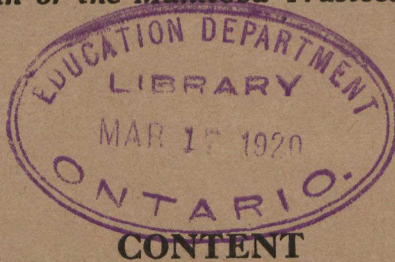


The
**WESTERN SCHOOL
JOURNAL**

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Normal School Building,
Dec. 18 TORONTO, Ont.

— INCORPORATING —

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



I could not find the little maid Content,
So out I rushed, and sought her far and wide;
But not where pleasure each new fancy tried,
Heading the maize of reeling merriment,
Not where, with restless eyes and bow half bent,
Love in a brake of sweetbriar smiled and sighed;
Not yet where fame towered, crowned and glorified,
Found I her face, nor wheresoe'er I went.

So homeward back I crawled like wounded bird,
When lo! Content sat spinning at my door.
And when I asked her where she was before,
"Here all the time!" she cried; "I never stirred;
Too eager in your search, you passed me o'er,
And, though I called, you neither saw nor heard."

—Alfred Austin



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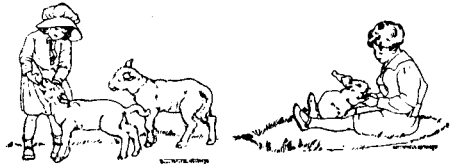


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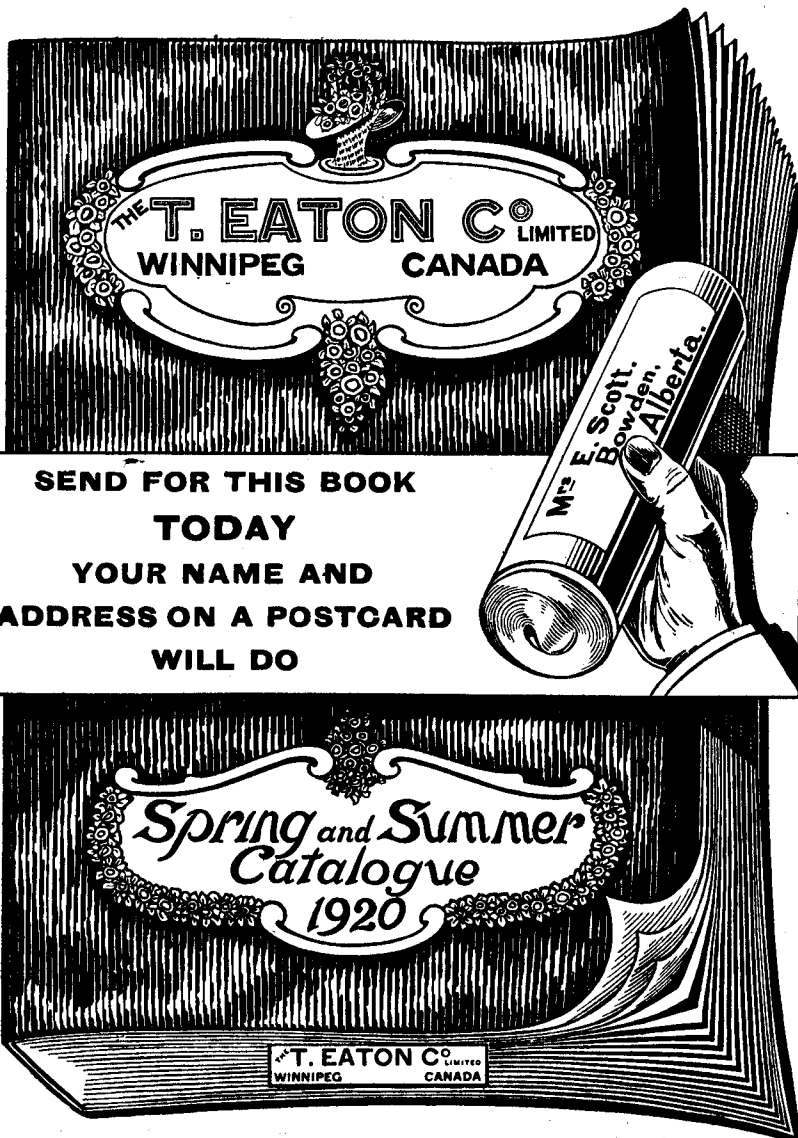
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The Western School Journal

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

VOL. XV

WINNIPEG, MARCH, 1920

No. 3

Editorial

THE REPORT OF THE COMMISSION

The full report of the Commission on Teachers' Salaries has not come to hand but the general drift of the recommendations made may be gathered from what appeared in the press. It was unanimously agreed that salaries are too low. A minimum and maximum wage was not definitely stated though a suggestion was made. The decision was that a permanent Board of Adjustment should be named to deal with the problem. Some people will say the Commission decided nothing and others will say it "passed the buck." Others will say it has got together much good material. Possibly this getting together of information was the chief work the commission was expected to do. It is for those who pay salaries and those who receive them to be guided by the information which is furnished in such reports as this.

The Journal has never been in full sympathy with the thought that the salary problem will be settled when a satisfactory minimum and a satisfactory schedule of increase are agreed upon. What will satisfy and what should satisfy teachers in Winnipeg, will not satisfy in points outside, where life has fewer attractions. A schedule cannot be expected to be the same throughout the province. Whether it be by way of schedule or otherwise, salaries must be so arranged (1) that a sufficient number of young people of the right type will set themselves apart for the work; (2) that they will find it advantageous

to take a generous training in both High school and Normal school; (3) that they will be encouraged to remain in the profession, and if possible, in the same school for a period of years; (4) that they may be able to retire at the end of their tenure of office with something saved for emergencies. This is the bread-and-butter side of the case only. If the schools are to be the agency through which our civilization is to be lifted from a lower to a higher plane, if they are to be the guarantee of peace and permanent welfare, then we must secure as teachers men and women of the highest refinement and culture—with high ideals of personal and civil duty. We are not now paying the price; we are as a nation spending our wealth for things that are unimportant, trivial, and secondary, and neglecting the things that make for eternity. It is only when our people get a right view as to the great issues of life that the teacher problem will be satisfactorily adjusted. In the meantime we can wrangle along and think we are doing a lot. We are working at the problem from the outside. Thank Heaven, there is some serious thinking going on to-day on this very matter. Out of it will come better days for teachers. More will be demanded of them. More will be done by them, and they will have recompense in return for their labor. But that day is not yet. It will come just as the general public become enlightened, and just in

proportion as teachers make their services invaluable in the communities in which they live.

The thing to worry about is not that teachers are receiving too little salary, but that the children of the province are entrusted for their education to people who are thought by the public to be worth so little. We cannot remain satisfied until every teacher has

scholarship equal to that of a University graduate and with training for the work of at least two years. Medical men are talking of a seven years' course as a preparation for practice. The work of a doctor does not begin to compare in difficulty with that of a primary teacher. Sometimes he approaches his work more intelligently and scientifically. That is all. Teachers should be as well prepared as doctors.

SALARIES IN SASKATCHEWAN

Miss Connal has always felt that the salary problem would never be solved in a satisfactory manner until the people themselves considered it seriously. The Trustees' Association of Saskatchewan at its last meeting took definite action in the matter and recommended a schedule for Second Class and First Class teachers. The minimum for Second Class is fixed at \$1200 and rises to \$1700, although trustees can at their will offer more than this. The First Class schedule rises from \$1700 to \$2000 with like permission to go beyond

this as far as trustees are induced to go. High School teachers will receive still higher salaries.

All of this is very encouraging—but what will Manitoba do for teachers when this Schedule is acted upon in Saskatchewan? If our position is serious now what will it be in 1921? There is only one answer: Manitoba is going to do better than Saskatchewan for the Manitoba trustees are just as wise and as just as the trustees of the neighboring province. It is a great thing that this move has come from the trustees.

Getting Information Out of Pa

My pa he didn't go to town
Last evening after tea,
But got a book and settled down
As comf'y as could be.
I'll tell you I was offul glad
To have my pa about
To answer all the things I had
Been tryin' to find out.

And so I asked him why the world
Is round instead of square,
And why the piggies' tails are curled,
And why don't fish breathe air?
And why the moon don't hit a star,
And why the dark is black,
And just how many birds there are,
And will the wind come back?

And why does water stay in wells,
And why do June bugs hum,
And what's the roar I hear in shells,
And when will Christmas come?
And why the grass is always green,
Instead of sometimes blue,
And why a bean will grow a bean,
And not an apple, too?

And why a horse can't learn to moo,
And why a cow can't neigh?
And do the fairies live on dew,
And what makes hair grow gray—
And then my pa got up, and gee!
The offul words he said,
I hadn't done a thing, but he
Jest sent me off to bed.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

APPLICATIONS FOR MID-SUMMER EXAMINATIONS

The application blanks for the Departmental examinations will be ready for distribution on April 1st. Teachers are urged to send in their requests for these blanks early in April, as all applications must be received at the Department, together with the fees, not later than May 10th. The fee for each examination is stated on the application blank. Teachers are urged to state their requirements very clearly and definitely.

1. Entrance Examination.
2. Teachers' Course—
 - (a) Grade IX.
 - (b) Grade X.
 - (c) Grade XI.
3. Combined Course—
 - (a) Grade IX.
 - (b) Grade X.
 - (c) Grade XI.
4. Matriculation Course—
 - (a) Grade IX.
 - (b) Grade X.
 - (c) Grade XI.
5. Grades IX and X—
Same form for Teachers' Course and Combined Course.
6. Matriculation Course—
Grades X and IX (Parts I and II).
7. Grade XII—
Teachers' Course.

8. Supplementals—
Matriculation.
9. Supplementals—
Teachers' Course and Combined Course.
10. Supplementals—
Matriculation, for use by students writing on Parts I or II; Matriculation, Grade X or XI.

Note:—Correct forms must be used in all cases. Altered forms will not be accepted.

Form No. 5 is for students who have received permission to write upon Grades IX and X, and this form must be used in all cases, otherwise the applications will not be accepted.

All part II Matriculation students who are writing on a supplemental must file a supplemental application in addition to the regular Grade application, making use of the special form number 10 referred to above. This form is marked "free" and no fee need accompany it. Please note this form must only be used by Matriculation students writing on Part II (Grade XI) who have a supplemental from Part I (Grade X). Matriculation students writing on the supplemental only will make use of form No. 8.

ENTRANCE SCHOLARSHIPS UPPER CANADA COLLEGE TORONTO, 1920

The College offers for competition in April, 1920, the following Entrance Scholarships in memory of its "Old Boys" who have fallen in the Great War:—

1. The Gordon Southam Memorial Scholarship, No. 1 (founded by William Southam, Esq., of Hamilton, and his

sons in memory of his son, Major Gordon Hamilton Southam, 40th Battery, C.F.A., killed in action, 17th October, 1916.)

Value: \$500 a year, tenable for three years. Open only to candidates who have during the previous two years been in attendance at a Common or

High School in one of the Provinces of Canada.

2. The Jeffery Smith Memorial Scholarship (founded in memory of Lieut. Jeffery Filder Smith, 13th Battalion, C.E.F., 5th Royal Highlanders of Canada, died of wounds, 29th June, 1917.)

Value: \$500 a year, tenable for three years. Open.

3. The "Old Boys" Memorial Scholarship, No. 1 (founded in memory of all "Old Boys" who fell in the Great War.)

4. The "Old Boys in England" Scholarship (founded by a group of "Old Boys" resident in England).

Value: \$2.00 a year, tenable for two years. Open.

Value: \$300 a year, tenable for three years. Open only to the sons of "Old Boys."

The Examinations for these Scholarships will be held at Upper Canada College, Toronto, on Tuesday and Wednesday, April 6th and 7th, commencing at 9 a.m. Candidates from outside Toronto will be given board and lodging in the College free of charge, during the period of examinations.

Examinations will also be held in any other centre in Canada, from which three or more applications are received.

These Scholarships are tenable by resident pupils only. The total fees for resident pupils at the College are \$650 a year, so that the winners of Scholarships 1 and 2 receive board, lodging, laundry, and tuition for \$150 a year. Candidates must apply in writing to:—The Principal, Upper Canada College, Toronto. Such applications should reach him on or before 20th March, 1920, and should be accompanied by two testimonials as to character, at least one of which should if possible be signed by an "Old Boy" of Upper Canada College.

Candidates must not have attained their fourteenth birthday on 1st September previous to the examination.

Subjects of Examinations and Marks: English Essay, 200; Writing (to be judged on essay), 100; Arithmetic, 200; Reading, 200; and any two of:—Latin, French, Algebra, English Literature, Canadian and Imperial History, Scripture History, 200 each.

In their applications Candidates must state which two of the optional subjects they will elect.

Convention Notes

AN OPEN LETTER

To the Teachers of the Province of Manitoba:—

One of the supreme needs in the work we are engaged in is "Vision". There is always a real danger that our work may sink to the level of monotonous drudgery. Immediately this happens, it ceases to be efficient. We dare not let this happen if we are going to do our part worthily in this great reconstruction period. There is nothing that we should fight against with greater persistence.

Particularly at this time when the profession is demanding more adequate salaries, should we be doubly sincere in our determination to make our work

measure up to an adequate standard.

May I suggest that the Easter Convention of the M.E.A. offers an excellent opportunity to get the inspiration and vision that will stimulate us all to more worthy efforts.

Miss Edna E. Lowe, who is to be our special lecturer, will have messages of very special interest to teachers and of great help to our work.

May I also, on my own behalf, ask for the cordial and sympathetic support and backing of teachers in making this Convention all that it should be.

ALFRED WHITE,
President, M.E.A.

SCHOOL GAMES AT THE CONVENTION

During the coming Teachers' Convention, Sergt-Major J. Carroll of the Normal School will illustrate a number of games suitable for the school yard and gymnasium. A small class of pupils will give a demonstration of the following:—

Grades I and II—

Ring games, Rythmetic games, Singing games.

Grades III and IV—

School room games, Tag games, Miscellaneous and quiet games.

Grades V and VI—

Relay games, Racing games, Ball games.

All teachers should be familiar with these games, and able to direct the play in their own schools, and many will doubtless find these games of great assistance. The teachers in attendance at the classes will be put through these games and will have an opportunity to learn them all by doing.

FIFTEENTH ANNUAL CONVENTION MANITOBA AGRICULTURAL ASSOCIATION

Following is the programme for the Fifteenth Annual Convention of the Manitoba Educational Association, Monday, April 5, 8 p.m.—Executive meeting at Normal School.

ELEMENTARY DIVISION**Tuesday morning—**

Grades I, II, and III., chairman, Miss Ormond.

"Story-Telling by the Teacher," Miss Ida Burke, Winnipeg.

"Economy of Time in Class Management," Miss Elder, Winnipeg.

"Valuable Forms of Seat Work," Miss Pilkington, Morden.

Grades IV., V. and VI., chairman, Inspector Goulet.

"Geography," Miss Egan, Winnipeg.

"Character Building," Mr. R. M. Stevenson, Dauphin.

"Some Difficulties in Grade V. Arithmetic," Miss Maud Brown, Souris.

SECONDARY DIVISION**Tuesday morning—**

Classice: Chairman, Dr. F. W. Clark; secretary, Miss L. R. Brown.

"The Use of the Lantern in Teaching High School Classics," Miss Maud A. Bissett, B.A., Assistant Professor of Classics, University of Manitoba.

"The New Matriculation Requirements and the Status of Latin." A discussion.

"Questions and their Discussion."

English: Chairman, Mr. W. A. Cowperthwaite; secretary, Miss Garland.

"The Present Programme of High School Work in English." A discussion.

Science and Industrial Education (programmes in preparation).

Tuesday afternoon, Kelvin School—

General session, chairman, A. Whyte, president.

Music, Pupils of Provencher School, St. Boniface.

Community singing.

Civic welcome, Mayor C. F. Gray.

President's address, Mr. A. White, Brandon.

Address, Hon. R. S. Thornton, Minister of Education.

Demonstration of the use of the gramophone in schools, J. Milner Dorey, New York.

Tuesday evening, Normal School—

Inspection and Supervision, chairman, Mr. A. White, Brandon.

Address, "Better Oral Reading," Miss Edna E. Lowe, Chicago.

Discussion.

Wednesday morning, Kelvin School—

Grades VI., VII. and VIII., chairman, Inspector Hatcher.

"Dramatization of History," Mrs. Wallace, Winnipeg.

Phonograph with Class Demonstration, Miss Kinley, Winnipeg.

Mock Parliament, conducted by Mr. G. Florence, Winnipeg.

Rural Conference, chairman, Mr. T. A. Neelin.

"The Use and Abuse of the Text-Book in Teaching Arithmetic," Inspector Gordon, Manitou.

Demonstration of Team-Work in Dyeing, Mr. S. T. Newton, Winnipeg.

"How to Make the Rural School Attractive."

1. Games, Mr. A. Bailey, Beausejour.

2. Caretaking, Mr. Geo. Simpson, Miami.

3. Warmth, leaders not yet secured.

4. French periods, leaders not yet secured.

5. Decoration, leaders not yet secured.

Teachers in non-English districts, chairman, Mr. W. J. Sisler (programme in preparation.)

SECONDARY DIVISION**Wednesday morning—**

Modern Languages, chairman, Prof. C. E. Muller.

"The Teaching of French in the High Schools of Manitoba." A discussion.

History, Chairman, Mr. G. R. F. Prowse; secretary, Miss E. Moore.

Chairman's address.

"The Influence of the XVIII. Century Industrial Revolution in England."

1. "Social Conditions," Mr. S. Burland, Stonewall.

2. "Agricultural Communities," Prof. R. Flenly, University of Manitoba.

3. "Cultural Values," Prof. D. Harvey, Wesley College.

4. "Political Conditions," Mr. W. H. King, Brandon.

5. "History Teaching," Prof. C. Martin, University of Manitoba.

6. "Interaction with French Revolution," Mr. G. J. Reeve, Winnipeg.

Wednesday morning—

Home Economics, chairman, Miss S. C. Irwin; secretary, Miss B. Gunn.

Reports on Home Economics work in Manitoba, Miss Arnold, Dauphin; Miss Montgomery, Stonewall; Miss Robinson, Teulon; Miss Winter, Virden; Miss Redman, Winnipeg.

"Diet and Dentistry," Dr. G. F. Bush, Winnipeg.

"Review of Recent Work in Nutrition," Miss Rowe, Manitoba Agricultural College.

"House Furnishing and Decoration," Mr. Walsh, of the T. Eaton Co., Winnipeg.

"Mathematics," and "Intermediate and High School Principals" (programmes in preparation.)

ELEMENTARY DIVISION**Wednesday afternoon—**

General meeting, 2 p.m., chairman, Mrs. M. Dobson, Winnipeg; secretary, Miss Fox, Winnipeg.

Music—School pupils, some of the Winnipeg classes in the musical contest.

Community singing.

Address, "How the Teacher May Promote the Physical Efficiency of the Pupils," Miss Edna E. Lowe.

Discussion.

Election of officers.

General Secondary Session, Kelvin School, "What the High School and College Teachers Can Do to Recruit the Teaching Force," discussion led by Dr. W. A. McIntyre, Winnipeg.

Discussion of resolutions.

Election of officers.

Wednesday evening—

Public meeting.

Community singing.

Recital, "Martha by the Day," Miss Edna E. Lowe, Chicago.

Thursday morning, Kelvin School—

Business meeting. Minutes of last meeting.

Reports of committees:

1. Retirement Fund.

2. Programme of Studies.

3. Examinations.
 4. Resolutions.
- Discussion of Resolutions.
 Discussion of Report of Commission.
 Election of officers.

Thursday afternoon—

- Music, school pupils.
 Community singing.
 Report from the National Conference on Education at Ottawa.
 Address, "How the Teacher May Keep Physically Fit," Miss Edna E. Lowe.

CLASSES OF INSTRUCTION

- Conducted on the mornings of Tuesday, Wednesday and Thursday.
 Drawing, Miss Hewitt, Winnipeg.
 Paper Folding and Cutting, Miss Dolmage, Souris.

School Games, Sergeant Carroll, Normal school, Winnipeg.

Special railway fares will be given by all railways on the certificate plan. Persons travelling by rail to the convention will purchase a single fare ticket for Winnipeg securing at the same time a standard certificate, or the conductor's receipt if fare is paid on train. Those travelling by more than one line, will secure certificate for each. If 100 of these certificates are signed by the secretary, holders are entitled to be returned to point of departure at three-fifths ($\frac{3}{5}$) of one way fare plus 25 cents, validation fee. Certificates on fees less than 75 cents will not be honored. Certificates can be issued Thursday, April 1, and will be valid until April 12. To secure reduced return fare certificates must be presented to agent at least 30 minutes prior to the departure of the train.

The Giant

There came a giant to my door,
 A giant fierce and strong;
 His step was heavy on the floor,
 His arms were ten yards long.
 He scowled and frowned; he shook the
 ground;

I trembled through and through;
 At length I looked him in the face
 And cried, "Who cares for you?"

The mighty giant as I spoke,
 Grew pale and thin and small,
 And through his body, as t'were smoke,
 I saw the sunshine fall.
 His blood-red eyes turned blue as
 skies:—

"Is this," I cried, with growing pride,

"Is this the mighty foe?"

He sank before my earnest face,
 He vanished quite away,
 And left no shadow in his place
 Between me and the day.
 Such giants come to strike us dumb,
 But, weak, in every part,
 They melt before the strong man's eyes,
 And fly the true of heart.

—Charles Mackay.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

PAYING EXPENSES TO CONVENTION

The executive of the Manitoba Educational Association are pleased to announce that the School Boards at Dauphin, Russell and Hamiota acted on the recommendation of the Trustees' Convention of 1919, with regard to payment of transportation of teachers to the Convention at Easter. It looks like a wise expenditure from the stand-

point of efficiency of the teaching staff. At the same time it is coupled with a requirement, that teachers, receiving the grant, show certification of being present at four sessions of the convention. It is highly desirable that many other Boards fall in line with the recommendation of 1919.

QUALIFIED TRUSTEES

The Department of Education quite properly demands that teachers have some qualification for their work. A minimum of professional and non-professional attainment is demanded. Why should there not be some qualification demanded for those serving as school trustees? It is not safe to leave children at the mercy of some of the men who are serving on our school boards.

Suppose we begin by stating in a disorderly fashion some of a good trustee's requirements:

1. A living sympathy with childhood.
2. A belief in the value of a right education.
3. A true conception of education.
4. A sense of public duty.
5. An eye to the future.
6. A willingness to give teachers a square deal.

7. A knowledge of school architecture.

8. A knowledge of what is meant by proper heating, lighting, ventilating.

9. An appreciation of school and play-ground equipment.

10. A belief in cleanliness and a willingness to keep the school clean.

11. A belief in a new programme for a new age.

12. A belief in the hot lunch, in good water supply, in good clean vans.

13. A care for the teachers' comfort as shown in selection of boarding place, heating of school, etc.

14. A professional zeal as shown by interest in his own school, his willingness to attend trustees' gatherings, his desire to learn all that is new in education.

Who will complete this list?

MINIOTA SALARIES

To the Editor,
Western School Journal,
Winnipeg.

Dear Sir:—

Below you will find the schedule of salaries adopted by Miniota Municipal

School Board at its last regular meeting, for teachers with second-class certificates. This became effective January 1, 1920. In addition certain regulations were adopted to govern the ap-

plication of this schedule, which I think are of considerable importance.

The Schedule For Teachers Having Second-Class Professional Certificates

Initial salary, \$1000; increase for second year, \$30; for the third year, \$50 and for the fourth year and for every year thereafter, the increase is \$60 per year until the maximum of \$1500 is reached.

The Regulations

1. That all teachers with second-class professional, or higher, certificate engaged for the elementary school work, shall begin at the minimum salary.

2. That if their first year's work has been satisfactory, they receive credit the second year for one-half the number of years of former teaching experience they have had over and above two years up to a maximum allowance of the one-half of six years.

3. That the teacher who has first-class professional standing, or who obtains such standing while in the services of the schools, be advanced one year in schedule.

4. That the teacher who attends two sessions of the Manitoba Summer School or any other approved school for teachers, and receives standing in courses approved by the superintendent, be advanced one year in the schedule.

Note: Engagement for the first year is temporary. Teachers may expect to be put upon the above schedule, and to participate in any of its advantages, only when they have demonstrated by a year's work that they are conscientious and efficient.

5. That this board of school trustees reserves the right to place teachers in the salary schedule otherwise than indicated above.

Note: This might come as remuneration for special duties, training or experience not provided for above.

T. A. NEELIN,
Superintendent.

AN ADEQUATE SUPPLY OF TEACHERS

D. B. Waldo, State Normal, Kalamazoo, Mich.

The solution of the teacher-training problem lies first in the adoption of adequate standards. Minimum preparation for all teachers in the grades and in the rural schools should involve not less than two years of special training after graduation from a standard four-year high school. For a considerable percentage of such teachers the standard of training should involve not less than four years of special preparation beyond high-school graduation. Public-school leaders and a considerable percentage of teachers should have five, six, or seven years of academic and professional training beyond high-school graduation. Public-school service will never be generally recognized as a profession of unquestioned dignity and position until we require of teachers preparation equivalent to that now re-

quired in the professions of law and medicine.

Teacher-training institutions must be made equal to the task of sound, thorough training of the student body. Such institutions, especially state normal schools and colleges, must be adequately supplied and equipped. Buildings should be models of convenience and sanitary standards. Instructors in state normal school should be paid as much as university instructors. There should be no overload either of teaching hours or of class numbers. These teacher training institutions must have the life and vigor of youth.

The teaching profession must be made attractive to the ablest young men and women of this generation. Public schools must afford opportunity to render service untrammelled by need-

less annoyances and obstacles. Teaching service and teachers should command the respect and challenge the admiration of every community where public schools exist.

Teachers everywhere must be paid adequately. There must be a decent thrift salary as a minimum. In every community there should be special salary rewards for exceptional teachers. These rewards should be large. The

salaries of grade teachers in many places should start at a minimum of \$1,200 and rapidly increase to not less than \$2,000. Above this the exceptional teacher who teaches a red-letter lesson every day should be rewarded just as the exceptional lawyer, physician, or business manager is rewarded.

—Milwaukee Meeting National
Education Association.

TRAINING OF TEACHERS

W. C. Bagley, Teachers College, Columbia University, New York, N.Y.

There are certain fundamental facts that deserve to be reiterated until their deep significance has sunk home.

In the first place the high-school graduates now entering the normal schools to prepare for public-school service represent a significantly lower level of mental ability than do the high-school graduates who are looking toward other professions. That this condition obtains in many if not most of the states is vouched for by the testimony of those long familiar with the situation. The few who are now preparing with any degree of seriousness for the work do not represent, as a group, the best available material

A second fact of which the public should become thoroughly aware is the low rank that we hold among the civilized nations with respect to the preparation of our public-school teachers. Just before the war began, for example, two-thirds of the elementary teachers in England had had a preparation that would be equivalent in this country to graduation from a four-year high school plus two years of normal-school training. In the United States not more than one-fifth of the elementary teachers have had so extended a preparation.

Nor is our standing low only in comparison with countries like England and France. One of our South American sister-republics, Chile, supports sixteen

normal schools for a population of 4,000,000—five more than Massachusetts operates for a population about equal to that of Chile.

Another fact deserves especially serious consideration. Our neglect of adequate preparation for teachers has led to the creation of a system which was designed to compensate for this neglect, but which in itself bears the seeds of very great evils. I mean frankly the effort to compensate for poor preparation through elaborate systems of supervision. This is rapidly bringing into being a group of super-teachers, if I may use the term, better trained and much better paid than the classroom teachers and bearing to the latter a relation akin to that of the foreman of a factory to the "hands" of the factory. More and more the plans and specifications for teaching are being prepared by these superteachers. While they have been selected in the past very largely upon the basis of their success in doing and actual first-hand teaching, this condition is rapidly passing, and in any case their work means a detachment from the real first-hand problems of teaching and managing boys and girls.

It may be too late to correct in industry the evils that the factory system has brought about. It is not too late in education. The problem is immediately to place teaching in the only position in which it can hope to render its

all-important service—to give the actual work of first-hand teaching its true status as a fine art. This means above all a vast extension of our agencies for the initial preparation of teach-

ers. This will solve the problem and nothing else will.

—Dept. of Superintendence,
Chicago Meeting National Education
Association.

TESTING A SCHOOL AND A SCHOOL SYSTEM

Before attempting to foretell the final evolution of the standard-test-scale-statistical plan, I would point out that, without the aid of statistics, there are certain conditions of school work which, when present, raise a strong presumption of efficiency; and, when absent, raise an almost equally strong presumption of inefficiency. Some of these conditions are:

1. The school authorities should control the use of school moneys and should not be subject to the political officers of city, county, or state.

2. The board of education should be the supreme authority in a school system, but it should not operate the system. Its function is to act as a brake on school officers who are too radical in their changes, to spur on those who are indolent, to get rid of those who do not "make good," and to pass judgment on educational policies.

3. There should be ample and efficient opportunities for training teachers, not only neophytes, but those in the service.

4. Teachers should be paid such salaries that they can live in a way befitting their high calling and take advantage of opportunities for self-improvement.

5. There should be prevalent among the teachers a high ideal of professional ethics.

6. In the schools all work of a routine nature should be one in a fixed order.

7. In work that admits of continuous progress, superintendents and principals should contribute their share of enthusiasm, skill and knowledge, and they should elicit the skill, the enthusiasm, and the initiative of teachers.

8. Teachers should be familiar with and should practice the most approved methods of teaching.

9. The physical health and strength of children should improve as they proceed through the grades.

10. There should be definite standards of attainment for all subjects of study in all grades, but particularly in the highest grades, kept constantly before the minds of both teachers and pupils.

11. The leading motif of the school should be hard, earnest work to conquer difficulties and the atmosphere should be one of joy over difficulties conquered.

12. The subjects of study or the pursuits should never be so numerous as to dissipate energy instead of cultivating the habit of concentration.

13. There should be adequate means of testing results. What do the children know? What can the children do? Are they improving in physical vigor and endurance? Are they acquiring the school habits? Are they improving in the power of concentrating attention? Are they habituated to careful reflection on the day's work?

The Elementary School

TWO STORIES FOR GRADE I.

I.—The Good Shepherd

There was once a kind shepherd. He had many sheep and lambs. He loved his sheep and took care of them.

The sheep lived in the fields all summer. The shepherd watched over them all day.

At night he drove them home. He put them in the sheep fold.

One day there was a storm. The snow began to fall. The shepherd drove the sheep home. Then he sat down to rest.

One of the sheep began to call. She could not find her little lamb. She cried and cried for it.

The shepherd looked for the lamb, but it was not in the fold. It was out in the storm. The shepherd put on his coat. He went out into the storm.

The wind blew and the snow fell, and he was cold and wet. He looked and listened but he could not find the lamb.

He went into the woods but he could not find it there. He crossed the river and climbed the hill, but he could not find it. The sky grew dark and the night was coming on. Still he looked for the little lamb.

He climbed the mountain. He looked on this side and that. At last he heard a little cry. "That is the poor lost lamb," he said. He hurried to find it.

It was lying on the wet ground. It was cold and hungry, and nearly dead.

He took off his coat and put it around the little lamb. He lifted it in his strong arms. He carried it back to his home. He put it before the fire so that it might get warm. Then he gave it milk to drink.

The little lamb loved the shepherd. Do you think it ever wandered away again?

II.—Baby Jane.

Little Baby Jane ran away—
She went to see her grandma.
Ruth was not looking,
Jack was not looking,
Mother was busy baking bread,
And so Baby Jane ran away.

She met a little brown dog.
She said, "Bye-bye doggie,
Baby Jane is going to see grandma."
The little dog said "Bow-wow,"
And Baby Jane ran on.

She met a little kitten,
She said, "Bye-bye, little kitten!
I am going to see grandma."
The kitten said, "Mee-ow!"
Baby Jane ran on.

She met a little boy.
The little boy said, "Good morning,
Baby Jane. Where are you going?"
Baby Jane said, "Bye-bye
I am going to see grandma."
So she ran on and on.

She saw a pretty flower,
It was yellow and green.
She plucked it and held it in her hand.
"I will give it to grandma," she said,
So she ran on.

She met a big girl who said,
"Where are you going, Baby Jane?
I think you are lost."
Baby Jane said "I am going to grandma's—

Please take me to grandma's."
So the big girl took her hand and they
went down the road to grandma's
house.

When grandma saw her she said,
"Baby Jane! Baby Jane! how did
you get here, Baby Jane? Did
you run away?"

Baby Jane said, "Grandma, give
Baby Jane some cake. Grandma
tell Baby Jane a story."

So grandma gave her some cake
and told her a long story,
Then she took Baby Jane home.

MEMORY GEMS

I.—The Rosebush.

“Good morrow, pretty rosebush!
 I pray you tell me true:
 To be as sweet as a rosebush,
 What must a body do?”
 “To be as sweet as a rosebush,
 A little girl like you,
 Just grows and grows and grows and
 grows.
 And that’s what she must do.”

II.—Our Flag.

I love it.
 You love it.
 ‘Tis red, white and blue.
 It says to me
 Plainly:
 “Be brave, pure and true!”
 Our land is a land
 Of the brave and the free,

And over that land
 From sea to sea
 Our flag shall wave
 With its colors, three.

III.—One Mother.

Hundreds of stars in the pretty sky,
 Hundreds of shells on the shore
 together.
 Hundreds of birds that go singing by,
 Hundreds of bees in the sunny
 weather.
 Hundreds of dewdrops to greet the
 morn,
 Hundreds of lambs in the crimson
 clover.
 Hundreds of butterflies on the lawn,
 But only one Mother the wide world
 over.

THINGS TO DO IN MARCH

1. Plant seeds in boxes for trans-planting in the spring.
2. Begin to build bird houses.
3. Put out food for the birds.
4. Cut pussy-willow branches and have them bud inside the school.
5. Begin to keep a list of birds returning from the south.
6. Keep a weather record.

ARITHMETIC PUZZLES

1. Put down three nines to make 10.
2. Take away half of 11 and leave 6.
3. If 3 inches multiplied by 2 inches 3 cents multiplied by 2 cents make?
4. I buy a pencil for a cent and sell it for 2 cents and buy it back for 3 cents, how much do I gain or lose?
5. How many oranges at five cents
6. A boy who had fifty cents bought two rulers at eight cents each and three pencils at 7 cents each. How much money had he left?
7. There are four rows of desks in the school and seven children in a row. How many children in the school?
8. A girl sees fourteen birds on Monday, Wednesday and Thursday, fifteen birds on Tuesday, and sixteen birds on Friday. How many does she see in all?

ARITHMETIC TEST (Numbers to 50)

- | | | | | | | |
|---------|----|----|----|----|----|---|
| 1. Add | 17 | 19 | 16 | 27 | 18 | 5. How many oranges at five cents |
| | 18 | 13 | 26 | 14 | 18 | 6. A boy who had fifty cents bought two rulers at eight cents each and three pencils at 7 cents each. How much money had he left? |
| | 14 | 12 | 9 | 7 | 6 | 7. There are four rows of desks in the school and seven children in a row. How many children in the school? |
| 2. From | 28 | 39 | 27 | 16 | 15 | 8. A girl sees fourteen birds on Monday, Wednesday and Thursday, fifteen birds on Tuesday, and sixteen birds on Friday. How many does she see in all? |
| Take | 9 | 12 | 8 | 4 | 9 | |
3. $\frac{2}{3}$ of 36. $\frac{3}{4}$ of 24. $\frac{5}{6}$ of 36.
 4. 18 is what part of 30?
 28 is what part of 42?
 36 is what part of 48?
 each can be bought for 45 cents?

A BEGINNING IN GRAMMAR

You wish to learn a little of that subject known as grammar. Follow through this introductory study and you will then be able to follow any ordinary text book without trouble.

Study I—Sentence.

- (a) White paper.
 In the corner.
 Very slowly.
 To my father.
 In spite of circumstances.
- (b) The paper is white.
 The cat is in the corner.
 He walks very slowly.
 I am going to my father.
 He prospered in spite of circumstances.

All in group (b) are sentences. They express thought. As a matter of fact, in this case they all assert or tell something. All in group (a) are word-groups. They suggest something but do not tell or assert.

Study II—Kinds of sentences.

He runs very slowly.
 How slowly he runs!
 Run slowly, George!
 Does he run slowly?

There are four sentences. The first is called Declarative, the second, Exclamative, the third Imperative and the last one Interrogative. We shall go on to examine the first kind alone. Incidentally other kinds may be introduced.

Study III—Parts of sentence.

Birds—fly.
 Dogs—bark.
 The men—rise early.
 The women—work late.
 The cows—are in the corn.

Every sentence is divided into two parts: The Subject and the Predicate.

Study IV—Parts of a sentence.

Birds with long wings—fly quickly.
 Dogs that are vexed—bark at their tormentors.

The men at the farm—rise early on week days.

The women at the factory—work late during war times.

The cows of my father—are in the corn that we planted last week.

Still each sentence has two main parts though each part consists of many words.

Study V—Parts of a sentence.

Slowly he walks to the window.
 He—walks slowly to the window.

In the morning the old men get up late.

The old men—get up late in the morning.

With angry looks he passed us by.

He, with angry looks,—passed us by.

The sentences still contain two parts each though they had to be rearranged a little to get Subject and Predicate in the common order.

Study VI—Parts of the Subject and Predicate.

Birds—sing.

The birds—sing sweetly.

The old birds—sing very sweetly.

Birds that are nesting—sing cheerfully.

Birds in the tree-tops—sing cheerfully in the early morning.

Here, each Subject and Predicate is seen in simple or complex form. The main word in the Subject is called the Substantive, and the other word, the Modifier. The main word in the Predicate is called the Verb, and the other words, the Modifiers. The sentences can therefore be arranged like this:—

Substantive	Modifiers	Verb	Modifiers
Birds	—	sing	—
Birds	the	sing	sweetly
Birds	the old	sing	very sweetly

Birds	that are		
	nesting	sing	cheerfully
Birds	in the tree	sing	cheerfully
	tops	in the early	morning

Study VII—Forms of the Subject.

John.
 John the baker.
 Old John.
 Old John the blacksmith.
 Our John.
 John, who lives in the block.
 John, of Seven Oaks.

In this case the Modifier is either a single word such as "old," "our" or a group such as "the blacksmith," "who lives in the block," "of Seven Oaks."

Study VIII—Forms of the Predicate.

Runs.
 Runs quickly.
 Runs to the corner.
 Runs when he is hurt.
 Runs away from the noise.

Here, the modifier of the verb is either a single word as "quickly," or a word

group as "to the corner"; "when he is hurt"; away and from the noise."

Study IX—Names given to Substantives and Modifiers.

John runs.

He runs.

Old John runs.

John, who lives with us, runs.

John, of Seven Oaks, runs.

The Blacksmith runs.

The Substantive may be a noun—as "John"; "blacksmith," or a pronoun as "he."

The modifier may be a simple adjective as "old" or an adjective phrase, as "of Seven Oaks," or and adjective clause as "who lives with us." In a phrase there is usually a noun as "Seven Oaks" and a little introductory word such as "of." This introductory word is known as a Preposition. In a clause there is always a noun and verb, such as "who" and "lives."

Study X—Illustrations of Modifiers of Subject.

Simple Adjectives—

Black cows.

Old men.

Many men.

Some men.

Three men.

Adjective phrases—

Cows without horns.

Horses in the meadow.

Men of many classes.

Adjective clauses—

Cows, that are quiet.

Men, who are wealthy.

Birds, that are songsters.

Study XI—Verb and Modifiers.

The birds fly.

The birds fly swiftly.

The birds fly to their nests.

The birds fly when they are chased.

Here, the modifier of "fly" may be a single word as "swiftly," or a group of words such as "to their nest," and "when they are chased."

The word "swiftly" is called a "simple adverb." The group, "to their nest" is known as an "adverbed phrase" and the group "when they are chased" an "adverbial clause."

Study XII—Illustration of Verb and Modifiers.

Simple Adverb—

The cows walked—slowly. (how)

The men came—yesterday. (when)

He pointed—eastward. (where)

He came—purposely. (why)

Adverbial phrase—

The cows feed—in the meadow.

The horses came—in the morning.

The cats ran—up the tree.

Adverbial clause—

The birds fly when they hear the dog barking.

The boys come whenever the horn blows.

The enemy retired because their ships were leaking.

Study XIII—The Verb and its object.

The man broke his spectacles.

The boy fired his gun at the burglar.

Mary lost the new spelling-book.

Here the words "spectacles," "gun," and "spelling-book" are called the object of the verb. They answer the question "what" just as adverbs answer such questions as "how," "where," "when" and "why."

Study XIV—The verb and its complement.

John is clever.

Mary is a good scholar.

Here, the words "clever" and "good scholar" modify the names "John" and "Mary." They are adjectives but they are in the Predicate rather than the Subject of the sentence. Therefore they are called "predicate adjectives." Another name for them is "Subjective complement" of the verb. The sentences are analyzed in this way:—

Subject	Simple verb	Objective Complement
John	is	clever
Mary	is	a good scholar

Study XV—The verb and its complement.

He painted the house red.

They made him King.

Here, the words "red" and "King" complete the thought of the verbs

“painted” and “made” and are related to the objects “house” and “him,” rather than the subjects “he” and “they.” They are called “objective complements, the analysis of the sentences will therefore be as follows:—
 Subject Verb Objective object

complement
 He painted red the house
 They made King him

Study XVI—Illustrations of analysis.

The following sentences illustrate a simple method of analysis:—

Subject	Modifiers	Verb	Complement	Object	Modifiers
1. Boys	four, big	broke		the window	
2. King	the, of England	gave		a present	to the soldiers
3. Girl	the little	is	pretty		in her new dress
4. She		sang		a pretty song	to me
5. Boys	of all sizes	came			to the stream
6. Dog	the, we bought yesterday	ran			away to-day
7. We		painted	red	the house	
8. I		am going			home when I am tired

Study XVII—The student will, for practice, analyze the sentences as they come in any Second Reader.

Special Articles

THE LARGER VIEW OF ART IN EDUCATION

ARTHUR ALEXANDER STOUGHTON

(Professor of Architecture, University of Manitoba)

It has been said that “the supreme purpose of all instruction should be to reveal Beauty to the opening eyes of childhood; to make the world so lovely that everyone will wish to live the Beautiful life; to teach children to work for the joy of working, wisely, and for some lofty purpose, to make work and service mean the same thing at all times and in all places; to point out the largeness of life, with all it has meant from the very beginning of time, to give children the benefit of the Past and the Present so that they may form the Future wisely, which is in their hands; in a word to relate art and industry and education in the child’s life so that he shall be indeed the captain of his own soul.”

Our conception of education and of life is incomplete, because our attention to the intellectual and material is too exclusive; our thought for the artistic element too inadequate. No life is properly balanced without the ministry of Art. No education is complete that does not implant the love of the beautiful. No culture is comprehensive that does not give promise to the aesthetic element. I am not now arguing for more drawing by pupils or actual study of art, desirable as those may be, but that by suggestion and by the influence of more seemly surroundings they may be led to recognize charm and grace and become responsive to the appeal of beauty in every aspect, form, colour, motion, music, whether in nature or art,

that their taste may be cultivated to choose the lovely and turn from the unlovely.

Beauty is God's gift to the world, to sweeten and ennoble it, and the love of beauty is the faculty God has provided for our enjoyment of it. Those of us who through neglect or indifference have starved that faculty, little know what a precious birthright we have parted with, nor how we are wronging our children in closing on their eager longings the door to this beautiful realm. When the child enters this marvellous world he is absorbed in its variety and enthralled by its beauty. He sees all through rose colored glasses and all is idealized for him. It is vitally important that those who are older and wiser should realize the value and importance of beauty as an element in his life and supply it in full measure. We teach the child facts, give him processes, and start him on the road to right thinking. We do not to any great degree train his sentiments and emotions on the side of art and we neglect to utilize that most subtle and effective agency of artistic influence,—the material things with which he is encompassed, of walls and buildings and playground and village street. Thus is the child at his most impressionable period, with his marvellous responsiveness to beauty and his unconscious absorption of every stimulus from without, starved of his rightful nourishment or fed on the husks of ugliness or the commonplace. The simple fact is that the love of beauty is natural and intuitive in the child and with proper satisfaction of this yearning and with the development of the appreciative faculty, he will have a means of gratification and a bond of fellowship with the world life—past and present, denied to others, in whom these springs of enjoyment have dried up.

All this may seem out of place in this practical age and this strenuous modern life and this frontier country, and, while admitting it to be good for children, you may think that they should outgrow it when they put away other childish things. To those who think so

I say that they could make no greater mistake. If you have been in the Old Countries, you can hardly fail to have been impressed by the fine and noble natural scenes as well as the noble buildings, the picturesque villages, a painting or statue or monument, or other beautiful object or piece of decoration you have seen. Through all the range of objects, from the world-noted statue, created solely for its beauty, to the object of simple utility, to the extent that art shapes it and grace of appearance is sought for in it, will its beauty ennoble, refine, and broaden us and give us an enduring satisfaction. In the old world they have a wealth of beauty which is denied to us. There Nature is bountiful in affording varieties of scenery and atmosphere and luxuriance of forest and landscape. There are also everywhere found noble buildings and picturesque groups of houses, old or new. All these advantages of the older countries we must concede, but there is no reason for foregoing beauty because it is harder to attain it here.

I have mentioned works of architecture, sculpture and painting, because these are conspicuous art products, of which we might well have good reproductions in home and school, but what I urge is that in advance of buying any material thing we begin to refine our lives now by taking thought for appearances, by doing away with unlovely things, by improving our manners, by reconstructing the setting in which we live our lives, on lines of harmony and order. In our homes this means care in selection of furniture, quiet and pleasing colors and harmonious arrangements of carpets, hangings and upholstery; good pictures, hung low on the walls, all the objects in a room harmonious and well arranged and orderly: it means good looking houses, kept painted in proper colors, well laid-out grounds with trees, shrubs and flowers, and paths and roads and fences all kept neat and trim; it means rear yards and the barns and their surroundings well cared for.

For the community it means good-looking buildings, a well planned attractive centre, kept neat and free from unsightly objects, such as advertisements or piles of rubbish: it means good railway station surroundings, a playground or park as a recreation centre for old and young, good school and grounds, a properly kept cemetery; it means a suitable community hall for meetings and entertainments and clubs.

For the school it means a refined atmosphere in which the pupils will acquire good manners and courtesy, a building that shall be as good a piece of architecture as possible, suitable colors on the walls, without and within, some prints of good works of art in the class and assembly rooms and halls: it means play-grounds and pupils' gardens, planted with trees and flowers, with spaces for shade and enjoyment of nature all well cared for, so that a chance visitor may be impressed by their appearance and suitability.

The school has a great opportunity to render a signal service to the pupil in addition to teaching the three "R's" and a few other minor branches of knowledge. The average of devotion and self-giving on the part of our teachers is very high. All honor to the multitude of women and men, who in remote districts, and often with little sympathy and appreciation from the parents and for small stipends, are giving of their best to inspire and refine and enrich the lives of their charges! They are most influential nation builders because they are workers at the foundations. They come next to the parents in opportunity to shape the character of the future men and women of this country, and it behooves the school boards to stand behind them in a more positive and definite way than that of merely seeing that fuel is supplied and pay cheques issued.

What then may the teacher and the trustees do to benefit the pupils in ways I have suggested. Fundamentally, manners and courtesy should be inculcated. The quiet, gentle and firm manner of the teacher, supplemented by an occasional remark on self-conduct and proper treatment of others, will be of

great value, to implant habitual self-control and consideration for others that answer to gentle breeding. No teacher can do this by precept who cannot do it unconsciously. Many a hoyden or bully may be transformed by the example or the gently given suggestion of a sympathetic teacher. The school building and grounds should be a training place in the manners and conduct appropriate to the stage of the child's growth, which will thus flower later in proper manners and conduct for the adult.

An extension of this inculcation of good manners would be in influencing the pupils to orderliness in life and habits and in leading them to do everything in an artistic way. Most children at a certain age have an instinctive desire to do well and appear well and are keen to act on suggestion by which they may improve their conduct. These hints frequently influence their whole after life for the better.

Music, literature and the fine arts have a refining influence, besides furnishing the mind with images of beauty and stirring the imagination and stimulating the creative faculty. Music is used as far as possible in the schools. Literature is a main reliance of the curriculum. The fine arts, in the form of drawing and painting by the pupils have a limited place. More use should be made of pictures by which to initiate the child into an undreamed-of world of beauty and significance. Nothing could be easier, considering its value, and nothing would so interest the children or be more really profitable to them. A few good prints could be secured and framed permanently or changed from time to time, or a larger number could be pinned up for a while and taken down to make room for another set. Every school should have some good pictures on its walls, the meaning of which would be explained to each incoming class, and so much of their significance as paintings or statues or buildings made clear as the pupils could grasp.

An appropriation of \$50 to \$100 for this purpose, not necessarily voted in one year, ought to be made for every

school, in order to provide a few good black and white or colored prints to be framed, and a large number of small prints for study and comparison and the enjoyment which a little knowledge of art would make possible.

The Department of Education will fill commissions of any school district to purchase selected pictures or casts or it will make a selection within a given sum. The Department of Architecture of the University of Manitoba will gladly give any advice or assistance, as it is now doing in some cases, in regard to any question on this subject.

Of the school building itself I should say that probably a great improvement is imminent. There is need for it, as both in planning and appearance our schools leave much to be desired. They should, of course, be well arranged and lighted and heated, but as public buildings they should also be pleasing in appearance. Being well designed by competent architects, they should not be mere boxes, but should have an architectural grace expressive of their character of halls of learning, which grace will have its influence on the minds and characters of the pupils. A proper pride in a building is a desirable community asset. Unless there is a town hall for community purposes a large function of the school building should be its use for meetings and clubs and entertainments and it should be planned with this in view. The community club and spirit are just beginning to take hold of rural life and the movement, now that it is started, will soon gain headway. In this new phase of activity the school may well play an important role, ministering to the people in ways of education, recreation, and all wholesome pleasures, such as classes, lectures, debates, games, parties, suppers and meetings to discuss patriotic and civic affairs.

The school grounds are equally important and useful as a town feature and should I think, be of sufficient size and be so planned that they may serve a larger purpose than merely as school playgrounds. The ideal is a tract of 8 to 12 acres, accessible to the town

centre, but not so near as to impair its use as a park, partly wooded and somewhat rolling, joining on to an extensive wooded region beyond. Near the side toward the town the school would be situated, with a pleasant approach lined with trees. Around it would be the playgrounds and the pupils' gardens. Farther off there would be a playfield large enough for football, cricket and baseball, with smaller areas for tennis, bowling and other games more or less separated and shaded. The rest of the tract would be laid out with the necessary roads for passing about or through, straight or curved; and planted with trees and shrubs, according to a carefully devised plan. Advantage would be taken of natural features and the conditions of the site to make the most attractive arrangement of open spaces and wooded spots for various uses.

This combination of school grounds, town park and community recreation grounds, if made good use of, would offer a setting for that life which the community club is created to foster, a life in which all elements of the town might join for mutual understanding and welfare and greater enjoyment. It has been my good fortune to be asked to plan several such parks and I have had great satisfaction in laying them out to afford as many of the practical features mentioned as possible, and to make them attractive. In one of these—that at Dominion City, Man., about half the site was wooded, with a ravine running along near one edge, giving leafy nooks and shaded paths. By a small amount of cutting out and planting I was able to make a fine level ball-field surrounded by woods curving about it, except on the side toward the school, with pleasant glimpses of wooded slopes beyond and to arrange places for tennis courts and a bowling green, and a sylvan enclosed oval for plays or pageants. The playgrounds for winter use were close to the school. Natural paths wound off through the woods to the country beyond. The topography and bushy character of the site led to a very informal arrangement. Other conditions might call for formality, with

straight rows of trees and squared playfields. Both methods of planning have charm. The important thing is to plan well and work steadfastly to the plan, and plant betimes, so that nature may begin her part in the collaboration, which she will do well and inexpensively, if given a chance.

Do I seem to be forgetting my text in speaking of playgrounds and parks? I think not, for I have art in view all the time. A well planned and developed park is one of the finest pieces of art, and has a refining influence on those who use it. But its human interest goes beyond this because its facilities give occasion for the display of fine and artistic action in play and physical

development, dramatic expression, and wholesome enjoyment of various kinds, including communion with nature. The playfield is a means of grace, both for team games which draw a crowd of spectators, and for ministering to the play instinct of children. Organized play under competent supervision is as valuable training as book learning,—a fact clearly set forth in Joseph Lees' admirable book "Play in Education."

The enrichment and refinement of rural life are a crying need of these times. The fostering of the community spirit, to the fullest extent, is one of the most promising ways of responding to this need.

SUGGESTED OUTLINE IN DRAWING FOR UNGRADED SCHOOLS

Grades II, III, IV.

Flat drawings of objects for the sake of proportion, e.g., paint brush, key, button hook, etc.

Review hemispherical objects—half orange, half apple, etc.

Grades V, VI.

Corner of a room to illustrate angular

perspective. See diagram in detailed outline for Feb. Square prism, vertical, in angular perspective. (Equal angles.)

Grades VII, VIII, IX.

Open umbrella (based upon hemisphere) in any position.

DRAWING OUTLINES FOR APRIL

By the City Supervisor

Grade II.

April

1. (a) Free arm movement exercise (see Feb. Journal). Practise lines and dots.

(b) **Scarf.** Cut 6"x9" Manilla paper into strips 2"x9", fringe ends and decorate for a scarf.

(c) Review.

2. (a) **Handkerchief corner.** Upon two adjacent edges of a quarter of a sheet of paper (printers') practise making a simple border decoration, in pen-

cil, suitable for the edge of a handkerchief. Begin at corner.

(b) Practise a similar design in brush and color upon 4½" x 6" Manilla

(c) Review, using 4½" x 6" Manilla.

3. (a) From observation make a simple flat brush drawing of any toy. Take an easy view on eye level which does not involve perspective.

(b) Review.

(c) Review.

Grade III.

April.

1. (a) Make a brush drawing of a fruit or vegetable.
- (b) Make a brush drawing of any toy.
- (c) Review either of the above.
2. (a) Draw in soft pencil outline any common object such as a school bag, purse, brush, whisk. Note proportion of width to height. Watch placing.
- (b) Finish the above with shading, aiming to blot out outline, and represent the texture of the object.
- (c) Review.
3. (a) Dictated drawing from sheet supplied. (See note Page 100.)
- (b) Review tints. Color the above.
- (c) Review ruler lesson. Dictate a simple geometric border.

Grade IV.

April.

1. (a) Review the making of tints. Practise painting tints without drawing oblongs.
 - (b) Rule three oblongs on $4\frac{1}{2}$ " x 6" paper placed vertically—each oblong $3\frac{1}{2}$ " x 1" and half an inch apart.
 - (c) Review above ruled lesson, correcting errors.
- N.B.: The placing and ruling of these oblongs is as important as the color work.

2. (a) Color the above oblongs with a standard and two tints of the same color. See chart in Graphic Drawing Book.

(b) Practise making a shade of any color. Demonstrate this lesson by adding a little of the complementary color to the standard. Look for illustrations of shades in the class-room, hair ribbons, sweaters, etc.

(c) Rule two oblongs, $3\frac{1}{2}$ " x 2" upon $4\frac{1}{2}$ " x 6" paper placed vertically.

3. (a) Repeat above ruled lesson, correcting errors.

(b) Color these oblongs with (1) any standard (2) a shade of the same standard.

(c) Review by combining the two above lessons in one.

Grade V.

April.

Practice

1. (a) Study the appearance of a foreshortened horizontal oblong in a parallel perspective as illustrated by the top of a book, on, above and below eye level. Make quick sketches showing the top of the book only, seen in these positions.

(b) Make drawings of a closed book in parallel perspective seen on, above and below eye level. Note thickness of book, compare with other proportions.

2. (a) From observation draw an open book as seen on the desk ahead. Support front edge to make lie horizontally.

3. (a) Review the open book, noting the variety of expression in line required, e.g., thin, sharp lines for leaf edges, softer, broader lines for cover. Problem

(b) Review the above lesson, aiming for good finish. Drawing may be shaded.

Grade VI.

April.

Practice

1. (a) From observation draw the front or back view of a book, opened at right angles, standing vertically upon the desk ahead. Note proportions carefully.

(b) Criticise and review, aiming for an artistic rendering.

Problem

2. (a) Repeat the above lesson taking care to note thickness of cover, size of pages, difference in line required to express different parts.

(b) Review.

Practice

3. (a) Review the cylinder. (Grade V work.)

(b) Review the hemisphere in various positions. (Grade V work.)

Grades VII and VIII

April

1. **Umbrella.** Draw from observation (based upon the hemisphere). Begin with direction and length of handle, then estimate other proportions, length and width of ellipse and amount

of curved surface visible. Count number of ribs, note their apparent unequal distance apart, their position and length.

(b) Repeat above lesson on reverse side of paper.

2. (a) Review, attempting shading.

(b) Review, attempting shading.

3. (a) **Group.** From observation draw a group of 2 objects. (See list) Aim at suitable size for paper and note proportion of one object compared with the other. Work in outline only.

(b) Repeat the same lesson on other side of paper, attempting shading.

List of Groups

All Exam. work will be based upon this list

1. Large wooden box, seen at an angle below eye level, with a pail lying horizontally at side or in front or placed upon it.

2. Smaller box with flower pot or jar in a similar position.

3. Fruit basket, square or oblong, grouped with horizontal jar or sealer.

4. A square shaped box with funnel lying horizontally.

5. Cup lying upon its side in saucer.

6. Saucepan lying upon its side with lid placed close by.

7. Loaf of bread on bread board.

8. Two books, one horizontal and seen at an angle, the other standing upon it screen fashion.

9. Electric iron and sleeve board.

10. Baking board and rolling pin.

11. Roll of paper lying upon large book.

12. Open umbrella with open suitcase.

Grade III.

Gate.—At the bottom draw a horizontal line $4\frac{1}{2}$ inches long. At both ends draw up vertical lines $3\frac{1}{2}$ inches. Then $\frac{1}{2}$ inch inwards from these lines draw two more verticals of the same length. Join the tops of these by two arcs. At equal distances of 1 inch from the bottom draw 2 double horizontal bars $\frac{1}{2}$ inch wide from one post to the other, and an oblique bar across them to finish gate.

Letter "E."—At top of space draw a horizontal line $1\frac{1}{2}$ inches long. From left hand end draw down a line 2 inches long at right angles. Call the end "A." From the right hand end draw down a vertical $\frac{1}{2}$ inch long. Call the end "B." From "A" draw a horizontal line A-C $1\frac{1}{2}$ inches towards the right. From "C" draw up a vertical line $\frac{1}{2}$ inch long. From this line and from "B" draw horizontal lines 1 inch towards the left. From the points of these lines draw towards each other vertical lines $\frac{1}{4}$ inch long. From these draw horizontal lines $\frac{1}{2}$ inch towards the right. Join by a vertical line.

Sign Post.—Near the top of space draw a horizontal line 3 inches long. Let this be one side of an oblong, with short sides of 1 inch. On the centre of the top line draw a square $\frac{1}{4}$ inch. From centre of bottom line draw down two parallel lines 4 inches long and $\frac{1}{2}$ inch apart. To form props to the sign post draw two oblique lines $\frac{1}{2}$ inch apart each side of the verticals.

SELECTED FILMS, RECOMMENDED BY THE LOCAL COUNCIL OF WOMEN

"The Other Half"; "Street Called Straight"; "Caught in the Act"; "Country Cousin"; "Better Times"; "Pinto"; "Invisible Bond"; "Cupid"; "Dawn"; "In Old Kentucky"; "White Heather"; "An Adventure in Hearts"; "Pollyana"; "Girl with no Regrets"; "A Woman's Honor"; "Mrs. Wiggs of the Cabbage Patch"; "A Favor to a Friend"; "The Great Game"; "The Answer"; "Miss Ginger Snaps"; "The Great Air Robbery"; "Red Hot Dollars"; "Up the Road with Sallie"; "Too Much Johnson"; "His Wife's

Friend"; "Cupid Forecloses"; "Superman"; "The Cup of Fury"; "Out Yonder"; "The Broken Melody"; "The Willow Tree"; "The Gay Old Dog"; "Heart o' the Hills"; "Evangeline";

"Stolen Orders"; "Comradeship"; "The Life Line"; "Help! Help! Police!"; "Easy to Make Money"; "The Hoodlum"; "The Four-flusher"; "Turning the Tables."

A PLEA FOR BOTANY

The great satisfaction I have had in teaching Botany for a score of years, is in the consciousness that the laws of plant life are also the laws of human life, and that the subtle realization of this is the best way to know ourselves. It is always better to eliminate the personal element in any generalizations worth while. For this reason, we discuss past history rather than the present. The Greeks and the Romans have given us our greatest lessons on government, and free from the petty quibbles of party politics. Our days, our hours and our seconds have been deduced from the stars. All that we know about the convolutions of the brain, nerve centres and ductless glands has been deduced from the **obvious similarity** of these organs in man and in the dog, or guinea-pig, on which vivisection has been performed. Our knowledge of the laws of heredity are chiefly based in the behaviour of Sweet Peas and other plants when crossed with marked differences peculiar to the species. In this laws of the plants as being also the newest realm of science we accept the laws of animals—both the laws of life. Why not then get to know ourselves through the interpretation of nature, all nature, the most beautiful and accessible being, the flowers, the seeds,—nature's reproduction and bountifulness.

"Look into the stream and see the starry beams,
And interpret that which IS by that which SEEMS."

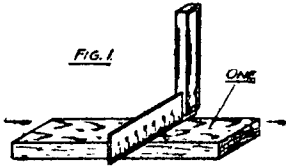
In Botany, sex only means difference, and it is the blend of these differences that makes the wonderful variation and evolution in plants (and animals). In fact, hybridization seems quite a sufficient cause or explanation for Evolution, and is now the commonly accepted one.

A glance at botanical terms and analogy to animals flashes across the mind: fertilization, ovary, ovules, egg cell, embryo, germ, angiosperms, androecium, gynoecium, respiration, reproduction, polygamous, bi-sexual flowers, (hermaphrodite), unisexual flowers like the house begonia, hybrids, pure-breeds, inbreeding, pure line breeding, etc. These terms are not only analogous, they are homologous, the origin and evolution of the organs have been the same in both plants and animals. The stamens give stamina, the stigma stigmatizes. There are staminate Manitoba maples and seed-bearing Manitoba maples. Likewise there are two kinds of all poplars and willows which Noah forgot to mention among his pairs. These are simple things, the smallest child can see and perhaps understand, if not at once, then later, but let it be a natural realization.

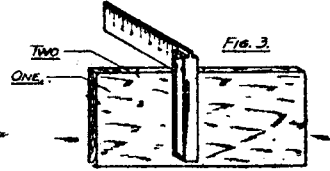
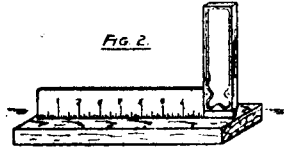
The trees and the flowers are universal, clean and lovable. Let the young ponder on these things and they will wax strong in wisdom and in stature: "Fair as a flower, pure as a lily," yet knowing all things.

STEPS IN PLANING.

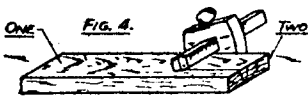
STEP 1—PLANE ONE BROAD SURFACE SMOOTH AND TRUE. TEST AS SHOWN IN FIG. 1 AND FIG. 2. A THIN TEST IS ACROSS DIAGONALS. MARK ONE.



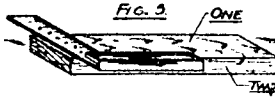
STEP 2—PLANE ONE EDGE STRAIGHT, AND SQUARE WITH ONE. HOLD BEAM OF SQUARE AGAINST ONE, BLADE ACROSS TWO. SEE FIG. 3. MARK TWO.



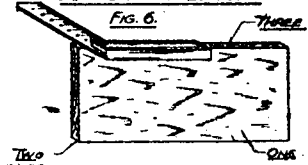
STEP 4—GAGE FOR THICKNESS. SET HEAD AGAINST ONE AND GAGE ON TWO AND THREE. PLANE TO LINE. MARK 4.



STEP 5—SAW ONE END. SET BEAM OF SQUARE AGAINST TWO AND SCORE ACROSS ONE, FIG. 5. NEXT SET BEAM AGAINST ONE AND SCORE ACROSS TWO AND THREE, FIG. 6. SCORE ACROSS FOUR WITH BEAM ON TWO, THEN SAW.



STEP 6—MEASURE FOR LENGTH. SCORE ACROSS SURFACES AS IN STEP 5 AND SAW TO LENGTH.



First Method

- 1 Plane Broad Surface Mark 1
- 2 Plane Edge Mark 2
- 3 Gage Width Plane Other Edge Mark 3
- 4 Gage Thickness, Plane Mark 4
- 5 Square One End Mark 5
- 6 Cut to Length, Square Other End Mark 6

Second Method

- 1 Plane Broad Surface Mark 1
- 2 Plane Edge Mark 2
- 3 Plane One End Square Mark 3
- 4 Gage Thickness, Plane Mark 4
- 5 Cut to Length, Plane End Mark 5
- 6 Gage Width, Plane Edge Mark 6

To get a piece of wood to certain definite dimensions, it is very necessary that the work be done in a systematic manner. To work by guess will not bring satisfactory results. In this article will be shown the method to follow to bring a piece of stock to the required size.

Select the better broad surface of the board you wish to work on, and with the plane adjusted to cut a thin shaving, plane the surface until it is smooth and appears to be true. By being true is meant that the surface should not only be smooth, but should be flat. To de-

termine this condition, the surface should be tested with the try-square in three ways. First, crosswise as indicated in figure one; second, lengthwise as shown in figure two; and third, across diagonals. When the surface passes this test, mark it number one. This then is your first working surface, or face.

The next step is to plane one edge straight, and square with surface number one. To test it for straightness, hold the blade of the try-square lengthwise of the edge. To test for squareness, hold the beam of the square against surface number one, with the blade extending across the edge as in figure three. Mark this edge number two.

Next set the marking gage to the width of the finished piece, and with the head resting against surface number two, gage a line the entire length of the piece on surface number one. Plane off the surplus stock, being careful not to go below the line, and keeping the edge straight and also square with surface number one. Mark this number three.

The fourth step is to reduce the piece to thickness. Set the gage to the thickness desired. Place the head of the

gage against surface number one and mark a line the entire length of the piece on both number two and number three surfaces. Plane off the surplus stock, leaving the surface smooth and true. Mark number four.

One end should now be sawed. Hold the beam of the try-square against surface number two, with the blade extending across number one. With a knife score a line across the surface, using the blade as a guide. Next place the beam against number one, with the blade across number two, and score a line across this edge, being sure it meets the line on number one in the same manner, score lines on the other edge and broad surface. If your work is accurate, the line last drawn will exactly meet the one drawn first.

The last step is to measure for the desired length and then score lines

around the piece as for the first one. Finish in the same manner.

While the method given above is in quite general use, another method that will give very excellent results to beginners, and to experienced workers as well, is as follows:

First, plane one surface smooth and true. Mark one. Second, plane one edge straight and true with number one. Mark two. Third, cut off a small piece of the corner opposite edge number two. Plane this end square with one and two. Fourth, gage for thickness and plane second broad surface smooth and true. Fifth, mark the length required and score on both broad surfaces. Saw off surplus, then cut off corner on the unfinished edge as before. Plane and end square. Sixth, gage for width and plane the second edge.

Mr. McIntosh, Winnipeg.

CHEMISTRY IN OUR SECONDARY SCHOOLS

By J. W. Shipley

There is no line of demarcation between the so-called natural sciences. Physics, Chemistry, Botany, Geology, are inter-dependant and related expressions of natural phenomena and because of this inter-dependance should not be studied to any considerable extent separately. Curricula outlined with any one of the natural sciences as a prerequisite for the study of another disregard this inter-relationship and attempt to perpetuate an artificial distinction made solely for the sake of convenience.

Chemistry was one of the earliest branches of science to receive the attention of the inquisitive mind. The alchemists pursued the search for the philosopher's stone in the laboratories of the middle ages and in this pursuit discovered methods for the preparation of many chemical compounds and learned how to separate and isolate substances now well known to us as elements and compounds. But the discovery that many of the phenomena of

nature could be measured quantitatively and expressed mathematically led to the more rapid accumulation of those natural principles collectively known as physical science. It is but very recently indeed that chemistry as a science has been developed, and it is largely through the application of chemical knowledge to the arts and industries that this branch of the natural sciences has obtained a belated recognition.

There are few prerequisites for the study of chemistry. I have always considered the practise of deferring the study of this science until the advanced grades as one not founded upon a rational basis. There are however several good reasons for this practise in the schools of our province. In the first place few of our teachers are qualified for the teaching of chemistry, having received little if any instruction and less laboratory practise in this science. A curricula providing for a course of study in a science for but one year can-

not possibly make a proficient teacher in that science. Moreover, the student in chemistry has not received the slightest introduction to the subject in the junior grades. Elementary lessons in this basic subject have not been recognized by the authors of Elementary Science nor have nature study writers ventured to incorporate "The Chemistry of a Drop of Water" into our readers. Surely the science of chemistry is not so far removed from our everyday life that some space and time could not be provided for it in the Curricula before Grade XI. Animals and plants live and have their being in a chemical environment; everything we use and surround ourselves with in a material way has had a chemical history, a history, too, just as fascinating and instructive as that of Alfred the Great. Why should the majority of us pass through the schools with some instruction in the history and geography of a special section of this globe but no instruction whatsoever in the chemical nature of the common environment in which we live and have our being.

Another reason for postponing the study of chemistry until the advanced grades lies in the nature of the instruction outlined by the powers that be. The student is required to make a systematic study of the subject. This is quite orderly and truly mathematical but not at all pedagogical. It is of a piece with the systematic study of botany as practised some twenty years ago when the ability to trace down and identify a plant was taken as a measure of the student's knowledge of the subject. If the present systematic study of chemistry as outlined for Grade XI is to continue there should be provision made in the lower grades for some introduction to the science. The properties of certain common compounds such as lime, bluestone, sugar, table salt, washing soda, baking soda should be studied. The nature of solutions as illustrated by the solvent action of water, the formation of crystals from water solution and the electric conductivity of water containing certain dissolved compounds lends itself readily to the teacher in the lower grades. The na-

ture of combustion and the products of combustion linked with the "cycle of carbon" immensely widens the student's horizon and correlates the studies of botany and chemistry. The growing of a plant in a nutrient solution in the absence of soil further enhances the importance of water in the economy of nature. Such an experiment modified by leaving out the nitrogen compound in the nutrient solution would be even more instructive to the observing student.

The action of acids upon metals and upon carbonates and the evaporation of the resulting solution, until the salt separates, can be easily carried out by any boy or girl. The formation and detection of carbon dioxide from a flame, from carbonates and from the lungs should be carried out by the student. For the former a funnel inverted over the flame from the stem of which a rubber tube leads to a test tube containing a little lime water is all the apparatus needed. Holding the mouth of the test tube in which CO_2 is being evolved by the action of an acid on a carbonate so that the heavier-than-air gas can flow down into the mouth of another test tube containing lime water is sufficient apparatus for this experiment. And blowing through a glass tube into lime water gives the characteristic precipitate of limestone when the CO_2 of the breath combines with the lime of the lime water. Continued blowing clears the solution again and optically demonstrates the formation of a temporarily hard water as well as the solvent action on limestone of carbon dioxide-impregnated water.

The logical result of beginning the study of chemistry by considering the properties of the elements and the laws governing chemical combination and chemical changes has been to divorce the science at the very beginning from the interesting things of life and to make the study ponderous and uninteresting except to the mature student possessing an innate love for the logical development of a theme. Chemistry has an unsavoury reputation amongst the students in our schools and colleges, an undeserving reputation, neverthe-

less a reputation established by long practise of a faulty method of presentation. Students plunged into the sea of chemistry either sink or swim and the swimmers seldom return to drink, and yet chemistry is the most fascinating of all the sciences.

I have previously stated that the practise of deferring the study of chemistry until the advanced grades has no rational basis. For the last three years I have had charge of the class in elementary chemistry at the Agricultural College. The students in this class vary in age from 15 to 25 and in grade from VI to XII. So far I have been unable to establish any relationship between the age or the academic standing of the student and the ability of the student to absorb the chemistry given in the first year. Below is a table of the results for the year 1918-19.

Grade on entering College	No. of Students with grade standing.	Average percentage of marks earned during the term.
VI	1	63 %
VII	6	43 %
VIII	25	45 %
IX	14	55 %
X	5	43 %
XI	5	60 %
Average of Class		49 %

The grade XI students had studied chemistry before entering college. Six of the above students were under sixteen years and five of the number had grade VIII standing on entering. The average marks for these six students was 51%. The low average for the whole class may be attributed to the demoralizing effects following the epidemic of Influenza.

An elementary study of chemistry does not require an elaborate outfit of apparatus. Six dry cells, a small electric light such as an automobile headlight, two strips of copper, a little wire and a tea-cup provide all the necessaries for studying solutions, electrolysis and electroplating. The same cells attached to two nails immersed in a caustic soda solution will decompose water and permit the collection of hydrogen and oxygen in the proportions of two to one. Many other simple and inexpensive combinations can be made

by the student or teacher to replace the more elaborate pieces of apparatus found in our laboratories. Since much of Chemistry is concerned with solutions the study is more or less of a sloppy nature, this being more objectionable in schools unprovided with sinks and sewer connections. A crock is a very convenient waste jar for such schools.

When in New York a few months ago I found in a toy shop along with all sorts of children's play-things a wooden cabinet about 30"x24"x4" filled with a choice collection of chemicals and apparatus. A printed list of experiments with directions for manipulation went with the box. The experiments were not of the "variety show" type but were illustrative of general chemical reactions and the fortunate possessor of such a cabinet would be able to lay for himself a good foundation in the systematic study of chemistry. It reminded me forcibly of the boxes of chemicals introduced by Dr. Bryce into our schools many years ago. Some day soon the pendulum will swing back again and similar boxes will appear in our schools, not to be broken open by teachers without any knowledge of chemistry but by teachers trained in the manipulation of chemical apparatus by our High and Normal Schools.

The overburdening of an instructor with students is another brake on the efficient teaching of Chemistry. An understanding of the chemical nature of the world in which we live can only be intelligently obtained on the part of the student by observing first hand the operations of chemical phenomena. This can be done in a small part by lecture experiments but for the most part students should have the opportunity of assembling the conditions and carrying out the experiments in the laboratory. Such classes should be comparatively small, not more than twenty for one instructor and preferably about fifteen. I am informed that less than three years ago a class in chemistry in one of the Secondary Schools in Winnipeg numbered 70 and that even now over 40 are given to one instructor for laboratory work. Laboratory work

under such conditions can only degenerate into lecture experiments, at the best a second hand gleaning of information and but one step removed from text book instruction.

A questionnaire sent to the High Schools of Pennsylvania concerning the size of laboratory classes evoked the information collected in the accompanying table:—

Number of pupils per Laboratory Section

Number of Pupils	Number of Schools	Number of Pupils	Number of Schools	Number of Pupils	Number of Schools
2	1	12	9	21	5
3	1	13	3	22	4
4	2	14	6	23	2
6	5	15	6	24	3
7	6	16	10	25	10
8	8	17	4	26	2
9	5	18	7	30	12
10	7	19	2	33	1
11	4	20	11	35	1

Of the 137 schools reporting, 31 had more than 35 students in chemistry so that in Pennsylvania at least the extreme limit of a laboratory section is 35.

Too much stress cannot be laid upon the laboratory method of teaching chemistry. In many institutions the presentation of the laboratory notebook is required as evidence of work done in chemistry and the credit given by one institution for such work done in another is based upon the contents of this laboratory notebook. I am afraid that the students from many of the Secondary Schools in Manitoba would be unable to obtain any credit whatsoever upon such a basis.

The laboratory teaching of chemistry would be wonderfully stimulated if the present departmental written examinations in the subject were to be supplemented by the passing or failing of the students on the recommendation of the instructors in charge. This would necessitate a close supervision of the work done in the laboratories by a properly qualified Inspector appointed by the Department of Education. On the other hand it would encourage the local school to employ a well qualified teach-

er in chemistry, for it would not be possible for a book learned chemist to conduct the laboratory work successfully. This practise of passing or failing a student on practical term work could be applied to the study of Physics with equally stimulating results.

The placing of chemistry as a matriculation subject has forced our High Schools to sit up and take notice. Up to the present Grade XI chemistry has not been accepted by the University as equivalent to the elementary course offered by them. This is not so much because the chemistry outlined for Grade XI does not approximate that given in the University as it indicates a failure to impart it. A few days ago a teacher in one of our High Schools, a University graduate, informed me that on assuming his duties he was required to teach chemistry although he had never had any instruction in this branch of science either in his collegiate or college course, the nearest approximation having been an elementary course in botany. Another teacher of my acquaintance prides himself upon having "passed" his students in chemistry although he had never previously studied the subject himself. Surely the day has passed when a master in English can boast that he "passed" his candidates in chemistry. The best elementary instruction is given by the learned master. Instructors should only be required to teach what they are proficient in and their efforts should not be dissipated by too many and varied classes. It is too much to expect good quality in instruction from a teacher who is required to teach Botany, Physics and Chemistry and possibly some other subjects in order to be sure and have all his teaching periods filled.

The quality of the instruction given in the Sciences in the Secondary Schools would be improved if the local authorities had more control over the curricula. A little decentralization in education would be a good thing for the Province. It would stimulate the profession, tend to bring out the very best that is in a staff of instructors and lead to local emulation on the part of school

boards. Having things too cut-and-dried eliminates initiative, deadens interest and reduces instruction to a least-common-multiple, greatest-common-divisor basis. Decentralization would also guard against the possibility of using our schools for political and other propaganda such as was practised in the German schools to the everlasting shame of a great people.

Who Has Counted Them?

"How many claws has our old cat?"
 Asked Eddie, "Who can tell me that?"
 "O that," said Harry, "Everyone knows;
 As many as you have fingers and toes."

"Yeth," lisped Ethel, "She's got juth twenty,
 Five on each foot and I think its plenty."
 "Yes," said Bertie, "Just five times four;
 That makes twenty, no less, no more."

"Wrong," said Eddie, "That's easily seen;
 Catch her and count em—she has eighteen."
 Cats on each of their two hind paws
 Have only four, and not five claws."

The Dead

These hearts were woven of human joys and cares,
 Washed marvellously with sorrow, swift to mirth.
 The years had given them kindness, Dawn was their's,
 And sunset, and the colours of the earth.
 These had seen movement, and heard music; known
 Slumber and waking; loved; gone proudly friended;
 Felt the quick stir of wonder; sat alone;
 Touched flowers and furs and cheeks. All this is ended.

There are waters blown by changing winds to laughter
 And lit by the rich skies, all day. And after,
 Frost, with a gesture, stays the waves that dance
 And wandering loveliness. He leaves a white
 Unbroken glory, a gathered radiance,
 A width, a shining peace, under the night.

Children's Page

March

I wonder what spendthrift chose to spill
Such bright gold under my window
sill!
Is it fairy gold? Does it glitter still?
Bless me! it is but a daffodil!

And look at the crocus keeping tryst
With the daffodil by the sunshine
kissed.
Like beautiful bubbles of amethyst
They seem, blown out of the earth's
snow-mist.

And snow-drop's delicate fairy bells,
With a pale green tint like the ocean
swells;
And the hyacinths weaving their per-
fumed spells;
The ground is a rainbow of asphodels!

Who said that March was a scold and
a shrew?
Who said she had nothing on earth
to do
But tempest of fairies and rags to brew?
Why, look at the wealth she has lavish-
ed on you!

O March that blusters and March that
blows,
What color under your footsteps
glows!
Beauty you summon from winter snows,
And you are the pathway that leads
to the rose.

—Celia Thaxter

EDITOR'S CHAT

My dear Boys and Girls:—

Have you ever heard an expression with two very big "dictionary words" in it that goes like this: "Expectation is better than Realization."? Have you any idea what it means? Well, briefly, it means that looking forward to a pleasure is better than the actual

pleasure itself. Now March is the month of Expectation. We are looking forward, first to warmer days and more sunshine, second, to the coming of our spring visitors, the birds, and third to the joys of Easter and Easter holidays. A great storm may come and drift our roads and break our trees;

fierce cutting winds may whistle down the streets and across the wide prairies, carrying away our hats, making our fingers blue, and our eyes water. Does it worry us? No—for this is March and Spring is coming! We are so busy looking forward to the day when the first hill top shows black through the snow, when the first fur-coated crocus pokes through the ground, that cold or wind will bother us hardly at all. And is there any joy like that of hearing the first Robin? If you live in a city or town it may be that you are walking home from school, splashing through the puddles and wishing the sidewalk would dry up enough for marbles, or skipping—and suddenly you hear a familiar call, and there on a chimney-top sits our old friend Robin Redbreast! If you live in the country you may see the cheery visitor first, perched on a fence-post or balancing on the top of the school-house ridge—wherever he is he is welcome, and he is only the advance agent of all the other birds. He has come to advertise them and warn you to get their homes ready. Out with your tools then boys, and see that plenty of bird

houses are ready for these little friends of ours! And girls too! Why shouldn't you make bird houses and scatter crumbs, and put out suet and bones and hang string in the trees?

And then Easter—the joyous wonderful holy-day of Spring! The day which gives all the meaning to Spring. Year after year the cold days of Autumn kill the flowers and grass and strip the trees of all their beauty. Year after year Spring covers the earth with a carpet of flowers, clothes the trees in dancing leaves, and brings back all the life. 2000 years ago when people died everyone said, "They are gone; they will never live again." And then Christ came, and died, and was buried, and on Easter Sunday He rose again and lived, showing people that those who die will also live again in another world; that as Spring brings again the flowers that died, so life will come again to those who have fallen asleep.

All these are the beauties of March—the Expectation, which is even better than the Realization. As our little poem puts it, "March is the pathway that leads to the rose."

THE AWAKENING OF SPRING

Composition written by Leonard Bearne (age 12) of Polson School,
East Kildonan.

Miss Spring had awakened again and seemed to think she had slept too long for she was trying to catch up, or so it seemed, by hurrying over Mother Earth.

Behind her as she walked was the melting snow, and far away in the sky could be seen flocks of birds returning from the south where they had flown for the winter.

As Spring lingered awhile in places, she sowed her flowers, or gave the last year's sleepy ones warning to awaken.

Trees shook and tried manfully to

bud and push forth their leaves as she came tripping along.

Pussy-willows opened up to get a peep at her as she passed by, and finding it nice and warm called to their companions to open up too.

By this time the Robins had arrived with many other Spring birds and the snow-birds, finding it too warm had flown to the land of ice and snow.

Drip, drip, patter, patter, went the water as it ran off the eaves and trees, for "Old Man Sun" was up and doing his utmost to help Miss Spring, by melting snow, opening buds and in all proving himself a very good helper.

OUR COMPETITIONS

April competition—"Menu and Recipes for Lunch."

May competition—Sketch of the "Life of Lord Selkirk," the 100th anniversary of whose death is kept on April 8th.

The prize this month is won by Ellen C. Anderson, age 11, Stonewall, Man. Honorable Mention is given to Mary

Van Dusen, Mary E. McNeill, Jessie McNeill, Isabel R. Story, Flora MacDonald, Ray Neal, Violet Ruth Edmondson, Stonewall, Margaret McNeill, Dorothy Hirst, Edna G. Cook, Stonewall Alice Rutherford, Agnes McCarthy, Ste. Rose du Lac, Winnifred Windsor, Nancy Boyer, McKenzie School, La Riviere. Olive May Windsor.

THOMAS ALVA EDISON

To the little town of Milan, Ohio, belongs the distinction of being the birthplace of one of the most famous inventors of the present time, for here on Feb. 11th, 1847, Thomas A. Edison was born. One day when he was about six years old he was missing and his parents looked for him but could not find him. By-and-by someone found him in an old barn where he was sitting on a nest of six goose eggs to keep them warm. He had placed some food near by so that he could stay as long as necessary.

He went to school when he was six years of age and was always at the bottom of his class. The teacher sent him home at the end of three months and said he was too stupid to learn. After that his mother taught him.

At twelve he had to work for himself and worked as train-boy on the Grand Trunk Railway. He sold fruit, confectionery, music and papers and was such a bright-faced boy that everybody bought something from him. This was not enough to keep him busy for soon he had four boys working under him, also he had fitted up a laboratory in one end of a baggage-car that was not used and the rest of the car he used as a printing office. He fixed up a printing press and got some old paper and pretty soon "The Grand Trunk Herald" was published. Everyone liked the paper. It was twelve by sixteen inches in size.

One day when the train was going over a piece of roughly laid track at thirty miles an hour a stick of phosphorous fell from its shelf to the floor and caught fire. The conductor, who was a quick-tempered Scotchman, was

coming along and was very angry. He gave him a box on the ear and at the next station Edison was put off the train with the remainder of his laboratory. The boxing that the conductor gave him made him deaf for life.

A few years after this accident as he was walking along the platform of the station, a train was coming up the track and a little child was playing right in front of it. Edison threw down his papers on the platform and ran to where the child was playing, caught him off the track and rolled off himself just in time, for the on-coming train caught his heels as he rolled. The frightened train hands carried the two boys to the station. The little boy's father, who was the station agent, was very grateful to Edison for saving his child. The father, however, was not able to reward Edison for his bravery, therefore he offered to teach him telegraphy. This offer was quickly accepted, and he learned telegraphy in a short time. But he was so busy thinking a better way of receiving messages that he forgot all about the ones he had received.

He went home soon after to Port Huron where his father then lived. Edison got two hundred bottles, some wire, some boxes and some shelves and made a shop in the basement of his father's house. So that no one would touch his bottles he wrote two hundred "poison" labels and pasted them onto the bottles.

One day he got some stove-pipe wire and fixed a wire to a friend's house and in the evenings they would amuse themselves sending messages to each other:

Edison noticed that a lot of time was wasted in counting the votes in Parliament so he thought he would invent a machine to count them. He had two buttons placed on each member's desk and a machine on the speaker's desk, so if the member wanted one thing he would press the button with "aye" on it, and if he didn't want it he would press the button with "no" on. When Edison took this to Parliament they would have nothing to do with it. So that invention was a failure.

Edison started to read a shelf of books fifteen feet in length. The librarian said that if Edison would be kind enough to say "six" every few minutes so that he would know if Edison was awake he could read the books. Edison was not going to be bothered with this so he rigged up a machine to do it for him.

He was working at a place that was overrun with rats so he invented a machine which killed them by hundreds. But the man was very angry and dismissed Edison.

He also worked at another place that had a lot of cockroaches and he made another machine which electrocuted them by thousands and he was dismissed.

When Edison was just back from his honeymoon he went walking along the

street. A friend asked him if he had forgotten something. He felt in his pockets, on his head, and said, "I don't think so." "Why! where is Mrs. Edison?" Edison looked around and there was his wife laughing. She said, "You are a nice husband!" "Quite the other way I think," said Edison, "but it won't happen again." But it did, not a week after.

Among scores of other things he invented the phonograph. He drew a plan of a machine and gave it to a workman to be made. When it was finished Edison shouted into it :

"Mary had a little lamb,
Its fleece was white as snow.
And everywhere that Mary went
The lamb was sure to go."

"Mary had a little lamb" it squeakingly answered. Edison worked many days and nights over it before it was perfect. Then he said, "Take it, I am sick of it."

Edison says genius is "One per cent. inspiration and ninety-nine per cent. perspiration."

He is still inventing things to this day. His average being one hundred inventions a year.

Ellen A. Anderson,
Grade VI., Age 11,
Stonewall, Man.

SOME POOR SENTENCES FROM COMPOSITIONS—CAN YOU CORRECT THESE?

"Let me try," was heard among the standers-by."

"He attached a wire from the basement in his own home to the basement of that of a friend's."

"He offered to learn him telegraphy."

"At the age of six he was found missing."

"He was a boy that took great interest."

"Afterwards he became eager to learn electricity."

"A girl called Mary, which he calls 'Dot'."

SUGGESTED BOOKS FOR MARCH.

The Seed Catalogues.
Peeps at Bird Life.
Peeps at Wild Flowers.
De Montfort's Squire—Frederic Harrison.

The War in Verse and Prose—Wetherall and Cody.

Midshipman Paulding—Molly E. Seawell.

THE EDUCATION OF A ROBIN

By Marie Kugler.

During a severe storm, early in May, a Robin's nest in our yard was blown down, and, when found, only one of the young birds was alive. His bare little body was stiff with cold, but after being in cotton and kept near the fire a while, he revived enough to swallow food. For several weeks he was a very dependent little fellow, but later on developed decided opinions, as soon as he was old and strong enough to fly well he was turned out of doors, and we supposed that after a day or two he would mingle with the other feathered folk; but not so. He would fly about until tired out, then come to the door and beg to get in, and even as late as the last of August he would come to the back porch for food and water.

As he had been brought up by hand, he did not know how to find food for himself. He would sit and scream at sight of a worm or berry, expecting it to drop into his wide-open mouth, but would make no effort to pick it up. We would make no effort to pick it up; so we had to teach him to hunt for food out-of-doors. We taught him to pick currants from the bushes by holding him under the clusters so that they just touched his bill, and it wasn't long before he realized that it takes "pull" to get things in this world. He soon became expert at it, and in a few days we had the pleasure of watching him make profitable round-trips from fence to bush with never an instant's pause.

After a few trips to the garden, where we dug worms for him, he learned to look for them on the ground, and later on we were almost sure to get an answer from him in the corn-rows whenever we called his name, and, until quite late in the summer, he would answer and come to us from the trees when we were in the yard. He would ride round on our shoulders, but his favorite perch was on someone's head.

He loved to bathe and made his wants known plainly by going to his drinking-cup and fluttering his wings violently. After his bath he would fly to the round of a certain chair to preen himself. Since he had no family to associate with, it took several hard-fought battles to establish himself in bird society; but by the end of the summer he seemed to be on good terms with the other Robins in the neighborhood. I had read of the 'whisper songs' of birds, but had never heard one until this bird began to sing. Evening after evening he would croon the dearest little twittering songs to himself, as if putting himself to sleep with a lullaby. We took several good pictures of him, but the accompanying one is the best; it shows him at meal-time, very much interested in the menu.

We are wondering whether he will come back to us next summer. We have marked his foot so that we may recognize him.

News from the Field

CONVENTION AT EMERSON

The Fifth Annual Convention of the Red River Valley Teachers' Association took place at Emerson, February 18th, 19th, and 20th. The opening session took the form of a Housewarming at which the Emerson School Board were the hosts when the guests were introduced to the splendid new school building—an address was delivered by Hon. Dr. Thornton.

At the Thursday morning session the civic welcome was extended by Mayor E. Casselman, and a very much appreciated address was given by Miss N. Spratt. Discussion was led by Miss

J. E. A. Patterson. Mr. S. E. Lang and Mr. H. W. Huntley were the speakers at the afternoon session. A special program of moving pictures was the acceptable entertainment for the evening.

Mr. George W. Holmes, Miss E. B. Fisher, Mr. J. H. Snyder and Mr. Hall Jones were the principal speakers at the Friday sessions, an interesting item of which was the annual meeting of the Boys and Girls Club. A splendid address by Dr. John MacKay, and a short program of music, closed a most interesting and instructive convention.

CANADIAN CONFERENCE—DES MOINES CONVENTION

M. N. Omond

The Student Volunteer Convention at Des Moines, Iowa, brought together the largest representative gathering of Canadian students yet assembled. Men and women from practically all the Colleges and Universities of the country were there. When it was known, some weeks before, that this would be the case, it was thought an opportune time for the discussion of some of our peculiarly Canadian problems. Arrangements were accordingly made that the Canadian delegations should reach Des Moines a full day before the Convention began, and before noon of Tuesday, December 30th, they were there in full force, over four hundred strong, from every Province in the Dominion.

The discussion on this special Canadian Day centred round "The Purpose of the Student Christian Association." It was a day of very frank self-examination on the part of the Associations as to what was their real object and aim.

In regard to the "Purpose of a Stu-

dent Christian Association" two main lines of thought emerged from the discussion. There were those who felt that the chief object should be the strengthening of the spiritual life of the members of the Association, and that anything that drew the Association away from this primary purpose was harmful. Others, on the contrary, regarded the Association as primarily a vehicle for the application of Christianity to the life of the world through "Social Service," and as of little worth apart from such activity.

At the close of the afternoon meeting a "Findings Committee" of five members was appointed to follow the subsequent discussion closely and present to a later meeting what seemed to be the results of it. Unfortunately the discussion at the Tuesday evening and Wednesday morning sessions was unexpectedly curtailed and no "findings" were possible.

The next step was the enlargement of the Committee and the modification of its work. Each delegation leader was

asked to arrange for a full consideration of the subject in his own group and for the appointing of a representative to act on the Committee and to present to it the result of the group discussion. The work of the Committee was to bring forward any proposal or recommendations that arose from these various reports.

After thorough consideration in Committee it was decided to present two statements, one short, the other more extended, as tentative expressions of the "Ideal Purpose" of the Student Association.

The two statements follow:—

1. To seek to know God through Jesus Christ, and having discovered Him, to make Him known to the students of this University, and through them, to the world.

2. To serve as a bond of union and a means of maintaining and deepening their spiritual life for all students of the College (University) who accept Jesus Christ as the supreme revelation of God, or who desire to understand and test the Christian faith and the Christian standards of conduct and society.

To bring the influence of this Association to bear upon the student body with a view to permeating the whole student life with Christian ideals of conduct and service.

To insist on the obligation resting on all students to consecrate themselves to lives of unselfish service in whatever vocations they may follow; to emphasize the special need of workers in the various social and missionary enterprises of the church; and to provide, as far as possible, opportunities for definite service on the part of the students themselves.

These two statements, as might be expected, cover the same ground. They recognize the mutual help which can and should come to men who are drawn together by their common needs and aims. But they insist also that the Christian Association must recognize its responsibility for the work that lies nearest at hand—that of making its in-

fluence felt in its own student body. This is its proper and immediate sphere. A great variety of methods may be used, but the chief method is the way of friendship. The Association should aim through its members to serve the student in every way possible and to maintain the highest standards in study, in sport and in character. It was especially emphasized that it should be recognized that it is a **student** Association, that the primary duty of its members is to **study**, and thus to maintain and encourage a vigorously intellectual ideal.

It is recognized, however, that the outlook and aim of the Association cannot be limited to the University or College, that it must recognize its relation to the whole series of the social and religious problems of the world, and the urgent importance of a readiness on the part of the students—who will inevitably be leaders in the future—to consecrate themselves to unselfish service rather than to a low and unworthy self-serving. This applies particularly to the many phases of church work at home and abroad, where there is pressing need of trained workers. Many of our student Associations are so situated that they can undertake definite forms of social service. It was felt that such activities, directed and carried on by students, should be organized and developed as much as possible.

It will be seen that in any such discussion as the foregoing of the purpose of the student Associations, the question of the basis of membership is at once involved. Who are to be regarded as eligible for membership in a Student Christian Association? It was felt in the Committee that no barriers should be set up by the Association, except against insincerity and prejudice. If any student expresses himself as unalterably opposed to Christ and Christianity, he would have no desire to belong to a Christian organization and should not be eligible for membership in it. On the other hand, the possibility was recognized that some students who would not yet call themselves "Christian" were yet absolute-

ly sincere in their desire to "understand and test" the Christian way of life. As a matter of fact, many men during their student days pass through a process, at certain stages of which they are uncertain of many things which belong to Christianity. At such times they are most in need of the fellowship and help of our Christian fellow students. And surely they have a rightful place within a Movement composed of men who are all engaged in the same quest. This means no lowering of standards. Rather does it mean a substitution of earnestness and sincerity for a more or less formal acceptance of certain formulae.

The next question arose quite naturally from the foregoing, viz.: "Is our present organization adequate to the purpose expressed?" It was found that there was in almost all the colleges a feeling of dissatisfaction with the present activities of the Student Association, and a very general questioning as to whether the present form of organization was adapted to the end it should be seeking.

As a result of this fact and in order that this and other related matters should be fully discussed the Committee presented a number of resolutions, all of which were adopted at a meeting of the Canadian delegates on Saturday afternoon, January 3rd:

1. That copies of these statements of the purpose of the S.C.A.'s be sent out by the Canadian Student Movements to all Canadian S.C.A.'s with a request for an expression of opinion on them before April 30th, 1920.

2. That the various Canadian S. C. organizations be asked to consider whether the time has not now come to take steps for the organization of a distinctive Canadian Student Movement having regard to

(a) the fact of our growing national consciousness and the conviction which is shared by many students that the Student Y.W.C.A. and Y.M. C.A. are not a natural expression of the religious life of Canadian Students.

(b) the fact that our Canadian S.

C. Associations in practice, if not by constitution, do not accept the Y.M. C.A. basis of membership.

3. That adequate opportunity for the discussion of these matters be provided in the program of the Canadian Conferences, that such discussion be carried on as far as possible by students, commissioned to express the convictions of the institutions they represent, and that, if at all practicable, a representative Conference of Canadian students be assembled at as early a date as possible.

4. That meanwhile no obstacle be placed in the way of any association desiring to take such steps as it may deem advisable to adapt itself to the situation and needs of its own institution.

In many hearts there is a great hope that these developments point to a new day in the religious life of Canadian Students—that they express not only an earnest concern for the things of the Spirit and their application to life, but a determination that they shall find in our Canadian Colleges a vital and natural manifestation through a movement among the students themselves, a movement that is democratic and brotherly, broad and tolerant, and at the same time warmly enthusiastic. Such a movement would be of inestimable value to the students and Colleges. And it would furnish the Church with a striking force of consecrated manhood that would be a tremendous contribution to the Forward Movement which is now under way.

Canadian Delegates, Des Moines Convention

CALGARY

Calgary Normal School—Miss P. Clarke, Mr. W. T. Watts.

Camrose Lutheran College—Mr. P. Anderson, Mr. P. Stolle.

Camrose Normal School—Miss I. Beachler, Mr. R. Bruce.

Claresholm Agricultural College—Prof. O. McConkey, Mr. S. C. Brown.

Olds Agricultural College—Miss D. M. Harding.

University of Alberta—Miss B. D. Gardiner, Miss MacLean, Miss S. Me.

Lennan, Miss M. Simpson, Miss E. M. Steele, Miss J. Stewart, Miss A. Swanson, Prof. A. E. Ottewell, Mr. J. W. Bainbridge, Mr. S. Bainbridge, Mr. C. W. Banks, Mr. E. H. Buckingham, Mr. R. A. Cameron, Mr. R. H. Cleland, Mr. J. R. Davidson, Mr. T. M. Dyer, Mr. G. F. Hollingshead, Mr. J. L. Jackson, Mr. J. E. Kirk, Mr. R. H. Little, Mr. J. R. Love, Mr. A. D. McGillivray, Mr. J. McKelvey, Mr. D. R. Michener, Mr. C. R. Patterson, Mr. N. Ronning, Mr. G. H. Villet, Mr. W. Weese, Mr. W. Dobson, Student Secretary, Mr. C. Young.

B.C.

Mr. H. Evans, Mr. A. T. F. Holmes, Mr. F. B. Atkinson, Prof. O. J. Tood, Mr. H. Cassidy, Mr. W. Coates, Mr. Jas. Mitchell, Mr. Alex. Munroe, Miss D. Brenchley, Miss L. Coates, Miss J. Gilley, Miss M. Mounce, Pres. L. S. Klinck.

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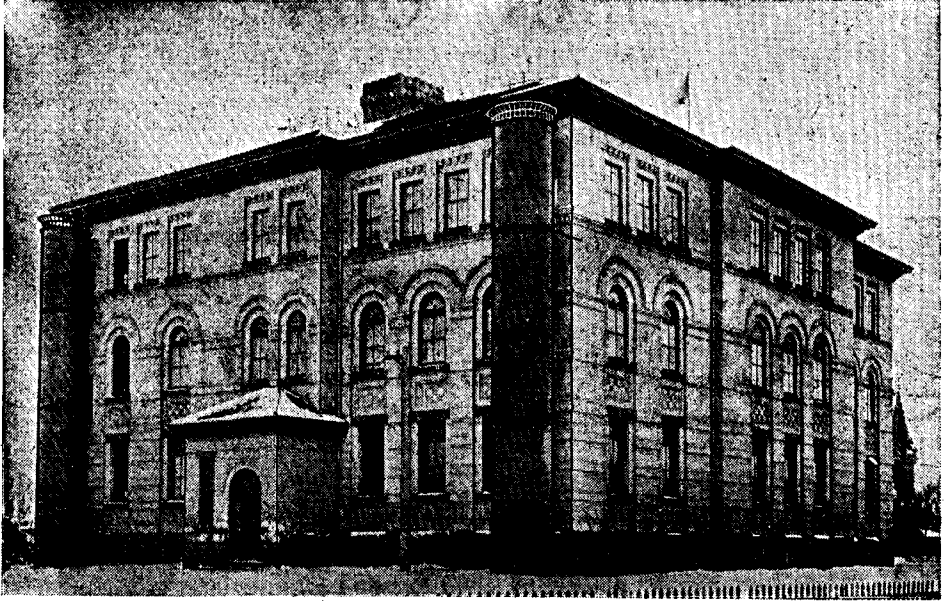
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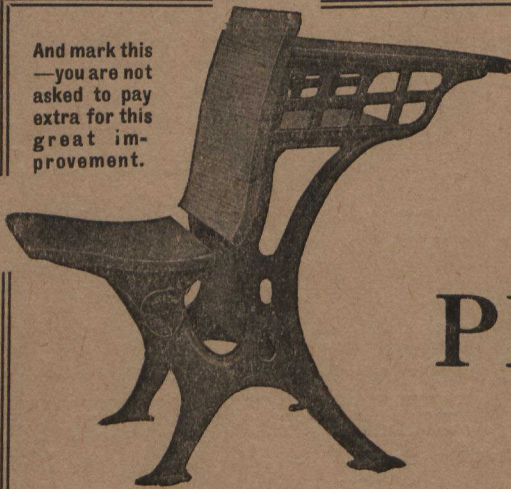
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