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The WESTERN SCHOOL JOURNAL

— INCORPORATING —

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

THE ANXIOUS DEAD

(By Lieut.-Colonel John McCrae, of the Canadian Forces,
in the Spectator)

O guns, fall silent till the dead men hear
Above their heads the legions pressing on:
(These fought their fight in time of bitter fear
And died not knowing how the day had gone.)

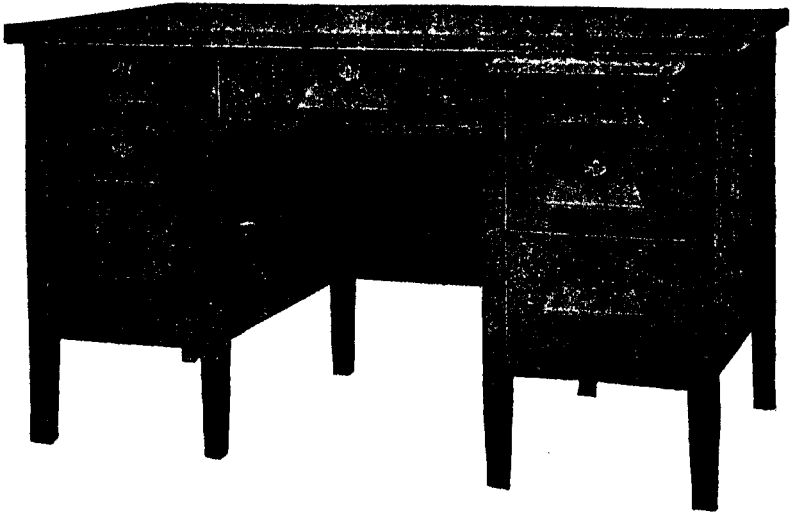
O flashing muzzles, pause, and let them see
The coming dawn that streaks the sky afar;
Then let your mighty chorus witness be
To them, and Caesar, that we still make war.

Tell them, O guns, that we have heard their call,
That we have sworn, and will not turn aside,
That we will onward till we win or fall,
That we will keep the faith for which they died.

Bid them be patient, and some day, anon
They shall feel earth enwrap in silence deep,
Shall greet, in wonderment, the quiet dawn,
And in content may turn them to their sleep.

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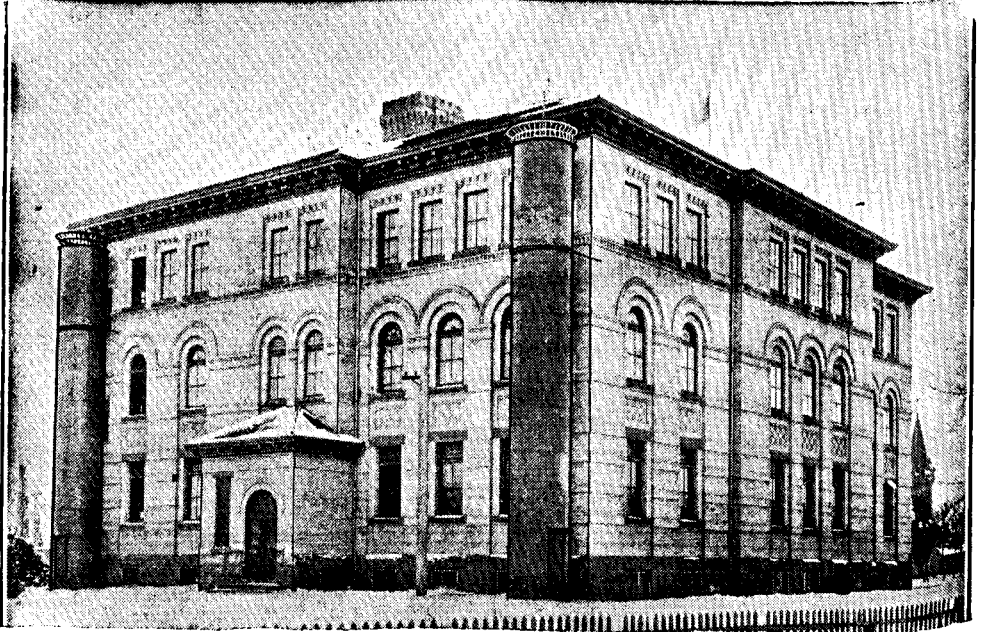
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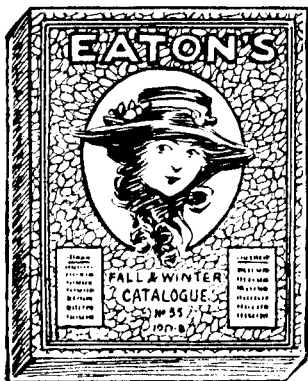
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THE T. EATON CO LIMITED
WINNIPEG - CANADA

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The Western School Journal

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

VOL. XII

WINNIPEG, NOVEMBER 1917

No. 9

Editorial

Let Us Change or Die

Suppose for a moment that we were beginning the work of education all over again, that we were planning anew the very best and wisest things for the pupils, and that we were not carried away by tradition or unduly influenced by our own personal experiences. Would we have things just as they are? By **things** we mean organization, program of activities, school equipment, training of teachers, and all that enters into the present scheme of instructing and training pupils. Everything goes to show that we are on the eve of great changes. Indeed, some of the changes have taken place and others are well under way.

The small, country school is giving place, in this Western country, to the consolidated school. The automobile and the necessary good roads will accelerate this movement. Similarly, the municipal school board will supplant the small local board. The inquiry now going on in Saskatchewan looks among other things to a province-wide re-organization of schools, with the municipality rather than the small district as the unit. British Columbia seems to get along fairly well without our system—a system, by the way, which we borrowed from Ontario, and which we never would have had if so many of us had not come from that province. A further change in organization would be the re-organization of the central board of administration. At present it is not sufficiently representative and therefore not sufficiently democratic. A Council of Education should contain

representation from all the schools that make up the system, and from all the great interests in the community. In other words, the voice of the community and the voice of experts should mingle in common council. From one section would come an expression as to the needs or aims; from the other an equally pronounced expression as to the methods to be employed to attain these aims.

The most interesting problem next to that of organization, is the problem of the school program. The program as we have it in Manitoba is very far from satisfactory. It is vague, illogical, ill-balanced and out of tune with the times. Its chief merit is that it is followed afar off. Teachers take it as a very general guide. When the program is re-written it should be re-christened as a "program of activities." It should make ample provision for study and play and work, and not for study alone. In the next place it should be issued in separate form for one-roomed schools and graded schools. Such an arrangement could be very easily made. Then again there should be instructions that would still further aid teachers to make adaptations to the needs of their communities. The aim of a teacher should always be to meet the needs of a community rather than to follow a set program.

A new program of activities would lead naturally to new implements of instruction. Some text-books would dwindle until nothing but covers remained; in other cases they would be replaced by garden tools and measur-

ing rods. That is, if we had to do it all over again. And yet, the text-book would always remain as a central necessity, for it is through books we can most readily make pupils acquainted with the achievements of the race. One of the aims of education is to "elevate the individual to the species." Books should be an incentive to action: they should pave the way for expression. Unfortunately that is not their chief use in many cases just now.

The third field of re-organization should be that covered by the phrase "teacher training." Sometimes one thinks that it would be difficult to find on the whole a more useless preparatory course than that now given in secondary schools to teachers-in-training. Of course that is an extreme statement, but it will serve a purpose if it challenges attention. What do girls need most in order to take charge of a one-roomed school? Manner, speech, general intelligence, power to lead, to sympathize, to co-operate; kind disposition, good habits and refined tastes—all this and more. Our good friends who think that the sun rises, shines and sets on Denmark alone, will add knowledge of agriculture, power to do things, to use the hands (and the feet too, when the spade is the tool in use); while our other friends who see in everything the need of racial blending will write down Civics and Citizenship in large capitals. Well, our secondary schools are not looking, or rather permitted to look, at this work in a big way. They teach subjects of study. They do not prepare directly or even indirectly for the vocation of teaching. Even the plea that all general culture helps a teacher in her work will not justify sending out girls who can solve quadratics better than they can prepare hot lunch, or point out a grammatical error more readily than they can detect a bodily ailment. The one outstanding need in Manitoba, as in all other parts of the world, is good teachers, people who know their business—their pupils, the subject matter of instruction and the aims and methods most suitable. We have not yet in Canada taken the ques-

tion seriously. Improvement of an educational system may demand many reforms, but the greatest of these is a reform in the matter of teacher-training. We can never have satisfactory work until we have a somewhat permanent force, and we cannot have this until we learn to pay the piper.

The training of teachers cannot any longer proceed on the assumption that general culture alone is a sufficient guarantee of efficiency in an elementary teacher. To this must be added thorough mastery of all that a teacher in the elementary grades should know and be and do. This direct preparation cannot be given as a top-dressing at Normal School, after a period of neglect for three years. In this matter the Americans are wiser in their day and generation than the Canadians.

Return to School Duty

We are glad to welcome back to duty Major D. M. Duncan, assistant superintendent of schools, Winnipeg, and Captain J. H. Mulvey, who since his return has been in charge of the Principal Sparling school. We can ill-afford to have men of this class leave the profession, even for a time.

Now that they are back at work their experience during the last two years will be of great value to the schools of the city. They will be the first to recognize the need of a change in educational aims and methods to meet the conditions forced upon us by the war. We have no doubt but that they have suggestions for solving the problems of the immediate future.

A short course for training of Permit Teachers was held at Arborg on October 2-4, with sixteen teachers present. This included lectures, discussions and observations in teaching. The work was conducted mostly at the public school by Inspector Van Dusen and Mr. H. W. Watson, M.A.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

JEHU CORN CONTEST

Schools that have entries to make in the Jehu Corn Contest should send in the collections to H. W. Watson, Department of Education, by December

1st. The exhibit of each pupil should be accompanied by the record sheet properly filled in.

FIRST CLASS—GRADE A.

The Advisory Board has decided to fix the topics in English, History and Pedagogy for the essays to raise a certificate from Grade B to Grade A. Topics in Pedagogy will be announced later. Those in History and English follow.

History

1. The Growth of Democracy in England in the 19th Century.
2. Sectional interests in Canada as a barrier to National Unity.

English

1. What Shakespeare saw in Nature.
2. The charm of Oliver Goldsmith.

Part C First Class Professional Course
Candidates in the First Class Professional Course must select one of the following topics for the essay, which represents Part C of the course:

1. The Junior High School — in Theory and in Practice.

2. Educational Measurements and Standards.

3. Secondary Education for Rural Communities.

4. Methods of Supervision on the American Continent.

5. Adaptation in Education.

The Department is taking steps to secure a list of reference works in connection with each topic and will be glad to supply to any candidate such information as it possesses.

Elementary Science—Grade IX.

Grade IX candidates at the examination in June next will be given a written paper in the subject of Elementary Science, in addition to the present requirements in that subject. The written paper and the note book will be considered two independent papers. The pass mark in the written paper will be 40 per cent.

TIME-TABLE OF DECEMBER EXAMINATIONS

Monday, December 17th

9.00 a.m. Geography

1.30 p.m. Arithmetic

Tuesday, December 18th

9.00 a.m. Botany

1.30 p.m. English Grammar

Wednesday, December 19th

9.00 a.m. British History

1.30 p.m. Spelling

Thursday, December 20th

9.00 a.m. Mental Arithmetic

9.30 a.m. Drawing

1.30 p.m. Can. History and Civics

Teachers are reminded that only students now in Grade XI., who have been promoted from Grade X. with certain conditions, will write upon this examination. Grade X. students having a supplemental from Grade IX. will write that supplemental at the regular examinations next June.

Students in the Matriculation Courses, Grade XI., who have been conditioned in Grade X., may write upon this examination.

Teachers having candidates for this

examination should forward to the Department by November 15th the list containing the names of the candidates and the subjects upon which they will write. No fee is charged for this examination.

GRADE XI. EXAMINATION

The special regulation passed by the Advisory Board last Spring to meet the requests for farm help from the schools, provided that an examination would be held in December for those Grade XI. candidates who were unable to write at the regular examination in June because of their services being required on the farms. Teachers are requested to note that this examination will be confined to those candidates who are entitled to write in accordance with that special regulation. Each candidate should forward to the Department by November 15th his name and address, a certified statement from his teacher that he was unable to write in June because of his employment on a farm, and a fee of five dollars. This examination may be written at any collegiate

or high school centre. Following is the time-table:—

Monday, December 17th

9.00 a.m. Composition

2.00 p.m. Literature

Tuesday, December 18th

9.00 a.m. Algebra

2.00 p.m. Geometry

Wednesday, December 19th

9.00 a.m. History

Latin Grammar

2.00 p.m. Latin Authors

Thursday, December 20th

9.00 a.m. Physics

2.00 p.m. Chemistry

French Grammar

Friday, December 21st

9.00 a.m. French Authors

DIRECTORY FOR TEACHERS

Should any teacher want information touching certificates, school regulations, or should he wish to enter Normal School or write on a teacher's examination, or should he wish to have a certificate from another province endorsed, he should write to

**The Department of Education,
Winnipeg.**

Should he wish information as to methods of teaching, or as to the practical work of the school-room, he should write to

Normal School.

Should he wish to learn about work with Boys' and Girls' Clubs, he should

write to **Mr. Newton, Extension Department of the Agricultural College,** or to the **Inspector.**

Should he wish to know anything about the work in the district or the Inspectorate, or about promotions of his pupils, or should he have local difficulty of any kind, or should he find adaptation of programme necessary to meet local conditions, he should write to **the School Inspector.**

Above all, he should read the **Departmental Bulletin,** published in this **Journal** every month.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

The Trustees' Bulletin this issue is taken up with an account of the Boys' and Girls' Fairs held throughout the province. For the accounts the Journal is indebted in large part to the Manitoba Free Press and local weekly papers.

Rosburn (October 10)

The first fair of the boys' and girls' club here was held in the school. The number of entries was 248, a creditable number for the initial fair. There were entries in every contest outlined by the boys' and girls' club bulletin. While the day was not very pleasant, yet the parents were there in goodly numbers, watching the keen competition in the potato, chicken and calf contests.

The girls' work was of high merit, especially in the garment contest. A proud boy was Vernon Hamilton, who won the prize in the wheat-growing contest. His winning was based on the work he had actually done in the field, fulfilling the object sought in training our young farmers in cereal improvement work. The two other boys in the contest also achieved commendable success. By means of this contest good seed is being introduced into the district, a fact of great importance, as the farmers of the district have abandoned growing wheat in the past few years.

Angusville (October 10)

Rev. M. Pearson was very active in having the schools of the district together for the first fair; and he was rewarded by having a good attendance of interested parents and exhibitors. There were 76 entries made by the children in the various contests. Those in potatoes were very good, making it difficult to place the awards.

The prospects for an active club extending its influence to the neighboring schools, are very promising.

The judges, Mr. Kately and Miss Rayner, of the agricultural college extension service, were highly pleased with the efforts put forth by the teachers and pupils. Their encouraging talks were helpful and much appreciated by those who were very well informed with the object of such fairs. Ribbons were then awarded to those winning the highest scores.

Shellmouth (October 10)

In the annals of the district, which is an old settled one, seldom has a community effort surpassed that made by the school pupils of Shellmouth, Endcliffe, Dromore and Rochedale in holding their first annual fair.

Pigs, calves, poultry, potatoes, bread and hand-made garments were on exhibition. One hundred and seventy-one entries were made altogether, including the school work. Every contest in the boys' and girls' bulletin had entries shown. One boy showed how he had kept records of the milk given by two cows. He determined the pounds of butter fat by using the Babcock tester. The yield for 161 days of No. 1 cow was 4,794 lbs. of milk (testing 4.8%), containing 230 lbs. of butter fat, which would make about 266 lbs. of butter.

No. 2 cow yielded in the same period 5,169 lbs. of milk (testing 3.6%), containing 186 lbs. of butter fat, which would make about 215 lbs. of butter. These cows are paying for their board, and Wesley Schwalen, with his records, has demonstrated that they are.

It is interesting to note that the first prize for pigs went to a girl, Marjorie Pagan. Her business-like records of kinds, amount and cost of feed given and gains made were much appreciated

by the judges. The pigs would have stood a good chance of winning at any fair in the province. Four pairs of pigs and three calves were also entered in the Canadian Bankers' competition. A very commendable feature of the fair was the excellence of the school work. The fair was fittingly closed by the distribution of ribbons to the winners of the highest points. A first prize counted 10 points, a second prize 9 points.

Mr. Goodbun, president of the Agricultural society, was so deeply impressed with the quality of the exhibits that he offered a special prize of \$2.50 to the boy and girl winning the highest aggregate respectively. Maidie Thomas had 76 points, and Henry Johnson 21.

Darlingford (October 10)

The boys' and girls' club fair held here was a decided success and was largely attended by the residents of the district. Miss Atkinson, of the Manitoba Agricultural college, who judged the canning, cooking and garment making, expressed herself as highly pleased with the quality of the work shown, the canning and cooking exhibits being exceptionally good.

In the seed grain section competition was very keen, and J. E. Bergey's explanation of the standards demanded by the Junior Seed Growers' association was listened to with attention. The home garden exhibits showed care in cultivation and preparation for show. Poultry and stock raising were also well represented, and if the interest shown on fair day is kept up no one need worry about the agricultural education of the next generation. Inspector Gordon assisted in the judging of the school work.

Somerset (October 10)

A very successful fair was held last week in the Richard school grounds by the girls' and boys' club of Somerset. There were over 290 entries in the various sections, and the cooking, sewing and preserving exhibits were specially good. Myrtle Bellville, of Somerset, took 13 prizes in this section, 10

firsts and 3 seconds. A good crowd attended and the weather was splendid. Mrs. S. L. Shewfelt, of Somerset, school trustee, and Miss Speechley, of Winnipeg, judged the domestic part; Mr. Woods, of Miami, inspector for this division, and Mr. Shanks, of Winnipeg, were the other judges. Harmer and Kingsley school exhibited at this fair.

Russell (October 10)

The basement of the town school was the scene of great activity here when the boys and girls of the local school and seven rural schools brought their exhibits for the various contests of the school fair and made their entries in the proper way by having their names registered and put on the cards provided by the extension service department of agriculture, which were placed in an envelope with a corresponding number outside.

No less than 40 entries of very good potatoes were entered in contest IV. Mr. Kately, the judge, said that it was very difficult to place the ten awards. Peter Peden brought a very select sample of wheat with which he carried the first prize award. Wesley Schwalm of Endcliffe was second and Bartie McDougall third. These boys deserve credit for growing such good grain. Their plots were inspected during the growing period so as to see whether the grain was kept free from other varieties. The first prize wheat had an estimate yield of 60 bushels per acre. There was also a fair showing of pigs, calves and colts.

Binscarth (October 10)

The boys' and girls' club fair is now a yearly event to be looked forward to. The third annual fair was held in the school and grounds. Affiliated with the central club are ten branch clubs. These branch clubs were not represented very well this year. The factors that prevented their usual co-operation were the change of teachers and the pressure of harvesting operations. The entries in all contests numbered 108. The quality of the exhibits, however, were of a higher order than last year.

thus indicating that the desired end is being attained.

The winner in the calf contest was Allan McTier. The absence of record sheets in many cases made the placing of the awards very difficult, since the judging at these fairs is not based on the merits of the entry alone. In the grand aggregate Maude Bailey was first with 85 points, Nellie Rice second with 80 points, Marjorie Swain third with 71 points. The awarding of the ribbons brought the fair to a close.

Hazelridge (October 3)

A very successful school fair was held at Hazelridge on Tuesday. Five rural schools took part in the exhibits—Hazelridge consolidated school, Rossmere, Cloverleaf, Eastdale and Cook's Creek. The number of exhibits was not quite so large as usual, but the work was excellent and the interest taken in the proceedings by the children and the community generally was very gratifying. The needle work and the cooking by the girls was excellent. Hon. R. S. Thornton, Minister of Education, accompanied by his deputy, R. Fletcher, visited the fair in the afternoon. Dr. T. Glen Hamilton, M.L.A. for the district, was also present.

Glenwood (September 22)

Glenwood boys' and girls' club held their fair yesterday in conjunction with the public schools of the district. A large crowd was present to view the exhibits of all kinds of school work, manual training, science of cooking, canning, live stock and poultry.

Lunch was provided in the assembly hall by the Red Cross. The trophy donated by the Minister of Education for the school winning the greatest number of points in sport was taken by Souris. The Arnett grand challenge cup for events was won by Murray Croll, who also won the medal for the member of the collegiate athletic club winning the greatest number of points.

Kenton (October 5)

The Kenton school fair was held in the town hall, Kenton, on Wednesday. In spite of the very busy threshing sea-

son the event was a huge success. The fair was one of the first of its kind to be held in the Kenton district. There were splendid exhibits in vegetables, poultry, canning, woodwork, fancy work and school work. The fancy work was excellent. The pupils of the Anwoth, Verity and Kenton schools are deserving of much praise. The chicken raising contest was the largest of the fair, and some splendid birds were to be seen.

To show their co-operation and appreciation of the work, the farmers of the surrounding country suspended all threshing operations for a few hours in order to attend the boys' and girls' fair. The live stock was particularly good and the competition very keen. The teaching staff and pupils had the exhibits arranged attractively.

The neighboring school of Lenore came over to take in the fair also, and the sight of the consolidated vans driving into town carrying all the children gives one an idea of the friendly spirit which exists between the two schools.

One feature of the fair was the calf contest. A special prize was donated by Isaac Cormack, a trustee, for the best calf. The contest was open to all surrounding clubs.

Oakville (October 3)

The annual school fair, which was held October 3rd, proved a great success, although the weather was somewhat unfavorable.

There were between four and five hundred entries in the various sections. The cooking, sewing, home made candy and canned fruits were exceptionally good, but one of the greatest attractions was the plasticine, raffia and paper cutting by the junior members.

Much interest was shown by the boys and girls in the number of calves, sheep and chickens exhibited.

Another pleasing feature was the Farm Mechanic.

During the afternoon, between 2 and 3 o'clock, a stock judging contest was held, after which followed a contest in spelling, map drawing and mental arithmetic.

The girls of the senior and intermediate rooms served refreshments, realizing \$36, which was handed over to the secretary of the Red Cross association.

Everything passed splendidly owing to the excellent arrangement of the exhibits, each teacher having previously been appointed to preside over a certain department.

The judges for the club work were Mrs. Gair, Mrs. Taylor, Mr. McGuire and Mr. I. R. Bell, B.S.A. The school work was judged by local judges.

Belmont (September 29)

The fifth fair of the boys' and girls' club of Belmont district was held on September 27, and notwithstanding the inclemency of the weather there was a large crowd present. The fair was one of the best ever held. The live stock was shown in the skating rink and the other exhibits were placed in Clarence Brown's warehouse. The following were the entries this year: Live stock 37, poultry 41, grain 9, potatoes 22, butter 6, noxious weeds 2, sewing 20, canning 18, manual training 11, cooking 36, maps 6, drawing 4, note books 53. The most envied boy of the day was Cecil Forgey, who took the leading place amongst the exhibitors.

The judges were Prof. L. Shanks and Miss Speechley, of the Manitoba Agricultural college. They were assisted by H. E. Wood, who has done so much for the society and who is on the extension department of the college.

St. Andrews (September 22)

The annual exhibition of the St. Andrew's Agricultural society and school clubs at West Selkirk was launched yesterday morning at the fair grounds in the west end of the town with 250 more entries than last year.

The schools entered are 31 in number with a total of 775 entries this year. The children are a prominent factor in the live stock show, having 21 entries in young calves and colts, seven pairs of young pigs as well as a large number of chickens and ducks. In the case of the calves and colts, the exhibitor had to produce a certificate to

the effect that he had taken full care of the animal for six weeks previous to the fair. The judge sent out by the Agricultural college for the cakes, bread and preserves entered had a special word of praise for the children's work in this line, stating that in many cases it was even better than that of the adults. The array of vegetables from the school gardens and brought in by the boys' and girls' clubs was wonderful on the three counts of quality, quantity and variety, while the display of regular school work, such as modelling, drawing, paperfolding, wood work, raffia and compositions was all worthy of praise.

Gonor (September 25)

The annual school fair is the red-letter event of the year in a great number of Manitoba schools. The fair held at Gonor school, near Lockport, on Wednesday was certainly such an event. Over 140 of the pupils of the school were present with many of their parents, while a large number of pupils came from the North St. Andrews' school across the river, in charge of their teacher, Miss Moffatt.

Owing to the very busy season in the market gardens of the district, there was not as large an entry for the live stock competitions as might otherwise have been expected, but there was keen competition among the boys, who exhibited colts, calves, pigs and poultry. Some of the girls were also in the poultry competitions, while many of them carried away prizes in the vegetable and flower sections. Entries for the latter competitions were from home gardens as well as from individual plots in the big school garden. There was also very keen competition among the girls in the classes for fancy work, cooking, preserving, etc., and the judge in this class, Miss Clark, of Manitoba Agricultural college, found the work compared favorably with any she has seen in country schools.

S. T. Newton, superintendent of extension service at Manitoba Agricultural college, had general supervision of the fair, assisted by Gilbert Gunn,

official trustee of the school district. R. M. Muckle judged the live stock and poultry, Miss Clark and Ira Stratton handled the vegetable classes. The pupils and their parents took the keenest interest in the judging and listened eagerly to the criticism and advice of the judges.

Arrow River (September 24)

The annual fair of the Arrow River boys' and girls' club was held at the school under most favorable weather conditions. Although threshing operations were in full swing a large crowd of young people and ladies were present to view the display of poultry, sewing, canned goods, cookery, etc. A notable feature of the fair was the exhibit of Millie Johnson, who won 20 firsts and several seconds. Her display of 24 jars of canned vegetables, fruits, pickles and meats made a most creditable showing. Awards were placed by Miss Crawford and H. E. Wood, of the Manitoba Agricultural college, who commented very favorably upon the work.

Gladstone (October 10)

In spite of rather unsatisfactory weather to-day, the boys' and girls' club fair was an unqualified success in sewing, cooking and canning, the number of entries was particularly large, and Miss Rayner, who acted as judge, expressed herself as greatly pleased with the quality of the work. Dr. Bell, who judged the grain, had his hands full; the winning exhibits in this class scored the highest in points of any grain he had judged so far this year.

There was a nice display of vegetables, and Prof. Jackson placed the awards. The exhibits ran too much to size to have real quality, but this is a point on which the professor gave the pupils some useful hints for future fairs. Poultry was judged by Mr. Francis, and he was very much pleased with the quality of the birds in the four breeds shown. Several of the boys and girls disposed of their prize birds at the close of the show for profitable prices. The difficulty of transporting pigs and calves prevented this depart-

ment from being well represented.

An interesting programme of races for the children was pulled off between showers. Great excitement was created by a milking contest, in which 14 girls were entered and only seven cows available. The prize was won by Evelyn Sheridan, who obtained two quarts of milk in three minutes. Mona McConecky was second with three and a half pints. The attendance of adults was not what had been hoped for, but it was encouraging to see the pleased surprise of those who were able to leave their work long enough to see what the children had been doing. Mrs. Jessop, who has acted as organizer for the club since its beginning, is to be congratulated on its growth; she was ably assisted by a well organized team of department superintendents.

Miniota (September 21)

The boys' and girls' club of Miniota celebrated its annual fair on Friday. There was a large attendance of parents and friends. Contests in manual training, calf raising, gardening, poultry raising, cookery, garment making, canning and preserving, flower growing were held, as well as an exhibit of school work and drill. During the afternoon a programme of sports was carried out.

At the close, a most interesting talk to the children on the extension of boys' and girls' club was given by one of the judges, N. E. Wood, of the Agricultural college, Winnipeg.

Dauphin (October 5)

The Dauphin district boys' and girls' club fair held at the exhibition grounds here to-day was a pronounced success, and the results were very gratifying to the committee having it in charge. Eleven country schools, besides the town schools, were represented. Cloudy weather, bad roads, and threshing operations all tended to reduce the attendance, and about 150 exhibits entered did not arrive, being chiefly pigs, calves and poultry. There were over 900 entries, including school work, of which there were 400 exhibits.

Competition in other lines was as follows:

Potatoes 100, vegetables 50, flowers 10, canning 20, cooking 50, weeds 25, sewing 60, poultry 40, pigs 24, calves 9, colts 8.

Practically all the pigs exhibited were sold on the ground and brought high prices. \$550 was offered in prizes and the judges had a busy time of it deciding on the winners. Inspector Stephenson, and Mrs. J. B. McIntyre, of Dauphin, judged the school work, and were assisted in the girls' work by Mrs. A. C. Riddell. The balance of the judging was done by Prof. Galbraith, Miss Clarke, Mr. Weir, and Mr. Clarke, all the Agricultural college, Winnipeg.

The attendance was 1,000 and the fair was most successful from all stand-points, showing that a keen interest is being developed with the children and participated in by the general public, so that the future of the boys' and girls' club is very promising at this point.

A programme of sports, including baseball, was much enjoyed during the afternoon. The fair was in charge of Inspector E. H. Walker, president, and S. M. McCaul, organizer.

Hamiota (September 26)

The first fair of the boys' and girls' club of Hamiota school was held here to-day and proved a decided success, all the scholars and their parents taking an active interest in the afternoon's proceedings. The exhibits were shown in McConnell Bros.' spacious warehouse and were splendidly arranged in the respective classes, both boys and girls competing in wood working, potato growing, canning, bread-making, noxious weeds display and needle work. The exhibits shown were splendid and certainly an eye-opener to the casual visitor, who would hardly believe that children were so capable in such branches as they proved themselves to be, and some of the exhibits were certainly up to the class shown in the annual fair by the grown-ups.

Essays were also written by some of the exhibitors on how they prepared

the exhibit and these certainly showed that the children had taken a grasp of the subject in hand. Several calves were shown by the boys and the exhibits of poultry were also considerable and of a high order. A special feature of the fair was the judging of poultry, cattle, bread, etc., by the scholars, at which they showed themselves very proficient, the winner in poultry judging, Mildred Lief, taking 100 per cent, and in potato judging the winner, Marjorie Fraser, making 97 points. The judges were H. E. Wood and Miss E. Crawford, of the Manitoba Agricultural college staff, who besides completing their judging to the satisfaction of all exhibitors, gave short talks on the respective departments shown.

Mr. Wood lectured on calf raising and poultry, and Miss Crawford lectured on bread making and home canning, and were listened to with great interest.

Killarney (October 10)

The annual school fair held here yesterday was a very successful event, despite the dull day. The attendance was large.

That this line of the Manitoba Agricultural college extension service is a step in the right direction was shown by the increased interest taken each year by the boys and girls. This was especially evident in the exhibits of live stock.

The entries for calves, pigs and colts was very large, and the competition very keen. The condition of the animals evidenced the care and attention given them by the different exhibitors.

There was a slight falling off in poultry shown. Gardening exhibits, notwithstanding the unfavorable season, was of high quality. The cooking and canning show was large and exceptionally good. The girls were evidently too busy this summer assisting in the harvest field, consequently the sewing exhibit was smaller than in former years. School exhibits were large and of high quality.

Isabella (September 20)

The Isabella boys and girls' club fair was held on the school grounds on September 20. Considering the extremely dry season the exhibit of vegetables were remarkable. The calves, pigs and poultry would have made a creditable showing at any senior local fair. The exhibition of girls' work was exceptionally good, needlework, canning and baking being displayed in great variety by the youthful exhibitors.

The judging was done by H. E. Wood and Miss Crawford, of the Manitoba Agricultural college. After the awards were placed a good program of sports was put on. The Crandall board closed their school and the chairman and the secretary-treasurer and all the members of the teaching staff spent the afternoon taking in the Isabella fair. The boys' and girls' club work is only in its infancy yet in this province, but it is already becoming one of the great factors in modern rural education.

Portage la Prairie

Portage la Prairie school fair, composed of all the city schools and thirty-eight schools of the rural municipality of Portage la Prairie, was held on the beautiful Island Park on Friday, October 5th, 1917.

This was the first occasion in which the Portage city schools held the fair on the same day as the schools in the rural municipality, and the exhibits of

the combined schools amounted to over 2,500 in number, proving the active interest which is now being taken by teachers and children; the attendance of over 3,000 people also showing that the parents are becoming heartily interested in the success of the fair. In the morning there was an auto parade, when a large number of cars took the children over to the Island Park.

Meals were served on the grounds by the Home Economic societies of Portage la Prairie, High Bluff, Burnside, Edwin, Macdonald and Nairn.

The bugle band of the Portage Boy Scouts' Troop assisted right heartily in making the day a great success. The prizes given will amount to nearly \$500. President J. B. Reynolds, of the Agricultural college, and Mr. A. T. MacIntosh, assistant commissioner of the Manitoba Boy Scouts' association, gave short addresses to the children. Special mention might be made of the splendid exhibits of cooking, sewing and vegetables. There is no doubt whatever, that the school fair has demonstrated its usefulness in causing teachers and scholars to do better work, and the parents a greater desire to know what is being done in the school, and a greater willingness to do their part in seeing that the needs of the school are better supplied than in the past.

We would now like to give a hint to the Provincial Trustees' association to have an annual exhibit of school work at the annual provincial convention.

PATRIOTIC FUND

The contributions made by the Winnipeg school service to the Manitoba Patriotic Fund from Sept. 1914 to Feb. 1917, amounted to the immense sum of \$80,784.13. The contribution was only discontinued when the municipalities levied a tax in support of this fund.

The old building for so many years known as the Central Collegiate Institute, is now an elementary school and has been re-named "The Maple Leaf School."

The evening classes in the Winnipeg

city schools were opened on Wednesday, October 10, with an attendance of 3,000 pupils and with a staff of over 100.

The School Management Committee have been authorized to take steps to organize dental clinics in the schools, and Dr. R. J. R. Bright has been appointed to conduct these clinics.

Mr. E. W. Sellors and Mr. F. Hunnissett have been appointed to the Manual Training staff. Mr. S. Simpson has been appointed as toolwright.

Special Articles

"TEACHING LITERATURE"

By John H. Leggett.

Teachers frequently talk about "teaching literature."

How such a phrase originated it would perhaps be difficult to determine. When, however, a few moments' consideration is given to the matter it is discovered that literature cannot be taught.

Literature may be discussed, it may be studied, it may be admired and enjoyed: it cannot be taught.

The power of appreciating good literature is acquired by most students very gradually. It is an appetite "that grows by what it feeds on." It is hopeless to expect amongst young students any very great aptitude for realizing the beauty of expression or the subtilty of thought in a composition, or the ability to readily differentiate the good and the bad, the worthy and worthless. All that may be reasonably hoped for is that there may be laid a foundation for such appreciation and such power of differentiation upon which, later in life, shall be raised a successful super-structure. If a sure foundation be laid, the future may be confidently left to take care of the superstructure. There will, of course, be found here and there a few exceptionally intelligent students who will early in life learn to appraise with fair accuracy the true value of an elegant and thoughtful poetical or prose composition.

Speaking generally, however, this ability only reaches the student in maturer years, and steals almost imperceptibly into the mind and surprising the student by its suddenness. The opening of the mind and heart to the tender emotions expressed in language await the synchronising of some like emotion in the reader's mind and heart of which the reader becomes conscious because of the manner in which similar

emotions are expressed by some author whose heart throbs have filtered through the pen to the printed page.

To take a simple illustration:—

We have all read Scotts well-known lines a hundred times and more, without feeling the tingling of the blood or the quickening of the pulse. But when we read them in these days of stress and strain our own souls are touched with the same emotions and a responsive thrill runs through our veins — the sentiments becoming our own.

"Breathes there a man with soul so
dead,

Who never to himself hath said:

'This is my own native land.'

Whose heart has ne'er within him
burned

As home his footsteps he hath turned,

From wandering in a foreign strand!

If such there be, go, mark him well:

For him no minstrel raptures swell;

High though his titles, proud his name,

Boundless his wealth as wish can claim,

Despite those titles, power and pelf,

Living, shall forfeit fair renown,

And doubly dying shall go down,

To the vile dust from whence he sprung,

Unwept, unhonored and unsung."

How the patriotic spirit wells up within us as we utter these rhythmic lines! It is certain that in the "piping times of peace" it requires a very vivid imagination to have that real responsiveness which in times like these instinctively characterize our emotions.

In like manner all real literature must find our minds ready to think the same thoughts and feel the same emotions as the author or we fail to fully appreciate the meaning of the poem or to understand its mechanical structure. This requires painstaking and carefulness. In these days, however, everyone

appears to be possessed with an intense longing for speed and the rapid accomplishment of purpose. Laurels are placed upon the brow of him who contributes his quota to the satisfaction of this inordinate desire, whilst little encouragement is given to the steady plodder in the pursuit of knowledge. People are much more ready to inquire how fast or how quickly can the goal be reached, than they are to ask with what thoroughness and zeal the end may be attained. The evil results are of course inevitable, and visible everywhere. We rush our children through school and college and turn out young men and women who cannot spell correctly, speak grammatically, or write decently. The potentialities of greatness are being dissipated in the foolish gratification of modern whims and fancies. The child ceases to be a child too early in life because of the incentives offered it for striving after material things almost before having left their cradles. Parents in mistaken kindness encourage their children to desire money rather than knowledge. The cry "give me a nickel" appears to be much more appreciated as a mark of dawning acquisitiveness than "give me a wise and understanding heart." This spirit so eagerly cultivated in many homes is robbing the young of their birthright and breeding a race of mere traffickers. It should be the duty and pleasure of the teacher to ostracise this fell spirit and endeavor to encourage real child-life, and to imbue the youngsters with nobler and loftier ideals.

Having in view such claims the reading and literature lessons may be made occasions for proving to their pupils that words are not mere counters, but winged messengers freighted with useful information and valuable life lessons which should be carefully stored for future use.

In these lessons the teacher's aim should be to develop thoughtfulness, taste, sound judgment, expression: all these. Immediate success should not be looked for. It is a growth, often slow and tedious—as the teachers themselves can witness—but one day you may be

agreeably surprised by the awakening of the intellect of some of your pupils who will rejoice with you in a newly discovered acquisition.

The school reading books are made up of selections of more or less literary merit and can easily be made the medium of attaining the above objects. Indeed, their value will be missed if these be not ultimately attained. To burden the curricula with much additional matter is to offer a premium to failure. If the reading book of the grade be not merely read but carefully and properly studied during the year, there will have been work accomplished which will endure and manifest itself in better performances at examinations and will afford more secure groundwork for the subsequent grades.

No teacher can build a respectable superstructure on a defective foundation. A large amount of matter indigested or failing to be assimilated will be worse than useless; whilst a reasonable amount well-digested and assimilated will be a fruitful source of confidence on the part of the pupil; will greatly add to the joy of the teacher and afford a sound basis for further progress. It is desirable that from fifty to one hundred lines of a choice selection outside the reader should be required to be memorized; all the allusions being carefully noted and explained, the mechanical structure considered and the music of it appreciated. By concentration on a well-devised and well-balanced curriculum definite work may be accomplished and the youthful minds beneficially influenced for life's work be a consciously realized acquisition.

Under the present system too much diffusion is the bane of the teacher's life, and this is imposed upon them by the too exacting and overweighted requirements. The pupils, many of them, are very much harassed, whilst quite a large number get but a poor chance of even a groundwork of education, because of the feverish conditions under which they are frequently compelled to work.

In a previous article emphasis was

laid on the systematic and continuous teaching of English grammar. This subject becomes of still greater importance when the student starts definite work on literary gems. The thought of a passage is caught much more readily when the grammatical construction is fully apprehended, and the reading of the passage will be more intelligent and less monotonous. In the lower grades reading is necessarily largely imitative, but in the upper grades the correct elocution should be reached and judged through the grammatical construction.

One repeatedly hears wretched reading from teachers and preachers, due in most instances to the obvious fact that the reader fails to mentally analyze the passages of Scripture, which, if properly read would be far more effective than many of the faulty sermons to which people are often compelled to listen. These, however, are murdered in the rendering by the neglect of the elementary principles of elocution and grammatical analysis. Habits of carelessness creep in everywhere. A lack of thoroughness is noticeable on all hands. Teachers should struggle against this and endeavor to set a worthy example in all their life relationships, but more especially in their relationship to the children under their care. What I would plead for amongst teachers is, thoroughness for themselves

and thoroughness for their pupils. Let their aim be to assure progress day by day, which shall be evidenced by some measurable acquisition. Having discovered the interdependence of the successive steps in educational processes; having realized that ill-considered and only half-understood matter is a clog upon their work and not a help, teachers should determine that in the interests of their pupils they will concentrate their efforts on definite attainments and use all their influence and power of thought to secure the introduction of rational, systematic and logical curricula into the educational framework of the Western provinces. It must be obvious to all teachers of experience that the combined subject English—reading, spelling and literature—is much overloaded, the method of imparting it defective, and in consequence little real progress is made. The influence of this overloading and indefiniteness is pernicious and discouraging. When it is considered that about fifty per cent of the pupils in the Western schools attend not more than one hundred days in the school year, and that only twenty-five per cent attend more than one hundred and fifty times in the year, it will be conceded that a case for concentration is fully demonstrated and that an early change is imperatively called for.

PUBLIC AND PRIVATE MORALS

By W. A. McIntyre.

Heredity

In his comprehensive work on Mental Deficiency, Dr. Tredgold states that from 60 to 70 per cent of those who are sent to reformatories in England are more or less feeble-minded. He also informs us that from 85 to 90 per cent of the feeble-minded are so by inheritance. This figure is higher than that usually given. The remaining 10 or 15 per cent owe their amentia to many causes, chief of which are weaknesses, faults or indiscretion in the parents. "Alcoholism, tuberculosis,

syphilis, hurry and scurry with their attendant stress, excess and dissipation" are mentioned in the list. "The iniquities of the fathers are visited upon the children even to the third and fourth generation."

One other statement by Dr. Tredgold is very significant. It is to the effect that the average number of children in an English family is 4.63, while in psychopathic families it is 7.3.

Taking all these facts into account it is clear that one of the most important means of preventing immorality and

crime is to lessen the number of feeble-minded, and one of the surest ways to build up a nation given to immorality and crime is to permit feeble-mindedness to increase.

The chief remedies to be applied are segregation and regulation of marriage. Other means do not need to be mentioned here. Those who would solve the problem of wrong-doing merely by giving courses of lectures on ethics, Christian or otherwise, to those who can comprehend them, or by insisting upon formal religious teaching as alone sufficient, overlook entirely the conclusions arrived at by those who have been investigating criminology and who can speak with some degree of authority. One of the first duties of the state is to make provision for the lessening of the number of defectives. Under a system of segregation such education can be given the unfortunates as is befitting to them. Their lot is not to be envied, but happily they are not usually aware of their misfortunes.

With the main source of supply tapped, attention can be given to the secondary source. Intermarriage of those afflicted with the weaknesses mentioned by Dr. Tredgold might well be forbidden. Every check on alcoholism, tuberculosis and youthful indiscretion is a help towards building up a manly, virile people. This surely is a first step towards a solution of our problem.

Yet it is only a step. Immorality is not confined to those in reformatories. It exists in many forms among the men and women who throng our streets and fill our homes and parliaments. The great problem is to reach the great 95 per cent who never reach the reformatories or prisons. Here we deal with other factors than heredity. Environment and education influence character. It is the duty of every community to make the conditions of the environment so healthy that virtue will be easy, and to give such education to all its members as will make them strong to resist evil and disposed to do good.

But before proceeding to consider these questions there remains to be said one thing more with regard to the feeble-minded. Under our present conditions many who are silly, dull, senile, eccentric or of ungovernable temper, are placed in the same classes of instruction as normal children. This is not fair to either, and the earlier provision is made for separation the better for all.

Environment

Right behavior of individuals and communities depends upon environment, or the accident of association.

Wind and weather, the seasons in their round, the configuration of the land, the condition of the crops or the appearance of the streets, all influence life for better or for worse. Well has Lowell stated it:

Over our manhood bend the skies;
Against our fallen and traitor lives,
The great winds utter prophecies;
With our faint hearts the mountain strives;
Its arms outstretched the dried wood
Waits with its benedicite;
And to our ages drowsy blood,
Still shouts the inspiring sea.

Here then is a field of opportunity for social workers or moral reformers. Let the environment of children be sound and healthy, and a great step is taken towards ensuring good behavior. Virtue should be easy. There should not be stumbling blocks in the way at every turn. Reduced to the concrete the programme for any community demands all such things as cleanliness of streets, lanes, homes, public buildings, removal of objectionable resorts, closing of open saloons and badly-conducted places of amusement, supervision of sports and games, opening of healthy and properly equipped recreation grounds and parks, beautifying of schools and churches, of homes and streets, demolition of dirty, ill-kept buildings, prohibition of overcrowding, cessation of smoking and drinking on public thoroughfares — all this and much more. Everything that is implied in such terms as "the home beautiful," "the city beautiful" or "the country beautiful" has deep moral significance.

One may, however, go further than all this in illustration. There is a social environment which is even more educative than that just referred to—the environment of men and women as they mingle and combine in the great institutions of civilization. Does any one imagine for a moment that all the teaching of the schools can make such an impression upon our young people as the example of our young men and their mothers at this time in our history? Does any one think that the schoolmaster or even the preacher will be heeded when leaders in political life are preaching that dishonesty and trickery are noble virtues, and that the profiteer and the exploiter of public franchises are heroes?

Every day our courts, our legislatures, our councils, by their encouragement of righteousness and justice, or by their condoning of theft and extortion, are affecting young lives for good or ill. A ward heeler can do more harm in five minutes than a teacher can do good in five years, because he makes his appeal at the psychological moment. In the olden days in Greece when young men reached maturity they were initiated into good citizenship by means of a carefully prepared service, which ended in the administration of the oath of citizenship. Here young boys and girls are thrown into the mire of politics, where most sink and few can swim. The thing is nothing short of damnable. And if political environment is not always healthy, what can one say of the environment of the church? Sometimes

as we know it exercises a sweet beneficent influence, and sometimes—well, one has only to think of the arrogance, the bigotry, the bitterness. So, too, polite society through its parties, balls, gatherings, is continually operative. A growing boy will receive a greater impulse to good or bad action at a social evening gathering than during many hours in the ordinary school. It could not be otherwise. In the vocation it is the same. Here, standards of honesty and justice are set up, and to many a young person the teaching of the schools has to give way to the “more practical” code of ethics of the counter and the counting house.

No, we cannot afford to say to the school, “Hold yourself responsible for training in morals!” The school can do only a little. Life is bounded by many forces, and at no part of the boundary can a break or failure be permitted. It will take the united effort of home, church, vocation, school, society, courts, legislatures, to produce in individuals and communities right moral conditions. He is no friend to his country who would excuse any agency from fulfilling its duty.

And yet the school has a responsibility, and a grave responsibility, in this matter. The teacher can systematize instruction, supply incentive to right action, suggest ideals of behavior and insist upon right action—can do all this in a more thorough manner than any one else. The spirit, the content and the method of instruction will be touched upon in next issue.

PRACTICAL ARITHMETIC

The teacher should have regard to all that is going on in the community and her problems in arithmetic should be framed so as to preserve community interest. For example:

During the Christmas season the teacher may look up the price of apples, figs, raisins, nuts, grapes, pears, turkey, cranberries, potatoes, butter, milk, etc. The problems for this time will consist

of questions such as this:—“What will it cost to make a dinner for our family party if the following amounts are used?” “If the grocer’s bill for Christmas is as follows” or “If the following people travelled to our house for Christmas Day—Uncle John from Toronto, Aunt Mary from Calgary, etc. Find the amount spent on railway fares.”

During the harvest season the problems might take such forms as the following:—"Find the number of acres of potatoes in a school district?" Find the average yield per acre. Find the total number of bushels? Which pays best, wheat or potatoes? Compare the labor in caring for an acre of potatoes and an acre of wheat. Hogs can be fed on grain or potatoes. Which is the cheaper food? Which is the cheaper to live on, bread or potatoes? Calculate the difference for your family for the month. How many cars will be filled by the wheat crop of your district? What is the net value to the school district of a wheat crop? What part of

the profit goes to the support of the school? The school tax is what rate on the profit made by the farmer? Compare the yield of fertilized land with that on unfertilized. Work it out in bushels per acre.

Based on weather observations, the following problems may be proposed—How many days of the month have been fair? On how many has rain fallen? What percentage were fair? What percentage cloudy?

This is sufficient as a suggestion for the teacher. No text-book and no magazine can provide problems that are as good as those prepared by the teacher and the pupils of the school.

TEACHING ENGLISH TO THE NON-ENGLISH

The way I begin with children, none of whom speak English, is to emphasize hearing and speaking before doing much at teaching reading. Of course, with older pupils teaching may begin almost from the beginning, but the emphasis should be placed on the spoken word. The more talking in school the better. Often the whole school can be taken as a class. The pupils can be taught to carry on simple conversation in less than three months. After that the teaching is very easy. The one rule is to keep to English while teaching English.

It is a mistake to be bookish. Lessons can be given in the class-room or on the school ground or in the woods. The teacher who has a residence next the school has every advantage for she can teach pupils the language of the kitchen, the dining-room, the breakfast table, etc. This practical vocabulary is what the children and the parents require, and they are all eager to learn.

For convenience the teacher will do well to classify the words she is going to attempt to teach. She will not then get into a rut. If she reviews the activities of the children for a week and writes down the words they are likely to require in their speech, she will not

be far astray. The following list of words is suggestive:—

Teach Names of Common Objects, such as

(1) Objects in school, as desk, book, pen, pencil, boy, girl, paper, water, chalk, floor, ceiling, hat, dress.

(2) Parts of body, as head, body, arms, legs, fingers, eyes, ears, nose, hair.

(3) Articles of dress, coat, trousers, boots, shoes, dress, waist, skirt, stockings.

(4) Things in kitchen, pan, table, stove, wood, boiler.

(5) Articles of food, meat, gravy, potato, bread, vegetable, turnip, etc.

This list may be extended indefinitely. Each teacher must decide upon her own selection. It will grow out of the experiences of the pupils and no book can supply a list that may be used generally. The same is true of the succeeding lists.

Teach Some Verbs, as

(1) Action verbs, as stand, walk, run, sit, laugh, sing, jump, roll, slide, fly, swim.

(2) Verbs used on farm, plough, sow, reap, feed, wash, cook.

(3) Words used on play-ground or in school, play, study, work, look, listen, see.

This list may also be extended indefinitely. It should be such as to refer to all the life experiences of the pupils. It should include home words as well as school words.

Teach Some Propositions, as

On, in, over, under, near, beside, behind, before, after, across, down, up, off.

These, as will be seen later, will be taught through games or action plays in the same manner as action verbs.

Teach Some Pronouns, as

I, he, she, you, they, them, his, her, who, this, that, these.

Note the method for doing this in next section.

Teach Some Adjectives, such as

Big little, old young, the colors and shapes, smooth rough, cheap dear, heavy light, pretty ugly, good bad.

All the numbers and the ordinals (first, second, etc.).

Teach Some Adverbs, such as

Quickly, slowly, now, here, there, because.

Teach Some Phrases, as wholes,

How do you do; good morning; good-bye.

The means to be employed will include (1) pronunciation and use by the teacher; (2) repetition by the pupils; (3) actions and games; (4) dialogue; (5) contests; (6) free conversation. In all of this the nouns, verbs, adjectives, etc., will be used in simple combination. At first, sentences may be unfinished, just as in the case of children learning to speak their own tongue. Later on, sentences may be expected, and continued stories may be listened to or even told by pupils. It is to be expected that in the early stages the teacher will do much speaking. The ear has to be familiarized with the new sounds. Especially in teaching idioms, such as "How do you do? I beg your pardon," must the teacher repeat the whole several times, for the phrase must appeal as a whole rather than word by word.

The following lessons will indicate a mode of procedure. Readers will understand from the context when teacher is speaking, when pupils are speaking or acting, etc.:

A. (Taught in the class-room)

(1) The table, the book, the chair, the paper, the door.

(2) The table, the chair, the book, the table.

(3) Give me the book, give me the chair.

(4) Sit on the chair.

(5) Put the book on the chair, put the paper on the table, put the chair on the table.

(6) Stand on the floor, stand on the chair, run to the table, run to the chair.

(7) The book is under the table, the paper is under the book.

(8) Run to the door, shut the door, open the door.

B. (Taught after a visit to the farm-yard.)

(1) Horse, cow, pig, hens, wheat, hay, oats.

(2) Cow, pig, horse, wheat, hens, oats.

(3) Show me the horse, show me the oats.

(4) Give me some oats, give me some wheat.

(5) I like the horse, do you like the horse? the horse is black, the horse's name is Bill! Get up! Whoa! Get up, Bill! Whoa, Bill!

(6) The cow is in the field, the cow eats hay, the pig is in the pen, the pig grunts, the hen cackles.

(7) Feed the horse, give hay to the cow, give oats to the horse, give wheat to the hens.

C. (Taught after a lesson in colors)

(1) Blue, gray, brown, black, white; one, two, three, etc.

(2) Your eyes are blue, your dress is brown, your hair is black.

(3) My dress is black, my hands are white, my eyes are brown.

(4) I have two books; give me two books; take three books; place two books under the table; put the black book under the white book, etc.

(5) Helen has a red dress, May has a blue dress, I have a brown dress, etc.

D. (Taught after a game on the playground.)

(1) Stand, run, jump, sing, laugh.

(3) Stand up, Tom; run to the window; run to the door.

(3) Mary, run to Helen; Helen bow to Mary; shake hands, say "Good-day!"

(4) Bow to me, I bow to Mary; How do you bow to the ladies?

(5) Mary come into the room. Tom, stand up, bow to Mary; Mary, bow to Tom; Tom, get a chair for Mary; Mary, sit down. Grace, tell what Tom and Mary did.

E. (Taught on a rainy day)

(1) Rain, the rain, the clouds, wet, grass.

(2) It is raining, is it raining?

(3) The grass is wet, is the grass wet?

(4) See the clouds, the clouds are black.

(5) The rain is falling.

F. (A story told after a game.)

Tom smart. Tom can catch the ball. Tom can throw the ball. Tom can hit the ball. (All this acted.) Tom stands on home base. This is home base (points to base). Bill stands on pitcher's base (points). Bill throw the ball (acts). Tom, strike at ball (acts). Tom miss ball. Bill laughs. Everybody laughs. Tom no good. Tom looks angry. Bill throw again. Tom not hit. Teacher says, "Good ball." Tom has two strikes. Tom turn red in the face. Tom looks wild. Bill throws another ball. Tom hits hard. Tom hits ball. The ball goes past Bill, past Joe, past Sam. The ball goes far into the field. Tom runs. Tom passes first base, passes second base, passes third base, gets home. Tom makes home run. Tom's side cheers. Tom looks proud. Tom walks big. Tom steps high. Tom is a smart boy. Good for Tom!

MONEY VALUES AND FOREIGN EXCHANGE

By Professor V. W. Jackson, Manitoba Agricultural College.

When one, to whom foreign exchange has always been a mystery, can suddenly get a clear grasp of it, it is reasonable to suppose that it can be made clear to others; and, when gold is no longer worth its weight (in gold), and silver is more than double its normal value; and when coins become worth more when defaced, it is exceedingly interesting to unravel this tangle of things. Only in this way can we understand money, its meaning, and what gives it value.

Gold Currency

Great Britain coins £ sterling out of 123.274 grains of gold, 11/12's fine.

United States coins \$10.00 out of 258 grains of gold, 9/10's fine.

France coins 155 20-franc gold pieces out of 1,000 grams of gold, 9/10's fine.

Germany coins 69½ 20-mark gold pieces out of 500 grams of fine gold, 9/10's fine.

From this data regarding standard gold in various countries it is easy to

establish a parity of exchange, or the value of one gold coin expressed in the terms of another, thus:—

What is £ worth in American money? 1 £=123.274 grains standard gold, multiplied by 11/12's gives pure gold, multiplied by 10/9's gives American standard gold, and divided by 25.8 (grains of gold in a dollar) gives 4.86654; and, before the war, this was the exchange value of a £ sterling in American money.

How many francs does it take to make a dollar? 480 grains equals 1 ounce of troy, equals 31.1035 grams; therefore, 25.8 (grains in American dollar), multiplied by 31.1035, divided by 480, multiplied by 3100 francs, divided by 1000 grams, equals 5.18262, i.e., before the war it took 5.18262 francs to be equal to an American dollar, now it takes 5.78 francs, and foreign quotations are always given in this way. In German currency a mark is equal to 24c., but, to bring it to a per-

centage basis, the Americans compute the value of 4 marks, equal to 95.2852c., to bring it approximately near the dollar.

How do they arrive at this exchange value for 4 marks? 500 grams of standard gold, same fineness as that of United States, divided by 1395 marks, multiplied by 10/9's fine, multiplied by 480 grains in an ounce, divided by 31.1035 grams. in an ounce, divided by 25.8 grains in a dollar, multiplied by 100c. equals 95.2852c.; but now 4 marks are only worth 65c., or 2/3's of their value before the war.

In normal times there is little fluctuation from the exchange values as calculated above, because the trade of countries is now in billions of dollars, and, when a transfer of money is made from one country to another, it is in such enormous sums that the fraction of a per cent. would mean a great profit to the banker effecting the exchange, and consequently the fluctuation is closely watched and very steady. Only in times like these do we find money values changing materially.

Why Did the English £ Sterling Decrease in Value?

Owing to the enormous adverse trade in munitions of war, the British £ sterling was lowered to \$4.56 in 1915, and, to bring it back to somewhat its normal value, shipments of gold were sent from London to New York, and the British capitalists unloaded their American securities in railways until the exchange value of the £ sterling was restored to \$4.76, a value which it has retained for two years; but a noted banker says that not in ten years will the £ return to its par value of 4.8665. The value of the £ has changed because England has changed from the greatest export country to the greatest import country, and it will take some time to bring this adverse trade back into the favorable export balance maintained before the war. It was the financial master stroke of the war when the English £ sterling was stabilized at \$4.76, and the French franc at 5.75 francs to the dollar. The German mark has decreased 33 per cent. in value; the

Italian lire has decreased 30 per cent., and the Russian ruble, normally worth 51.5c., is now worth only 17c. or 1/3 of its value, while the money of neutral countries has advanced in value. The Mexican dollar, normally worth 50c., is now worth 86c., and the Spanish peseta, normally worth 19½c., is now worth 24c.

Why Has the Money of Neutral Countries Advanced in Value?

When England made the great effort necessary to restore the exchange value of the £ sterling in the United States, where she was principally buying, she neglected its value in other countries such as Spain and Switzerland, and, as a result, the English £ sterling lost its value in Spain until 20 pesetas would buy a £, whereby it normally takes 30 pesetas. This meant that a peseta was worth an English shilling, whereas normally it is only worth 19½c. If Spain owed United States, she would pay in £'s, and if United States owed England, she would pay in pesetas. This made a rush for pesetas, like any other good thing in demand, and the price of pesetas went up and is now 17 per cent. over par. The same is true of the Swiss franc.

Why Is the Ruble Only Worth One-third Its Par Value.

The great export gates of Russia being closed by this war prevented Russia from exporting her produce and raw materials, and at the same time the war increased her imports enormously—to such an extent that she could not pay for them in money and placed an embargo upon the ruble which, being a silver coin, is now worth 61c., whereas its exchange value is only 17c. Nobody wants rubles just now as only paper ones are procurable, but as soon as Russian trade is restored to normal, and her great exports unloaded on the markets of the world in payment of her debts, then the ruble will return toward its normal value at a rate depending upon the rush for rubles, due to the money made by bankers in exchanging them. The high prices which now prevail all over the world are largely due to the

disturbance of the money market, and the fancy prices being paid for the money of neutral countries, and the discount on money of war countries which have extended their credit by means of paper currency, making money cheap, and taking more of it to buy the common necessities of life.

Why Silver Has Advanced.

When the British £ sterling was lowered to \$4.56 by adverse trade in munitions of war, England sought for raw materials in Asia where silver was the standard of currency, or in much demand. An ounce of silver was then worth 45c., but the enormous export trade from Asia made such a demand on silver that it rose to 65c. per ounce in 1916, and to \$1.08 per ounce, September 25th, 1917; a point that even the adverse exchange against gold made it more profitable to return to the gold standard.

American exports to Asia jumped from 81 million in 1915 to 130 million in 1916 and 223 million in 1917; but im-

ports jumped from 221 million in 1915 to 536 million in 1917. The prices have advanced in the Orient until the old wage standard will have to be raised accordingly or starvation will result.

The Mexican dollar has advanced from 49½c. to 86c. The American silver dollar contains 371¼ grains of pure silver, 41¼ copper alloy — total, 412½ grains. Troy ounce equals 480 grains. Multiply price of silver (\$1.08) by 371¼, and divide by 480, which makes the gold price of the silver dollar 83½c. When, then, will the silver dollar be worth more than its face value? If 371¼ grains of silver are worth \$1.00, face value, and 480 grains of silver are worth 129.29c., then, when silver goes over \$1.29 per ounce, it will be worth more defaced than faced. It was reported as being sold in Toronto, September 28th, at \$1.16 7/16's, and it is giving the financiers some concern as to what will be the fate of the silver dollar. It has already reached the 16 to 1 standard which William Jennings Bryan wished to fix upon it in 1896.

CREATURES OF CUSTOM

W. A. M.

What creatures of custom we are! We do a thing over and over again until we become fairly expert at the doing — perhaps a little more expert than some novice who has a better method but who is as yet lacking in skill—and then because of our success, we glorify our method as the only sure and safe one. We have known this to happen over and over again. And thereby hangs a tale.

Miss McClarty and Miss Malaprop taught side by side, and each one according to her light was ministering to the needs of her little flock. Miss McClarty, with her good Irish humor and her persuasive brogue, succeeded admirably in getting her little people to listen, to look, to remember, and to think, with the result that they devoured knowledge as readily as a sponge takes in water, while Miss Malaprop, sedate and sober, but with calm-

ness born of assurance and thoroughness and system, was equally successful in her efforts. Her pupils not only partook of the dainties she provided at each lesson, but so thorough and careful was her preparation, that few of them suffered from mental indigestion. In other words, these two teachers were known all over the city as the best of their kind, and they naturally had a good opinion of themselves and of each other — all of which was good and proper.

Now it happened on the fifteenth day of October, that for some unexplained reason, Miss McClarty crossed the corridor to the room of her friend and associate, and, after borrowing the required hair-pin, or whatever it might have been, she was about to return to her own domain. Had she done so, there would have been no story to tell.

But, as fate would have it, she hesitated a moment — and, as we all know, she who hesitates is lost. For just as she hesitated, Miss Malaprop had returned to her class, and in her sober tones began, "Now, James, what is that word?" And, James, always attentive, always alert, said, "The word is Manitoba." He not only knew the word but he used a full sentence. That was Miss Malaprop's idea of teaching. And who are we that we should criticise her?

But to return to the subject. Miss McClarty knew James, knew that he had been at school but one short week and he recognized the word "Manitoba" at sight. More than that, he knew the words Winnipeg, street, city, of, north, south, Assiboine, Red River, —yes, and he knew them immediately and without delay or confusion. This was a shock to Miss McClarty. Never in her wildest dreams had she thought of such a thing. And so she remained to observe and to question.

"Do you mean to tell me, Miss Malaprop, that Jimmy has learned to make out all those words in a week?"

"Yes, indeed, Miss McClarty, but James isn't always so sure as some of my children. I expect them at the end of a week to know at least fifteen words—three a day. And nearly all of them know them perfectly. Annie, will you show Miss McClarty how well you know them. Forthwith Annie, with painful precision and admirable decision, named the whole list without a single error.

"But, Miss Malaprop, how many words can they make out for themselves? How many sounds have they mastered? Can any of them make out this word?" And before any one could interfere she had written on the board in her plain round hand the word "fan." The children looked on in Amazement. None of them had seen the word before, and the word was not in Miss Malaprop's list — and so they failed.

"Well," said Miss McClarty, "my children cannot read words like Winnipeg and Manitoba and Assiniboine, but yesterday they made out one hun-

dred words in ten minutes. Really, Miss Malaprop, I never dreamed that a class could have such little power, could be so helpless as those children of yours. I really do not understand you, and I am very sorry for the children."

Now, this was very rude and unpleasant, and Miss Malaprop felt it to be so. But, being a lady and being thoroughly self-controlled, she replied: "Then, I must make it a point to see that wonderful class of yours."

True to her word, she came that very afternoon, and "the little marvels" were promptly placed on exhibition. Then began a series of grunts and explosions. As the word "pan" was written, a dozen young throats began to say puh-ah-n, pan. Then came m-e-n men. And so the lesson proceeded, the pupils grunting and groaning, but never attempting to give the name of a word at sight. Finally, Miss Malaprop, shocked by the babel of voices and by the uncouth utterances, found breath to inquire if the children did not recognize any word without spluttering and grunting. To which Miss McClarty replied that Miss Malaprop had no justification for using such terms to describe the very legitimate process of "phonic synthesis." "No! the children do not know any word at sight. Of course not. Just give them time and they will combine the sounds so rapidly that they will appear to be doing it without any conscious effort." To which Miss Malaprop said: "A very pretty theory, but I must say I prefer order and system and definite attainment, to this babel of gutturals and sibilants and aspirates. I cannot understand how any one with a kind heart would subject children to a process like this. I must be going."

This was most unpleasant for two teachers of recognized ability. And so confident was each that her method was the only one, that there was nothing more to be said on the question. Each had a record of fifteen years at this very kind of work, and each knew from personal experience that her mode of presentation was the only sound one. So what more was to be said?

Now women may differ for a time, but they cannot keep apart for ever. It was the Christmas festivities that healed their sores. For fifteen years they had given presents to each other, and—well, they could not break the habit now. On the first day of December they actually bowed at a distance, on the fifth they spoke, and on the seventh, they went down street together, on the tenth they talked presents, and so it went on till the seventeenth.

Then it was that Miss McClarty came to Miss Malaprop for another hairpin. Then it was that she remained for a time and heard James and Annie at a reading lesson. They were reading from a Supplementary Reader. They were at lessons they had never seen before. They were reading freely and intelligently. This was the third book they had mastered since midsummer.

Miss McClarty was amazed. All her predictions were upset. Not only were the children reading as well as her own, but they appeared to be enjoying it. Truly there was only one thing to do, and true to her nobility she did it. "Miss Malaprop, I am amazed at myself. I can't understand it, and I don't understand it, but the proof of the pudding is in the eating. Your children can read they can read as well as my own.

I don't know why I ever doubted you."

And that afternoon Miss Malaprop returning the call, heard Miss McClarty's class read, without spluttering and grunting, they, too, were getting the thought from their books with amazing readiness. What Miss McClarty had said was true. They were combining so readily that they appeared to be recognizing words at sight. Nor was Miss Malaprop slow to give credit where credit was due.

When the principal came in at the moment they began to explain the thing to him, and his reply was only a smile and the utterance of two short sentences. The first of them was this: "There are more ways than one to kill a cat"—which, by the way, is an uncultured version of the phrase, "Many roads lead to Rome." His second sentence was, "You take the high road and I'll take the low road."

On his way upstairs this is what he said: "They are pretty fine girls even though set in their ways. Neither of them would believe me if I told them that there was no essential difference in their methods. But if Paul Klapper can see only external differences, why should I expect more from them?"

What in the mischief could he have meant by this speech anyway?

SNOWBALLING.

By Sarah Louise Arnold

Snowballing is one of the problems of a country school, but I know of an instance where a teacher called a meeting of the pupils, and, after putting before them the evils of snowballing, and the injuries often sustained by the younger pupils, who were not as well able to take care of themselves, a popular vote decided that no snowballs would be thrown, and the entire school acted accordingly. This was better than saying you must not throw snowballs.

Teachers must cease to be formidable and mechanical. Keep before the child the highest standard of discipline, not by preaching, but by asking them the

question, "Is this the best that you can do for yourself and your boy friends?"

The Cuban war has given us ample illustrations to place before the children of our public schools. While there are heroes all about us, we should inspire the child with the thoughts and doings of the heroes, and ask them to look within themselves and so compare themselves with the ideals about which they like to read.

High-mindedness, self-control, and courteous and unselfish natures for others will result, if our boys and girls are taught how to care for themselves and to care for their neighbors.

Children's Page

November chill blaws loud wi' angry
 sugh;
 The short'ning winter-day is near a
 close;
 The miry beasts retreating frae the
 pleugh,
 The black'ning trains o' craws to
 their repose:
 —The Cotter's Saturday Night
 (Burns)

Wee Davie Daylight
 Keeks ower the sea,
 Early in the morning
 Wi' a clear e'e;
 Waukens a' the birdies
 That were sleepin' soun'—
 Wee Davie Daylight
 Is nae lazy loon.
 —Robert Tennant.

EDITOR'S CHAT

Well Bairnies,

Do you think that we're very Scotch to-day with wee bits of two poems to begin our page? It just occurred to the Editor that perhaps you were missing some of the good things of life by not knowing a little about the Scotch poets, and so we have given you these few lines just to rouse your curiosity and make you find out something more about the poets who wrote in this soft Scotch language which is spoken by so many of the finest people of the British Empire. There are many pretty poems which it will be quite easy for you to find in your readers and other books in the school library. Probably you know "To a Field Mouse," "To a Daisy," "Wee Willie Winkie," "Auld Daddy Darkness" and "Cuddle Doon." And if you don't we hope you will soon look them up and learn them by heart. Think how pleased one of the good old Scotchmen in your neigh-

borhood would be if you could recite one of these little poems to him as perhaps he learned it when he was a boy. You will find it very interesting to learn the new words and their meanings, and you will also find that nearly all Scotch poets loved children and wrote poems for them which are prettier than almost any which we have in other languages.

And now to-day, boys and girls, our talk is going to be on a very great subject indeed,—nothing less than the British Navy. Could we have a more wonderful subject? The great trouble is we have not room to begin to do it justice, but perhaps what we tell you here will make you anxious to learn more. And after all, that is all we can do in the Children's Page—just make you hear enough about something to make you wish for more.

The very early beginning of the British Navy may be traced back to the

reign of Alfred the Great, but there is very little heard of the Navy until about the year 1213. At that time and for several hundred years afterwards many of the ships were owned by private people and were "pressed" into the King's service in time of war. In the year 1340 Edward III. is said to have killed 30,000 of the enemy in an action in which 200 great ships were taken. Such advance was made at this time that in 1350 Edward III. was given the title "King of the Sea." For the next few years the Navy alternately gained and lost power as the different kings reigned, but during the reign of Henry VII. the first real battleship, "The Great Harry," was built. This boat weighed 1000 tons and carried 72 guns and 650 men.

In the reign of Henry VIII. the foundation of the present great Navy was laid. Dockyards were established and a committee of men appointed to attend to all naval affairs. During this reign Sir Richard Grenville with his gallant little ship "The Revenge" made his famous attack on part of the Spanish Navy (read Tennyson's "The Revenge"). When Henry VIII. died there were about 50 ships manned by 8,000 men in the possession of England.

Queen Elizabeth's reign produced many great and clever soldier-sailors. Drake, Frobisher, Raleigh, Seymour and Hawkins are heroes of whom the British Empire will ever be proud. In October, 1805, Nelson with 27 ships defeated a fleet of 33 French and Spanish ships, and so made England "The Mistress of the Seas." The boy or girl who can read this story without a thrill can have no red blood in their veins. Get out your histories and your story books and read all about the "Victory."

From the time that Queen Victoria ascended the throne the number of

ships in the Navy steadily increased. and about this time steamships were first introduced. In the year 1850 it was discovered that ironclad vessels could be made to float, and from that time until the present, great advances have been made and the gray steel-clad monsters that guard our shores have little or no resemblance to the clumsy old boats which first won England's fame.

But while our Navy has grown in size and splendor, while new guns and torpedoes have been built for it, its enemies have not been idle. The deadly submarine, the murderous mine, have been used by our enemies, whose own fleets have grown with the years and now our brave sailors have perils from the air, the sea and under the sea to overcome.

There are, roughly speaking, the following types of ships in the British Navy to-day—The super-dreadnought, the dreadnought, battle cruisers, cruisers, destroyers, patrol boats and submarines. There are many different types of these boats. One destroyer which has recently been built has a speed of 40 knots an hour and carries its own aeroplanes, which fly from its decks. The thousands of men who man these boats are of the finest in the British Empire. They are brave and true and clever, and they live up to all the finest traditions of the Navy of England. We would like you to read some or all of the following books, so that you may gain a little knowledge of the wonderful history we have tried to hint of to you in these pages:—

"Romance of the King's Navy," (Fraser), "Sailors Whom Nelson Led" (Fraser), "Our Sailors at Work and Play" (Golding), "The Nelson Navy Book" (Haddon), "Our Sailors" (Kingston), "Fleets at War," "Sea Warfare" (Kipling).

OUR COMPETITIONS

We are sorry to have to tell you that only one of the stories on "What I Know About Russia" reached us in

time for the October Journal. We are going to publish that story this month, but regret that the others were far too

late to compete. Stories **must** be in by the 15th of the month before the Journal comes out. That is why we are giving you the subjects two months ahead.

The prize winner for November for the Calendar is Mildred Blackman, Grade V., Hamilton school. We are sorry that it is impossible to print the calendar.

Special mention is given to Ethel Collison, Hamilton school; honorable mention to Emilieune Berard, Eleonore Gooler, St. Joseph school; Mabel Irvine, Venie Churchill, Agnes Langley, Morris, Man.; Viola Collison, Hamilton school.

Subject for December Story — "A Christmas Letter to a Soldier"; subject for January story — "The Story of a Snowstorm."

"What I Know About Russia"

The peasants of Russia are not at all anxious to fight, they like to live peacefully and till the soil. But at present the government is very unsettled.

General Korniloff, commander-in-chief of Russia, wanted to be dictator. He gave a plan that he wanted the government to take on, all of the things in the plan but three were adopted, those three being: Firstly, "The enforcement of death penalty in the rear of the army." Secondly:—"The widening of territory to be considered as the theatre of war, so as to enforce military

law." Thirdly:—"The enforcement of martial law in Petrograd."

Korniloff and Kerensky are working in some scheme together that cannot yet be found out. It is supposed that the marching of the troops into Petrograd was part of the scheme.

The soldiers, laborers and delegates are inquiring into affairs just now.

Korniloff and Kerensky are trying to overthrow the provisional government so that they will have supreme command. The provisional government having held sway since the Tsar was deposed.

Korniloff, the army chief, not being satisfied with Kerensky's mode of government, wanted to be made dictator because he thought he could do things better than Kerensky.

The Allies think that Russia will help yet to bring the war to a successful ending. The Korniloff rebellion being quelled in its infancy, Premier Kerensky is now at the front reviewing his troops, getting them ready for action to face the foe at Riga.

The enemy is being cleared out of several villages. The Germans, before evacuating the villages, took all the men that could work away and then burnt the villages. The Russian army is doing its work far better since the great clearing up in Russia has commenced.

Ralph Cramm, Grade VIII., age 13.
Ossowo School, Reaburn, Man.

THE CANDY COUNTRY

(Concluded from last issue)

"What do you all do here?" asked Lily, when she got her breath again.

"We farm, we study, we bake, we brew, and are as merry as grigs all day long. It's school-time now, and we must go; will you come?" said Sally, jumping up as if she liked it.

"Our schools are not like yours; we only study two things — grain and yeast. I think you'll like it. We have yeast to-day, and the experiments are

very jolly," added Johnny, trotting off to a tall brown tower of rye and Indian bread, where the school was kept.

Lily never liked to go to school, but she was ashamed to own it; so she went along with Sally, and was so amused with all she saw that she was glad she came. The brown loaf was hollow, and had no roof; and when she asked why they used a ruin, Sally told her to wait and see why they chose strong walls

and plenty of room overhead. All round was a circle of very small biscuits like cushions, and on these the Bread-children sat. A square loaf in the middle was the teacher's desk, and on it lay an ear of wheat, with several bottles of yeast well corked up. The teacher was a pleasant, plump lady from Vienna, very wise, and so famous for her good bread that she was a Professor of Grainology.

When all were seated, she began with the wheat ear, and told them all about it in such an interesting way that Lily felt as if she had never known anything about the bread she ate before. The experiments with the yeast were quite exciting — for Fraulein Pretzel showed them how it would work till it blew the cork out, and go fizzing up to the sky if it were kept too long; how it would turn sour or flat, and spoil the bread if care were not taken to use it just at the right moment; and how too much would cause the loaf to rise till there was no substance to it.

The children were very bright; for they were fed on the best kinds of oatmeal and Graham bread, with very little white bread or hot cakes to spoil their young stomachs. Hearty, happy boys and girls they were, and their yeasty souls were very lively in them; for they danced and sung, and seemed as bright and gay as if acidity, heaviness, and mould were quite unknown.

Lily was very happy with them, and when school was done went home with Sally and ate the best bread and milk for dinner that she ever tasted. In the afternoon Johnny took her to the corn field, and showed her how they kept the growing ears free from mildew and worms. Then she went to the bakehouse; and here she found her old friend Muffin hard at work making Parker House rolls, for he was such a good cook he was set to work at once on the lighter kinds of bread.

"Well, isn't this better than Candy-land or Saccharissa?" he asked, as he rolled and folded his bits of dough with a dab of butter tucked inside.

"Ever so much!" cried Lily. "I feel better already, and mean to learn

all I can. Mamma will be so pleased if I can make good bread when I go home. She is rather old-fashioned, and likes me to be a nice housekeeper. I didn't think bread interesting then, but I do now; and Johnny's mother is going to teach me to make Indian cakes to-morrow."

"Glad to hear it. Learn all you can, and tell other people how to make healthy bodies and happy souls by eating good, plain food. Not like this, though these rolls are better than cake. I have to work my way up to the perfect loaf, you know; and then, oh, then, I'm a happy thing."

"What happens then? Do you go on to some other wonderful place?" asked Lily, as Muffin paused with a smile on his face.

"Yes; I am eaten by some wise, good human being, and become part of him or her. That is immortality and heaven; for I may nourish a poet and help him to sing, or feed a good woman who makes the world better for being in it, or be crumbed into the golden porringer of a baby prince who is to rule a kingdom. Isn't that a noble way to live, and an end worth working for?" asked Muffin, in a tone that made Lily feel as if some sort of fine yeast had got into her, and was setting her brain to work with new thoughts.

"Yes, it is. I suppose all common things are made for that purpose, if we only knew it; and people should be glad to do anything to help the world along, even making good bread in a kitchen," answered Lily, in a sober way that showed that her little mind was already digesting the new food it had got.

She stayed in Bread-land a long time, and enjoyed and learned a great deal that she never forgot. But at last, when she had made the perfect loaf, she wanted to go home, that her mother might see and taste it.

"I've put a good deal of myself into it, and I'd love to think I had given her strength or pleasure by my work," she said, as she and Sally stood looking at the handsome loaf.

"You can go whenever you like; just take the bread in your hands and wish three times, and you'll be wherever you say. I'm sorry to have you go, but I don't wonder you want to see your mother. Don't forget what you have learned, and you will always be glad you came to us," said Sally, kissing her good-bye.

"Where is Muffin? I can't go without seeing him, my dear old friend," answered Lily, looking round for him.

"He is here," said Sally, touching the loaf. "He was ready to go and chose to pass into your bread rather than any other; for he said he loved you and would be glad to help to feed so good a little girl."

"How kind of him! I must be careful to grow wise and excellent, else he

will be disappointed and have died in vain," said Lily, touched by his devotion.

Then, bidding them all farewell, she hugged her loaf close, wished three times to be in her own home, and like a flash she was there.

Whether her friends believed the wonderful tale of her adventures I cannot tell; but I know that she was a nice little housekeeper from that day, and made such good bread that other girls came to learn of her. She also grew from a sickly, fretful child into a fine, strong woman, because she ate very little cake and candy, except at Christmas time, when the oldest and the wisest love to make a short visit to Candy-land.

Echoes of Examination

EXAMINATION ECHOES

British History

(Answers to Grade X paper)

Candidates are expected to answer two questions from *each* of the sections, A, B and C, *i.e.*, six questions in all.

Values

A.

- 16 1. Describe the Old English customs and institutions. What was the general effect of the Norman conquest upon the latter?
- 16 2. Draw a map of the British Isles and indicate broadly the territories occupied by: (a) the Celts; (b) the Saxons; and (c) the Danes, prior to the Norman Conquest?
- 16 3. Sketch briefly the reforms of Henry II.
- 16 4. To what extent may the Tudors be described as absolute monarchs? Explain the means by which they controlled their parliaments, and ac-

count for the failure of the Stuarts in this respect.

B.

- 17 5. What were the chief causes of the quarrel between the first two Stuarts and their parliaments? Enumerate the provisions of the Petition of Right.
- 17 6. Compare the religious settlement of Charles II. and Clarendon with that of Elizabeth and her advisers. Mention the chief Acts by which both these settlements were effected.
- 17 7. Enumerate the wars in which England and France were opposed during the century between the English Revolution of 1688 and the French Revolution of 1789. Point out the causes and results of any three of these wars. Was there any cause common to all?

C.

- 17 8. What do you understand by the Industrial Revolution? Outline its progress and indicate its effects upon Commerce and Industry, upon Labor and Capital.
- 17 9. What was the effect of the French Revolution upon Reform in England? Explain the chief changes made by the Reform Bills of 1832, 1867 and 1884.
- 17 10. Outline the growth of the British Empire during the nineteenth century. What advantages may be derived by the Mother Country from the possession of Colonies? What advantages have been derived by India from her connection with Great Britain?
1. (Customs and Institutions of the Early English)
- I. The village community:—1. Land tenure (a) public property (farming land, forest land, pasture land); (b) private property, cottage and its enclosure; (c) three-field system of cultivation. 2. Class distinctions (a) earl, churl, thrall; (b) increase of power of "lord of the manor" and "villain" class.
- II. Government:—(a) Political divisions; (b) war lord or king; (c) democratic organizations (i) village moot, (ii) hundred moot, (iii) shire moot; (d) development of witan.
- III. Administration of justice:—(a) Laws, (b) weregild, (c) punishment of crime (i) ordeal, (ii) compurgation. (Effects of Norman Conquest)
1. Laws and customs remained unchanged; 2, power transferred to new and foreign leaders; 3, concentration of power in hands of king; 4, introduction of feudalism; 5, hundred and shire courts retained and witan becomes Magnum Concilium.
- (Sketch briefly reforms of Henry II.)
- I. A brief description of conditions when Henry II ascended the throne.
- II. His reforms:
1. Attempt to check the power of the

clergy; constitutions of Clarendon, 1164 (no appeals to Rome without king's consent; higher clergy could not leave country; punishment of clergy accused of crime).

2. To check power of barons:

(a) Destruction of castles; (b) inquisition of sheriffs, 1170; (c) Assize of arms, 1181 — revival of national army, scutage extended to barons.

3. To check lawlessness:—Assize of Clarendon, 1166. Twelve men out of every hundred report law breakers in their district. This principle developed into modern jury.

4. The itinerant justices: — Before Henry II died England was divided into districts regularly visited by royal judges for the purpose of holding courts.

IV. An absolute monarch is a ruler whose power is not limited by law, parliament or council or by any organ through which the will of the nation finds expression. His one law is his own will, his one fear his own death. The Tudors were not absolute in this sense, for they ruled according to law, made use of both parliament and council, and on the whole carried out the wishes of the nation. Their most tyrannical deeds were done through parliament. Henry VIII's parliament passed almost everything he wished, making it high treason at one time to say that his marriage with Anne Boleyn was unlawful and at another time to regard this marriage as lawful. Parliament gave the same Henry power to bequeath his throne, and put into his hands the whip of six strings. Henry VIII was never more absolute than when his parliaments were in constant use. The Tudors, therefore, did everything for themselves by the people while the absolute ruler claims that he does everything himself for the people. They were absolute in all but name; their rule was a despotism through council and parliament.

This power of the Tudors arose out of the conditions of their age. The Wars of the Roses had taught England the danger of a disputed succession and

the need of a strong king to unite the different classes. It had also weakened the power of the barons whose estates had added to the wealth of the king. Laws against livery and maintenance now humbled the few over-mighty subjects who had survived and artillery which the king alone could afford made the fortified castle no longer dangerous. The power of the House of Lords was also broken and the new lords promoted from the ranks of trade were more willing to obey the king. At the same time the Commons had yet to learn their power. These facts, added to the danger from France and Spain, led the people to put their trust in the Tudors.

But the Tudors were able rulers and knew how far to go in dealing with parliament. They used it to carry out policy on which they and parliament agreed. The nation was in sympathy with the demolition of the monasteries and the spoil was distributed with a free hand. Both Henry VIII and Elizabeth were shrewd enough to withdraw a bill when opposition was strong, but the courage of both often made parliament yield against their own wishes. It is said that Henry VIII forced through the Annates Bill by the terror of his own majestic eyes.

The later Tudors, Mary and Elizabeth, secured favorable parliaments by creating new boroughs, whose members would support the royal wishes. These pocket boroughs became rotten long before 1832.

Unlike the Stuarts, the Tudors were careful not to defy the will of the nation, but in the last years of Elizabeth there were signs that parliament was growing bolder; and as soon as James I began to talk of Divine Right he was told that parliament had tolerated many things in Elizabeth because of her age and sex that they would not tolerate in him.

The new spirit in parliament was due not only to the fact that it had learned its trade under the Tudors, but also to the changes which had taken place at home and abroad since 1485. The danger from the great lords had been removed by the Star Chamber, which

now had itself become a danger. The Reformation had been accepted. There was no longer danger of a disputed succession as the Stuarts put to shame the childless Tudors. There was no longer danger of foreign invasion. Spain had been humbled by the Armada and the Rise of the Dutch Republic; Ireland had been reduced to order and the crowns of England and Scotland united. Parliament was free to consider foreign policy, taxation and religion. It was able to consider these questions after the long experience since 1829, and when the tackless Scotchmen tried to make Tudor medicine the people's daily food their failure was swift and sure.

Main grounds of quarrel:

I. Stuarts' idea that parliament was to be their tool—(a) James declared that parliament must not meddle too much in matters of state and that privilege of parliament depended on the gracious will of the sovereign. Parliament replied that its privileges were the undoubted birthright of Englishmen and independent of the sovereign.

(b) Stuarts called and dismissed parliament at will. Called parliament as a rule for more funds.

(c) Stuarts packed some of their parliaments. Tried to repress freedom of speech, and Charles went as far as to imprison some of the members. Elliott died in prison. Failure of Charles to arrest the five members.

(d) Charles ruled for 11 years without a parliament, but with arbitrary courts.

II. Stuarts got money illegally and contrary to wishes of parliament.—(a) Tunnage and pound. Collected by Church after the time allowed him by parliament. Then ship money unlawfully.

(b) James sold monopolies—was illegal.

(c) James sold titles and also collected benevolences. Charles assented to work of Courts of H. Commission and Star Chamber, which were means of furnishing money.

III. Stuarts had favorites who were disliked, and who squandered money—(a) James had Carr and Buckingham.

(b) Charles had Buckingham, and then Stafford and Land; but the latter two were really earnest in desiring the welfare of the king, and therefore, as they thought, of the country.

(c) James and Charles had gay courts and these fell foul of the increasing Pontan element in parliament.

IV. The religious question—(a) Puritans were disappointed in James.

(b) Charles professed himself Protestant; but his Catholic wife roused suspicions amongst Puritans.

(c) Charles interfered unduly in Scottish Church.

V. Foreign Wars—(a) James wanted to be friends with Spain, at a time when Spain was hated as being Roman Catholic.

(b) French oppressed Huguenots and James took no notice at first. When at last he did make an effort to defend the Huguenots, parliament was generous in supplying funds, but Charles (who succeeded at this time) and Buckingham squandered the funds. The expeditions were failures.

VI. The keeping of an army as a menace — (a) Though standing army not illegal, it was to be used for sovereign's own ends.

(b) Was imposed on citizens.

Petition of Right: 1, King shall levy no loan, gift, tax, without consent of parliament; 2, King shall imprison no one without cause shown; 3, King shall not billet soldiers and sailors on citizens in time of peace; 4, King shall not impose martial law in time of peace.

Eight marks were given for Petition of Right and nine marks were given for three or four of the Section I-VI if reasonably developed.

Question 6. (a) The religious settlement of Charles II was directed entirely to the suppression of Puritan worship and thought. This was not in accordance with the opinions of either Charles or his minister, but insisted upon by the "Cavalier" parliament. It was not successful.

(b) Elizabeth and her advisers desired primarily uniformity of worship and the settlement in her reign was

made to that end. She was anxious to retain both Roman Catholics and Protestants in any church that might be formed, and the settlement was the result of this. It was successful. Neither settlement recognized the principle of toleration in religion.

The acts by which (a) was carried out:

Corporation Act,
Act of Uniformity,
Conventicle Act,
Five Mile Act,

(b) Act of Supremacy,
Act of Uniformity.

(4) Seven Years' War—(a) Cause: Rivalry for trade and colonies in India and America. (b) Result: Treaty of Paris. Gains in America, India and Europe.

(5) American Revolution — (a) Cause: Americans rebelled against taxation without representation, etc. France allied herself with America. (b) Result: Treaty of Versailles. (c) Common cause: It was rivalry for trade and colonies between England and France that caused the principal wars, 1688-1789.

(a) 1, War with France during William III.'s reign; 2, war of the Spanish Succession; 3, war of the Austrian Succession; 4, Seven Years' War; 5, American Revolution, during which America allied herself with France.

(b) 1, War with France—(a) Cause: France took up the cause of Stuarts in order to ruin England. (b) Result: Treaty of Ryeswick. Louis XIV acknowledged William as king and Anne as his successor.

(2) War of the Spanish Succession—(a) Cause: Bourbon rights disputed by William III. Louis XIV refused to admit the right of William. (b) Result: Treaty of Utrecht (1) territorial gains; (2) right of Philip V to the Spanish throne admitted, etc.

(3) War of the Austrian Succession —(a) Cause: Claims of Marie Theresa were not acknowledged by Prussia, Spain and France. (b) Result: Treaty of Aix-la-Chapelle (1) conquests gained were given back; (2) mere truce.

A. Definition Industrial Revolution: The change in manufacturing conditions—(a) From home to factory; (b) From man power to machinery.

B. Progress: 1, Close connection with Agrarian revolution; 2, impetus given by invention of machines; 3, application of steam and water power; 4, use of coal in smelting; 5, introduction of new industries, *i.e.*, cotton, silk; 6, development of old, but heretofore unimportant, industries, *i.e.*, potteries; 7, growth of cities (factories); 8, decay of old centres due to same cause as 7.

C. Effects on Industry: Immense increase—England the workshop of the world. On Commerce: Growth of merchant marine—England does the carrying trade of the world. On Labor: Demand for skilled labor; unemployment of skilled labor — Luddites children and women in factories — factory acts. On Capital: Greatly increased, so that England able to stand strain of financing wars against Napoleon.

Full marks were given if candidate developed one thought in A, three in B and at least one per cent on each of subdivisions of C.

10. Growth of the British Empire in the 19th Century:

A. In America—

One of the main features of Nineteenth Century expansion has been the rapid rise of Canada, and particularly of Western Canada. In 1800 the whole population of Canada west of the Great Lakes numbered a few hundreds; now it is about two millions. The first and most important step in this expansion was the coming of Confederation in 1867.

In Africa—

Britain obtained possession of the Dutch colony in South Africa, during the war with Napoleon. The abolition of slavery in the British Empire led many of the Dutch (or Boers) to move away and found two new states. Towards the close of the century Rhodesia and British Central Africa were settled by British colonists, while the two Boer republics became part of the empire after the Boer War of 1899-1902.

In 1910, Cape Colony, Natal, Orange River Colony and Transvaal, the four oldest colonies, formed the Union of South Africa, a self-governing confederation somewhat resembling the Dominion Government of Canada.

In 1876 England and France entered into an agreement to protect the interests of their subjects in Egypt. When a revolt broke out in 1880 it was put down by British troops and Britain has ever since ruled Egypt. The Soudan, lost in 1885, was regained by Kitchener in 1898.

In Australasia—

Australia received its first colonists, a boat load of convicts, in 1788. When it appeared that the country was admirably suited to cattle and sheep raising and agriculture, and when gold was discovered, settlers flocked there. Self-government was granted and in 1900 the five provinces united to form the Commonwealth of Australia. At the same time New Zealand became a Dominion.

In Asia—

British governors of India during the first half of the Nineteenth Century steadily pursued a policy of swallowing up native states, often by diplomacy, sometimes by war. The Mutiny of 1857 led to the taking over of the government by the Crown. Further local wars have since resulted in the extension of British dominion over the whole country.

B. Benefits derived from Colonies:

1, Colonies are a home for surplus population.

2, The governing of the various Crown Colonies gives employment to many British.

3, In times of war the Colonies can be depended on to supply food, munitions and men.

4, Increased knowledge of the world.

C. Benefits derived by India:

1, Peace; 2, justice; 3, progress.

4. The Beginnings of National Life.

A complete answer would consist of (a) any three of the first four sections of A; (b) any two of B and of C sections.

Canadian Club Prizes

Names of the winners of the scholarships in Canadian History offered by the Canadian Club in connection with the recent June examinations are as follows:

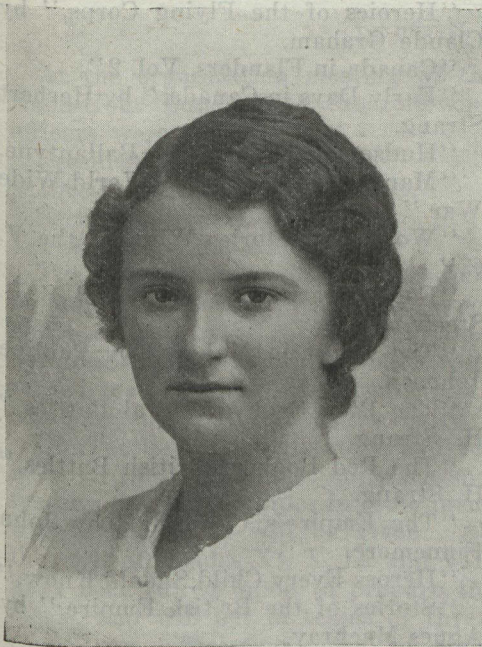
Individual Prizes—\$20 Cash.

Teachers' Course—1st, John A. Baskerville, Boissevain; 2nd, Annie Margaret Bailey, Bradwardine.

Combined and Matriculation Courses—1st, Amy May Nisbet, Stonewall; 2nd, Winnie Lettie Barnes, 43 Strathmore Apts., Winnipeg.

Class Prizes—\$20 Value in Pictures or Books for the Schools.

Teachers' Course—1st, Winkler, average 79 per cent.; 2nd, St. Anne, aver-



ANNIE MARGARET BAILEY,
Bradwardine, Man.

Winner of Canadian Club "Canadian History Scholarship," in connection with June examination in Teachers' course.

age 76 per cent.; 3rd, Reston, average 73.3 per cent.

Combined and Matriculation Courses.

1st, Stonewall, average 83.7 per cent.; 2nd, Tache School, Norwood, average

girl, with a baby in her arms, sitting 79.4 per cent.; 3rd, Rapid City, average 74 per cent.

In the last eight years the Canadian Club has expended over \$1,100 in Canadian History scholarships.

Canadian Club Scholarship Pictures.

Group No. 1.

"Home Through the Woods," by Jos. Farquharson. A flock of sheep being driven home through the woods at evening.

"A Reading from Homer," by L. Alma Tadema. Classical group including the poetess Sappho, being entertained with a reading from Homer's works.

"On the Seashore," by Bloomers. A Dutch scene, children playing on the sands.

"Old Bruges." A view of the canals of Bruges, in Belgium.

"Scotland Forever," by Lady Butler. The charge of the Scots Greys at Waterloo.

"The Rio Canal," Venice.

"By the Fireside." A young Dutch at a fireside.

Group No. 2.

"The Fighting Temeraire," by Turner. One of Nelson's old battleships being towed down the Thames to her last resting-place.

"The Drinking Pool," by Arnesby Brown. A herd of cattle going to water.

"Rheims Cathedral."

"The Age of Innocence," by Sir Joshua Reynolds. One of this artist's most celebrated pictures of children.

"Mme. Lebrun and Daughter," by herself. One of the most pleasing pictures by this celebrated French artist.

"John Cornwell." A representation of the most heroic conduct of this young sailor at the Battle of Jutland.

"Good-bye, Old Man." A touching incident of the Great War, showing a soldier in the act of bidding adieu to his wounded horse.

"The Song of the Lark." A French peasant girl listening to the singing of a lark.

"On the Beach." A group of Dutch children on the beach.

Choice No. 1—2 of Group 1; 3 of Group 2.

Choice No. 2—1 of Group 1; 4 of Group 2.

Choice No. 3—3 of Group 1; 1 of Group 2.

Choice No. 4—6 of Group 2.

Average size of picture 18x24 inches.

List of Canadian Club Scholarship Books.

"Britain Overseas, the Empire in Picture and Story," by J. Edward Parrott.

"How Canada Was Won," by Captain Brereton.

"The Oxford Book of Canadian Verse," chosen by Wilfred Campbell.

"Deeds That Won The Empire," by W. H. Fitchett.

"Famous Voyagers and Explorers," by Sarah K. Bolton.

"Fights for the Flag," by W. H. Fitchett.

"The Young Fur Traders," by R. M. Ballantyne.

"A Canadian History for Boys and Girls," by Emily P. Weaver.

"My Canada," by Elinor Marsden Eliot.

"Saddle, Sled and Snowshoe," by John McDougall.

"Martyrs of New France," by W. S. Herrington.

"Ungava," by R. M. Ballantyne.

"Fifty-two Stories of the British Army," by Alfred H. Miles.

"The Ships of Britain from Alfred to George V.," by Frank H. Mason.

"Boy Scouts Beyond the Seas—The Story of My World Tour." for boys, by Lieut.-Gen. Baden-Powell.

"The Story of Lord Roberts," by Harold F. P. Wheeler.

"Canada in Flanders," by Sir Max Aitken, M.P.

"Heralds of Empire," by A. C. Laut.

"The Dog Crusoe and His Master," by R. M. Ballantyne.

"Lords of the North," by A. C. Laut.

"Comrades Three—A Story of the

Canadian Prairies," by Argyll Saxby.

"By Canoe and Dog Train Among the Cree and Salteaux Indians," by Egerton Ryerson Young (missionary).

"A Manitoba Chore Boy—The Experience of a Young Emigrant Told From His Letters," by A. E. Wharton Gill, M.A.

"Animal Heroes," by Ernest Thompson Seton.

"Canada," by J. T. Bealby, B.A.

"Five Little Stars in the Canadian Forest," by Lillian Eliz. Roy.

"Brief Biographies, Supplementing Canadian History," by J. O. Miller.

"Stories From Canadian History," by Marquis.

"Stories of The Maple Land—Tales of the Early Days of Canada for Children," by Young.

"Around the Campfire." by Charles Roberts.

"Heroics of the Flying Corps," by Claude Graham.

"Canada in Flanders, Vol. 2"

"Early Days in Canada," by Herbert Strang.

"Hudson Bay," by R. M. Ballantyne.

"Map Book of the World-Wide War."

"Wonderful Stories Winning the V. C."

"Forty Years in Canada," Col. S. B. Steele.

"The Moccasin Maker," by Pauline Johnson.

"The Blue Book of Naval Battles," H. Strang.

"The Red Book of British Battles," H. Strang.

"The Empire's Children," by John Finnemore.

"Heroes Every Child Should Know."

"Stories of the British Empire," by Agnes Machray.

Extracts from Letters from Winners of Canadian Club Scholarships

"I thank you very much for your congratulations and I doubly thank you for the prize which I never expected in the least. History has always been my hardest subject, and knowing that I would have to study very hard to pass

on it, I spent a great deal of time on it."

Annie M. Bailey, Bradwardine.

"In the name of my class, I am pleased to say that they were overjoyed to hear from you regarding the scholarship they have won. They have decided to take the "picture scholarship." I would like to say that my present class is studying hard hoping to get next year's scholarship. They are reading all kinds of books on Canadian History, and I find it difficult to get enough books for them."

J. R. Walkof, Principal
Winkler School.

"We have chosen the books marked and with those received last year we will now have in our possession the full list sent by you. Permit me in the name of our staff and pupils to extend to the Canadian Club our most sincere thanks for their congratulations and for the great encouragement given our schools by the history scholarships.

Sister M. A. Laurendeau,
St. Anne's Convent.

"I can assure you that the subject of Canadian History is a very live one here and we appreciate the practical encouragement given by your Canadian Club."

Harold E. Riter, Rapid City.

School News

IS THIS YOUR TOWN?

At the organization meeting of the Noon-Hour Lunch Club the following officers were elected:

President, Howard Rogers.

Vice-President, Harold Sillery.

Secretary, Annie Wallace.

Treasurer, Ella Wallace.

The first session of the club was held on Monday, October 1, when after grace had been said by all, piping hot baked potatoes, vegetable soup and beets were served to the twenty-five members, all of whom enjoyed their meal greatly.

On Tuesday, fried potatoes and tea were on the bill of fare; and each succeeding day hot potatoes in some form, with a hot drink will be given. All the girls of Grades XI, X, IX and VIII have been drawn upon to prepare the meals, and will act in teams of three, each team officiating once in eight days. The boys of the club have been organized into teams of two to wash the dishes and help clean up afterward. After each round of eight days the members will be asked to indicate by vote the meal they have enjoyed the most, and the team receiving the greatest number of votes throughout the season will be awarded a suitable testimonial. Each day's bill of fare

must include some use of the left overs, if any, of the day before, and whatever new material the committee may have to work on, for that day.

The girls are still greatly interested in hand ball and their tournaments always give rise to great enthusiasm, accompanied by much noise.

The boys are contesting the championship in baseball, but have recently been somewhat hampered by a scarcity in pitchers. Fortunately this is not the case now. We are glad to record that Malcolm Milloy's hand has recovered sufficiently for him to take an interest in the game, and that with Howard Rogers, Walter Scott and Howard Ferris as pitchers, Frank Burgess, Alex. Stevenson and Maurice Nilson as catchers, we are developing some exceedingly good material.

The entire school is working well for the bazaar and ten cent tea to be held on the 27th.

Grades IX and X have entered the spelling contest with great zest and are looking forward to a close competition for the month, at the end of which the winners will be entertained by the principal at the picture show.

NEW SCHOOLS

(From the Free Press)

The public school has followed settlement pretty well in all parts of Manitoba, but it is doubtful if it has ever followed so closely as in the new settlements along the railway of the Greater Winnipeg Water District between the city and Shoal Lake. Three new schools with a total seating capacity of 150 were opened last week. Two of these, which are close to the railway, were inspected on Saturday by Hon. Dr. Thornton, minister of education, who was accompanied by Robert Fletcher, deputy minister, Ira Stratton, special school organizer, other officials and a party of citizens which included Commissioner R. D. Waugh and Mayor Davidson.

The first school inspected is at mile 73, and is named McMunn school, after the first settler at this point. It was built under the direct supervision of the Department of Education at the request of the local school board, and is of the newest plan adopted by the department. Close to the school is a neat and comfortable teacher's house furnished ready for occupancy. The school opened with a comparatively

small attendance of young children, but will have an enrolment of 40 within a short time. McMunn school is on a trim clearing adjoining the railway and is in the heart of a considerable settlement of newcomers. It will also serve some families who have been in the district for some time along the Birch River. It is at the first crossing of the Birch.

Midwinter school, named after ex-Controller Midwinter, who is now colonization agent for the water district, is at the second crossing of the Birch four miles nearer Shoal Lake. The school is in a clearing a short distance from railway and river, the site being of unusual beauty. The building is very attractively painted. It will seat 50 pupils and will start with an enrolment of between 30 and 35.

Birchville school is still nearer Shoal Lake, but was not visited as it is some miles from the railway. It is similar in plan to the others and also has a teacher's house. The first action towards organization of these new school districts was taken last June, so that not much time was lost in getting the schools built and opened.

WEYBURN CONVENTION

A very successful convention was held at Weyburn, October 4th and 5th, when 90% of the teachers of the inspectorial district were present. This is a record. The officers of the convention were: Mr. W. A. Beatty, Miss Olive Ferguson and Mr. O. R. Fader.

Among the speakers were Messrs. Joyce, H. N. Murphy, Dr. Swanson, W. C. McLarty, Cockerham, McDermott, T. J. Reid, Misses McKenzie, Reid, A. P. Clark, Bessley, Overhout, Lynde and Stockton.

Among the subjects discussed were art, arithmetic, school economics, constructive work, spelling, geography,

English, geometry, agriculture and in fact practically the whole program. There was an exhibit of school work, a demonstration of hot lunch and an exhibition of school sports. Much of the success of the convention was due to Inspector A. Kennedy.

Among the resolutions passed was one asking for a Teachers' Bureau; one suggesting that a minimum equipment for all schools be required, and one recommending the abolition of a special examination in spelling. This subject to be marked from the compositions of the candidates.

ARBORG DISTRICT

The Permit teachers of Division No. 19 will receive a course of training the first week in October at Arborg, and will be conducted by Inspectors Van Dusen and Watson.

On Friday, October 5th, a general convention will be held at the same place. Teachers will please take note.

The Arborg Teachers' association held their convention on October 5th, thirty teachers being present.

An interesting programme was rendered and the following officers elected:—

President, Miss I. J. Petursson, Gimli; vice-president, Mr. A. M. Headlam; secretary, Miss Thordarson.

SOUTH CENTRAL

The South Central Teachers' Association held their annual convention at Somerset on October 19th and 20th. In spite of the inclement weather a good attendance was secured.

The convention was opened by the president, Mr. P. Bond, of Baldur. Miss Parsonage, of Greenway, gave an excellent paper on "The Rural School Time Table." Miss McPhail, of Belmont, gave a very interesting paper on "The Teaching of Geography," which emphasized the historical and pictorial method of teaching geography. Miss Gilbert, of Somerset, gave a very interesting and beneficial address on "Teaching English Conversation when the Pupil Speaks Another Language at Home."

The evening session was ably in the hands of Professor Lee, of the Agricultural college, and Inspector Hartley, of Carman. Each delivered inspiring and helpful addresses.

The last session, which was held on the morning of the 20th, was featured

by the discussion of the papers.

Mr. Marsh read a paper on "The Club Fair," which had been prepared by Mr. C. K. Rogers, of Rathwell.

Mr. Dunlop, of Stockton, gave a talk on the Entrance examinations. This paper was warmly discussed. The conclusion arrived at being that certain subjects should be retained on the Entrance course, but as it now exists it is top heavy.

Miss Johnson, of Baldur, read a paper prepared by Miss Koester, of Treherne, on "Habits of Neatness and Accuracy." The paper brought forth the salient features in the teaching of the same.

The officers elected for the ensuing year were: Hon. president, Dr. Thornton; president, Miss Collins, Miami; vice-president, Miss Parot, Mariapolis; secretary, Miss Porter, Miami. Executive: Inspectors Hartley and Woods, P. Bond, Baldur; W. E. Marsh, Belmont; Sister Marie, St. Leon.

SCHOOL CENSUS

It is gratifying to report that there has been a very considerable reduction in the number of children of compulsory school age returned as not attending any school, the number this year being 261 as compared with 364 in 1916. In the majority of these cases, the parents have given satisfactory explanations for the non-attendance of their children at school, as is indicated in the summarized statement. A statement

giving the names and addresses of all children so returned has been forwarded to the Chief Attendance Officer, who will have each case investigated.

The cost of taking the census and compiling the statistics was \$2,199.20.

The summarized statement of the census returns which follows shows the number of children between the ages of five and seventeen, resident in the city, to be 36,443, an increase of 1269

as compared with the 1916 returns.

Total number of children between the ages of 5 and 17 re-attending the city schools.....	26,420
Attending other educational institutions	3,401
Not attending schools or other educational institutions	6,622
<hr/>	
Total number of children between the ages of 5 and 17 residing in S.D. W'p'g No. 1.....	36,443

Appointments

Mrs. A. Jeffrey and Mrs. E. Burch, of the city staff, have been transferred, the former to the acting principalship of the Argyle School, the latter to the acting principalship of the Pinkham School.

Miss N. Parsons, having resigned from the teaching staff after a service of over thirty years, is recommended to the Board of the Teachers' Retirement Fund for the customary allowance.

The Lord Nelson school, now being erected on the corner of McPhillips and Aberdeen streets, is a fire-proof, six-room unit of what will eventually be a 24 room building. The cost of this unit is \$60,000.

In connection with the recent campaign for funds in aid of the "French Wounded Emergency Fund," the Winnipeg teachers contributed approximate \$1,000.

That Mr. J. Triggerson, B.A., be appointed as supply for Mr. Jefferson (enlisted) of the St. John's Technical High School teaching staff.

Appointments to Staff.

Misses F. McEathron, T. R. Gough, Della Brady, C. A. Bethell, A. C. Christie, I. Ching, A. G. Murray, D. Part-ridge, K. L. Crisp, E. Graham, F. A. Downing, E. Truesdale, O. Rae, F. Cameron, A. McIntosh, M. B. Chapman, M. Joseph, D. Cuthbert, E. Riley, E. L. Craig, I. Sugden, D. McLeod, R. Halliday, C. Gunn, M. Rafferty, E. Porter, M. Hemsall, M. W. Buckley, M. A. Gray, A. Macdonald, H. S. Wilson, C. Pickering, B. Coates, G. McCullough, I. Burke, M. McKerchar, F. Neilson, L. H. Main, H. A. Kidd, M. Montgomery, M. Henders, A. Johnstone, M. A. McIntyre, M. C. Green, M. G. Osborne, T. F. O'Neil, L. Bere, E. Sharpe, R. Barker, D. M. Winning, Jean Clark, L. M. Cook, W. H. Buckland, H. S. Lauer, E. J. Emerson, B. Stebbings, B. Perkins, D. Dafoe, H. Esterberg, A. Emes, I. H. Charlton, E. M. Kemp, A. Tyson, A. Gibson, J. Woodman, R. M. Stephens, E. M. Umphrey, M. C. Lawrence, M. J. Lawton, M. Grainger, A. Jackson, R. Gourvitch, M. M. Hollinger, S. K. McGuire, F. Wadlinger, C. K. Smith, C. V. Seipp, A. E. Hicks, Jean Coutts, and M. K. Buckley.

MANITOBA EDUCATIONAL ASSOCIATION.

Year 1916-1917.

Statement of Treasurer of Arrears and Disbursements for Above Period.

Receipts.	
Balance in Bank, June	
27, 1916	\$619.31
Membership Fees	1463.00
	<hr/>
	\$2082.31

Expenditure.	
Printing, Advertising,	
etc.	\$275.45
Postage, Stationery.....	92.76
Expenses of Executive	117.10
Western School Jour-	
nal	200.00

Honorarium to Sec'y.....	250.00
Stenographer	80.00
The Convention—	
Caretaking	20.00
Cartage	12.05
Diplomas	10.75
Prizes	51.00
Art Exhibits	19.00
Teaching	54.00
Secretary's Assts.	137.30
Music, Rent of Church,	
etc.	33.00
Use of Films	7.80
I.O.D.E. Pictures	10.00
Children's Fares	6.35
Dr. Murray.....	64.90

Grants to Patriotic Funds—	
Red Cross	100.00
Returned Soldiers' Association	100.00
Serbian Relief	100.00
Belgian Relief	100.00
Prisoners of War.....	100.00
Balance in Bank, audited and found correct, Oct., 1917	140.85
	\$2082.31

E. P. MOTLEY,
Treasurer.

Audited and found correct.
R. H. SMITH, Auditor.

MOVING PICTURES

The following list of the newest and best in Moving Picture Plays is supplied by the Manitoba Board of Censors. These are plays that are well worth seeing whenever they appear at local houses. The Board are making every effort at the present time to induce one theatre at least in each town and city to run a special Family Week End program, with one good drama, one travel or educational film and one funny picture. They ask the co-operation of all parents in educating the children to attend only the best pictures. While it is sometimes impossible to prevent sensational pictures unsuitable for children being shown, or to always provide children's pictures, the Board will appreciate it if teachers and parents will make inquiry as to the general tone and value of the pictures their children are allowed to see. Special children's pictures are often too expensive for the local houses to rent, unless they appear on the regular program of pictures provided to that house, but if a unanimous request for such pictures is forthcoming an effort to provide them more generally will certainly be made by the producers, whose market is controlled as all others by the law of demand and supply.

Her Country's Call	American	5
Man Without a Country.....	Jewel	6
Bobby's Secret		1
Bobby the Helping Hand.....		1
Natures' Perfect Thread Spinner		
Soldiers of the Sea.....	Edison Conq.	1
Story of Plymouth Rock		
.....	Edison Conquest	1
Princess' Necklace.....	Edison Conq.	4
Turning Out Silver Bullets		
.....	Edison Conquest	1
Young Salts	Edison Conquest	1
The Brook.....	Edison Conquest	1/2
In Old England.....	Edison Conquest	1/2
Puzzling Billboard.....	Edison Conq.	1/2
Shipping Live Fish in Bottles		
.....	Edison Conquest	1/2
T. Haviland Hicks, Freshman		
.....	Edison Conquest	3
Woodcraft for Boys.....	Edison Conq.	1/2
The Apple-Tree Girl.....	Edison Conq.	5
Ostrich Farming.....	Edison Conq.	1/2
Microscopic Pond Life		
.....	Edison Conquest	1/2
Pied Piper of Hamelin.....	Edison Conq.	1
Bab's Diary.....	Lasky	5
The Ghost House.....	Lasky	5
Polly Ann.....	Kay-Bee	5
Rebecca of Sunnybrook Farm		
.....	Art Craft	6
Aladdin and His Wonderful Lamp	Fox	8
Stranded in Arcady.....	Pathe	5
Man from Painted Post.....	Art Craft	5

Name	Brand	Reels
Rainbow Girl	American	5
Girl Who Couldn't Grow Up	Pollard	5

Selected Articles

AN IGNOBLE AMBITION

A sardonic American essayist has commented unkindly upon a phenomenon that amazes, no less than it affronts him. Why, he asks, do so many young girls cultivate with care and pains a meretricious appearance? Why do they try so hard to look the unworthy thing they are not?

The criticism is harsh, but not unprovoked. There is a type of girl perfectly familiar to all town dwellers. She may be seen dawdling about the streets singly or in groups. She is usually very young, but as uncontrolled apparently by parental restraint as by any saving quality of taste. She is a travesty of fashion, a travesty of vice. If narrow skirts are in vogue, hers are absurdly tight. If short skirts are worn, hers mount to the knee. If collars are loose she bares her meagre chest and her assertive little bones to every reluctant spectator. If hair is dressed high she rolls hers on fearful looking objects bearing the sympathetic name of rats. If hair is dressed low she plasters it down in scollaps and ear tabs. She walks awkwardly, and without the spring of youth on her high heeled shoes. She has a pathetic belief in the transforming power of cosmetics, dabs her childish face with crimson, and whitens herself like a circus clown, without achieving his cheerful and piquant vivacity. He, at least, has a standard, and reaches it. The girl has no standard at all. She is a travesty on the clown.

A boy possessed of an ambition to appear a lawless vagabond can do no more than cock his hat, smoke cigar-

ettes and swagger. Those are his simple and restricted methods of seeming other than he is, and they deceive no one. Even the policeman eyes him with a contemptuous grin. But a girl has so many devices, that she succeeds in looking, if not depraved, at least discreditable. To do that she sacrifices all the advantages that nature has lavished upon her.

There is nothing in the world more decorative than a girl. Whether she be pretty or not (and she nearly always is pretty to an appreciative eye), she has the precious quality of youth. She has the quick step, the fearless smile, the charming indefinite outlines, the angularity that is so different in its liteness from the stiffened angularity of age. Books and cats and fair haired little girls are three things fit to be looked at says a wise French poet. The book is a permanent decoration. The cat gives always to the sheltering hearth an atmosphere of ease and comfort and security. The little girl has but a few flying years in which to embellish her surroundings. Poverty cannot rob her of her charm—vulgarity destroys it at a blow.

That she should know no better than to coarsen her own delicacy, debase her own comeliness, and stale her own youth is inconceivably pitiful. That, being innocent, she aspires to look depraved, is at once tragical and grotesque. The poor little painted, plastered maid, in dirty slippers and a hat resting on the tip of her nose, is at best an absurdity, at worst a confession of defeat.

—“Youth’s Companion.”

“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.”

QUESTION DRAWER

"I am a teacher in a non-English school. The children are backward and have a very poor command of the English language. Am I expected to follow the program of studies?"

The program of studies is useful as a general guide, but under special circumstances it is not even useful that far. In your case it should be disregarded. What you ought to do is to teach those children how to live. A great part of the time will be given to teaching them to speak, read and write English. You will find it good in every way to connect the school activities with the life of the home. Lessons in

cooking, in caring for the baby and the house, lessons in caring for the teeth, the hands and general bodily cleanliness are of far more value to these children and to children everywhere and of every grade than lessons on the possessive pronoun, the repeating decimal or apothecaries' weight. The teacher's first duty is to study the community and then let all the teaching help community life. Where teachers' residences are erected close to the school buildings the instruction should centre in all that goes on in the home and the garden. There are times when the text-book should play but a small part in education.

"In the school, the child should have opportunity for choice at every step of the way. From the teacher he should have opportunity, counsel, direction and encouragement; but from himself must come the initiative which is to produce results."

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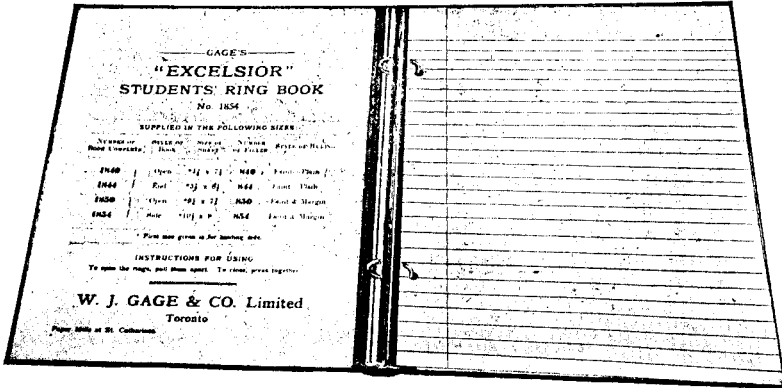
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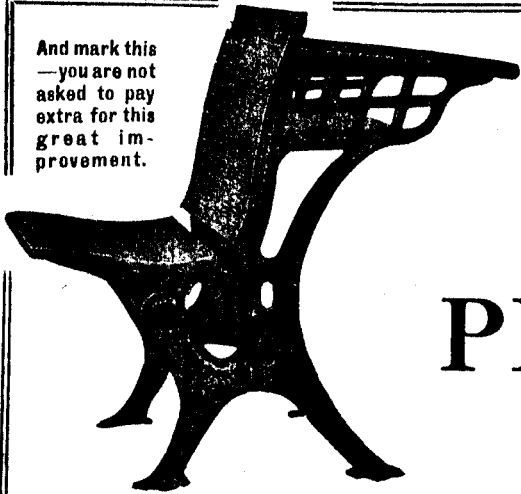
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