 a.m., Botany; 2 p.m., Music (two hours).

Dec. 13th—9 a.m., Elementary Science.

Three hours allowed for each paper except where otherwise specified.

### SPECIAL EXAMINATIONS—DECEMBER, 1918—GRADE XI

A few students were unable to write upon the Grade XI examination in June last because they were employed in farm work and could not be released in order to take the examination. These candidates will be given an opportunity to write in December upon the work prescribed for the examination in June last.

Each candidate must furnish evidence that he was engaged in farm work at the time of the examination. No special application form will be provided, but the candidate will state in a letter his full name, age, and post office address, and forward with his letter the fee of \$5.00.

Teachers who know of any candi-

dates entitled to write under these special provisions will confer a favor upon the Department by bringing this matter to the attention of said candidates. Applications should be received at the Department not later than November 25th. The time-table follows:

Dec. 9th—9 a.m., English Literature; 2 p.m., Latin Grammar.

Dec. 10th—9 a.m., Composition; 2 p.m., Algebra.

Dec. 11th—9 a.m., Geometry; 2 p.m., Latin Authors.

Dec. 12th—9 a.m., Physics; 2 p.m., French Grammar, General History.

Dec. 13th—9 a.m., French Authors, Chemistry.

Three hours allowed for each paper.

### FIRST-CLASS PROFESSIONAL EXAMINATION

This examination will be held as usual during the Christmas vacation. Applications should be received not later than December 15th.

### ELEMENTARY SCIENCE NOTE BOOKS

Elementary Science note books of pupils making 20 marks or over are returned to the schools at which they wrote their examination. Books receiving a mark less than this are destroyed.

## SCHOOL READERS

To the Teachers,—

Owing to conditions created by the war, British publishing houses today are allowed only one-third of their normal supply of paper, and a similar reduction has been made in other lines of material necessary for manufacturing. Because of these conditions it is becoming more and more difficult to maintain a full supply of the Readers for free distribution, and there is grave danger that the supply we will be able to get will not be sufficient to meet the demands of the schools on our present basis of distribution.

You are herby advised, therefore, that until further notice the Manitoba Readers will not be given to the stu-

dents, but will be loaned to them and will remain the property of the school district. We shall endeavor to maintain in your school a sufficient supply to meet your requirements on this basis, and as soon as it is possible to do so, we will return to our policy of giving the book to the child. We regret the necessity of departing from our usual practice, but it is essential that you have a supply of Readers for your classes, and those children who have to use a second-hand Reader instead of receiving a new one will understand that this is one of the sacrifices required of them on account of the war.

Yours truly,

R. FLETCHER.

## THIRD READERS IN STOCK

The Department of Education announces that a shipment of Third Read-

ers has arrived, and teachers wanting a supply may send in requisitions at once.

## THE INFLUENZA

To the Teachers,—

A considerable number of schools in the province have been closed on account of the epidemic of Spanish influenza, and teachers will need to exercise caution when these schools are re-opened. Where the school has been closed by order of a health officer it will be re-opened by his direction, and his permission to re-open the school will mean that there is no longer any danger from the epidemic in the district.

Where a school has been closed by the order of the trustees and is re-opened by their direction, the teacher should insist that each child coming from a home in which there have been any cases of sickness of any kind furnish a written statement from a health officer that there is no danger of infection from such child and that the child may be allowed to attend school.

Yours truly,

R. FLETCHER,

Deputy Minister.

It is dangerous to attempt to educate a live boy with no reference to the vocational.

The grammar grades should most emphatically not attempt to give training in general farming methods or in agricultural theory. Children are interested in concrete vital phenomena.

Reform is accomplished when this twofold result has been attained—skill in doing something and interest in it. The business of the school is formation, but if it would bear in mind this twofold idea, there would be less need for reformation later in the child's life.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

## Trustees' Bulletin

### WHAT IT COSTS TO EDUCATE

There is in Manitoba a school district which contains sixteen sections of land, all of which is occupied by settlers. The value is quoted at \$10,000 per quarter section or \$640,000 for the whole. This year the wheat crop is 3,000 acres, the oat crop 4,000 acres, and barley 1,000 acres. The yield is 22 bushels per acre for wheat, and corresponding good yield for the other grains. The value of this at prevailing prices is \$280,000. The roots and the sale of stock bring the total up to \$300,000. The cost of seeding, harvesting, caring for stock, salaries of employees, amounts to just one-half of the income. The rest is in the bank to the credit of the farmers. That is, the net profit to the district for the year is \$150,000. Out of this the district expends \$650 for salary of the teacher of the school and \$350 for interest on debentures, and for wood and repairs. In other words, the expenditure on the children is two-thirds of a dollar out of every hundred dollars of clear profit. The question is: Is that a fair percentage to spend upon the education of the children?

Regardless of the answer to this question it will be said at once by every reader that there is no such district in Manitoba, and this is quite true in a sense. The intention is that every reader shall fill in the figures for his own district and strike his own percentage. I should love above everything to have exact figures given from every district in the province. There is no reason why they should not be given. No one need hesitate to tell how much he is spending on his children and how much is being put in the bank. The question is this: What is a fair percentage to spend upon the children? Shall we say five per cent. or ten per cent. or twenty-five per cent., or one-half of one per cent.

In the city there is a workman who

supports a family of six on a salary of \$1,200 a year. His house and lot is valued at \$6,000, and his school tax is reckoned at \$60, and this is no myth. Is he overtaxed for educating six children? At the end of the year he is not able to put a dollar to his credit in the bank, but he has his children educated. Is it worth while?

Supposing we say that people are wise who put two per cent. of their annual profits in education. What would it mean in the case of the district quoted? What would it mean to have two per cent. of \$150,000 spent in the district school? Two per cent. of \$150,000 is \$3,000. This would get a teacher at \$1,500 or less than one-half of what any farmer is making. It would leave \$1,500 for fencing the grounds, paying a caretaker, furnishing the building, buying equipment for the school house and playground, and purchasing a magic lantern, a library, an outfit of tools and implements, erecting a workroom, getting a hot lunch outfit, and everything of this nature. Is it worth while? Is our country to advance in everything excepting in this one matter of employing good teachers and equipping good schools? Heaven save us from breeding a people who have money but no brains, and Heaven save us from men and women who will spend on everything but their children!

I wish trustees and parents generally would discuss this. As a parent, I am willing to give everything I can earn in order that my children are educated, but I can get little backing. My next-door neighbor had \$8,000 worth of wheat on his half-section, and he complains that his tax of \$45 for all purposes is excessive. And particularly he complains of the school tax which is about \$24 of this amount. Is he right or is he hopelessly insane? I wish trustees and parents would discuss this



question. Maybe I am wrong in thinking so much of my children, but they are all I have. My neighbor on the left has lost three of his children. They

gave their lives for the country. I want my children to be worthy of the country for which these boys died. Am I wrong?

## AGRICULTURAL EMPLOYMENT AND SCHOOL ATTENDANCE

A very live problem has been discussed by Miss Ruth McIntire, of the National Child Labor Committee, in the *Elementary School Journal*. Any who read the article will approve the wisdom of the legislation in this province making attendance at school compulsory. Miss McIntire's words are a comfort and a warning. The *Journal* can print only a part of the paper.

The average rural-school term for children in the United States as a whole is 140 days, while the city term is 180 days. The short term is in itself a handicap for country children, but the irregular attendance prevailing almost everywhere is even more serious in its effect upon the pupils. These are the figures for the average attendance throughout the country: of every 100 children enrolled in city schools the daily attendance is 80; of every 100 enrolled in rural schools only 68 are in attendance daily. Thus for every 100 days of schooling per year received by the city child, the average rural child receives only 65. An investigation conducted by the National Child Labor Committee in Oklahoma in 1917 showed that in rural districts the compulsory-attendance law is commonly ignored. To begin with, the law applies to only 66 per cent. of the local school term, but in addition to this it was found that in the preceding school year the attendance was only 59.8 per cent. The insufficiency of the law was surpassed by the meagerness of the attendance. The children go to school but little more than half the short period during which the schools are in session. The taxpayers' money is wasted on the equipment of school buildings and teachers' salaries, but the most deplorable waste is in the moral and educational loss to the children. The causes for absence are many. In the totals, farm work comes first, the number of days missed

on this account by both boys and girls out of 6,389 records examined being 73,121; second comes illness, which caused 44,148 days of absence; the third cause is indifference, synonymous with parental indifference, which was responsible for 26,382 days; fourth comes housework, with 17,862; and fifth the combination of bad weather and distance from the school, which kept children away for 16,997 days. The absences for unknown causes total only 2,791 days. Farm work and housework together were responsible for nearly half the absences. Furthermore, retardation in school work was found, as might be expected, coincident with non-attendance. A study based on 5,656 known cases shows that 95.9 per cent. of the number of daily attendants passed to higher grades. Only 56.6 per cent. of the migrants and 63.5 per cent. of the farm workers were promoted. The effect of migration and of children's work in the house and in the fields could not be better illustrated.

The use of child labor in the sugar-beet fields of Colorado is seen to produce the same results. The work is done chiefly by foreign immigrants, the so-called "Russians" predominating. The workers generally live in settlements entirely apart from the American life of the town, in poorly constructed temporary shanties. The only possible contact with American life is through the association of their children with American boys and girls in the public schools. But their insistence that the children shall help with the work in the fields makes school attendance extremely scanty—at best irregular.

In the rural districts of Kentucky the only restrictions that apply to children working on farms are those governing school attendance. But these, as well as the child-labor law which forbids

anyone to employ children under fourteen during the time the schools are in session, have slight bearing upon actual conditions, as they are quite universally disregarded. Kentucky leads the states in tobacco-growing, and in this industry children as young as nine are considered "hands." In addition to tobacco-raising, plowing, corn-growing, berry-picking, etc., help to occupy the 82 per cent. of child laborers engaged in agriculture in this state. The case of the two children of a certain dairyman, the owner of 150 acres, is fairly typical. His oldest daughter is fourteen and his oldest son ten. She and her brother rise at four to milk the 17 cows, she separates the cream, cleans the pans, cares for the younger children, helps with the housework, drives the cows in from the pasture at night, helps again with the milking, and they finish the day's work just before supper. She has been enrolled in the eighth grade for two years, but each year has left school to work at home. Her father said, "I couldn't get along this year without her help. She's been out o' school since Christmas helping with the dairy and housework. I told her if she'd help me out now, I'd let her finish the eighth grade next year. She wants to be a teacher, but there's plenty o' time."

It is evident beyond any shadow of doubt that in the rural districts studied the agricultural work of the children is responsible for the greater part of the non-attendance in the schools and consequently for general backwardness in education. For it is not only the children who remain intermittently out of school who fail to progress normally, but also the children with whom they are associated. There are few people who have not experienced at one time or another the sensation of being behind—of the impossibility and hopelessness of trying to compete against odds. This is what happens to the over-age boy or girl in school. Once let him fall back among younger children, where he feels hopelessly out-distanced by his fellows, and he will easily and naturally give over the race. He will turn to farm work as a much more interesting occupation than the daily grind at school, like the Kentucky boy

whose father said, "He'd ruther work than go to school." In such a case the father is responsible, the school is responsible, for failing to make education as live and vital a thing as chores, and the attendance officer is also responsible.

But very little can be done toward a strict enforcement of the existing laws in rural districts until there is a change in the method of selecting supervisory officers, both for the county and for the districts. In 27 out of 40 states in which the county superintendent is the supervisory officer, he is a partisan political officer elected by popular vote and consequently disinclined toward doing anything unpopular. One such officer said, "I do all I can to encourage attendance. I do not attempt to enforce it because I like my job and want to keep it. Elections in this state are only two years apart." Local school trustees, in the states which are organized for administration on the old district basis, are too close to the people to enforce the law. One doesn't like to prosecute his next-door neighbor for his children's truancy. It is much more convenient and pleasant all round to allow the law to remain in peace, a dead letter. When, as in the rural districts, the law is unsupported by any uniform restriction of child labor, it simply means that individuals will do very much as they please.

But the greatest responsibility of all lies with public opinion, which has tacitly consented that the interests of agriculture and not of the child should become the primary consideration, observing the forms of democracy without its spirit and meaning. More crimes are perhaps committed in the name of personal freedom than for any other cause. In industry it is admitted that personal freedom should not be permitted as an excuse for a man engaging in a dangerous occupation. A man is not allowed to jump off Brooklyn Bridge because he wants to, nor to beat his wife because the fancy strikes him. The hair of our national conscience has finally risen in horror at the picture of thirteen-year-old youngsters in coal mines and cotton mills. But we have not yet measured the monotony of the

beet fields, nor weighted the long sacks of cotton that four- and five-year-old toddlers drag behind them down the cotton rows. Because child labor on the farm is the nearest and the most familiar element of child labor to most of us, it is the very element of which we have missed the significance.

If the pre-war relations of education and agricultural child labor were such as these thorough investigations have proved them to be, what will be the effect of the war upon children? We have seen the part that children play in normal food production, and the tendency toward relaxing the existing regulations at the outbreak of war last spring. Even in times of peace we have neglected the children. Are we to allow ourselves to be blinded to ultimate national strength and welfare by what we consider to be necessary contingencies? The childhood of America is what constitutes its real wealth, its real safety, its hope for the future. To pro-

tect it, to see that education shall not be sacrificed, that the existing education and child-labor laws shall not be relaxed, is the supreme duty. It will demand conscious effort, for we know that European countries with older regulations than ours have failed to provide for their continuation.

Sir James Yoxall said in parliament, "A large portion of our elementary-school system is in ruins—I will not say as desolate as the ruins of Louvain, but there is to some extent a likeness." And Sidney Webb predicts that "peace will involve almost the remaking of the nation's educational machinery." England has seen that her policy of recruiting agricultural and factory workers from school children did not pay, and is now trying to return the children to the schools. It would be folly for us not to prevent before it is too late the mistakes that the other belligerent countries now regret.

#### GLENELLA SCHOOL FAIR

The annual fair for the Boys' and Girls' Club was held at Glenella, October 1.

This year the exhibits were very good in quality, but were lamentably few in quantity considering the number of boys and girls in the districts represented.

The judges were quite lavish in their praise of the excellence of the various exhibits, and complimented those in charge on the extra quality of the work shown.

In the woodwork department the bird houses, made of bark, deserve especial mention owing to the originality and ingenuity shown. In the other departments there were many exhibits equally worthy of comment, but space forbids an extensive description. The

schools taking part this year were: Glenella, Mafeking, Lucania, Molesworth and Bellhampton.

One of the most serious drawbacks to the greater success of this fair is the seeming lack of interest of parents, trustees and the community in general. All of the work pertaining to the fair is left to the teachers and Rev. Ferguson, the organizer. No assistance whatever has ever been received from others, while at least half of the work should be done by the people, and unless a greater enthusiasm and more co-operation is manifested by the general public, it will be hardly possible to continue this work, which could be made the source of such inestimable value to the individual child as well as to the community in general.

#### ST. LAURENT EXHIBITION

September 25th will figure among the important dates this year for the school children of St. Laurent. Judging from what we saw at their exhibition, the boys and girls could have told us that

1918 had proved a plentiful year. The pupils were able to offer an exhibition of the work not only in the garden, but also in the sewing-room. Invitations had been extended to parents and



friends, and the School Board awarded \$15.00 in prizes. Their promise to increase the amount next year is a proof

Hamelin, 3rd; Marie Mercier, 4th. The good will of all was rewarded, and in consequence the other 24 gar-



A GROUP OF PRIZE WINNERS—ST. LAURENT SCHOOL

of their satisfaction. The happy winners were:—

Leopold Gareau, 1st prize for gardening; Edmond Coutu, 2nd; Marie Chart-rand, 3rd; Lucien Coutu, 4th; Eva Bruce, 5th.

Marguerite Mougin, 1st prize for sewing; Valeria Gareau, 2nd; Yvonne

deners received 25 cents as an encouragement. The children certainly must have experienced the same satisfaction as their elders at a harvest-home. Our soldiers were not forgotten, and a part of the exhibits was set aside to be sold for the Red Cross.

### LORETTE CENTRE SCHOOL FAIR

On October 10th, the Lorette Boys' and Girls' Club held their second fair, which was a great success. Owing to the fair weather the attendance was good.

There was a good show in the gardening, canning, cooking, poultry, pigs and calves contests, but there were but few exhibits for the sewing contest.

Our inspector, Mr. A. L. Young, spent the forenoon at the fair and proved satisfied of the work done by the pupils. He specially noticed with

what delicate taste the exhibits were displayed.

We were disappointed to see that he was called to some other duty in the afternoon and we were deprived of his presence for the best part of the day. We, however, extend to him our most sincere thanks.

Mr. Villeneuve and Mrs. Longville acted as judges and gave many prizes to the children.

The Lorette Centre pupils scoring the highest number of points were: Misses



Yolande Gendron, Alice Lagimodiere, Flarie Sarvie, Marguerite Dufresne and M. A. Desvrey.

In the afternoon most all the members of the club took part in the different races, plays and patriotic drill that had been prepared.

A sum of \$100 was voted by the

council of the Municipality of Tache as rewards for the members of the club.

By four o'clock all dispersed, the parents delighted over the success of their children, and the pupils greatly encouraged by the prizes won, and all resolved to do better still another year.

Yolande Gendron

## Special Articles

### A METHOD IN ARITHMETIC

A request has been made by young teachers, who have had no training, for something to help them in their work. What they ask is suggestions as to method of presenting the ordinary studies of the school programme. The Normal School is issuing bulletins to meet this need, and three of these may be had on application. They cover Reading of the first year, Spelling and Music. Other bulletins will appear in due course.

The following suggestions on the teaching of primary arithmetic will have little value for such teachers as have had regular Normal School training. These had better keep to the system they have learned, since it is impossible to combine two systems satisfactorily.

It will be recognized that there are several modes of introducing number, all perhaps equally worthy of commendation. It is quite likely that arithmeticians, like musicians, are so constituted that each is sure his method is the only right one even to the minutest detail. No such claim is made for the course here outlined, but yet it may be of value for those who know nothing better.

#### When to Begin

In early life children have experiences in counting objects, dividing them into equal groups, or into threes and fours. As they change money they become acquainted with certain number relations, particularly such facts as  $5+5=10$ ;  $25+25=50$ ;  $4 \times 25=100$ ;

$2 \times 10=20$ , and so on. They also learn most of such combinations as the doubles of numbers up to  $10+10=20$ , and even a few higher combinations such as  $12+12=24$ . Add to this, they learn that a pie=two half-pies, and that an apple divides into four quarters. From personal experience at meal times, and from observation of their surroundings they pick up and remember some facts such as  $3+1=4$ ;  $3-1=2$ , and so on. In some cases, also, they are fortunate enough to learn the value of arithmetical terms such as **and, times, less than, more than,** and perhaps get a rough idea of relationship between standards of measurement, such as 7 days make a week, 24 hours make a day, 60 lbs. of wheat make a bushel, 4 quarts make a gallon and so on. Children entering school vary very greatly as to the knowledge they have. It is found that those who have practically no knowledge of the kind referred to can do little in formal number study. Because of this, a teacher may find it necessary to devise games and plays to supply young pupils with experiences that will be of value to them as a foundation for the study of number.

Until children are seven years of age their study of number should be purely informal, derived from daily experience. After that time they may begin to systematize their knowledge. Experience has shown that pupils gain time by attempting the work of grades I and II in the second year. Six-year-

olds are too young for formal number study. Of course, when an older pupil enters grade I he may be quite ready for number. It is very absurd to put a boy of twelve at studying systematically the number facts up to ten, when he can equally well do work in numbers up to one hundred. For the purposes of this discussion we shall suppose pupils are seven years old, that they are of average intelligence—having reached the second grade—and that they can speak English freely.

### The Old Way and the New

Now, the old-time plan was to teach first of all the reading and writing of numbers up to billions and quintillions, and, as the boys said, up to "dillions." With this went Roman notation. Then came the four simple rules with exercises that filled a slate from frame to frame. Now, all this is changed. The first study is that of numbers below ten, then that of numbers to twenty, then the group from twenty to one hundred. After this the formal rules are taught in order, but the totals usually do not go beyond the thousands. Moreover, as each of these groups is studied there are introduced quite informally the terms used in measurement, such as inch, foot, yard, square inch, square foot, mile, pint, quart, gallon, bushel, hour, day, week, month, and so on. In other words, as the truths of number are learned they are applied to problems containing the terms of measurement usually required in life. A teacher soon realizes that country children have a knowledge which many city children lack. The reverse is also true in some respects. The practical problems cannot be obtained from a book. They must grow out of life experience.

### Numbers 1-10

A simple plan is to study these in their natural order, though teachers should not ignore the fact that some of the higher combinations may be known from experience before some of the lower ones are met with. A good order of treating a number with a class is to relate it to the numbers below it in order. For example, 6 will be related to 5, then to 4, then to 3, and so on. The

relation of 6 to 5 takes such forms as 6 is one more than what number? What number put with five makes six? How many fives in six? and so on. The relation of 6 to 3 takes such forms as 6 is three more than what number? 6 is how many threes? 2 threes are how many? Three is what part of 6? etc. There is an advantage in giving problems in all the forms mentioned and in other forms that will suggest themselves, because one difficulty of a pupil is to get command of the language employed in number. And though all the problems touching the relation of 5 to 6 are, in a sense, the same problem, the language employed differs from question to question, and the mind of the pupil, if it does not act automatically, moves differently in response to each question. Now there is always a danger that the mind of the pupil will act mechanically if all the problems relating to 6 and 5 are asked in succession. The teacher will guard against this by inserting, from time to time, problems on the numbers already mastered.

The very essence of this method is that pupils must think their way to results. They do not learn and remember that 4 and 2 make 6 by repeating the sounds over and over, nor by visualizing the figures 4 and 2, nor by visualizing groups of dots, nor by counting objects. They proceed by an effort of thought—relating the new problem to some knowledge they already have as the result of previous study. For instance, they may think "4 and 1 make 5, and another 1 makes 6; therefore 4 and 2 make 6." Or they may think "4 and 2 is the same as 2 threes, which is 6," or "2 and 3 make 5, therefore 2 and 4 make 6." This is what is meant by saying "the truths of number should be discovered by thought." And one should not be too dogmatic in demanding that thought should always flow in fixed channels. A good illustration of this is taken from the next group of numbers, 10-20. Suppose a pupil were asked "How much are 7 and 8?" His mind might say "Two sevens are 14, and therefore 7 and 8 are 15," or "7 and 3 of the 8 make 10, and 10 and the other 5 of the 8 make 15." In either case the pupil is using known truth to

discover unknown—and that is a rough explanation of what is meant by **thinking**.

And so pupils proceed from number to number thinking their way. At every stage in the process the truths discovered are applied to what are known as practical problems. For instance, “4 cabbages and 2 cabbages are how many cabbages?” “Three pairs of boots make how many boots?” “How often are two inches contained in 6 inches?”

Because thought power is emphasized in all this work the teacher will, from time to time, make use of such questions as, “How did you get it?” Pupils must learn that they are expected to do two things—to get results and to explain how the results are obtained. Of course, the work of explanation may be overdone.

All the number work at this stage is conducted orally. There is no need for blackboard work, no seat work, no copying of columns of figures. Good brisk class work is quite enough.

Now arithmetic is taught not simply because it is a means of developing power to think clearly and to express the results of thought, but because it has a very practical value in the affairs of life. Therefore the practical problems given should have for the pupils a real meaning. Every term employed should have a content. For this reason it will be well in school to make much use of practical measurement. The foot-rule, the pint and quart measures, the standard weights, the common coins should all be used in class work, and continual reference should be made to the measures used in the home and in the market place. This thought should be in the mind of the teacher as she deals with the senior grades. There are dozens of terms used in some of the text-books in arithmetic that have no real meaning for the pupils. It gives an arithmetic an air of wisdom if it contains such expressions as “Egyptian consols” and “super-tax,” but it is unfair to ask children in any grade to work problems that have no real significance. Therefore, along with number study, there should be practical study in measuring, trading, counting. It

was no extravagance of thought which prompted one teacher to set up on the play-ground of the school a toy store, nor was it an error on the part of another teacher to make use of a crokinole board in the class-room. Both of these teachers asked pupils to think their way to answers, but every problem asked had a real meaning.

### Numbers 11-20

There are many opinions as to the order in which the facts of number from 11-20 should be presented. Some people believe in presenting the additions and subtractions first, and the multiplications, divisions and fractional parts afterwards. Another class believe that the first facts are the even divisions such as  $6+6$ ,  $7+7$ ,  $8+8$ , etc., and that all other combinations should be derived from these. Still another class of teachers say that the numbers should be presented in order of magnitude and dealt with just as the numbers below 10. Of this class there is a well-known school of teachers who urge that each of the numbers above 10 must be thought of in relation to 10, since we have a decimal system of expressing numbers. It is necessary to pause a moment to consider this claim.

In arriving at the number of fours in 17, shall a pupil say “I know 4 fours are 16, therefore 4 fours and 1 make 17?” Or shall he say “17 is 10 and 7. The fours in 10 are 2 and 2 over, and the fours in 7 are 1 and 3 over, therefore the fours in 17 are 3 and 5 over, that is 4 and 1 over?” Please do not laugh at this. The advocates of the method are very much in earnest. They tell us that it is logically absurd to think of 17 as anything else than 10 and 7 since that is exactly what the word seventeen means. Our answer to that is just this, that for purposes of counting, seventeen is surely 10 and 7, but that 17 is just as much 16 and 1 or 15 and 2 or 14 and 3 as it is 10 and 7. We can always, for purposes of calculation, substitute for 17 any equivalent. That is the meaning of **thinking**. **Thinking** is getting out of a difficulty by using knowledge already acquired. There-

fore, if I am asked the fives in 17, I substitute for the number 15 and 2; if I am asked the fours in 17, I substitute 16 and 1; if I am asked the sevens, I substitute 14 and 3, and so on. Substituting one term for another is the essence of much mathematical thinking.

And so a good order of presentation of numbers from 11 to 20 is to proceed just as with numbers below 10, following any order with each number that may seem to be fairly exhaustive. For example, 12 may be considered as made up of additions of smaller numbers. This may lead to 11 and 1, 10 and 2, 9 and 3, and so on. The subtraction is another form of this relation. Then will come the divisions which are naturally related to additions and subtractions. How many 11's in 12; how many 10's, etc.? When it comes to sixes, fours, threes and twos, there will be extended drill, because the fractional idea is made prominent. Thus, how many fours in 12? 4 is what part of 12? Two fours are what part of 12? What is two-thirds of 12? From 11 take away two-thirds of 12, and so on.

Now, this plan, if worked out thoroughly and carefully, will answer quite as well as any other, for it includes all that is necessary, and emphasizes the fact that pupils must **think** their way to the solution of problems. Yet the teacher need not use such a plan. She may follow the plan used in the first ten numbers. The number 16 will be treated just as the number 6, being measured by the numbers below it one by one. Thus: 16 is 15 and how many? 15 and 1 is how many? How many 15's in 16? and so on. Then will follow 16 in relation to 14, 13, 12 in succession. Whatever method is used, two or

three things are important. First of all the endings should be thoroughly known. In other words, the addition table should be thoroughly mastered. When a pupil finds that 4 and 3 make 7, and that 14 and 3 make 17, he should be drilled on this until he knows it without thought. The way to drill is not to have pupils repeat the sounds 4 and 3 make 7 over and over again. Familiarity comes through use—through repetition of thought rather than repetition of sound. In the second place, the facts of the multiplication table should be thoroughly known and used to the full in discovering other truths. Nothing is more important than this. If a pupil has discovered that three fives are 15, he shall be drilled on this fact through use until he will never forget the combination, and he should use his knowledge freely in discovering the threes or fives in 16 or 17 or 18. In the third place, the work in practical problems should be continued, and especially should there be exercises in all forms of practical measurement. And, as said before, the problems of the school should have as close relation as possible to the problems of life.

Now, during this stage, it is possible that a little board work may be done. No harm will come from working with figures if the class work in number is still the important thing in teaching. But nothing is much worse than for children to spend hours in copying long columns such as  $15 + ? = 18$ ;  $16 \div 3 = ?$ ;  $? \times 4 = 12$ .

It is not possible within the limits of a single paper to enter upon a discussion of the method of dealing with numbers from 21 to 100.

## DRAWING OUTLINE

### Grades VII and VIII

Use 9"x12" paper except where otherwise directed. A booklet of drawings to be made during the year. See that name, school and grade appear upon lower left-hand corner of each sheet.

**Practice—Color—Schemes. Aim:** to show pleasing color combinations and their application.

Practise making color schemes according to the following plan: Upon 6"x9" manilla paper arrange three oblongs 2"x4". In each of these plan three small shapes, circles, squares, triangles, etc. Color the oblongs with greyed tints of any standard colors, leaving the small shapes blank. In these small shapes make pleasing color



schemes, using a greyed hue, analogous to the background with shades or tints of its complementary (greyed).

**Practice**—Exercise to illustrate **mass and space**.

Square a sheet of printer's paper. Fold into quarters. Fold the resulting small square on the diagonal from centre to corner. Cut or tear out portions of the folded paper to form a pattern with pleasing divisions of mass and space.

**Practice**—**Unit Making**.

Upon manilla or printer's paper practise making design units in various shapes from drawings of parts of plants previously made. (United not to exceed  $2\frac{1}{2}$ ".) Try to think in terms of mass and space.

### Grade VI

**Color exercise** to illustrate hues of color. Upon  $4\frac{1}{2}$ "x6" manilla paper make simple shapes (circles, oblongs, etc.), to form the corners of a triangle, using a larger size at the top. In the upper shape paint standard yellow. Beneath this show (1) yellow with a little green added, (2) yellow with a little orange added. Repeat this exercise, using other colors and their neighbors.

**Problem**—Have the class complete the color chart by the addition of hues of color in their logical positions between the standards. Proceed as in first chart exercise in September.

**Practice**—Precede the unit-making, but tearing or cutting squares of printer's paper into simple patterns to illustrate **mass and space**.

**Unit-making**—Form squares, circles and triangles (of about 1"), make units of design by modifying their outlines and by breaking up their masses. Practice lessons should be worked upon  $4\frac{1}{2}$ "x6" in pencil with masses filled in.

### Grade V

Use 6"x9" manilla paper except where otherwise specified.

See that pupil's name, school and grade appear at lower left-hand corner of each sheet.

**Practice: Cross-stitch Pattern**.—Dictated lesson.

1st. Take a strip of 9"x2" white cross section paper. Find centre and fill in central squares with cross stitches to form a cross (St. George's or St. Andrew's). Add to or modify this cross to form a design unit. Repeat in both directions to form a border.

2nd. Make an original border for working in cross stitch.

**Problem: Bag**.—Near the bottom of a sheet of 6"x9" manilla paper, rule horizontal and vertical lines  $\frac{1}{8}$ " apart, to form cross sections according to width of border already planned. Work out the pattern in light pencil lines. Tint whole of paper and color the pattern with a shade.

**Or Dutch Bonnet**.—Square a sheet of 12"x9" manilla paper into 9"x9". Rule into 9 three-inch squares. Cut off from one side a strip  $1\frac{1}{2}$ " wide. Fold the remaining  $1\frac{1}{2}$ " strip backwards upon bonnet and decorate with a cross-stitch border as on bag. Complete in color. Cut out the two corner squares at the back. Flaps may be allowed for constructing.

### Grade IV

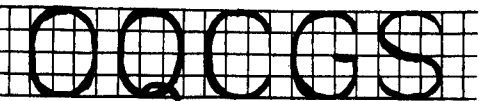
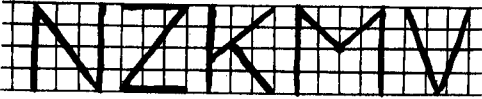
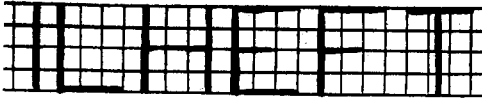
Use 6"x9" or  $4\frac{1}{2}$ "x6" manilla paper as specified. All work must show pupil's name, school and grade in lower left-hand corner.

1. (a) Teach the terms horizontal, vertical, oblique, angle. (b) **Lettering**. Have large line letters placed upon blackboard. See Graphic Drawing Book No. 4, page 30. Lesson on making letters composed of horizontal and vertical lines only, using pencil and cross section paper. (c) Lesson on making letters containing oblique lines.

2. (a) **Tile**. On  $4\frac{1}{2}$ "x6" paper rule a square 4"x4" for a tile, and rule it into sixteen squares. (b) On the above dictate a simple geometric pattern; see page 36, Graphic Drawing Book No. 3. (c) Repeat with an original tile design and color the square with a tint.

3. (a) Color the design for a tile with a shade of the color used. (b) Review. (c) Review.

4. (a) **Practice work.** Practise horizontal and vertical brush strokes in color. (b) Upon  $4\frac{1}{2}'' \times 6''$  paper rule an oblong with double lines a quarter of



an inch or less apart. Practise painting a color within these lines to form a band decoration suitable for a purse (to be made later). (c) Review.

### Grade III

Use  $4\frac{1}{2}'' \times 6''$  manilla paper unless otherwise directed. All work should bear pupil's name, school and grade at lower left-hand corner. Each child should have a ruler.

1. (a) Oral review lesson with color chart on primary and secondary (standard) colors, with reference to tints of the same. (b) Practice lesson to illustrate the production of a standard color and a tint. (c) Review with another color.

2. (a) Teach terms, horizontal, vertical, oblique, and angle. (b) Brush work exercise on horizontal vertical and oblique lines. (c) Review terms as above, and measurements on ruler— inches and half inches.

3. (a) **Special Booklet:** Fold a sheet of printer's paper lengthwise down the centre for booklet cover. On one side of the paper set off inch spaces on the long edges. On the short edges set off spaces of one-half inch and one inch alternately. Rule horizontal and vertical lines from point to point to form a checked pattern. (b) Shade portions with ruled strokes to bring out the pattern. (c) Construct a booklet for spelling, using printer's paper folded lengthwise and the above cover.

4. (a) **Blotter-pad with corners.**— (a) Measure, fold, and cut four two-inch squares of manilla paper. Crease on diagonals on one side. Turn paper over and crease on one diameter. Open paper and bring ends of diameter together so that two triangles result. Press triangles together to make corner for blotter. (b) With portfolio card  $8'' \times 4''$  and a blotter of same size, make a blotter-pad, pasting the corners on the under side. (c) Decorate the corners.

### Grade II

Use  $4\frac{1}{2}'' \times 6''$  manilla paper except where otherwise directed. All work should bear pupil's name, school and grade upon **back** of paper.

1. (a) Exercise on the making of a tint. Make a pale blue wash on  $4\frac{1}{2}'' \times 6''$  paper. (b) Free arm movement or brush work exercise. (c) Make a green wash.

2. (a) Paint blue and green washes on same sheet for landscape. See Graphic Drawing Book No. 1, pages 19, 20. (b) Paint yellow or orange sky with green or brown land. (c) Review either of the above.

3. (a) Free arm movement or brush work exercise. (b) **Practice work.** Fold  $4\frac{1}{2}'' \times 6''$  paper into sixteen oblongs. Tint the four central ones. (c) Dictate the decoration of the ends or centre of above painted oblong for a rug.

4. (a) With brush and color tint an oblong shape for a rug, **without** creasing the paper or using pencil guide lines. (b) Decorate ends or centre with an original design. (c) Review.

## AN HISTORICAL SCHOOL RECORD

What is the history of your school? Many of us have a smattering of Greek, Roman, English or Canadian history, but very few of us have given a thought to anything of apparently so small account as the history of the average school (rural or urban), in which the lives of the future citizens of our fair Dominion have been and are being moulded day by day.

In this short article it will not be necessary to prove that the moral and physical fibre of our people will largely depend upon the training received at school. The splendid achievements of the thousands of boys who have left our shores to fight for the world's freedom have borne noble testimony to their early training.

Is it not, therefore, worth while to keep a yearly record of every school tabulated for information under the following headings:—

1. The trustees—men who have (sometimes for 15 or 20 years), freely given their time to look after the financial and other interests of the school.

2. The inspector—who faithfully reports on the progress of the school from year to year, both to the local trustees and to the Department.

3. The teachers—who have labored

lovingly and conscientiously to bring their scholars up to the required standard, and who frequently take a very active part in advancing the social interests of the community.

4. The number of scholars enrolled from year to year, with special mention of those who have distinguished themselves in the higher grade examinations.

5. Remarks on scholars who distinguish themselves in their life's work—names of boys who served in the great war—when a new school was built, etc.

The writer of this article—a teacher of many years' standing in Manitoba—has compiled such a record of the school in his district, and it shows on about six pages, in a nicely ruled portfolio, the school history of 30 years. This record is to be kept in the school building where it can be referred to by all. It forms a link with the past, and it will not allow to be forgotten the names of honorable men and women who have only done what they considered "their bit" towards the general good of the community in which they lived. For a very moderate sum blank records suitably bound for hanging on the school wall can now be obtained.

## EDUCATION

There have been many voices crying in the scholastic wilderness by means of the press, and there has also been much strenuous preaching and effort of late about compulsory education, not only in the Province of Manitoba, but throughout the vast Dominion.

I am here, too, as one of the humblest pupil-country-teachers in a far and isolated district among a foreign element.

I am aware that if I enter upon a discussion on education, I am treading on a very delicate ground; but since education is an ocean of unlimited vastness, it offers wide room for ideas; so here I am only expressing a few of the thoughts which helped me in

pushing forward education, but what is more, in gaining trust and confidence of the whole settlers. I hope they will not be either tiresome or out of place to the readers of *The Journal*.

I am not going to indulge in polemics or try to write about standardizing systems (far from that); neither I am going to discuss whether compulsory education is a necessity or not, as the whole wide world knows it and now fully demands it.

Just a glance at any book of educational statistics shows that the most backward nations, the most unprogressing countries are those in which the percentage of illiterates is the highest.

Compulsory education has come and was bound to come, as the new and up-growing generation needs it and demands it. It has come among all civilized nations.

Departmental authorities of education fully know and understand the position and responsibility of the far distant country school teacher who is working and laboring perhaps under very trying conditions owing to the isolated situation which naturally keeps the young teacher out of touch with the up-to-date ways.

Though I taught Polish and Ruthenian children for two years, I never understood them till I came here. I am living cut out, as it were, from all English-speaking families, and this has given me an opportunity to study the ways, manners and habits of these peoples, and also their natures, characters and dispositions. I shall speak of parents, teacher and pupils.

With regards to the parents:—

I have the greatest admiration for the Polish and Ruthenian parents, and the numerous instances of the anxiety they have shown to have their children educated, has often struck me with surprise and encouraged me greatly.

I do not hesitate for a moment to say that practically every Polish and Ruthenian parent wishes and desires to see his boys and girls progressing so as not to be in the same handicapped positions which perhaps most of them find themselves.

The majority of them recognize the importance and necessity of education, and that education is the greatest means (if not the only one), towards success in this world of continual progression.

The Polish and Ruthenian parents are all that can be wished, but here let me add one word, they are of a very sensitive nature, cautious and suspicious.

They seem to have a peculiar way of their own in accepting and reasoning out propositions which from time to time are put forth to them; but once they see and fully understand the cause, they are all there with their heart and might.

They are entirely different from

English-speaking people not only in ways, manners and costumes, but also in their ways of thinking.

They have to be approached in a cautious and tender way if trust and confidence and co-operation are to be won, but once these are gained, in my way of thinking, they are the humblest and most responding and respectful parents I have ever met.

Nothing is left undone and nothing is good enough till they pay or show the respect due to your laboring amongst them. (And this I know from experience.)

Once their confidence is gained they acknowledge your preachings as law, and they sincerely adhere to them.

There are, of course, the indifferent types amongst them, whose passivity arises from sheer ignorance and who are selfish and unscrupulous; but this class of people is to be found in all countries.

In a few words, I have found out that the Polish and Ruthenians are not what we sometimes paint them, but instead they are very progressive people, law-abiding, aiming at all round improvement.

Now to my fellow country teacher:—

Here I do not want to say anything about the salary the country teacher should receive, but I consider that a meagre salary is simply a blot to the refined and delicate profession. Now salaries keep the teaching profession a trade (and a very poor one at that), when it is really a profession—a profusely noble, delicate and responsible profession.

The country teacher, and especially the teacher of non-English speaking pupils, has certainly many widespread difficulties to cope with, and, as I have said before, they are too numerous to be enumerated, but my fellow teachers know them too well and need no further explanations.

One of the first vital points which the country school teacher has to face is this: that he is working and living in an entirely different environment from his own. (Here, of course, I mean the teacher who is far out in some isolated school district surrounded with different foreign characters and with

scarcely any person able to give him the information which now and then he may need about the district.) It is here in such cases that the teacher must show his robust character, his patience and perseverance, and his courage and determination to spread and promote education.

It is here under these circumstances that the teacher has to be very cautious and careful in his way of gaining confidence and trust, in establishing a solid grip of the district. It is here where he needs a noble but robust heart, a kind but iron will, if he wants success and co-operation of the district.

Needless to say, it is very tiring and slow work, but it will be doubly repaid.

The teacher who goes out to a new district where everything is crude, coarse, raw and unrefined, must have patience and perseverance.

He must realize that the cause, the only reason of his going out, is nothing else but to mould into civilization the settlers, and to educate and refine the children.

He must put aside all selfishness and pride, and mix freely with the whole district.

He must bring to his mind that his work is noble and doubly so if done conscientiously and with honest zeal.

Some day or another his work will be well repaid.

As I have said before, the Polish and Ruthenians are not very hasty and do not accept things easily, but persever-

ance works wonders amongst them, and in due time makes the teacher succeed in obtaining a good, solid, firm hold of all the parents and children.

The teacher must also try to be sociable. He must do the work of a missionary in education.

Now a word about the pupils:—

The Polish and Ruthenian boys and girls are very difficult specimens to handle, especially when they have never been used to go to school, but when once they are brought under control, I consider them just as good material as our English-speaking pupils.

Their general aptitude and readiness to learn the English language and copy the English ways and manners, has often struck me with admiration.

They are very sensitive and humble and obedient, but if control or discipline has not a firm hold on them they are almost incorrigible.

Physical punishment is but a mild remedy amongst these children, but many are the ways of punishment which the teacher can find adaptable to the different dispositions.

As a conclusion, I may perhaps be allowed to express my congratulations to the organizer of such newly formed school districts for the success that has attended his efforts to build "our second line of defense."

Lewis Inglott, P.C.E.,  
Asquith S.D. 1844,  
Galicia, Man.

## UNIVERSITY MATRICULATION

At the request of a number of secondary school teachers the address of Dr. W. A. McIntyre in introducing a resolution to revise the matriculation standard is given practically as it was delivered. The addresses in reply and those which supported the resolution were all of a high type and kindly in spirit. The whole problem has been referred to a sub-committee of the Council in the hope that common ground may be reached.

The motion which I ask permission to introduce is "That the curriculum of the University be revised so as to

make it necessary for a student entering upon or continuing in the course leading to the Bachelor's Degree in Arts to have a knowledge in addition to English of only one of the following languages: Latin, Greek, French, German."

It is scarcely necessary to explain the motion. In a word, it means that Latin shall be removed from the compulsory group of studies to the optional group, and that a knowledge of only one foreign language shall be demanded for matriculation and for securing a degree in arts. It does not,



however, prevent any student from taking two or more foreign languages. Indeed it may be expected that for a time most students will choose the two language option. In British Columbia where the door is wide open, only thirteen out of 694 students who presented themselves took the one-language option. In many of the universities of the United States, however, where options are more common than with us, a great percentage of the students matriculate with a knowledge of only one foreign language, and where there is perfect freedom of choice, the preference is not usually for Latin, although the number preferring that language is gradually increasing.

The motion presented to you does not go so far as the practice of most American State Universities, but it is a departure from the usual practice in the Motherland and the older provinces of Canada. It is offered as a first step towards bringing our curriculum into line with modern requirements. There is perhaps equal reason for placing other subjects which are now in the compulsory group in the optional group, and there is certainly every reason for including among the options some studies that have now no recognition at all. But these are matters to be discussed at another time.

It has also to be said that we are not asking just now to alter the matriculation in so far as it applies to entrance to Medicine and Law. In some universities it is stipulated that those entering upon Medicine should have Latin or Greek. Other institutions are equally insistent that the foreign language studied shall be modern. It is quite common for the entrance examination for Medicine to differ from the examination which admits to Arts. There is perhaps, except for those who tabulate returns, no great advantage in uniformity.

Among the reasons which have prompted us to present the motion are the following:—

**1. The present requirement of two foreign languages gives in these days too great prominence to foreign language study.** The curriculum is badly balanced. It is a matter of record that

students preparing for matriculation spent 40% of their time in the study of foreign languages. Sometimes the figure reaches 70%. With those preparing for the ministry or for certain professions it might be desirable to give much attention to foreign language study, but it seems to us wrong to demand of all students what might be quite proper for some.

**2. This study of two languages is unfair in many cases to the foreign languages themselves.** Most students in High Schools get but a smattering of two languages. The low standard of admission to the University and the number of failures to reach the standard indicate this. If attention were given to only one of the languages something really worth while might be accomplished. It seems to be a very wise regulation in many of the American universities which demands from students that if they present two units of a foreign language they must be of the same language. It is hardly fair to load students with burdens that are unreasonable and then to call them dullards because they fall by the way. Ex-President Eliot stated the case well in the Atlantic Monthly:

“So that the student who abandons Latin when that prescription has been fulfilled has not made a really thorough acquaintance with Latin, and has therefore wasted a large part of the time he has devoted to it. In other words, the present prescription in schools and colleges is against the interest of the greater part of the pupils and students who submit to the prescription. Only those who would have chosen Latin without prescription escape injury from it.”

**3. The present requirement is unfair to other studies, and particularly to English.** A principal of one of our secondary schools has said that the students taking the practical arts courses average from 10 to 20% better work in English than those who are striving to study two foreign languages. The reason for this it is not difficult to understand. There is need for more attention to English, and teachers will give this attention if they are not robbed of their time. And the

demand that every student in the University shall have a knowledge of two foreign languages means that a greater number shall be lamentably weak, not only in English, but in other branches. I wish that the members of this Council knew just how much geographical information and world-knowledge generally is possessed by some of those who have been compelled to turn the educational prayer-wheel for so long a time. We wonder if the university appreciates how thoroughly it dominates the high schools and dictates their time tables. It is not surprising that there is some unrest.

**4. The requirement of two languages is unfair to certain students.** Three classes of these may be mentioned. First of all are those who are lacking in linguistic talent. It is as unreasonable to expect some students to make a showing in language as it is to expect others to make a showing in music. A university gains nothing by trying to force all minds into one mould. It is not necessary that all students should eat from the same plate. It is enough that they enter the university with good appetite and power of digestion. Our present regulation may suit you and me, your children and my children, but that is no reason why we should impose our will on others. We are too autocratic and take ourselves too seriously. Other people have their rights which are conferred by nature, and perhaps early association. The question the university should ask is not, "Does the student know two foreign languages?" but "Is he able to follow successfully any of the courses the university has to offer?" We are not asking that any one be prevented from studying two languages, but we are asking that those, who by nature are better fitted to follow another course, should have some liberty.

A second class of students who feel the unfairness of the present regulation is comprised of the great body of young people up and down the country who have had no real opportunity to study the two languages. Many of these are bright and capable, and have knowledge in other ways often beyond that of the ordinary matriculant. They

are anxious to go on with university studies. Why should they be debarred? Their fathers and mothers are paying for the support of this university. The doors should be open to their children as well as to children from the larger towns and cities. It seems to us that it is the duty of a university to reach as many young people as possible and not to exclude them by unreasonable and unnecessary restrictions.

The third class of students who feel the unfairness of the present regulation comprises those in the Technical High Schools who have chosen what is admittedly the most educative course in these schools today—the practical arts course. There were 152 students in this course last year, and no less than 51% of these expressed a desire to take advantage of university privileges. These are among the brightest young people in our city, and the university would be honored by enrolling them as students.

Does it recognize that by its regulation it is discouraging and (for those who would take university training), prohibiting the study of practical arts and the fine arts? That is surely the case, since it is impossible for any student to take either of these branches and continue the study of two foreign languages together with all other studies necessary to matriculation. It is possible that there is as much education and culture in the making of a dress or the baking of a pudding as there is in the conjugation of a French verb or the declension of a Latin noun. I have not heard that the state universities across the line, which recognize work in practical arts, in fine arts and commercial branches have lost anything in dignity. Nor have they lost favor with the people.

**5. Another reason why the present requirement seems to us unreasonable is that it exalts Latin to a position of pre-eminence.** There was a time when the ancient languages rightfully claimed a position of this kind. For those following certain professions they are still of great practical value, and none will deny their value to most students as a means of culture. Yet in these days when the world is changing

its outlook, and when nationalism is broadening to internationalism, it is necessary that some of the best minds in Canada shall be able to communicate freely and directly with leading spirits in other lands. Apart from this it seems to many that the culture to be derived from the study of a modern language, if faithfully pursued, has advantages for very many people that the study of ancient languages cannot claim.

Most of us perhaps have a strong leaning towards the ancient classics. Indeed we hold for them a certain reverence that cannot easily be displaced. Yet we are not everybody, and we surely have no right to impose our will upon others. This was recognized by President Hadley, of Yale, when he said, in regretting that Greek was no longer as popular as formerly.

"Colleges cannot teach a thing to a public which does not want to study it. We must meet the facts as they are. We cannot help solving the problem of today because we like the problem of yesterday better."

6. Still more weighty than any of the other reasons given is this, that **our present curriculum is no longer in harmony with the spirit of the times.** It was Premier Lloyd George who said, "The less we talk of the theories of the past, and the more we deal with the realities and needs of the present, the better national progress we shall make." It is easy to make an application of these words to education. Surely it is necessary for one to know something of the past in order that he may comprehend the present, and forecast or prepare for the future. The trouble with most of our foreign language study as now carried on is that it does not give an introduction to the past, but just such a smattering of information as induces academic pride. I speak now only of those who take the minimum of language, but this includes the great majority of students. We may as well recognize that the world is taking stock of institutions these days, and the university, as other institutions, is being asked as to its contribution to society. The years to come require men and women of the highest

attainments in commerce, industry, art, and all other fields of practical endeavor. The word "culture" may be overworked.

7. Perhaps, however, to some of the Council, though not to others, the strongest reason for revising our curriculum as suggested in the motion, or even in a more radical manner, is the **fact that progressive universities everywhere are moving in this direction.** It may be interesting to have a few particulars:

#### A. Great Britain.

As might be expected there is little departure from tradition in the universities of the Motherland. The colleges of Oxford demand Latin and Greek for admission. Cambridge has no regular matriculation examination, but at the previous examinations a knowledge of both ancient languages is demanded. The University of London makes Latin or Greek compulsory, and it is possible to obtain a degree in arts with a knowledge of only one foreign language. The University of Durham has two forms of degree, one in ancient languages, and another for such students as take one ancient and one modern language. The Scotch universities admit students with a knowledge of Latin or Greek and one other foreign language. The Irish universities have practically the same standard of admission as the Scotch. The syllabus of the five great modern universities, Manchester, Liverpool, Leeds, Sheffield and Birmingham, is very instructive. There are three compulsory subjects, and three selected—one of the three being a foreign language. There is a rider to this, however, each of the universities imposing some restriction. Manchester requires Latin for those entering upon the chief honor courses; Liverpool demands Latin or Greek before a degree is granted; Leeds demands Latin; Sheffield makes Latin compulsory at the intermediate examinations; Birmingham demands Latin and a modern language. It will be noticed that Birmingham alone insists upon our present requirement. It will also be noticed that each of the five universities has departed from the traditional curriculum appar-

ently endeavoring to meet local or modern conditions.

The most significant thing in the Motherland, however, is not the fact that the younger universities have challenged the time-honored courses of study. It is rather that, right in the old centres of learning, leading spirits are urging an emphasis upon modern as opposed to ancient languages.

Benson, of Magdalen College, a classicist among classicists, has this to say:

"There is no longer room for both the classical languages. Greek is relegated to the specialist; Latin, if retained at all, is only for 'boys of linguistic gifts.' Precedents are thus ruthlessly swept away, for the older universities have always held so firmly for compulsory Latin and Greek that they have set the tone of all British secondary schools. Everything points to modernization of the courses of study; to a curriculum in which the all important thing is that men and women should know "the actual conditions of the modern world" and should be acquainted with national ideas, life and activities." Dr. Benson's idea of the new curriculum is this, "English thoroughly taught, at least one modern language taught to the point of use; science on general lines; geography carefully and fully; history in outline; mathematics, including arithmetic for practical utility, and algebra to initiate the pupil's mind into symbolic handling of problems."

#### **B. Canada and New Zealand.**

Here again the newer universities are departing from the practice of the older. Alberta admits on one foreign language, but gives and requires instruction in one other before graduation. It does not at least attempt to dominate the high schools. British Columbia has a wide-open door of entrance. New Zealand, progressive in education as in all else, recognizes one foreign language.

#### **C. The United States.**

Ex-President Eliot has well summed up the situation in the United States in these words:

"A survey of present conditions shows that most of the State Universities require no Latin of candidates for

the degree of Bachelor of Arts, either for admission or in college. It is, in general, the endowed colleges which are persisting in the requirement of Latin. The universities bearing a state name which retain a Latin requirement either for admission or in college are, with one exception, universities in southern states. That exception is the University of Vermont, which is not really a state university. The immediate reason that most state universities have abandoned all requirements in classical languages for admission is that they desire to maintain close affiliations with the public high schools."

In a letter received from Dr. S. P. Capen, specialist in higher education of the Bureau of Education, Washington, and which I place on the table for the information of members of the Council, there is a summary of the requirements for matriculation and for the bachelor's degree in arts of fifty state institutions and fifty private or endowed institutions.

(1) Only nine of these make Latin compulsory for matriculation.

(2) Latin and another foreign language is prescribed by two or three.

(3) Ancient and modern language is prescribed by two. It is to be noted, however, that some of these institutions which do not insist upon a foreign language requirement for matriculation make some demand before the B.A. degree is issued. For example:

(1) Ten institutions require Latin and Greek or Latin or Greek.

(2) Eight require Latin and another foreign language.

(3) Ten specify ancient and foreign language.

(4) Eight require ancient and modern language.

(5) Latin as a single subject is not demanded by any.

Among the universities that have their doors wide open to students are 56 well-known institutions among which are Arizona, Arkansas, Illinois, Indiana, Iowa, Michigan, Minnesota, Nebraska, North Dakota, South Dakota, Ohio, Wyoming, Leland Stanford.

Most of these universities admit on a certificate from an accredited high school, but they also admit by examina-

tion. Usually they require 15 units. A common division is English 3, foreign language 2, mathematics 2, history and civics 2, and science 1, with electives 5. In the majority of cases work in home economics, freehand drawing, manual training and shopwork, stenography and bookkeeping is accepted; the condition being that two hours of laboratory work be ranked as equivalent to one hour of ordinary class instruction. Where students study foreign language it is common to find such a regulation as this, "Both units in the same language."

The following regulation from Leland Stanford Junior is suggestive: "The proper co-ordination of high school subjects for the individual pupil is regarded as primarily a problem for the secondary school. The university is prepared to recognize for entrance credit any subject having an established place in the secondary school curriculum in which adequate instruction is given, and which is pursued to satisfactory results. No prescription other than English is made. Candidates desiring to study mathematics must obviously offer such elementary mathematics as is not taught in the university. . . . Candidates desiring to study Latin should offer at least two entrance units in that subject." (This is just what we have asked, that high schools have a free hand in determining their programmes; that pupils prepare along the line of their definite needs; that prescription be limited.)

From all this it will be seen that the American state universities as a whole seem to take the reasonable ground that what should be required from students entering a university is ability to enter upon the courses offered, rather than attainment in arbitrarily selected subjects, and that a degree should be granted not because one before entering the university has dabbled in several foreign languages, but because during his attendance of four years he has done creditable work in some worthy field.

Now I am convinced that objections will be taken to the motion, and I am not going to forestall these excepting on two points:

1. It may be said that there is no proper substitute for a second language. The answer is, give more of one language; give more English; admit equivalents in practical work. Let us get away from the assumptions that university privilege is for the few, and that there is something sacro-sanct in the study of languages. Let us make the university open to the people and to all the people. Any good study in the secondary school may be accepted in lieu of the second language. Personally I am in hearty accord with Leland Stanford Junior, which prescribes English alone, but I am not asking the Council to go that far.

2. It is said that Latin will die. Well, it has had a place in the sun for centuries, and if it cannot now stand on its own merits in competition with other tongues it should die. I have no fear of that kind, however. I am convinced that it has attractions and advantages that will always commend it to students. It needs no bolstering by way of compulsory legislation. In the U. S., where there is an open field, the number taking Latin is on the increase, and the leading advocates of classical study fear that too many are attempting Latin. This is what is said by Bennett and Bristol, probably the best known advocates of the teaching of the ancient classics and the highest authority on method: "Latin is good for those whose gifts enable them to profit by its study. It is not, however, capable of popular distribution like so much flour or sugar. Because Latin is a highly effective instrument for the training of certain minds, we must not think that the efficiency is contained in the subject per se. . . . Observation convinces me that many parents and pupils labor under a serious misconception on this point and that many are ambitious to study Latin whom nature has not endowed with the capacity to benefit by its pursuit. The present enormous increase in the number of Latin pupils in our American secondary schools seems to justify calling attention to possible dangers in this direction."

3. It is said that some other degree should be granted to one-language



students. Reason and experience are opposed to this. There are a dozen courses open to the students of the university and yet they all lead to the same degree. No one would think of withholding a degree from a student taking a mathematical course rather than a classical course. Why should one plead for a difference of a very minor nature—a difference at matriculation between a smattering of two languages and a fairly thorough knowledge of one? We are asking that a student be free to select one or more than one, and that there be no penalty for selecting the single option. . . .

Columbia College has recognized the absurdity of granting more than one degree. The only degree it now grants is that of Bachelor of Arts. It leaves the granting of other degrees to the colleges affiliated or associated with it.

The whole problem in a nutshell is this: Is this university to be for the few or for the many? Is it to encourage pupils to take advantage of higher education, or is it to discourage them right in the beginning? If we do not open our doors freely there will be a demand for some other institution that will. Are we ready to face such a demand?

### THE MID-SUMMER EXAMINATIONS

The Committee wish to call attention to the following points:

1. Candidates showed general weakness in answering questions not involving translation, e.g. points of syntax. This led to the impression that the translations were, in many cases, mere memorizations.

2. Carelessness was shown in determining the exact meaning of a question, e.g. when the explanation of a mood, a tense, or a case was required, the can-

didate was usually content with naming the mood, tense or case, which was worthless as an answer.

3. The Committee would once again emphasize the need of idiomatic English in translating.

4. The work in sight translation showed general improvement over that of the previous year. Teachers should continue to lay stress on this important branch of the work.

### My Days

God gives me all my days, like pearls to string  
Upon life's silver thread.

And I must keep them pure and fresh and fair,  
For so the Master said.

Each morn I string one, pure from God's own hand.  
Proud of their beauteous light

I pray for strength to keep them so till night,  
Fair for my Father's sight.

And I must keep all sin from out my life  
To keep my pearls white.

Their purity is dimmed by all deceits,  
Made fairer by the right.

And when at last my silver thread shall break,  
And life for me is o'er,

And God has led me on until I stand  
Upon the other shore,

I know, that God will know, I bravely tried,  
To keep my pearls bright.

And He'll forgive me for the dimmed ones  
And crown me with the white.

## Children's Page

Rustily creak the crickets;  
 Jack Frost came down last night;  
 He slid to the earth on a star beam,  
 Keen and sparkling and bright.  
 —Thaxter.

### The Fir Tree

O singing wind,  
 Searching field and wood,  
 Canst thou find  
 Aught that's sweet or good—  
 Flowers, to kiss awake,  
 Or dewy grass to shake,  
 Or feathered seed  
 Aloft to speed?

Replies the wind,  
 "I cannot find  
 Flowers, to kiss awake,  
 Or dewy grass to shake,  
 Or feathered seed,  
 Aloft to speed;  
 Yet I meet  
 Something sweet,  
 When the scented fir,—  
 Balsam—breathing fir—  
 In my flight I stir.  
 —Edith M. Thomas.

### EDITOR'S CHAT

Dear Boys and Girls:

Here is grey, chill November upon us again, with its taste of winter in the air, but with its sunny days, too, for November, like everything else that seems black and dark in the world, has a sunny, bright side as well, and for all of you who are young and happy November is only a pathway which leads through "naked trees and wailing woods and meadows brown and sere," to that glorious white day in the distance—Christmas. This year, as before, we will be so busy in November that we will hardly have time to look out of the window or to feel the chill winds. Most of us have had an unexpected holiday and we can well imagine

what good use you have made of it. You have been outdoors a lot, we know; you have been knitting and cooking and sewing and carpentering and planning your Christmas boxes. Perhaps some of you who have lost the dear soldier you used to send to feel you are out of all the planning and happiness, but don't be! Make up your parcels and write your letters and send them to some lonely man—there's always someone who needs a parcel—and the Red Cross in your town or one of the church societies will be glad to give you the name of some lonely soldier who will appreciate your good things all the more because he expected them so little. Remember in packing your par-

cels the sugar restriction—only one pound of sugar and a pound of candy in each parcel, but be sure and put in other nice things to make up. You can buy little waxed papers jars now that will hold jam or butter or marmalade nicely, and be sure to put in raisins, and, above all, a letter! From what the Editor hears from returned men, letters are even more welcome than parcels.

Nowadays we can begin to feel that this will be the last year we will have to send parcels overseas, for at last, after four long years, victory and peace are in sight—and we can even begin to dream about what the world will be like when there is no more terrible war. What a great deal we have all learned in these last four years—even the

youngest of us—and what a lot we will have to learn when peace comes and the men come home, and many who are cripples and blind will have to begin life all over again. There will still be lots of opportunity for boys and girls to make use of all the wise things about seeds and pigs and vegetables; and stooking and stacking and threshing, and cooking and packing and knitting, and writing and sewing and being generally useful and happy, that they have learned while their fathers and brothers were winning the war in France, Egypt, Siberia, and on the great ocean ways. And so in grey November we, like the wind in our little poem, will try to “meet with something sweet,” and to do this we must be busy as bees.

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### OUR COMPETITIONS

December story to be in by November 15th, “The Story of a Hero Airman.”

January story to be in by December 15th, “An Original Christmas Poem.”

The prize for this month goes to Juliette Henrotte, Deer Horn School. This little girl is only nine years old, but she has written a good letter with

several ideas for getting ready for Christmas that may help you all.

We give honorable mention to Teddy, Tommy and Paddy Fitzmaurice, St. Rose du Lac School; Esther Patter-son, Elsie Baker, Stonewall; Jessie Brickell, Deer Horn; Marie Ange Dioune, Olive Dumontier, Jean Dan-cault, St. Joseph’s School.

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### HOW I AM GETTING READY FOR CHRISTMAS

As I see each day the leaves turning brown and yellow and falling one by one to the ground, it reminds me that the beautiful summer is gone and winter, with all its pleasures and holidays, will soon be here. But the best of all holidays and the one to look forward to most is Christmas.

We are all very busy at home now, but in my spare minutes I’m making preparations for Christmas and its holidays. I’ve pressed many of the fall leaves and also some of the garden flowers. With green and red paper, I am making holly to decorate the house with. I’ve stored away a lot of hazel nuts and I’m going to try and keep them for my friends on Christmas Day.

We have preserved all kinds of fruit and pickled lots of vegetables.

At school I am learning to work with

raffia, and I can make many gifts of it. I also learn to sew and crochet. I would like to know how to knit, and then I could make some nice warm socks for the poor soldiers in the trenches.

We are soon going to write our letters to Santa Claus, and I hope the war will not stop him from giving us what we ask.

I don’t like the cold days of winter, but I certainly wish it to come for the sake of Christmas Day.

Juliette Henrotte,

Age 9 years,

Deer Horn, Man.

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Christmas is coming very quickly; it makes boys and girls think how they will prepare themselves, and they speak of this feast every day, telling what

they will do and thinking what kind of presents Santa Claus will bring.

I think I will be ready for Christmas because I thought of it soon enough. I will spare all my money that I gained during the summer to be able to buy a present to surprise Papa and Mamma and some of my companions who are poor. I think that my poor comrades will be happy and will forget their sorrows.

I have the job to feed the turkeys; I will fill the trough of feed so that they might be fat enough to kill one for dinner and to give one to one of the poor families of the parish.

I will try also to be good and do all my duties, that the Infant Child might be pleased with me.

Jean Daneault,  
Grade VI, Age 13,  
St. Joseph, Man.

It is a very busy time now. The men are working at the threshing so that all may have bread. We are studying hard at school so that we may improve a lot in writing and reading to please our parents and our teacher. I took some things to the club and got prizes for them that will make a little more money for Christmas. I always look forward with great interest to the coming of

Christmas, and do all in my power to make and save money to buy presents for my father, mother, and brothers and sisters, and my best school chums. Papa always gives us some money for helping to dig potatoes, and the harder we work the more money we get. We put our choicest vegetables aside and see that they are not used until the great feast. It is my job to look after the hens, so in the fall I pack lots of eggs in oats in the cellar. I want mamma and my big sister to be able to make lots of things for Christmas. I always keep five or six of the biggest and fattest roosters. We have already started. Time comes I hunt through the catalogue to choose the presents we think are suitable and within my means. I get my big sister to send for my father's and mother's presents because I do not want them to know what I am getting for them. I must not forget to give part of my money for those who have no mammas or papas to look after them, and give them presents, did also send my share for the soldiers. Thus will I make others happy and find my own reward in seeing them happy.

Teddy Fitzmaurice,  
Age 10, Grade V,  
St. Patrick School,  
Ste. Rose du Lac.

## THE TWO DORMICE

### Part II.

It was a fine day, and Mr. Dormouse, feeling tired of being shut up in the little house so long, thought what a nice change it would be to go for a ramble.

"Good-bye, my dear," he said to his wife. "I am going for a run in the wood. My legs feel quite stiff, and perhaps I shall find an acorn that has been left over since autumn. If I do, I shall bring it home: it will taste fresher than those we still have in the storeroom. I hope you will not feel dull while I am away."

Off ran the little dormouse; but he did not go very far, for his legs were, as he had said, somewhat stiff, and he soon grew tired. Then, there was not an acorn to be found; and every beech-

nut had been carried off by their neighbors, the greedy squirrels. So he made his way slowly home, thinking, as he went, how pleasant it would be to rest for a few days longer beside his little wife in their snug nest.

But when he lifted the curtain that hung before the door, lo! the nest was empty: Mrs. Dormouse was nowhere to be seen! He called and he looked, then he squeaked again louder than before, but still she did not come.

All that night the little fellow watched and listened, hoping she would come back; and all next day he ate only half a beech-nut, so anxious was he for the return of his comrade. But at length, when many days had gone by, he was forced to believe that something had happened to her: that one of the

wild things of the wood had eaten her, or that she had been caught in a trap, and she would not come back any more to the snug nest in the hollow of the old beech-tree!

Now, what had become of Mrs. Dormouse? Well, that morning, after she had bidden her mate good-bye, the little dormouse looked around the nest, then said to herself: "How untidy it is! There are the shells of that acorn Dor had for breakfast, scattered all over the place! And that morsel of bean,—I am afraid it was I who left that lying about. I really must make things more tidy! And what better chance could I have to do a little spring cleaning than today, when I have the place to myself!"

First, however, Mrs. Dormouse went to the store-room to see if there was enough left of their winter supply to last until the spring things came in. Yes, there was plenty, she thought, if they were very careful. Next, she went back to the nest, and set to work.

It did not take this smart little housewife very long to make it look as fresh and neat as a new pin. Then, feeling rather tired after her busy morning, and meaning to take a short nap before Dor came home, she curled herself into a soft ball, and was soon fast asleep.

She had not been many minutes asleep when she was awakened suddenly by what seemed, to the sleepy little mouse, a terrible hub-bub outside, and she uncurled herself to listen.

"There are sure to be dormice about this beech-tree," said a voice that, to timid Mrs. Dormouse, sounded very loud and very alarming.

"Yes; and here is a nest right enough!" said another voice, just as rough and loud as the former. At the same instant the curious grass curtain which hid the door of the Dormouse dwelling was dragged aside, a hand rudely forced its way into the tiny opening, a loud voice cried in glee, "I have got one!" and behold, our poor little dormouse was a prisoner, at the mercy of two thoughtless schoolboys!

Soon after this Mrs. Dormouse found herself shut into a horrid wooden cage. There were bars on every side; there was a rough box in which lay a few

stale beans and dried peas, and a wheel that went round and round in the most tiresome way as often as she put a paw upon it. There was a wisp of hay in one corner of the cage; and this was the only bed she had to lie on, instead of the soft nest from which she had been taken, in the hollow of the big beech-tree!

For a good while the two boys came nearly every day to the old tool-shed in the garden, where they had placed the cage on a bench, to visit their little captive, and to bring her food and water. They used to stand and laugh at her attempts to get off the cruel wheel, which kept going round and round all the faster the more she tried to get away from it, until at length she just tumbled down to the floor of the cage, too weary to lift her tiny paws any more.

Thus the time went on till autumn. Then one day the boys came to the tool-house as usual, and stood talking beside the cage.

"We shall not need to bother about it any more until spring," said one.

"No, indeed!" replied the other. "See how stupid it is! It is going to take a fine long snooze!"

Mrs. Dormouse was really very sleepy, and felt too dull to understand what was meant. Sure enough she did fall asleep very soon after, and did not wake up properly for a long time.

Meanwhile poor Dor was very lonely without his little comrade. Indeed, he was rather glad when the long summer days were gone, and autumn came round. The red and bronze and yellow leaves fell off the trees, the delicate fern fronds grew dry and brown; there was hardly a flower to be found in all the wood except here and there the meek, golden-eyed daisy! Then Dor crept into his nest, where he curled himself up, with his long tail round him like a little fur boa, and went to sleep. His sleep was so sound that if it rained, or hailed, or snowed outside, Dor did not hear or heed!

The winter passed slowly by, until at length the birds began to sing once more, and the sun peeped now and again through the bare branches of the big beech-tree. Here and there, in shel-

tered spots, primrose buds unfolded shyly, as if not sure of a welcome; on the mossy bank in the wood the fern fronds uncurled timidly, the violets opened their purple eyes and dark green leaves. In the snug nest in the tree, and in the wooden cage in the tool-shed, the two dormice awoke about the same time from their long, deep sleep.

Dor's first race was to the store-room, for he was very hungry. Then he thought of his little comrade, and he wished she were back with him again. But the sun was shining so brightly, the young buds and opening leaves had such a fresh sweet smell, that little Dor could not be sad for long. So he scampered up and down his tree, full of joy and gladness because winter was really past, spring had come, and the lovely summer days were not very far away.

When Mrs. Dormouse first awoke she forgot she was not at home; and she was about to say something to Dor. But then she remembered; and she wished she could go to sleep again, and forget!

She crept slowly out of her bed of rough hay, and looked about her. She was hungry, and very thirsty; but there was neither food nor water in the cage. The last drop of water had evaporated long ago, and she had eaten the last stale morsel of bean a month before. The two boys had, as they said, left her to have her sleep out, then forgotten all about her. Poor little dormouse!

She ran to and fro in her prison, crying with hunger; but, alas, there was no one to notice that small squeak! At last, when she was almost tired out, she pushed against the door of the cage

which the boys had forgotten to fasten. It flew open, and the little dormouse was once more free!

She scrambled quickly off the bench, raced out at the tool-house door, along a winding path, and through the gate that led into the garden. After what was to this small animal a long, long journey, she reached the wood where stood the big beech-tree in which was her nest.

How did she find her way? Ah, for the answer to that question you must go to the swallow that year after year flies across land and sea back to her old nest in the thatch of some cottage roof; you could learn it from the creatures who fearlessly and unerringly, yet without any visible guide, cross deserts and plains where there is not so much as a tree or shrub to mark the track.

How glad these two little dormice were to be together once more! The dry peas they had for dinner that day tasted as sweet as if they had been green from the garden; their last acorn, which Dor brought from the store-room in honor of the occasion, was nicer, surely, than any acorn had been before!

Mrs. Dormouse gave the nest a good cleaning that night before she slept. Dor told her it was not worth while, since it would need to be thoroughly done up later on, or they might even build another. But tidy Mrs. Dor said she must have her house neat and nice, no matter if she were going to move next day.

I think it is not unlikely that the busy little pair did make a fresh nest before the autumn set in; but I am almost sure it was in the same snug spot, in the cleft of the big beech-tree!

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There is a life in every school which is felt rather than seen or heard. It is that life which constitutes the soul of a school.

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It is the conquest that comes after effort,—this is the factor that gives one strength and confidence. But when defeat and failure follows failure, it is weakness that is being engendered—not strength.

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As the tadpole, deprived of its tail, fails as a frog to develop the hind-legs, so surely does the human soul, deprived of the nourishment proper to each period, fail in realizing his own native possibilities.



## Selected Articles

### THE TRUE CONQUERORS

There is nothing which the adversaries of improvement are more wont to make themselves merry with, than what is termed the "march of intellect"; and here I will confess that I think, so far as the phrase goes, they are in the right. It is a very absurd, because a very incorrect expression. It is little calculated to describe the operation in question. It does not picture an image at all resembling the proceeding of the true friends of mankind. It much more resembles the progress of the enemy to all improvement. The conqueror moves in a march. He stalks onward with the "pride, pomp, and circumstance of war"—banners flying—shouts rending the air—guns thundering—and martial music pealing, to drown the shrieks of the wounded, and the lamentations for the slain. Not thus the schoolmaster, in his peaceful vocation. He meditates and purposes in secret the plans which are to bless mankind; he slowly gathers round him those who are to further their execution—he quietly, though firmly, advances in his humble path, laboring steadily but calmly, till he has opened to the light all the recesses of ignorance, and torn up by the roots all the weeds of vice. His is a progress not to be compared with anything like a march—but it leads to a far more brilliant triumph, and to laurels more imperishable than the destroyer of his

species, the scourge of the world, ever won.

Such men, men deserving the glorious title of Teachers of Mankind—I have found, laboring conscientiously, though perhaps obscurely, in their blessed vocation, wherever I have gone. I have found them and shared their fellowship, among the daring, the ambitious, the ardent, the indomitably active French; I have found them among the persevering, resolute, industrious Swiss; I have found them among the laborious, the warm-hearted, the enthusiastic Germans; I have found them among the high-minded but enslaved Italians; and in our own country, God be thanked, their numbers everywhere abound, and are every day increasing. Their calling is high and holy; their fame is the prosperity of nations; their renown will fill the earth in after ages; in proportion as it sounds not far off in their own times. Each one of these great teachers of the world, possessing his soul in peace, performs his appointed course—awaits in patience the fulfilment of the promises, and resting from his labors, bequeaths his memory to the generation whom his works have blessed, and sleeps under the humble but not inglorious epitaph, commemorating "one in whom mankind lost a friend, and no man got rid of an enemy."

—Brougham.

### A PUPILS' CIPHERING CLUB

Maurice Forwalter

I teach fifth and sixth grades, and ciphering is one of my hobbies. During the three years that I have taught school I have encouraged ciphering, but not until last year did I organize things on a definite plan. I tried to find information about a ciphering club, but being unable to do so I used my own ideas entirely.

First, I gave a few ciphering contests

to arouse interest. This does not take long in an average school, provided the contests are well managed. After the interest was created I had the following membership cards printed:

Convoy, Ohio,.....191....

This certifies, that (pupil's name) is a member of The Pupils' Ciphering Club.

A member must be able to perform any five of the following nine requirements in thirty seconds each.

1. Add a problem of thirty-six figures.
2. Subtract a problem twenty figures long.
3. Square a number of four figures.
4. Divide a number of eight figures by a number of two figures.
5. Work a single interest problem.
6. Add five mixed numbers.
7. Subtract two fraction problems.
8. Square a mixed number of two figures.
9. Divide a mixed number by a mixed number.

Signed (teacher's name).

The qualifications for membership were based on the time it took me to work the problems. I gave a handicap of one hundred per cent., that is, I allowed the contestants twice the time to work the problems that it took me.

Of course, I held "qualification matches." These occurred, usually, during recess. Nearly every pupil wanted to get a membership card. I divided the requirements into "points," and allowed them to qualify one point at a time. Whenever a pupil qualified in any one thing I put his name on a card and checked the thing he accomplished. I kept this card myself. Whenever he got another point I checked it, until he had five; then I signed the card and gave it to him.

As soon as six or eight had qualified, I began with real practices. There was no play connected with the regular

half-hour meetings, as you will see. The members wanted to stay after school every afternoon, so I was obliged to regulate and limit the periods.

Here is a specimen practice:

"Everybody to the board. Face this way. When I count three, see who can say the A B C's first. Count from 1 to 50. Count from 50 to 1. By 25's to 100. By 2's from 100 back to 1. Face the board and take crayons and erasers. Close eyes. Multiply 48 by 12. Open eyes and find mistakes."

I drilled them thus in each of the fundamentals, then I let them work with their eyes open. Part of the time we worked for speed in writing figures; for example, writing the figures from 1 to 25; or from 1 to 50 by 2's. This rapidity in the writing of figures is very essential in ciphering.

For an experiment, I taught them the 12% method in interest, and square root. Several wanted to work square root at all of our contests, but others objected, on the ground that square root was not one of the requirements. Therefore I omitted square root from the contests held during school hours in which all took part. A good test is to place a problem on the board, about 80 figures long and of two numbers, and see how far the pupil can add or subtract in one minute. Some of our club members could add 150 figures, or about 28 combinations. Several times high school pupils came to the room during noon hour and, group against group, we had no trouble in beating them.

## STARTING DADDY TO SCHOOL

Agnes Just Reid

It was a queer thing to suggest that a great big, broad-shouldered Daddy, who stood six feet three in his bare feet, should start to school, and start in the primary department at that, but this is just what I suggested, or I might say insisted, that my Daddy-Man should do.

It had long been a favorite pastime of mine to spend an afternoon in some primary room of the public school. Even before our children had given me

a new and ever-widening interest in child life, I had seen how mere babies could talk with their hands and produce music with their feet, but I wanted him to know, and I wanted him to know it then—just then, before our first born was started on a twelve-year journey with paid instructors instead of fond parents to guide him.

"Oh," he protested, "I feel so big and awkward around a lot of little youngsters and lady teachers. I'll take

my turn when he gets to the high school; you oversee his education until then." But I was firm in my resolve, and reminded him that since the Creator had seen fit to give to each child two parents, He had doubtless intended that the burden of training them should fall equally on the twain.

So one afternoon, when he seemed to have a few hours' leisure, we went together to watch the primary kiddies at their work—or was it at their play? They were so happy that we could scarcely tell.

We saw tiny tots read music as readily as we had reeled off our A B C's. We saw them use their little bodies in perfect accord with their little minds. In a word, we saw them learning self-expression; learning to give to the world all the wonderful things that would otherwise remain hidden away.

Their clear little treble tones rang out so loud and high that they almost set my tears "a-flowing"—a chorus of children's voices always affects me that way, I never can tell why. The big man beside me was not moved to tears, but he was not wondering any longer why I had made him come, and he was won forever by the million

charms of the kindergarten teacher and the good she was bringing to the human race. He has never spoken of her since that day by the indefinite term of "lady teacher," but always as "Miss——," with a sort of reverential note in his voice. And I, being his wife, know that he means, "That wonderful person who knows so much more about my boy, being his teacher, than I do, being his father."

As we rode home that day he said, half to himself, "I wonder how many of the fathers and mothers know what kind of work those little tads are doing. Why, they know a lot already that I never shall know."

Thinking of his query, I asked the teacher of the tiny band how many of the parents ever visited her. She told me that fifty per cent. of the mothers came quite regularly, but that not ten per cent. of the fathers had ever set foot in the room. What a deplorable shame that the order of things is such that fathers think they are doing their part for their offspring when they have provided them with food and raiment and a place called home to shelter them!

## A VISIT TO A SCHOOL STORE

Marion D. Paine

We arrived at the door of the big sunny third grade room just as a group of little First Graders began advancing across the hall. They had been invited to visit the new store which the older children had made and stocked for trade. The small visitors filed in solemnly, and gazed in round-eyed wonder at the wooden shelves filled with all sorts of cartons, in front of which stood several storekeepers, looking very business-like with their pads and pencils, as they stood waiting to supply any and every need.

This store was one of the things we had come especially to visit, and we were delighted to find it on view and in full operation. At recess the teacher told us that the supplies had all been brought from home by the children, and that the shelves had been built by

upper grade boys in the manual training room.

We had been intending to investigate the ready-made "Model Store Keeping" outfit, which can be bought at a reasonable figure, but after seeing this home-made store we promptly decided to have one, too, and this is what we did. Our third grade was told in detail about the store we had visited, and how the little children came in to buy soap and other things. In five minutes the idea of having one in our room was suggested by one of the boys, and in five minutes more it had spread through the whole class. Different children began at once to tell what they would bring on the following morning, and enthusiasm ran so high that it immediately became necessary for the teacher to stem the tide, lest she be swamped by

a miscellaneous collection of empty cartons, bottles and boxes which would not make a store at all. She made the tentative suggestion that a small beginning be made by having a butter and egg store, or a cereal department. The children decided in favor of dairy products, and after some discussion it was learned that Blue Valley butter in half-pound boxes was the brand most commonly used in their homes. It was agreed that a start should be made with these boxes, empty egg-cases which had held a dozen eggs, and pint and quart milk bottles. A compartment in the teacher's closet was devoted to this collection, and a committee of three appointed by the class to attend to its orderly arrangement. It was to be their duty also to "set up" the supplies before school Wednesdays and Fridays, the days when we were to play store.

During the time when the materials were being assembled, the merchant's way of making change was thoroughly taught; that is, subtraction by addition, so that if a purchase amounts to twenty cents and the customer gives a dollar, the formula would be, "Twenty cents, twenty-five cents (putting a nickel into the customer's hand), fifty cents (adding a quarter), one dollar (adding fifty cents)." This method the children practiced until it became perfectly familiar.

In a little over a week the store committee reported that there were enough boxes and bottles on hand so that we could begin. They arranged these on a table in the rear of the room, toy money was placed in envelopes and distributed by another committee, and the buying began.

Lists were kept of the boys and girls who made mistakes in buying and making change, and the children decided that any one whose name appeared three times on these lists was to be debarred from being store-keeper until improvement had been seen. As the position of store-keeper meant not only wearing one of the paper caps which had been made during a handwork period, but also importance and responsibility, a real desire was evinced for concrete practice in making change.

The arithmetic text-book was therefore ransacked for the pages about dollars and cents, and these were worked over conscientiously.

A money game was introduced. One at a time each child asked a money question of some other child. Holding several pieces of money concealed in his hand he might say, "I have forty cents in my hand. What pieces of money have I?" Or he might hold up a dollar and ask, "How many nickels in one dollar?" Or again he might say, "Show me twenty-five cents with four pieces of money." The child who gave the right answer asked the next question. As soon as this game had been well learned, it was played in small groups, each under a tried captain, so that there could be more individual practice.

A few written lessons on money also were given, of which this is a sample:

1. How many cents are there in a quarter?
2. How many half-dollars make two dollars?
3. How many half-dollars are there in a five-dollar bill?
4. How many pennies are there in a five-dollar bill?
5. Can you count out a quarter in three ways, using only dimes and nickels?
6. How much is one-third of 75 cents?
7. How many nickels are there in 75 cents?
8. How much money is there in half of a five-dollar bill?

By this time the children had decided to add tea, coffee, cocoa and baking powder to their store. Certain typical brands were chosen, and all the cans brought were of the same sort; for instance, Royal Baking Powder in half and whole pound cans which cost twenty-five cents and fifty cents, and a brand of coffee at twenty-eight cents. Other things, like match boxes, cans of soup and vinegar bottles were added. We had a department of cleansers and soap wrappers, the latter being pasted around pieces of wood obtained from the manual training shop. Another department was for extract bottles, and another for cracker boxes. Each was

controlled by its own committee, which passed on everything brought in, told the children when they had enough of any particular staple, and in general kept the department in order.

Before long we had so large a store that it was decided not to put everything out on any one day; so the play was still further diversified by having a change in the weekly display, for now we had the store only on Fridays instead of twice a week as we did at first.

We found that there were many different ways of playing store. One day each child was given a written order, as:

- 1 half-pound box of baking powder.
- 3 bars of laundry soap.
- 1 pint of milk.

(The order slips were prepared by the children.)

Another day each bought any two articles; another time each must pay for his purchase with a dollar. The children themselves often suggested devices for varying the buying. Nor were opportunities for language work neglected. Conversations between customers and store-keepers were worked out upon the blackboard. Politeness of address, definiteness in ordering, keeping one's temper, and brevity were all talked over in much detail. The sources of such products as butter, milk, crackers, tea and cereals, the copper, nickel and silver used in making real money furnished material for work in another field.

But the end that crowned the work was the original problems which the children wrote after they had used the store long enough to become familiar with the prices. These problems were

not the product of a few of the keener minds, but were written by all the children in the class. They showed a thoughtful appreciation and a command of the subject surprising in children seven or eight years old. Typical of the large number written are these which follow:

A lady bought one box of Farina for 15c, and one box of Dromedary dates for 10c. She gave the man a dollar bill. How much change should she get back?

If Wheatena costs 15c a box, how much change would a lady get if she paid a \$2 bill for 5 boxes?

Oatmeal costs 18c a pound. How many pounds can you get for 90c?

A girl bought a dozen oranges at 36c a dozen, and she had only a quarter. How much more money did she need?

Once, a lady bought smoked beef which cost 12c a box. She was going to give a party and she wanted 15 boxes of it. How much did she have to pay?

Baked beans cost 10c a can. How much would 100 cans cost?

Astor coffee costs 35c for one pound and Domino sugar costs 48c for five pounds. How much difference is there between five pounds of Astor coffee and five pounds of Domino sugar?

A boy bought for his mother a half-pound of Royal baking powder for 25c. How many pounds could he get for \$3.50?

The class work in making and solving these problems was perhaps the most valuable arithmetic work of the year, and proved as nothing else could have done that the store was a really vital project to the children of the grade.

## A PARENT-TEACHER ASSOCIATION

Eva M. Wilson

In a recent pamphlet, gotten out by the Illinois Council of National Defense are the following words:—"Many people, possibly, say that this care of women and children, this concern for the women who work, and for the babies of the state is not war time work; and some women who volunteer for service say they want to do some-

thing connected with the war and not the same old thing that they have always done. We contend, however, that the problems of war are also the problems of peace; they are only more emphasized in times of war, and if we would have our troops fight efficiently abroad we women must see to it that they fight with an easy mind concern-

ing their families at home. We must see that it is our province to care for these families. Hunger and cold, delinquency and disgrace are not good backing for the soldier at the front, and if we would keep up the morale of the soldier at the front we must keep up the morale of their families at home.

We pass khaki-clad men every day upon the streets; they are either at cantonments in training for service or are on their way to the front to take their part in the greatest conflict that the world has ever seen. They are Americans—so are we; they are fighting for a righteous cause—so are we; they are called upon to give up their comforts and pleasures, and, perhaps, their lives. We are not called upon, no matter what we do, to make any such sacrifice, but the women of each state are asked to unite in one big organization and to all work together to win the war. We can only do this by self-sacrifice, by hard work and a willingness to serve. The people across the sea have called to America for help. Shall we respond: "We are coming with millions of dollars and millions of men and millions of pounds of food, with thousands of physicians and nurses, with ambulances and hospitals and anaesthetics and with the will to crush Prussianism"? If the women make this response possible, victory will be ours. The rural woman reads these stirring lines and feels their force, but how few realize that they have right at their own doors the golden opportunity for service?

A year ago the war seemed very far away, but today scarce a home, either urban or rural, but has felt the heart strings tighten as son, brother, or husband has been called to the colors. Since the beginning we have eagerly, feverishly worked in the Red Cross rooms, raised money, conserved food, learned to like new and strange foods, and studied First Aid. All these have we done and still must do more largely than before as the weeks go by. But as we find more ways of service, as we look through tear blinded eyes, at the list of casualties day by day, have we given as much thought as we should to the little child patiently trudging back

and forth between home and school? He feels the unrest, he senses the sorrow and terror, he anxiously plants a war garden, buys Thrift stamps and learns manfully to eat the mush and corn bread because the big brother is fighting for "Uncle Sam" and must have the meat and wheat. We need to remember that the school boy of today is the soldier of tomorrow. Many criticisms have been made concerning governmental unpreparedness. The same statement may be carried into the home and school if mothers do not wake up to the duty confronting them. Many women when asked to help in some home—line of defense have said they prefer something connected with the war and not the same old thing they have always done.

Surely, we will be doing war work when we systematically prepare the adolescent boys and girls for the responsibilities to be thrown on them so soon—the boy of today properly safeguarded in health and morals and trained for service will be a much better hazard than the one who, like Topsy, has "just growned."

Now that we are at war, the nation is compelled to see to it that the young children come up strong and hardy, both in body and character, because the future health of a nation can come only from its children. The war time programme of the Children's Bureau of the United States Department of Labor outlines a policy which includes care of babies and mothers, enforcing of Child Labor Laws, and full schooling and recreation. That the rural school has sinned most grievously is a well known fact. Dr. Thomas J. Wood says:

"City mortality has decreased and rural mortality has increased. The former going down has crossed the latter going up, so that, today, the large city, with all its slums and congestion, (but these offset by efficient health supervision), is a safer place to live in than the small town or country district."

According to Dr. Wood, large cities have relied upon the rural communities for fresh supplies of brain, blood and brawn to make up for the deteriorating effects of metropolitan life and, if the



health conditions of the smaller communities are not improved, the problem of securing a sound supply of men and women for the future will be a serious one.

Dressler, in contrasting the life of the European farmer and the farmer of the U. S., reminds us that in the older countries the farmer lives in villages where he has the opportunity offered by village church; public garden and halls giving him social life. "Co-operation, companionship, and social solidarity brings satisfaction and contentment." Such opportunities are not to be had in many of our rural communities at any cost.

The following is quoted from his article on rural school houses and grounds:

"It would be false, however, to attempt to picture country life as free from all difficulties and discomforts, or to imagine that the only thing necessary to get the most out of life is to go to farming. The best of all things have never been brought together at any one spot nor included in any one calling. Many things which the city has are vastly superior to anything of like kind in the country; but it is just this need for bettering conditions that should stir all who are really seeking to reveal to our rural communities the possibilities of country life. Country life must be made more enticing, more beautiful, and more joyous.

"The field of service of the country school must include the general needs and longings of country people. The rural schools must set themselves to the task of creating a more satisfying educational fellowship in country communities. They must bring people together for the sake of comradeship and for the sake of community interests. They must teach the economic, social, hygienic, and religious importance of civic unity and civic righteousness. They must make it plain to all the people that this is an age of co-operation and that we cannot live unto ourselves without limiting our own happiness and endangering the success of others.

"The public school is the only insti-

tion in which all are interested and through which all may co-operate. The school-house door must swing open freely for all who would work for the public good, and the schoolhouse must be so constructed as to invite to its shelter all who seek for a larger vision in anything and everything that may contribute to the community welfare. Above the door of every rural schoolhouse in this land some such legend as the following should be inscribed and through the work of patrons and teacher its sentiment be woven into the fibre of the people: 'This building is dedicated to the service of this community and to the common cause of a better life for all.' "

Here, then, is an actual duty at our own doors. The rural women must stand with the teacher in a programme for betterment of the moral and physical life of the country child. The teacher, almost without exception, is willing, but more often than not is a city product, with only a Normal School idea of country life. Alone, she can do little; upheld and assisted by mothers and fathers she can and will be a power. Cartoon 64 of the State Board of Health shows the medical inspector and school nurse supporting the public school teacher, who, in turn, raises with both hands the Loved Flag.

But, do you realize, fathers and mothers of the rural boy and girl, that the teacher of this great and wonderful nation is standing heroically holding that flag before the eyes of your boy and girl with little support from medical inspector or school nurse? That little girl, fresh from child-life herself, is expected to hold the flag before your children's eyes with one hand, while with the other she finds the incipient tuberculosis, the whooping cough, the unsanitary house, the under-fed child, the boy who is corrupting the morals of your child, the subnormal! Truly, the American farmer and his wife has an opportunity for direct service second to none. Community effort will bring large results with less outlay of time and strength, and a personal interest taken in each school by an active parent-teacher association would soon

result in much needed legislation. When the Illinois farmer decides that a measure is necessary he proceeds to legislate accordingly. The mission of the rural parent-teacher association could well be likened to an efficient middleman.

A second cartoon of the Illinois Health News is worthy of notice. Illinois is pictured as a fair woman illuminating her garden for a birthday celebration. She had hung lanterns which stand for Infant Welfare, Illinois Public Health, County Tuberculosis Sanatoria, State Department of Public Health and Bureau of Sanitary Engineering. Let us also give her another lantern called Parent Teacher Association in Rural schools.

Dean Davenport in advising the boys of the Reserve Corps going onto the farm this summer says:

"Be a real member of the community you enter. Don't look down nor up to others of your own age, but be a good fellow in the best sense of the term. So shall you avoid being either a Prig or a Dub."

Why not make our rural communities of a fibre to be respected by all? Parents and teachers working for the good of each pupil will make for strong men and women.

As I write these sentences the day's mail has brought to my desk a county paper with the following significant sentence in the editorial page.

"What can be accomplished by the 'Get together' plan was well shown at the parent teachers' meeting Tuesday evening, at the Eliza Kelly school. That, in the near future, there will be a decided change for the better in the conditions surrounding that school is assured. For more years than one likes to remember that school has been a source of constant complaint, both from parents and from teachers who were obliged to do their work in it. Many promises have been made, from time to time, that conditions would be remedied, but these promises were not fulfilled. It is idle now to try to fix the blame. The encouraging point is that the situation is to be cleared up before the next school year begins and that

will mean a renewed life for that section of the city."

What a parent-teacher association can do in one school can be duplicated in others. An eminent authority upon childhood says that:

"The school itself is hampered because of the failure of home and church to do their part."

In no other way can the home and school come together but in the actual meeting of parent and teachers. It is my firm belief that a parent-teacher association in every rural school of Illinois would bring about effectively two needed reforms; viz.: an adequate law providing for medical inspectors and the presence of sufficient school nurses for each county.

One of the chief difficulties encountered by the health officer of a small town is the opposition of the parent and the doctor who informs a given family of the presence in their midst of a contagious disease, but who offers to waive the quarantine sign "if the family stay in." This wrong attitude will soon become unpopular with a true knowledge of facts on the part of the parents. In the small town or country school the expense of medical inspection might be made very light if aided by close co-operation of parents and teacher. One observer says two dollars per child would cover the actual expense. This is small, and it seems reasonable that this much could be expended upon the coming generation.

A large eastern state at the time it made an appropriation of \$150,000 for health made one of \$750,000 for its fisheries and game. We have been told by Dean Davenport that as yet women of Illinois do not need to go into the fields, but nowhere has it been suggested that we are not needed by the child life. On the contrary one clergyman, noted for his broad views of life, said recently in a farmers' institute that our foremothers taught her children at her knee. The specializing of modern work has removed the child to the little red school house on the corner, and it is eminently right and necessary that the mother follow him there that she may co-ordinate the various

influences in his life, aid the teacher and receive help from her, and fit herself for an active share in the working

out of community problems. Again, then, I say a Parent-Teacher Association in every community.

## EDUCATION AND SOCIETY

From a Paper by J. E. Boodin

Education in the past has been vitiated by two types of tendencies. One has been the tendency to regard education as a merely passive process, a process of imitation—the handing down of the knowledge of the past as a suit of ready-made clothes, irrespective of whether it fit the wearer. We are trying at present to emphasize the active, constructive nature of education. However chaotic our efforts may be so far, we are at least conscious of the fact that education should express the needs and tendencies of the developing mind and that knowledge is an instrument in the creative realization of personality.

Another tendency which we are trying to work away from is the individualistic conception of education. We are becoming aware at least that education is a social process and must fit the individual for the team work of a common life. The abstract individual has gone into the limbo of the economic man and so many other abstract entities. It is through social education that the individual must discover himself and his vocation.

### Education as Preparation

Upon one thing we are fairly agreed, that is that education should be a preparation for the later tasks of life.

It is evident that, in so far as we look upon education as preparation for life, the aim should be the mastery of the material from the point of view of participating more effectively and more appreciatively in the social process. To this end we must master the tools of civilization. This has indeed become a complex and seemingly hopeless task in our modern life. The primitive man could master all of life. And even the Greek in the days of Pericles could have a thorough understanding of the brilliant civilization of his day. So rapid, however, has been the increase of knowledge through specialization and

increased means of communication that it has become impossible in one brief life time and with our circumscribed minds to master the spiritual resources of the race. Education today is obliged to deal with certain types of interests and methods. In this way we hope to enable the individual to discover his tastes and capacities. While he must specialize in order to prepare for his vocation, it would seem that he ought to acquire some perspective of life as a whole. Else he becomes a mere hewer of wood and drawer of water, a cog in our complex social machinery. There are some types of interests that stand out in such an education.

The old training was too intellectualistic. It is a mistake to suppose that the three R's would necessarily produce good citizenship. We must have not mere abstract intellectual training, but that training of intelligence which shall enable us to understand and participate in the common life. To this end there must be a training of the emotions to loyalty and appreciation of what is best, the training of reason for the critical examination of what is best, and the training of a character which will act upon the insight into the best. No training which neglects any aspect of personality can be adequate to meet our common responsibilities. Mere emotional loyalty without critical insight degenerates into prejudice and fanaticism. Mere criticism without the deeper loyalty to a common life eats itself in skepticism; and both our sentiments and our reason must be organized through proper training into an open-minded and well co-ordinated will. Only thus can we have an adequate social personality.

### Education as Initiation

It has been too often forgotten in the past that education not merely is preparation for life, but is initiation into life. It is through the educative pro-

cess that the individual must be initiated into the solemn obligations of the group and be stimulated to loyalty to the common life. To this end there must be solemn moments in the process of education, with emphasis of the new and peculiar obligations at each stage in life process. It has been the custom among primitive peoples indefinitely far back to emphasize the dawning period of adolescence with solemn rites and ceremonies. The youth has been taken apart for some time and instructed by elders in the traditions of the group and has been subjected to such tests and solemn function as would impress upon him the obligations of the larger life upon which he enters as a responsible participant of the group. The ceremonies have indeed varied and the mystery surrounding them has been more or less emphasized, but the common elements stand out in the history of human development and there can be no doubt about the instinctive soundness of the process. Similar rites and ceremonies have been emphasized for a similar reason in the more advanced stages of civilization; and the religious ceremony of confirmation which gained prominence in medieval Christianity and is still retained, if with somewhat narrower motive, in some form in most religious bodies has a similar aim,—the emphasis today being of course upon participation in the religious community rather than the fuller obligations of citizenship.

In some way education must take advantage of the tides in the development of life and consecrate them to the great social cause. In some way the expansive life of youth with its inevitable sense of mystery must be given objective symbolism and content. To this end it is not sufficient to have some formal exercises for the outgoing class, however appropriate those may be; but commencement should be a solemn initiation into a new stage of development, a new epoch in the unfolding life of the individual; and our educational system should be so articulated as to make such initiations most effective. There ought to be some such initiation for the gang period of boyhood with appropriate organization of the boys'

life to make it significant, there should be initiation into the larger life of adolescence, and finally a solemn initiation into the active duties of participation in adult life. What strikes one about modern education is its routine character, its lack of poetry and emotional appeal. Some of the European countries have seized upon the educative process to impress nationalism as a religion and a sacred cause. This has indeed its importance, but if the world is to be made safe for democracy the initiation into life must have a larger social and religious significance. This, I believe, can be impressed upon the youth through the proper appeal in the critical periods of development, especially the transition of boyhood and the transition of adolescence.

#### Education as Participation

It can not be too strongly emphasized that the educative process is a life, covering the most significant years of human development, and to miss the meaning and joy of these years is to miss irreparably a great part of life. No stage of life, moreover, should be treated as a mere means to a later stage, any more than any individual should be treated as a mere means to the life of another individual. If the latter conduct is immoral, so is the former. Each stage has its own claims, is entitled to its own joy of living in realizing its own unique capacities. To many human beings there is no later stage, and they would be cheated out of all. Those who live are better prepared for a later stage for having lived normally the preceding stage. The old theory of discipline seemed to imply that the more disagreeable an education, the more of a misfit to human nature, the better preparation it was for the future,—on the same ground that it was believed that the more miserable a man is in this world the happier he will be in the next. It is true, of course, that education must mean discipline; and it must be owned that education today is lamentably weak on that side. It must mean control of the impulsive and immediate for the remote. It has its tough side. But this need not prevent it from hav-

ing a sense of reality and significance for the present. It is wonderful how hard pupils will work and how much discipline they will submit to when they do something that appeals to them, and has reality for them. Witness the discipline of the football field. Education is not merely preparation for participation in a common life, it is the participation in a common life; and while this life in institutional relations is necessarily more artificial and apart, it should be a sort of miniature of the larger life, a microcosm furnishing such training in the typical human relations as to teach men to live together and cooperate for common ends. Education, in other words, is more than a discipline; it is or should be a community with community responsibility and joy.

### Education as World Building

It will be seen now that the process of education in reconstructing the heritage of the past to meet the problems of the present means necessarily the creating of the future. Man builds wiser than he knows whenever he builds sincerely and honestly. Each generation that lives life loyally to its task projects its efficiency and appreciation into the larger life to come.

Are we doing our share in this creative process? Are we ourselves prepared for the great test that loyalty to our best sentiments may call for? Do we possess the willingness and open-mindedness to see new truth and the courage to help to make a new future? And are we inspiring the new genera-

tion with such ideals? There can be no doubt that before the present world tragedy we had gotten into a state of moral flabbiness, that we were thinking too much of the dollar and too little of human life, that we were too smugly satisfied with our magnificent isolation, too prone to let the world run its own course if only we could live unmolested. Thank God that we have awakened to our larger human responsibility as our brother's brother. We must learn to think in world terms instead of in merely provincial terms, in terms of humanity and not merely in terms of nationality, if we are going to meet the problem before us. This does not mean that the ancient and narrow loyalties are to be neglected, that we shall love our nook in the world less because we love the whole world more, that we shall be less loyal to our family and our country because of our newer and deeper sense of loyalty to humanity. On the contrary, the larger loyalty to humanity must be now as ever the building out of our more intensive loyalties—the extension of the family bond to the human family and of national loyalty to the brotherhood of nations. Only thus can the richness of life be preserved.

What humanity shall be five hundred thousands years from now we can not know; but if we work in creative faith, with loyalty to what is best, we have a right to believe that it will then be at least as far ahead of us as we are of the anthropoid ape.

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### TEACHERS' CONVENTION

The Hon. R. S. Thornton makes stirring address to teachers and citizens at Miami.

The eighth annual Teachers' Convention, October 9th, 10th and 11th, was undoubtedly the most inspiring ever held in this Inspectoral Division. The teaching body was well represented and both public meetings were well attended by the citizens of Miami and district.

President Reynolds, Prof. Crawford, Capt. Finn, the Hon. R. S. Thornton,

Minister of Education, and others addressed the various gatherings.

President Reynolds gave a very able address on the relation of the Agricultural College to the rural communities of the province.

In his afternoon address to the teachers, the Minister of Education emphasized the important part played by the teacher in developing the citizenship of Canada, and laid stress on the results which faithful service on the part of the teacher in the school would do to-

ward solving our national problems in the future.

His rousing address at the evening meeting was one of the ablest the citizens of Miami have ever had the privilege of listening to. Emphasizing the importance of the teacher's work in relation to the citizenship of Canada, "one thing we cannot afford to give up or economize on is the education of our boys and girls, for, as our boys at the front are preserving our national life, our teachers are building the national life of the future." In this great work our teachers should have the Canadian viewpoint, and our schools, though under provincial management, should be known as **Canadian Schools** from coast to coast. Education is for service and takes into account our neighbors as well as ourselves. "The great war lesson has taught us that he is greatest who serves most, and service and mutual dependence go hand in hand." It is not the scientific application of education that counts most, but rather the spirit in which it is made use of.

Dealing with the complicated problem of Canadian citizenship, the Minister went on to show that during registration interpreters in 34 different languages had to be used, while 42% of the population of Manitoba represents 38 nationalities of non-English speaking descent. The grouping of non-English speaking peoples in large settlements where force of circumstances compelled them to use their own language and customs presented a difficult problem. The public school offered the only solution. The situation had been met by the appointment of an official trustee, so that in 112 weeks following October, 1915, 112 schools had been erected, only 14 of which replaced former buildings; in addition 45 teachers' residences had been erected and the good work was still progressing. The 98 new schools were for the accommodation of 5,000 children, 4,200 of whom were enrolled, 3,400 of whom had never attended school before. The teacher's residence helped solve the teacher problem, and where formerly bi-lingual teachers of indifferent training were depended on, English-speaking men and women,

trained in our schools, were now in charge. The progress of the children in those schools has been marvellous during the past two years. In the endeavor to meet these people half way and give them the opportunity to embrace our Canadian citizenship, the Department of Education had a right to expect the support of every Canadian citizen. "We have no right to call these children foreigners, but rather **New Canadians.**"

Dealing with the immigration problems that will certainly arise after the war, the Minister was very emphatic in his claim that we as Canadians have a right to demand that future immigrants to Canada **accept our citizenship**, and that under no condition should special privileges be granted to anyone. Our immigration policy, instead of viewing things from the standpoint of material development, should consider them from the standpoint of the development of Canadian citizenship and national unity.

Dealing with after war problems, Dr. Thornton warned his audience to beware of the peace cry of a retreating enemy who, having failed in battle, now sought to gain victory through an appeal for peace for the sake of humanity, a subtle ruse to separate the allies. "Shall we sit at the table of equality and measure out justice with he who murdered Nurse Cavell, Capt. Fryatt and thousands of others, he who sank the Lusitania and innocent merchant and hospital ships, who bombed hospitals, murdered old men and women and children, who devastated beautiful Belgium and France, and who even today, while holding forth the flag of peace, continues to perpetrate the foulest deeds imaginable? There can be no discussion of peace until German ideals have gone down to defeat on German soil. We must consider what it has cost. We must consider what it will cost. But, shall we, now that complete victory is in sight, ask future generations to pay the price we have paid? In laying down a basis for peace President Wilson omitted the greatest condition, the complete surrender of the enemy."

The following contributed to the



musical part of the programme: Mrs. Dickenson, Miss Smith, Mr. Bennet, Miss Robertson, Miss Collins and the Miami Orchestra.

Officers elected for next year: President, Miss McPhail; vice-president, Miss Parent; secretary-treasurer, Miss Wilson; executive committee, Inspector Woods, Mr. Bond, Mr. Buttress, Miss Landry, Miss Muckle and Miss Wood.

### Return of Major Newcombe

Major C. K. Newcombe, who before enlisting for service was Superinten-

dent of Education, returned a few days ago on a short visit to his home. Since going to France he has been in the Imperial Army in charge of a battery of large field guns. He was in the thick of the fight for two years, having served on every part of the British front, and he was particularly interested in the great Hun drive in March and in the greater counter-drive of the last three months. It is possible that because of recent developments, the Major may not have to return to the front. His many educational friends will be glad to welcome him back to service in the home field.

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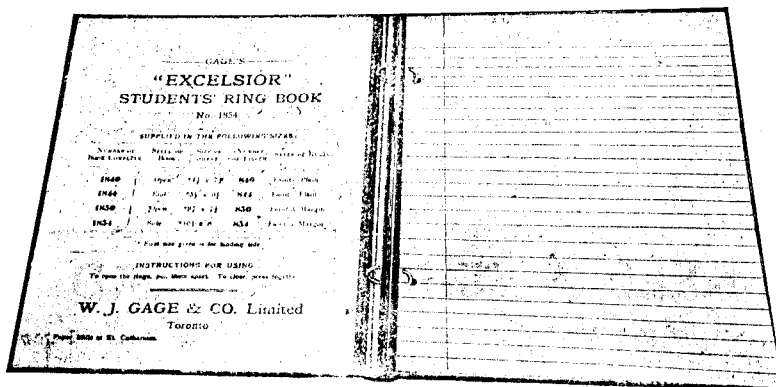
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