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The **WESTERN SCHOOL JOURNAL**

— INCORPORATING —

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

THE FLAG OF OLD ENGLAND

All hail to the day when the Britons came over
And planted their standard with sea-foam still wet,
Around and above us their spirits will hover,
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Beneath it the emblems they cherished are waving,
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The Shamrock and Thistle, the north winds are braving,
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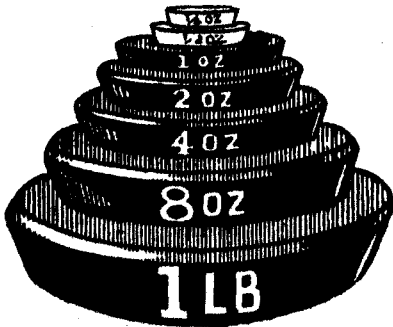
Winnipeg, Man.

March, 1917

Vol. XII—No. 3

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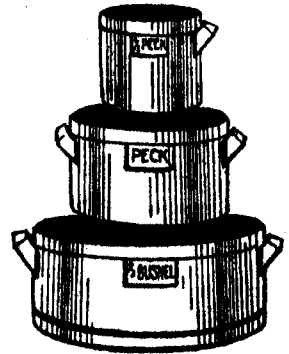
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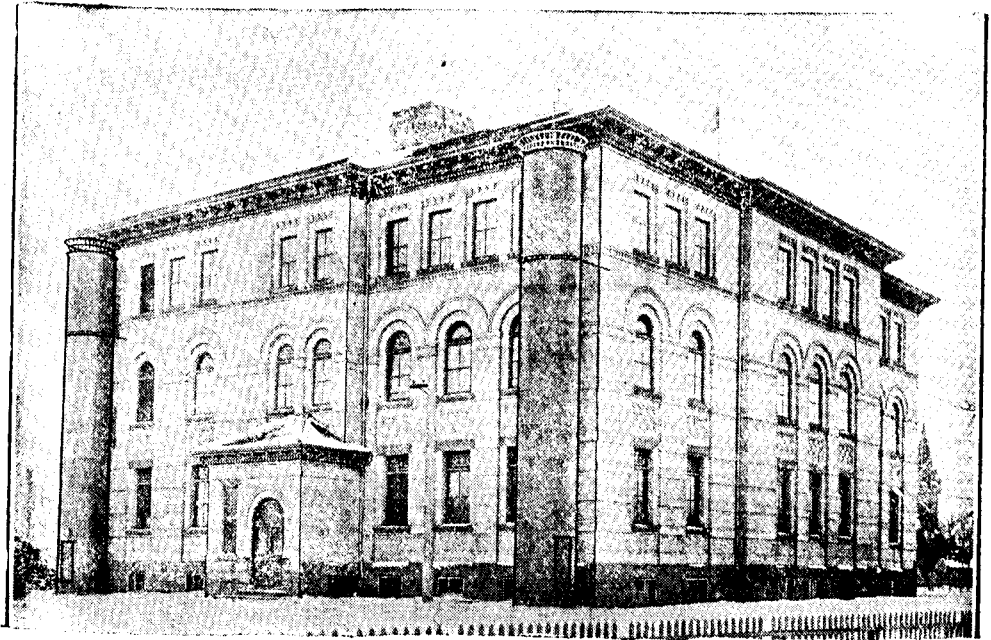
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The Western School Journal

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

VOL. XII

WINNIPEG, MARCH, 1917

No. 3

Editorial

Co-operation

The opinion is growing everywhere that the way to success and happiness is not the way of unrestrained individualism, but the way of friendly co-operation. As this is recognized, individuals and institutions appreciate more fully their duties and their limits of opportunity.

There has been a well-marked tendency during the last fifty years to throw more and more work upon the school. In the early days the schoolmaster was expected to teach merely the three R's and a modicum of useful knowledge. Now, owing to pressure of parents, churchmen, businessmen, and so-called citizens, the school programme has become an omnium gatherum, so that it is difficult to find anything which has not been advocated or actually attempted by someone.

It may be that the school, because of its organization and system, is able to do what it attempts a little more thoroughly than most other institutions. For this reason, no doubt, many people are anxious to use the school for the promotion of enterprises of various kinds. I suppose that in a city like Winnipeg there are fifty appeals a year which people would like to make through the children of the schools if they could only obtain the consent of a watchful school board. Fortunately, the board is watchful.

The best results are not to be secured by imposing upon an overworked organization the duties which rightly belong to other agencies. It is more in order for all the educational forces in a com-

munity to get together from time to time and to agree upon a method of co-operation.

A good illustration of such co-operation is found in the field of moral culture. Here the school may give definite ethical instruction, and may insist upon right behavior in class and on the playground. It may illustrate and demand right habits of speech, thought and action, but it cannot, in the same way as the church and the home, authoritatively set forth the religious sanctions for right conduct. In other words, the public school, as we have it, cannot teach religion as dogma, although it can illustrate religion as life. On the other hand, it can, through the teaching and practice of right conduct, do something that will be of great value for the home and the church, while the direct religious instruction given by these two institutions should in turn make it easier for the school to secure right behavior from the pupils. It is much better for the three institutions to co-operate in harmony, each working in its own field, than for any one of them to attempt that which is foreign to its real mission.

What is true of moral culture is equally true of physical culture. As public schools are organized at present, they cannot feed and clothe children, though in some districts that might be possible and almost necessary. Yet they can, through instruction and practice of hygiene, through regulation of play and physical exercises, and through medical supervision, do much to build up "strong bodies for our boys and girls." Here is where intelligent

co-operation is quite possible. Such co-operation necessitates conference, but it shuts out mutual interference. The home and the school must be free agents.

Carrying out this idea of free activity of independent forces, with conferences looking toward friendly co-operation, it is easy to see how the church and state may combine in the work of education. The guiding principle is that each shall do its appointed or self-selected work in its own way without let or hindrance from the other, while voluntary conferences may be had which will be of great value to both. So, too, will it be in denominational enterprise. Perfect freedom and co-operation are reconcilable, but there is danger in any union which interferes with the free play of individuality.

One of the hopes of the Western School Journal is that the conference idea will take hold of our people. Teachers can lead in this. Parents and teachers can help each other. The day school and the Sunday school can exchange ideas. Various denominations can compare notes as to modes of operation. The secondary school teachers and the teachers in the universities can meet in common session. Conference will develop insight and sympathy, and make for efficiency. So many bodies meet these days to pass resolutions and do nothing more, that it would be a great treat to see some bodies get together to do something without passing any resolutions.

Is It True ?

A gentleman said to me the other day, "I do not believe there is any body of people in the city so lacking in professional enthusiasm as the day school teachers. If there is any forward movement proposed they consider only how it will affect their own pocket or their own convenience. They do not think first of the welfare of the pupils. Clerks, Sunday school teachers and workmen of all kinds have their meetings in order to learn the latest and best in their line. Teachers do not appear to take any pains to continue

growing in knowledge and wisdom after they are once established in their positions."

This is a very serious charge. The very fact that the criticism came from a level-headed man, who is in a good position to know teachers and teaching, makes it all the more serious. Is it true? That, after all, is the question. And if there is any truth in it, what are we to do about it? If some are guilty, it is quite clear that the rest of the profession, in self-defense, must take up the matter. The Journal would like to have an expression of opinion on the point.

The University

The most important piece of school legislation that has been made effective in Manitoba is contained in the new University Amendment Act. By this Act the University becomes a State institution controlled by a board of Governors, elected by the Governor-in-Council. A great responsibility will rest upon this new board. It will have to initiate and carry through policies somewhat different from those advanced during the last thirty years. It required much determination and much wisdom to prepare a Bill such as the Minister of Education presented to the Legislature. He is to be congratulated on what he has accomplished for higher education.

The Journal will be only too glad to assist in any movement that will make the University more helpful to all the people. For after all, the University is measured by its helpfulness. It can help by providing general culture or by assisting men and women in the ordinary vocations. It can assist through the lecturing of professors, or through extension lectures and a correspondence course.

There is a general feeling that the teaching staff of the University is not as yet a very live factor in the life of the community. It is to be hoped that under the new order of things, the professors will have time to mingle with the people as well as with the students of the University.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

OATH OF ALLEGIANCE

The Advisory Board has passed a regulation requiring all teachers to take and subscribe the oath of allegiance and to file the same with the Secretary of

the Board not later than August 1st, A.D. 1917. Blank forms and instructions will be forwarded to the teachers as soon as the matter can be arranged.

PRIZE WINNERS

The following schools are the winners during last season in the Jehu corn-ripening contest:

1. Oakville School, Miss Davidson, teacher.
2. Killarney School, Mr. Pringle, teacher.
3. Elm Creek School, Mr. Corrigan, teacher.

The individual winners were:

1. George Blight, Oakville.
2. Blair Morrison, Oakville.
3. Harold Pringle, Killarney.

Oakville School won the silver cup donated by the Steele Briggs Co. This will be up for competition again this year.

The exhibits were exceptionally good, as last season was extra favorable for ripening corn. It is hoped that more schools will join the competition this year. Registered seed will be furnished the teacher of any school upon application to H. W. Watson, Department of Education, before April 1st. A packet with sufficient seed will be sent for each child entering the contest.

NOTICE TO FARM BOYS AND GIRLS

The Advisory Board has decided that boys in Grade VIII. or in Grade IX., whose parents are farming and whose services may be required upon the farm this spring, will receive their standing upon the recommendation of their teacher or teachers, provided they have

attended school regularly during the school year until Easter. This means that these boys must have entered upon their work at the beginning of the fall term last August. It will not apply to any who start to school late in the fall.

GRADE VIII. DRAWING, BOOK-KEEPING AND GEOMETRY

Teachers are again reminded that it is the daily work of the students in these subjects that must be forwarded to the examiners at the close of the examinations next June. It is reported to us that some teachers are having their pupils keep special books in which only the corrected work will appear. These teachers should understand from

our previous notice, and must understand from this notice, that books prepared in this way will not be accepted. We shall require the books containing the work done from day to day, showing the original mistakes of the pupils, their corrections, and their general progress in these subjects throughout the term.

NORMAL SCHOOL FEES

The Department of Education has adopted a new regulation governing the payment of fees in connection with the Normal School Courses. In future all applicants will remit their fees direct to the Department of Education.

Applicants for admission to the Third Class Normal sessions must forward the full fee of \$10.00 with their applications.

Applicants for admission to the Second Class Normal sessions will forward

a deposit of \$5.00 as usual, and must remit the balance (\$20.00) by a certain date, which will be fixed in connection with each session and stated in the letter of admission.

All who receive letters of admission and fail to attend the sessions for which the letters are issued will forfeit the moneys deposited.

In future all applications must be made upon special forms, which will be provided by the Department.

AGE OF ADMISSION TO THE NORMAL SCHOOL

At a meeting of the Advisory Board held on July 21st, 1916, a regulation was passed that after July 1st, 1917, no female student shall be admitted to the Normal School, either for Third Class or for Second Class professional training, who will not attain the full age of 18 years at least before the closing day of the session to which she is admitted.

This new regulation is qualified for the academic year 1917-18 by a provis-

ion giving the Department of Education power to admit, during that year, any female student who will be 17 years of age before the closing day of the session to which she is admitted, providing there be accommodation for any of these students after those students have been admitted who will be 18 years of age, as called for in the regulation.

This regulation covers the issuing of Grade XI. and Grade XII. or Entrance to Normal certificates.

GREEK AUTHORS

Teachers having students in Greek in Grade XI. are hereby advised that chapters 5 and 6 of Book II. of Xenophon's Anabasis are to be omitted from the

prescribed work in Greek Authors for the examinations in June and September.

FARM BOYS AND GIRLS IN GRADE X

Notice is hereby given that boys and girls residing on farms in Manitoba whose services may be required on those farms this Spring, will be promoted to Grade XI. at the beginning of the next school year on the following conditions:

1. That they have attended school regularly during the school year until Easter at least.

2. That they furnish evidence in July that they have been employed in house-

hold duties or in farming operations on the farms from the date of quitting school until June 30th.

3. That they will be required to pass the Grade X. examinations in Arithmetic and Grammar at the special examinations held in December next.

4. That the Principal of the school furnish a certificate that they have covered the Grade X. work satisfactorily and are worthy of promotion.

SPECIAL GRADE XI. EXAMINATION

If any students in Grade XI. are unable to write upon the regular examination in June because of their services being required on a farm, a special examination will be conducted for them in December next. This will allow them to review their work in the Fall

term after the close of harvest. These students will be required to furnish satisfactory evidence that they were prevented from taking the regular examination because of being engaged in work on a farm. This will apply to both men and women.

FIFTY YEARS SINCE CONFEDERATION

Those who set the examination papers in Canadian History this year have been asked to remember that it is just fifty years since Confederation, and to frame some of the questions with this thought

in mind. In this issue and subsequent issues of the Journal there may be found material which should be of assistance to teachers in dealing with this subject.

OATH OF ALLEGIANCE

The following regulations, just adopted by the Advisory Board, are of interest to teachers:

1. That no permanent license be granted to any teacher who is not a British subject by birth or naturalization.

2. That any applicant not a British subject by birth or naturalization, who presents evidence of scholarship and professional training equal to the standards required of teachers by the Board for permanent licenses, be granted only an interim certificate valid for not more than six months and renewable from time to time, but not for any period exceeding six months at one time.

3. That before such interim certificate be granted the applicant be required to take the following oath before a Judge of the County Court,

namely: "I, A. B., hereby swear that, while holding any office as teacher in the Public Schools of the Province of Manitoba, I will be faithful and bear true allegiance to His Majesty, King George V., his heirs and successors according to the law. So help me God."

4. That no interim certificate be extended beyond the date upon which the applicant has completed the necessary period of residence for naturalization.

5. That these regulations be applied to any teachers who are not British subjects and who, at this date, are teaching on interim certificates.

6. That all teachers now engaged in teaching in the Public Schools of the Province who are not British subjects, but who have been granted permanent licenses as teachers, be required to take the oath as set forth in clause 3 herein.

"Believe me, there is no study worth the teaching that is not practical at basis, and there is no practical study that has not its human interest and its humanizing influence—if only we go to some pains to search them out."—Craftsmanship in Teaching, Bagley.

"Education is the eternal process of superior adjustment of the physically and mentally developed, free, conscious human being to God as manifested in the intellectual, emotional, and volitional environment of man."—Horne, Philosophy of Education.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

PRESIDENT'S ADDRESS

Address by Mr. Wm. Iverach at annual convention of Trustees' Association of Miniota, Hamiota and Blanchard:

Gentlemen,—I have to take advantage of this the first opportunity I have had to thank you for the honor you did me in my absence a year ago to elect me as your president. I can assure you that I appreciate this very much, and have tried during the year that has just gone to serve you to the very best of my ability, and yet I have to confess that I feel, in a measure, to have failed and to have been unworthy of the confidence that you were so kind as to have placed in me, and when you come to the place of electing my successor this afternoon, I hope you will be able to select someone nearer the centre of our work and one that has fewer handicaps than I have myself. If our association is going to accomplish what is expected of it, our president must be a man with a good deal of time at his disposal, which he is willing to give freely to the children of our three municipalities, because we must quickly get rid of the idea that schools are for the ratepayers or the teachers. He should, also, be a man who is not loaded to the limit with other responsible public offices. If we are going to pose as a true democracy we must learn to distribute our public and semi-public offices more widely than we have been doing. There is no question in my mind but a president of this association can find full scope for all his spare energies. If we are going to make things go as they ought to, we should have no difficulty this afternoon in finding the right man, and we should have no difficulty in persuading him that it is a man's job.

Now, I take it that it is both the duty

and the privilege of the president of any organization on the occasion of its annual meeting to take two views of the situation, that is to look both backward and forward at the same time. When I do so I cannot do better than put my feelings into the words of Burns:

“But och! I backward cast my e'e
On prospects drear
And forward tho' I canna see
I quen and fear.”

Now, when we look back over the years since we first formed our local association and try to strike the balance between what we have accomplished and what we might have done, we have all to confess to a certain sense of failure. On the other hand, there is no question but the very existence of an association of this sort does a great deal towards keeping even the schools who do not send their trustees here in a measure up-to-date. They are all watching the association, and whether we recognize it or not we are certainly wielding a great silent influence over all the schools. We meet here and discuss sanitary heaters, drinking fountains, hot lunches, transportation, heating vans, maintaining discipline in them, and the very fact that we talk about them here makes others talk about them elsewhere. And so we go on, on the old principle, that in the multitude of counsellors there is wisdom. What looked to be almost unattainable in school matters 20 years ago, yes, even 10 years ago, is now accepted without question. Who would dream of hot lunches, public transportation, or teaching woodwork in our country schools 20 years ago, and who will say that we will not have a competent smooth-work-

ing system of municipal boards in operation in this province in the next 10 years? I will dare to say here, without fear of successful contradiction, that there is no part of our province riper for that experiment than the municipalities of Miniota, Hamiota and Blanchard. There is great possibility for advancement being made in school matters under a larger unit of administration, but, after hearing Mr. Henderson's address, we will be in a better position to discuss the subject and think about it.

In spite of our failures your executive has always tried, when we have a question before us in which we are vitally interested, to get someone who has had some personal experience in the practical working out of the problem under discussion. When Consolidation was a burning question, and in the experimental stage in the districts covered by our association, we brought Mr. Houston of Starbuck to speak to you. We had with us then parties who thought that because something worked at Starbuck it did not follow that it would here, but since then four schools have been added to the one in existence at that time. And some of them have trouble now in keeping their boundaries from being still further enlarged instead of striving for more territory. I could not say just how many small schools have gone out of existence in the forming of that four. But this I do know, that the majority of the people in those four districts could hardly be driven back to the old conditions. So now, when we have a still larger provincial question before us, we have brought Mr. Henderson of East Kildonan, another man of practical experience, who will address us on the question of Municipal School boards. This is one of the things we feel is coming. Like the wind storm and the rust it is coming from the south and the west and may upset some things for us, but that will be all right, because we will then be in a position to go on and build on a more substantial foundation.

While I say that we have as an association in a measure failed to do what

we might in the years gone by, this is what I mean: Either we are meeting at the wrong time of the year or our program has been too narrow to appeal to those who should have been interested. In the length of time we have been in existence as an association we should have been able to make the day of our convention the biggest winter day in Hamiota. But we foolishly limited ourselves to trustees and made no provision for the general public, a good many of whom were as much interested in school matters as we were. We did not have the right faith in the people, we did not think they would come out. We forgot they would come here and stay a week to curl.

We then once or twice tried a summer rally, only to fall down; but last year, after one or two postponements, we did at last make an attempt at Cardale, and in spite of rain and mud it was an unqualified success. I trust we will be able to repeat the experiment this time at some point in the west end of our constituency, either at Crandale, Isabella, Miniota or Beulah. There is not the slightest doubt but we will get just as hearty a welcome at any of those points as we got at Cardale last summer, and there was nothing left at Cardale to be desired. For a number of years we have been passing resolutions with regard to compulsory education, and we have elected a government which was pledged to give us a measure of direct legislation. For the last year the old government was in power we refrained from passing any resolution on that subject, taking the amendments to the Children's Act on trust that it might work out what we were wanting, viz., an increase in the attendance of children at school. Before we had very much chance to experiment with it the government changed and the new government changed that Act for the present School Attendance Act. One clause in that act says that any district may appoint its own school attendance officer, but that if an association like ours asks, the municipal council may appoint one. If we get the sanction of the Department of Education, the coun-

cil must do it. This question was before the meeting at Cardale, but that meeting took no action, partly on account of no trustees being present from the municipality of Hamiota, and as Hamiota is represented to-day I hope we will be able to take action. I may say that it was the intention of the government in increasing the grant that part of it would go to the school libraries, and part to pay the salary and expenses of this very necessary officer. We have asked for this law to be placed on the statute book for a number of years. It is now there, and there is something of the nature of a challenge along with it. Shall we accept it and give it a fair trial? If we find it has any weak spots we will then be in a position to ask for amendments.

Your member from Hamiota coined a very fine phrase in the legislature a short time ago, when he said the common school was the cathedral of the prairie. When we think of it that the great majority of our country children never get farther than the common school can put them, do you not think that it then behooves us to act as if we were not only trustees of the people's money, but also of the children's opportunities, and of their physical health, and consequently of their future happiness and efficiency? Imagine some of us living on for 40 or 50 years more and at the end of that time some of the children who are now going to school coming to us perhaps from some institution supported by the cold hand of charity, and who at the beginning of their school days were as bright and healthy as children could be, imagine them charging us up with a life of dependence, pain and misery, and telling us that the deformed spine was due to our neglect in not providing a fitting seat, that the years of pain, suffering and inefficiency was caused directly by our neglecting to have our schools properly heated on those cold winter mornings. Such children might very well tell us that we knew better. We might not have been so very sparing with our own money, but we were veritable cowards. We listened to the

croaking of the miser instead of to our own better natures, and the call of need from the helpless children. The miser croaked loudest and we listened and were afraid to act. Gentlemen, there is no public office under the sun in which a man is called on to play the man oftener than in the office of the school trustee. Do you remember the parable of the man who tried to shirk his responsibility by doing simply nothing? Yes, wickedness, slothfulness, and cowardice go together, and all have the same reward — outer darkness, weeping and gnashing of teeth.

The great majority of ratepayers after all do not begrudge the money for the upkeep of their schools. The croaker will croak anyway. If his school tax was one dollar he would want it to be fifty cents. But because he makes most noise we must not make the mistake of giving him most attention. The average ratepayer, whether he has children or not, respects and supports a board of efficient trustees and does not mind them spending his money if he feels it is being wisely spent. The world wants men who are not afraid to do things, and is putting them into office as fast as it can get them. Let us, then, not be afraid to go on and do our full duty to the children who are placed under our care. In a short time we will be gone and they will be the only thing we will leave behind us that will be worth money, and what they will be largely depends on what our attitude toward them is now. We can mould their minds so that they may become the slaves of wealth or, worse still, the slave of the lust for wealth. We can make them patriots, traitors or slaves. We can instil into them that fine manly desire for independence that characterized our forefathers, a trait which some of the co-operative ideas of modern times is doing a great deal to eliminate. But just allow me to make one more statement in closing. We are standing on the threshold of the year 1917. This year, whether it will see the close of the present war or not, does not require much of a prophet to say that it will

be the most momentous year in the world's history. There are two schools of thought engaged in a death struggle on the battlefields of Europe and on the high seas. By this day next year the doom of civilization will be sealed even if the war is not ended, and while

we must put all we possess into the struggle, let us not for one moment neglect or lose sight of our duty to our children. It is for them we are fighting. Without them as a nation we should soon cease to be.

WALLACE CONVENTION.

The fifth annual convention of the Archie and Wallace Trustees' Association took place in the assembly room, Elkhorn, on Tuesday, Feb. 13th. In the absence of the president, the meeting was called to order shortly after the advertised time by the vice-president, Mr. E. Bayne, who, in welcoming the representatives of the various districts, drew attention to the urgent need of renewed interest in the educational welfare of our children at this critical period in the history of the Empire. He emphasized the necessity of providing every facility in preparing them for their life's work.

After the adoption of the minutes and the secretary's statement, a letter from the Provincial Secretary was read and ordered tabled for the afternoon discussion.

Inspector Beveridge was then introduced. In opening his remarks, Mr. Beveridge expressed his regrets at his enforced absence from the last convention. He spoke of his work for the past year, and stated conditions were generally good and that this inspectorate was recognized as one of the best in the province. The chief points of a very interesting address were—the limited possibilities of a one-room school; the coming spelling contest; school libraries and selection of books; improvement of school grounds; boys' and girls' club, and the value of a course of domestic science and manual training.

An adjournment was then made for lunch.

On resuming business, representatives were asked to register so that a record of attendance would be available for reference.

The appointment of a resolutions

committee—Messrs. Gibson, Tinline and N. Caldwell—was the next order of business.

A profitable hour of discussion followed—the library, trustee meetings, school grounds, the district nurse, and other topics receiving a share of comment.

The address of the afternoon, by Mr. W. H. Bewell, was the next item on the programme, and its only fault was brevity. The interesting manner in which this speaker dealt with the proposed municipal school board, the financing of our high schools, the placing of monies derived from the sale of school lands in the hands of the provincial authorities, and other problems to be taken up at the provincial convention, provided a real treat to his audience.

The pupils of the High School were then announced as having a small matter to place before the trustees. This proved to be a most enjoyable cup of tea with sandwiches and cake, and afforded a ten minutes' relaxation from the day's business. Mr. Gibson voiced a hearty vote of thanks for this hospitality.

A report from the resolutions committee and the endorsement of several resolutions occupied but a short time, the final stage being elections of officers as follows:

President, E. E. Bayne, Virden; vice-president, J. Burchby, Joslin; secretary, C. W. Crosby, Elkhorn; executive, R. T. Nichol, E. English, J. Montgomery, T. Adair, K. T. Horn and John S. Swenson.

The attendance was not quite as large as in former years, the falling off being caused by the want of farm help,

many from the rural districts being detained on that account, but there was no depreciation of interest or enthusiasm, in fact, the convention from that standpoint was more than successful.

Principal Watts had most kindly arranged a concert for the evening so that visitors could be entertained until the arrival of their train. This was greatly appreciated, not only by the

delegates, but by a large number of our residents. The programme contained several new and clever features and showed that our pupils are gifted with more than ordinary talent—Miss I. Bergstrom, sketch artiste; Miss F. Linnell, play writer, and Miss A. Carscadden, elocutionist, were stars in a particularly bright programme, every number of which was most enjoyable.

DAUPHIN TRUSTEES' ASSOCIATION

The annual meeting of the Dauphin Trustees' Association was held in the assembly hall of the Whitmore school on Monday, February 12th. The attendance of trustees was not as large as might be expected. Still, practically every school district in the southern half of the rural municipality was represented, and what may have been lacking in numbers was made up in interest and enthusiasm.

After the usual reports had been read and adopted, Mr. William Iverach, of Isabella, president of the Provincial Association, delivered a most interesting and pleasing address. He spoke of the various activities of the trustees' organization, devoting the greater part of his remarks to the subject of Municipal School Boards, a subject which is receiving considerable attention in educational circles in this province at the present time.

Mr. Iverach, who, in addition to his position in the Trustees' Association, is, and has been for several years, a member of the advisory board, is a man of no ordinary ability, a clear and effective speaker, of broad interests and wide information, and genial and companionable withal.

His address was followed by a discussion on municipal boards, in which many of those present took part. Clearly, the subject had aroused their interest, and it is safe to say that we have not heard the last of it.

At this stage the proceedings were enlivened by a folk dance put on by the girls of grades VII and VIII, un-

der the direction of Mr. Henderson and Miss Winnifred Johnson, which was greatly appreciated.

Drs. Culbertson and Bewell then spoke on the question of public health, with particular reference to the public health nurse, and so convincing was their presentation that they carried their hearers with them completely. The opinion of the meeting on this subject was embodied in the following resolution:

Moved by H. McCorvie, and seconded by A. J. Henderson, and carried unanimously: "Resolved, that this meeting of the Dauphin Trustees' Association heartily endorses the proposal to engage a public health nurse for the town and rural municipality of Dauphin, and that the council of the rural municipality be urged to co-operate with the town council to that end."

Arrangements were made to have a deputation wait on the rural council on Friday, the 16th, to present the resolution, and almost all the rural trustees present signified their intention to be of the number.

A pointed address from Mr. R. M. McCaul, of the Bank of Commerce, on "Boys' and Girls' Clubs and Their Work," led up to what was in many respects the most interesting event of the afternoon, the spelling match. Some seventy or eighty youngsters of all sorts and sizes ranged themselves along three sides of the hall, and Mr. E. H. Walker, armed with a multiplicity of books and other paraphernalia, ranged himself in front of them. Each

side eyed the other grimly for a second or two, then Mr. Walker opened fire and the war of words began. After an hour of strenuous combat of varying success, Mr. Walker retired from the field. His place was taken by Mrs. Heaslip, who never fails in the hour of need.

Another hour went by—the gallant band of eighty was reduced to six, to four, to two, to one—Vina Boles—and the battle was won.

The winner is in grade VII, Whitmore school, a daughter of Mr. A. J. Boles, and comes in in the van every morning.

It is but fair to the teachers of the public school to say that the spelling of the scholars, many of them from the lower grades, was of a high order. All honor to Vina Boles who won from the field!

The final contests for Mr. Walker and Mr. Watson's inspectoral divisions will be held here on Tuesday next, the 20th. The winners in these contests will be sent to Winnipeg to compete in the provincial spelling match to take place in the Walker theatre on the afternoon of Thursday, March the 8th, the last day of the school trustees' convention.

RIVERS ASSOCIATION

The annual meeting of the Daly-Rivers Trustees' Association was held Feb. 1 in the town hall at Rivers. Owing to the extreme cold and the roads being in bad shape the delegates from the rural portions were unable to attend in force. However, there was, in spite of these drawbacks, a very useful and interesting meeting, and I am pleased to report the interest in school matters did not suffer, but was well sustained throughout the meeting. I attach to this copy of resolution passed by the meeting, which you will kindly bring before the meeting of the executive. Great credit is due Inspector Hatcher for his interest in the association and for the help given the officers in the carrying on of the work of the association. Mayor Jonason, in an interesting address, welcomed the delegates and pointed out the necessity of some arrangements being made whereby the children from the country attending the consolidated school at Rivers should be supplied with a hot meal during the winter months. It is to be hoped that

in the near future arrangements can be made in regard to this very important matter, which bears very largely on the health of these pupils. Before closing I should like to bear testimony to the untiring zeal in all matters relating to the advancement of the cause of education of our retiring president, J. W. Seater, to whom great credit is due for being instrumental in having organized the above association. The following are the officers for the ensuing year:

President—R. N. Dunsmore, Rivers P.O.

Vice-president—H. J. Varcoe, Pendennis P.O.

Secretary-treasurer—J. T. Bowman, Pendennis P.O.

The executive being composed of the chairman of each rural school in the above association.

The trustees of River School entertained the visiting delegates to lunch.

Yours truly,

J. T. BOWMAN.

“Those who would serve must be of the world, with red blood in their veins; they must know the world, its needs, and its problems; they must have largeness of vision, and the courage to do and to dare; and they must train the youth with whom they come in contact for useful and efficient action.”—
Changing Conceptions of Education, Cubberly.

Special Contributions

CHARACTER BUILDING

By W. A. McINTYRE

The First Law of Progress

No community will be prosperous unless each individual is helpful and unless all individuals co-operate in a friendly way. This is true of the family, the church, the local community, and the nation.

Individual Needs

Three things are necessary to an individual who would be helpful in his calling. He must have skill, knowledge and character. The skilled workman always has an advantage over the mere artisan. The skilled surgeon has thousands of patients, while the butcher has few. So it is in every calling. And skill is perfected in knowledge. Some boys in a saw factory in one of the towns of Massachusetts spent every second week in school, learning about heat and forging and tempering of steel, and about machines and the modes of caring for them. They had lessons in physics, mechanics and mathematics bearing on their work. These boys led all others in the shops because they were intelligent workmen. Cases of the kind could be multiplied. The third element, character, is more important still. One of the best shoemakers in this city in the early days, though he had knowledge and skill, failed because he lacked sobriety and steadfastness. Farmers are failing in many cases not because they lack knowledge or skill, but because they lack habits of thrift, economy or system. Many a statesman fails not because he is ignorant of duty, but because he lacks moral character. The chief reason why our Canadian soldiers excel is not because they have better guns than others, but because they have moral qualities necessary to success. These moral qualities are courage, tenacity, initiative and the like.

Social Need

Two things are necessary to individuals if they would live together in a friendly way. They must understand and sympathize with each other, and plan for co-operative action. In the olden days a man did many things. Now he is a specialist. Therefore he is narrow in his range of interests, and, consequently, he is out of sympathy with his fellows. To make up for this he must visit those engaged in other callings, must, through reading and conversation, broaden his view of life.

Character Supreme

For the individual in the discharge of duty the most necessary qualifications are courage, industry, honesty and kindred virtues. For the individual as a member of society the most essential virtues are sympathy, kindness and readiness to co-operate.

The Well-rounded Character

Now a soul is a unity. There are physical, intellectual and social correlations to moral excellence. The whole truth has been expressed in that short verse in the gospel of Luke: "And Jesus increased in **wisdom** and **stature** and in favor with **God** and **man**." Here we have an ideal for every growing boy and girl. It is better to have manly bearing than to be a slouch; better to have intellectual furnishing than to be empty-headed and ignorant; better to have spiritual quickening than to be morally depraved; better to have power of mingling freely with one's fellows than to be self-centred or anti-social. The duty of the leader of boys is to aim at all-round development. There must be no mere physical freaks, no mere book-worms, no timorous effeminate, no sissys, and no precocious theologians. Boys should have good

red blood in their veins. They should be distinctly human.

Now, speaking to scout masters, I should like to point out their opportunity in this matter, for they have special opportunities in some fields. They may, indeed, in some ways, accomplish more than parents, or school teachers, or leaders in Sunday school, provided only that they are men of the right stamp and wise in their ways of working.

Physical Culture

First of all, they have opportunities in body-building, for there is a training in the free open air that cannot be given in close rooms and gymnasiums. There is something in roaming in the woods, building campfires, manning boats and fording streams that cannot be paralleled in any system of physical exercises. Then there is a first-class opportunity for giving the necessary information concerning the body—information that every boy should have. And, right here, let me say that in my opinion there is some information a boy should not receive from scout masters, more especially in open meetings. Some things are sacred. One boy should not even guess that another boy has been spoken to. In many cases innate modesty is a surer preventive than sermons or explanations from those who are acting merely as foster-parents. In all training and in all instruction in hygiene and physiology everything can be done in such a way as to ensure the development of right character. Manliness, frankness, fairness, modesty and courage can all be emphasized. Indeed, the moral by-product in physical education is of more value than the training itself.

Intellectual Culture

The opportunities of scout masters in intellectual education are no less pronounced. Training of intellect means always three things—training of the receptive powers, the reflective powers, and the powers of expression. The avenues of impression are chiefly three—observation, listening, reading. Surely, in scouting there is an opportunity

to develop power to see, to hear, to recognize by taste, smell and touch. Schools take up nature study in a more or less formal way. Scouts in their rambles may carry on the study in a real way. In making shafts, in building fires, in making collections of curios, in studying birds, flowers and insects, in all forms of wood-craft there is a training in alertness and in intelligence that is not equalled in the home or the school. And in the regular drill and campfire gatherings there is an opportunity to develop the power of listening, while it is easy to direct and supervise reading, since boys are always willing to read about matters in which they are interested. Here, again, let it be said that everything depends upon the leader. If he is nature-blind and deaf, or if he is lacking in power of discipline, or if he is ignorant of books, and perceives no beauty in the trees and sky, he had better yield his place to another.

It is easy, too, for a scout master to develop in the members of his troop power to think or reflect. Sometimes we fear the boys, under the direction of their teachers, aim at learning certain tricks, at acquiring certain powers over materials, rather than at the development of real mental power. After all, it is not seeing and hearing that count, but the amount of thinking that accompanies the seeing and hearing. The mind reveals more than the senses disclose. A scout leader who is a good questioner and who is rich in suggestion will set both mind and senses in operation.

In the development of intellectual power the chief opportunity of the teacher is in the field of expression. Here reference is made to the whole field of manual work, handicraft, wood-craft, and sports. What a training in the use of the jack-knife, in making of flies for fishing, in constructing boats, in arranging for a camping expedition! If it is true that the mind develops through its own activity, then, surely, there is an open opportunity for boy leaders in the organized activities of the boy scouts. There is always the possi-

bility that boys may become badge-hogs, and that expression will take useless forms. Here, again, the importance of good leadership is evident.

It would not do to close this section without saying that the moral by-product in intellectual education is more important than the intellectual product itself. Do boys report honestly what they have seen and heard? Do they read with open mind and pure heart? Do they listen for the true, the beautiful and the good? Do they express themselves with precision, with fairness and without unnecessary delay? It is the moral accompaniment to intellectual activity that is of supreme value.

Religious Culture

Turning now to the third form of development—the religious—it is quite easy to see that scout masters have a magnificent opportunity. They may not, indeed, always be able to give Bible instruction with the authority of Sunday school teachers and parents, but they should always honor the Book, and in person should be acquainted with it, both as literature and as a compendium of moral and religious truths. But it is chiefly through the life that religious impressions are conveyed. It is in this connection that we can urge that no one should be appointed to the honorable office of leader of a troop whose life is not pure, whose manners are not beyond reproach, whose speech is not clean and well chosen, and whose actions are not just and honest. The whole success or failure of the boy scout movement depends upon the leadership. A badly conducted organization is the most irreligious thing in the world, no matter how much time is spent on formal religious exercises. A well-conducted organization under

ideal leadership may develop a highly religious life in the members even if little is said in a formal way about creeds or dogmas. And so, once again, the whole value of the work depends upon the leadership.

Social Culture

It is scarcely necessary to apply the thought of this paper to the last form of education. Man is essentially a social animal. His supreme duty is service to his fellows, since service to God and service to one's neighbor are identical or, at least, parallel. The scout master who would develop the social life in his boys will not only make much of visitation and of social gatherings, but will give such instruction as will develop a friendly attitude to all work and workers. Unless the boy scout organization develops a kindly, friendly feeling to all men it will have failed in its mission. Nor must instruction end in kindly feeling. The supreme test of worth is conduct. Scouts, as well as others, are tested by their deeds. The vows of the order put behavior in the first place. A good manner, a kindly disposition, a kindly, helpful nature are better than an array of badges. Service is everything. And here, as elsewhere, all depends upon the personality of the leader. It is not uniform and swagger that count, but real worth.

Co-operation

The scouts are only one of the agencies in education. They are not the most important agency. Yet they have a great mission to perform. Let them join hands with home, school and church without ill-feeling and with good-will to the end, that the lives of youths may be bettered and the true interests of the nation advanced.

TREES AND SHRUBS FOR SCHOOL GROUNDS.

By H. W. WATSON.

On the grounds of the vast majority of schools in Manitoba there is but little in the nature of trees or shrubs that is worth being preserved from an

ornamental point of view. There is, however, some material on some grounds that may be utilized if transplanted to a more suitable position. It

is very necessary that trustees, teachers and pupils should unite in a continuous effort to improve all school grounds by planting permanent material such as trees and shrubs. Our prairie provinces are decidedly lacking in such beauty spots, and unless something is done towards re-planting will, as time goes on, become more and more monotonous in their landscape. A plan for continuous planting should be made out and followed from year to year. Pupils passing through the school will from year to year learn how to plant, what to plant; will go home and plant, and when they have homes of their own will continue planting. There are two main objects in planting trees and shrubs on school grounds:

(1) Improvement for an educational purpose, as many varieties as possible of a suitable character should be used.

(2) Improvement from an esthetic standpoint; varieties chosen should be arranged to harmonize and produce beauty.

Preparation of Soil—Thoroughly cultivate a strip of ground about six feet wide and to a depth of eight to ten inches to make the soil loose and porous. A crop of potatoes or other hoed crop is an excellent preparation; failing this a good deep summer-fallow does well. Plough deeply in the fall, but not in the spring.

Keep the surface well cultivated for the first two or three years, a hoed crop among the trees serves the purpose well.

Planting—Transplant trees as early in the spring as possible and before they begin to leaf out; evergreens should be moved about the end of May or early June. Place the trees when young about ten feet apart in the row so that when larger each alternate one may be removed to leave room for the permanent ones; or better still alternate the higher growing trees with native spruce or shrubbery.

Select small trees, deciduous trees about six to eight feet high and evergreens two to three feet high.

Obtain the trees from the same local-

ity, and growing under similar conditions.

In raising a tree for transplanting, cut only the larger roots, retaining the smaller, feeding roots with as much soil as possible adhering to them.

It is well to wrap the roots with a wet sack, and if the trees are to be kept long before planting, the roots should be covered with manure, litter or moist hay to keep out the sun and wind.

Prepare a hole deeper than that from which the tree came and wide enough to allow the roots to be fully spread out.

Place the tree in the centre of the hole and while holding it erect with one hand, spread out the roots with the other hand and place around and over them a liberal supply of the finest top soil with a fair mixture of well rotted manure.

Firm the soil about the roots and if it is fairly dry, pour in about a pailful of water. Fill in the rest of the soil, tramping it at the same time with the heel of the boot; trees must be planted firmly.

Leave the surface as fine as possible and throw a small quantity of mulch about the tree. If the tree is rather branching, trim off some of the top to suit the weakened condition of the root, but only take off the lower, longer branches, leaving the upper, younger and more vigorous shoots.

Selection of Suitable Trees.

Heavy Clay—Manitoba Maple, Green Ash, Elm, Cottonwood, Willow, Larch, Scotch Pine, Basswood.

Moist Loam—Manitoba Maple, Green Ash, Elm, Cottonwood, Willow, Larch, Scotch Pine, Jack Pine, Birch, White Spruce.

Dry Loam—Manitoba Maple, Russian Poplar, Scotch Pine, Jack Pine, White Spruce.

Sand or Gravel—Russian Poplar, Scotch Pine, Jack Pine, White Spruce.

Low Wet Land—Ash, Elm, Cottonwood, Willow, Larch, Black Spruce.

Wind Breaks.

Cultivate thoroughly a strip of land on the north and west sides of the grounds, not less than twelve feet wide and to a depth of eight to ten inches; this should be done during the summer previous to planting.

Use seedlings about two or three years old of Manitoba Maple and Native Ash, or cuttings of Cottonwood, Russian Poplar, Golden and Acute Leaf Willow.

Planting the Seedlings.

The seedlings should be planted four feet apart in rows. The rows should be four feet apart. The seedlings in each succeeding row should alternate with those of the preceding row. Constant surface cultivation is necessary for two years, and a hoed crop serves this purpose best.

Plant all seedlings or trees an inch or two deeper than they originally were growing.

Be careful to prevent the roots being exposed to the sun or wind before planting; it is well to carry them while planting in a pail half-filled with muddy water. The best time to plant is on a dull, cloudy day or in the evening.

Seedlings or cuttings may be planted easily with a spade. Thrust the spade down full depth at an angle of 45 degrees. Straighten the spade and place the cutting in the opening behind it. Jerk out the spade and tramp the loose soil firmly about the cutting. After the seedlings are planted level the soil carefully and make the surface very fine; it is well to scatter fine straw or litter over the surface of the soil to a depth of two inches to preserve the moisture. This is not recommended where frequent cultivation is possible. Cultivation or loosening of the surface soil may follow about a day after a heavy rainfall.

If gaps should occur in the plantation through failure of any trees to grow, these should be filled in as soon as possible.

No pruning is necessary in a wind

break and thinning will not be required for fifteen or twenty years.

A nursery may easily be carried on at the school by procuring seeds of Maple, Elm, Ash, Basswood, etc., planting them in rows and afterwards transplanting the seedlings when two or three years old into the permanent locality.

How to Plant Cuttings.

1. Cuttings must never be allowed to dry out.

2. It is advisable to soak them in water for one or two days immediately before planting.

3. The soil for planting must be mellow and contain plenty of moisture.

4. Most failures result from too shallow planting—never allow more than an inch or an inch and a half to project above ground.

5. Cuttings should be planted on a slant.

6. Set the cuttings with buds pointing upwards.

7. The soil must be well firmed and in close contact with the whole of the portion below ground. Very frequently when the hole is made with too large a stick or dibble, the soil, when tamped, closes round the neck of the cutting, but the lower part is left in a kind of pocket. As a consequence the cutting dries out and fails to root.

8. In fairly loose soil a hole may be made with a dibble or suitable stick, but the hole must not be much larger than the diameter of the cutting. Perhaps the best results will follow the use of a spade. The spade is thrust into the ground in a slanting direction, the handle lifted and the cutting put in under the spade, which is then drawn out, allowing the soil to fall back into place. The soil must then be firmly tramped.

9. Never push the cutting into the soil without first making a hole.

Directions for Making Cuttings

Varieties Easily Propagated by Cuttings—Willows, Russian Poplars, Cottonwood, and Black Poplar or Balm of Gilead.

Time to Take Cuttings—The wood must be well matured and cuttings may be made at any time in the fall after the leaves have dropped, or in the spring before the spring growth commences. Cuttings made in the fall should be tied in bundles of from 10 to 25 cuttings in each one and then buried at once in moist but well-drained soil, where they may remain till ready for planting in the spring. Cuttings taken in the spring will probably give the best results, and we would advise making them at that time when stock can be obtained in the vicinity.

Material—The best cuttings are made from well matured shoots of the previous season's growth. Care should be exercised to discard any shoots that may have been injured by frost. Cuttings are generally made from 8 to 12 inches long from shoots one-quarter to three-quarters of an inch in diameter, though larger and even smaller shoots will root under proper conditions.

Care must be taken never to allow cuttings to dry out once they are made, before being planted.

Shade Trees

Elm—When suitable to the locality the native Elm is the best tree for shade purposes. It has wide, spreading branches with dark green foliage, and is not subject to insect pests to any great extent. It is rather slower of growth than most other varieties, but lives longer and retains its beauty better in age.

Green Ash—This tree has a greater range than the Elm, and of more rapid growth. It grows more erect and hence is not so good for shade purposes. It has beautiful pinnate leaves of a dark green color.

Maple—The Ontario Soft Maple is a beautiful shade tree, and is becoming acclimatized to Manitoba. It will do well in loamy soil in sheltered localities. Seedlings grown from seed ripened in Manitoba will be perfectly hardy. The Manitoba Maple will grow rapidly almost anywhere; but it soon becomes old and ugly in appearance. It may

serve its purpose when mixed with slower-growing, longer-lived varieties, to be cut out in later years.

Basswood—This tree has a limited range in Manitoba. It has a round, bushy top, and, with its large, light green leaves and its showy flowers and fruit, furnishes a beautiful contrast to other varieties.

Cottonwood—It grows rapidly to a tall and stately form; it does well in heavy, wet soils, but soon begins to show its age.

Birch—This tree has not a very wide range. Owing to its different bark and leaves, its slender form furnishes variety in a collection.

Shrubs—Native.

Wild Plum, 6 to 10 feet—It has dark green leaves, and large masses of pinkish white blossoms early in spring.

Hawthorn, 6 to 10 feet—Its bark and leaves are darker than the plum, has beautiful white flowers and bright red fruit. It also possesses distinct spines on its branches.

Choke Cherry, 10 to 15 feet—Its foliage is of a bright green, and its masses of creamy white blossoms appear early and rapidly develop into bunches of small brown fruits.

High Bush Cranberry, 5 to 8 feet—It is particularly beautiful owing to its masses of snowy blossoms and yellowish red fruit.

Red Dogwood, 4 to 8 feet—With its red bark, reddish tinged leaves, large masses of creamy white blossoms, and white berry-like fruits, it is ever an attractive shrub in any collection.

Saskatoon, 4 to 8 feet—Its foliage of light green in spring turns to a darker blue-green in the fall. It has beautiful umbels of snowy white flowers which later develop into clusters of red, edible berries

Mountain Ash, 8 to 12 feet—Its beautiful pinnate leaves, flat masses of white flowers and clusters of scarlet berries make this shrub a very ornamental one.

Wolf Willow, 3 to 5 feet—It is a beautiful shrub with silvery foliage, small yellow flowers which develop into

silvery colored berries. These features make it serve as a variety in the collection.

Shrubby *Potentilla*, 1 to 3 feet—This makes a good shrub for border or foreground. It is thick and massy in appearance, and bears masses of bright yellow blossoms.

Shrubs—Nursery.

Lilac, 4 to 8 feet—This is a popular shrub on account of its rich, dark green leaves, which are very persistent in the fall, and its great variety in color of bloom. It blooms early.

Tartarian Honeysuckle, 6 to 10 feet—It has a wealth of pink or red blossoms later in spring, which change to bright red or pinkish berries in the late summer. It serves well as a background or in an individual position.

Caragana, 6 to 12 feet—If permitted will readily grow the erect form, is very hardy, possesses delicate pinnate leaves and bright yellow pea-like blossoms in early spring. It is much used for hedges.

Siberian Crab, 8 to 10 feet—It has bright green foliage and large pinkish-white blossoms, which later develop into yellowish fruits.

Spiraea (Van Houttei), 1 to 3 feet—This shrub has a spreading bushy effect, and serves well in the foreground. It has a profusion of small white flowers in masses.

Willows, red, golden, laurel-leaved, 8 to 20 feet—Owing to their height and rapid growth these serve well in the corners or on the outside of the borders. Being different in shape and color of leaves and color of bark from most deciduous trees, they afford a pleasing variety to the collection.

Shrubs for Hedges.

Lilac—The leaves appear early in spring and remain longer in the fall than those of most shrubs. A hedge of such variety will soon become very thick owing to the number of suckers that spring from the roots.

Honeysuckle—This shrub has a tendency to become dense and shrubby when clipped back.

Caragana—Clipping back this shrub causes it to thicken with leaves considerably. The chief objection to it is that its leaves fall early and leave naked stems.

Artemesia (Old Man)—This becomes very dense and is of a rich dark green color. It should be cut back near to the ground each spring.

Wolf Berry—This native shrub will serve well for a low hedge if regularly clipped back and kept in shape.

Wild Rose—With some attention a very fair hedge may be made of this common shrub. It should not be clipped too closely, and the old stems should be cut out each spring.

Perennial Climbers.

Virginia Creeper (Woodbine)—This grows readily from roots or stem cuttings, and is extremely hardy in any location. It produces a thick mass of large, dark green, palmate leaves, which turn to a brilliant reddish tinge after the first frosts of the fall.

Wild Honeysuckle—This affords a good example of conviate leaves. Its leaves are quite large and of a glaucous-green color. It produces large yellow blossoms which afterwards change to a creamy white color. It may be transplanted readily from the copses in early spring.

PRACTICAL AGRICULTURE IN SCHOOLS.

In Grade VIII, agriculture is taught through the use of a text book. The results are not altogether satisfactory, especially with girls in the cities and towns—girls who have never had any farm experience. It is a question

whether the study can be of very much practical use to such students. It will certainly not have much value unless it is carried on by way of demonstration and experiment.

A short time ago I saw a class hav-

ing a lesson on fertilizers. They were learning all the chemical terms and were apparently wise, but in reality they were no wiser than when they began their study. They would not know phosphate or lime, and they had never observed the making of oxygen, nitrogen or carbon dioxide, and never studied the qualities of these. In another room the teacher had the pupils gather some soil from the sewers, and then they had treated some of this same soil with fertilizers. They planted grain in the soil that was treated and also in the soil that was not so treated. The contrast in the growth was so striking that the curiosity of the students was aroused and they turned willingly to the chapter on fertilization. They were not satisfied till they had made further tests and until they had made actual inquiries from gardeners or farmers.

This idea of experimentation or observation can be applied in a broad way. The study of agriculture should always begin in the garden, or in the laboratory. Practical work should precede text book study. Among such exercises are the following:

1. Testing grains—What is a good grain? Is a frost touched grain good for seeding? Should the seed of rusted wheat be sown? How much moisture is good for growing grain? How much light? Do all grains require similar soil? How long does it take for each

kind to germinate? To ripen? Write life history of a growing stalk? When does grain lose its germinating power? (In the Normal School an experiment was made with about 30 different kinds of grain that had been bottled for 25 years or more. Not a single grain germinated.) How many grains out of one hundred might be expected to grow? How much space will the plant require? At this rate how much seed will be required per acre? etc.

2. Vegetable growth — Grow from seeds, from cuttings, from bulbs. Note relation of growth to soil, light, moisture. Note the results in gardens around town. What is the effect of hilling potatoes? What pests are found on vegetables? How may they be removed? If not removed, what harm may they do?

3. Animals—Which cow at home is the best milker? How do you measure the value of the milk? What is the value of a cow's milk for a week and for a season? How long will milk keep before it sours? What will help to make it sour? Put cream in a bottle and shake. Under what conditions will butter come most readily? etc.

The Journal would be exceedingly grateful to any teacher of Grade VIII. or to anyone else who would write out a fairly complete series of exercises to cover the whole field of agricultural teaching.

VALUE OF CONVENTIONS

F. W. NEALE, Douglas, Man.

They say to laugh outwardly is good for the person and to laugh inwardly bodes ill for some other, yet how much is one caused to laugh, and inwardly at that, at some Teachers' Conventions. I put the word "Teachers" in parenthesis as unless it was publicly announced both by handbills and press notices no one attending could, with the utmost stretch of imagination, think that all those who attended were teachers. Unfortunately, teachers, like poets, are born and not made, and even those

turned out under the present system of education cannot honestly be termed teachers. I, personally, although of this category, do not for a moment imagine that I am a teacher. Truly I try to instruct. But to get back to the laughable (or should I say lamentable) state of the conventions, I recollect being at one where a fully expounded treatise upon the process of penmanship as taught, or rather as it should be taught, in the schools of this Province, was given. After much explanation

and considerable time of some 300 teachers had been occupied and everyone being as wise as before the commencement, the discussion upon the subject was desired, and one timid individual (for who dare gainsay what is stated from the platform of a teachers' convention) asked in a very nervous way what the demonstrator would do in the case of a child desiring, attempting or persisting in writing with the left hand. This was certainly an unlooked for position, but the timid inquirer was squashed with the statement, "Compel it to use its right hand because in business and in after life left hand writing was and looked so awkward." Ye gods and little fishes, was ever greater wrong done to the rising manhood or girlhood of Canada, that such a statement be allowed to go out broadcast throughout the teaching division represented by that convention. I own I was there, but so heart-sick at the insufferable twaddle that may pass amongst the young and unsophisticated as true, but which in actual life rings wrong, that I let it go knowing that from pure futility to stem the tide I would rather pull out of the said teaching profession as soon as my term was ended. No greater sin was ever perpetrated upon any child if it be forced to use the right hand when the Almighty in His wisdom designed that it should use the left hand. Some of the greatest people the world has ever known have been left handed—the man who invented the common wheel bar-

row; Queen Victoria; and numerous others. Scientifically, it is known that one side of the brain is larger than the other half in a newly-born child, and that the left half controls the right side, and vice versa. Why, therefore, should we, as teachers, follow a statement made by one of our own species when it is against all reason and medical knowledge, trying in our puny way to destroy that which God has given the child that it shall look well in after life forsooth when it writes in a ledger or enters a folio number. Bah! Oh, yes. Model the rising child on cast-iron lines. Railroad them through the education, measure the size of their heads and say they are this type or that type, fit for such and such work only, in the same way that they measure composition and writing on the American plan. Truly this diatribe of mine might upon the above principle be classed as valueless, both as regards writing and composition, but it will have been written with the good intent of saving the left-handed child from a wicked imposition, and likewise calling to the attention of the authorities that give these "reading and speaking parts at the various conventions" to the fact that if they give such a "part" away, then the recipient of the honor shall know what they are talking about and not commit a wanton and wicked penalty upon the girls and boys by making statements contrary to intelligence, physiology and the massed evidence of the medical world.

The Forces That Educate

"The centre and source of a people's moral strength is the home. It is in the serene quiet of the home-life that are organized the forces that lift society upwards in the way of righteousness and peace. If the home is the scene of peace and joy and holy living, the young have the best possible endowment for serving their generation effectively. It is in private, not public, life that the saving virtues are nurtured. It is under the shelter of the roof-tree and around the family fireside that are formed the patriot and the Christian soldier. It is sometimes necessary to fight, as Aristotle declares, but all to the end that we may have peace. The ideal state to which Christianity is striving is that of peace and goodwill to men. 'The fruits of righteousness are sown in peace of them that make peace.'"—The Education of Teachers, Payne.

Study of Confederation

STORY OF CONFEDERATION

It is not possible for the Journal to outline lesson by lesson what teachers might do in conducting the proposed series of talks on Confederation, but room will be found for the publication of some useful material, and hints will be given for its use.

Lesson I.

This may cover four or more talks. The purpose is to sketch the history of the four provinces from 1760 up to the movement which ended in Confederation. The following suggestion may have value: :

1. Draw a map of Canada at the time of the conquest, marking in names of districts and chief towns. As the story proceeds add names that may arise in the course of the discussion.

2. Give a quick review of early constitutional changes. —Military rule, Quebec Act, Constitutional Act. Use diagrams or tables to show mode of government, for example, to show how under the act of 1791 the principle of responsible government was absent.

3. Trace the history in Upper and Lower Canada, showing how the agitation for responsible government began and grew. This will naturally lead to a brief account of the Rebellion of 1837 and a statement of the events leading up to the Union of 1841.

4. Sketch the events leading up to Confederation.

5. The arguments and some chief speakers.

The following cuttings will be of value:

a. **Military Rule, 1760-1774.**

As soon as the articles of surrender were signed at Montreal, in 1760, General Amherst, as the commander of the English army, became Governor-General of Canada. He divided the country into the three districts of Que-

bec, Three Rivers and Montreal. General Murray was appointed to Quebec, and given the duties of Lieutenant-Governor over Canada; Colonel Burton was appointed to Three Rivers, and General Gage to Montreal. Each of these was assisted by a council composed of military officers, which decided all cases brought before it, subject to the approval of the Lieutenant-Governor. This form of Government, which is called military rule, lasted from 1760 to 1774. It is not always the most pleasant to a people, but, at this time, it was the best that could be given to Canada. The French Canadians were not unhappy under it, for they had never had a voice as to how they should be governed, and had always been obliged to do as their own governors or intendants bade them. Besides, the English brought money with them and paid for what they got, whereas, during the years of the late wars, the Intendant Bigot paid them only in paper money, which the French Court afterwards refused to honor. This difference of treatment by France and England had a great effect in leading the French Canadians to prefer English rule.

2. In 1763 the form of law and the courts which are so much prized in England were introduced into Canada; but the change was not agreeable, for the French could not understand either the language or the justice of English law. General Murray strove to make its operation as mild as possible, yet there were many complaints.

b. **Quebec Act, 1774-1791.**

It permitted the French Canadians to hold office in the colony. In addition to the Custom of Paris, the English law regarding criminals was to be enforced. The Governor was to appoint a council of not less than seventeen nor more than twenty-three members, to be com-

posed of both French and English colonists. These were to have the power to make any necessary laws, subject, however, to the approval of the sovereign of England.

While this Act pleased the French, it displeased the English settlers, who had begun to pour into Canada. In the Ohio valley the feeling was very stubborn against it, for there was a population of twenty thousand English in that region, and to them the "Quebec Act" was unjust. But along the St. Lawrence the French were by far the most numerous, and it had become a very important matter that they should be contented just at that time.

e. **Constitutional Act of 1791.**

Each province was to have a governor of its own, and a Parliament consisting of two Houses, namely, an Assembly elected by the people as now, and a Legislative Council whose members were to be selected by the Governor from the older and more wealthy men of the province. Moreover, the Governor was to select an Executive Council composed of a few men, to advise him especially. All laws and ordinances made under the Quebec Act were to remain in force until altered by the new parliaments. The tenure of land in Lower Canada was to be fixed by its local Legislature, while in Upper Canada, where the colonists were mostly of British origin, all lands were to be held by "freehold tenure."

d. **Upper Canada, 1791-1815.**

The House of Assembly consisted of sixteen members, the Legislative Council of seven, while the Executive Council was composed of five members, appointed to advise and aid the Governor. The plain, honest men who formed this primitive parliament went to work in making laws to govern the country as earnestly as they did in chopping its forests and clearing the land. They wasted no time in useless debate, and two months before the Parliament of Lower Canada had met, they had finished their work of law making, and had returned home.

e. **Lower Canada, 1791-1815.**

The first parliament of Lower Canada met at Quebec on the 17th of December, 1792. Of the fifty members elected to the Assembly only fifteen were of British origin, so that it became necessary to decide whether French or English was to be spoken in the House. It was agreed that each member should have the privilege of speaking in either language, but that all motions, and the minutes of parliament, should be written in both languages.—Jeffers.

f. **The Two Canadas, 1815-1841.**

I. **The Rebellion of 1837.**

In order to learn the causes of the Rebellion, it is necessary to trace the working of the Constitutional Act of 1791. We have spoken of some of the effects of the clause which set apart the Clergy Reserves. Let us see what were the results flowing from the selection of the Executive Council in the way recommended by the Act; and, from the House of Assembly not having control of the revenues from customs' duties and the sale of Crown lands.

By the Act of 1791, the Executive Council appointed to advise the Governor was to be chosen by the king, that is, by his representative the Governor. It thus became independent of the House of Assembly, for the latter, representing the people, might wish to pass certain laws which the Council might advise the Governor not to sanction, and even to do the opposite of that which the country wished. This form of Executive Council was given to all the provinces, when parliaments were first introduced into them.

It must be remembered that the provincial parliaments were formed after the general model of that of England. The House of Assembly was elective, like the House of Commons, and as there are no peers in the colonies, as in the old country, the Legislative Council appointed by the crown bore the nearest resemblance that could be to the House of Lords. The Executive Council to advise the Governor stood in the place of the Privy Council, which

advises the monarch of England. But there was this difference, that the Cabinet of the Privy Council was mostly chosen from the House of Commons, and could be changed, or was obliged to resign its executive functions, if it did not give advice in accordance with the views of the representatives of the people in the Commons. If the king at any time wished to retain a Cabinet in defiance of the Commons, the latter could compel the king and his advisers to yield, because all the money required for the Government of the country had to be voted each year by the Commons, and unless the annual vote was passed the government could not be carried on. Therefore the king's advisers would be obliged, in the end, to submit to the people's representatives. A similar power was not given to the colonies in the first place, because it was thought that in a scanty population there was not a sufficient number of men qualified for such an important position.

Again, you have seen that the English Government levied the duties on the imports into Canada, owing to the fear of English merchants that the provinces might put on too high duties. The Assemblies could only tax themselves for money necessary for bridges, roads and such public works. They had no control over the money, or revenue, arising from the duties put upon goods coming into the country. The Governor and his council in each province kept possession of this, which gave them a power that made them independent of the Assembly, so long as the expenses of the government did not exceed these revenues. They also had the keeping and use of the money arising from the sale of timber and wild lands, called "Crown lands," because the Government claimed the right over all lands not surveyed and regularly settled.

As already said, the form of the Executive Councils had been established because it was thought the best under the circumstances, and if the men who composed them had felt their true position, that they were placed in their

high offices not because they were to have these things for themselves, but in trust for the monarch and the people, there would have been none of the trouble and quarrels which afterwards arose. But having no account to render of their actions, they began, after a time, to do as they pleased, and instead of studying the wishes of the country, we find them often advising the Governor to a course which could not help but stir up angry and obstinate feelings in the Assemblies. The Legislative Councils were also found to side more frequently with the former than with the latter.

A strong feeling grew up that some check should be put upon the Executive Councils, and the only check possible was to make them responsible to the Houses of Assembly, and to give the latter control of all the revenue. All the means were used by both parties that had already been employed previous to the passing of the Act of 1791, but the Executive Councils had a great deal of influence, and the struggle went on for many years before the Assemblies gained the victory.

In Upper and Lower Canada some extreme men went so far as to take up arms to overthrow the government, and rule the country after their own plan. This crisis was called the Rebellion, and occurred during the years 1837 and 1838.—Jeffers.

II. The Act of Union.

This Bill provided for the union of the two provinces under the name of the Province of Canada, with one Legislative Council and one Legislative Assembly. The members of the former were not to be fewer than twenty, to be appointed by the Crown for life; those of the lower house were to be elective, forty-two being sent by each province. The sum of £75,000 was to be granted annually for the working expenses of Government, and the control of all the revenues was granted to the Assembly. By this clause the judges became independent. The Executive Council was to be composed of eight

members, who should be responsible to the Assembly. Thus all the ends for which the Assemblies had fought in past years were now attained, with the exception of an elective Legislative Council.—Jeffers.

g. Nova Scotia and New Brunswick to 1841.

The form of government in these two provinces was similar to that in Upper and Lower Canada.

Like all British American colonies, Nova Scotia had a vigorous struggle for responsible government, and when that was granted, there ensued contests with governors who still wished to exercise the power that belonged to the people. The agitation was led by the Hon. Joseph Howe, the greatest orator and one of the ablest statesmen British North America has produced. Without the slightest breach of the law, he won the victory for responsible government—a victory which cost the people of Upper Canada and Lower Canada so much in rebellion and bloodshed.

The governors of New Brunswick with but one exception were friends of liberty, but here, as in all the colonies of British North America, a little band of office-holders stood in the way of progress. The Family Compact was defeated in 1848 and responsible government was introduced. The leaders in the struggle for reform were Lemuel Allan Wilmot, Charles Fisher and J. W. Ritchie. Municipal government was soon after established.—Lawson.

h. Events leading up to Confederation.

The policy of the Imperial Government towards its possessions in British North America for many years after the American Revolution was one of disintegration, rather than consolidation. "Ships, Colonies and Commerce," remained the chosen motto of the Empire. The strength acquired by the union of the thirteen United States indicated, as it was conceived, future dismemberment and severance of the remaining Colonies, should they be allowed to coalesce too much.

Convenience for the administration of local affairs in countries so widely extended and so sparsely settled also in some degree tended to keep the remaining Provinces apart. New Brunswick was separated from Nova Scotia; the two Canads were divided; Cape Breton was constituted a distinct government; Prince Edward Island, with its scant population and limited area, retained its old isolation, and Newfoundland was made a post captain's appointment. Separate governments, separate parliaments, different laws, and hostile tariffs fostered local prejudices and created divergent interests.

The practical concession of their rights having been established, the people of British North America set themselves to work, each Province in its own way, to develop the resources of its own locality. A healthy climate and great natural advantages bore them onward, but no one common direction governed the general movement. Each did what was best for itself, regulated its tariff by its own immediate wants, built its little Chinese wall round its own frontier, and taxed the manufacturers of a sister Province as readily as those of Russia or the United States. Resting on its mother's leading hand, each toddled along in its own harmless way. But science, steam, telegraphs and railways had taught a new education. The stupendous progress of the United States, with an unrestricted commerce from Florida to Maine, stood out in bold contrast to the narrow policy of Provincial isolation; and thinking minds, in advance of their time, conceived that if all the Provinces of British North America were united, with a common tariff and an unrestricted internal trade, a similar result, to a certain extent, might be obtained.

No serious attempt, however, at a political union had been made; but the public mind was rapidly expanding both to its importance and necessity. In 1854 the question had been brought up in the Nova Scotia House of Assembly, and the great leaders of the Conservative and Liberal parties,

Messrs. Johnston and Howe, throwing aside the rivalry of party, had delineated with equal power the advantages that would result from combining the scattered elements of prosperity and strength separately possessed by the several Provinces.—Gray.

In 1858, in the Canadian Parliament, the movement assumed a more tangible shape, and union was made a part of the policy of the Government. Mr. Galt, on his becoming a member of the administration, insisted on its being made a cabinet question; and Sir Edmund Head, in his speech at the close of the session, intimated that his government, during the recess, would take action in the matter. These tendencies, however, were all abortive; they produced nothing.

The war in the United States, however, and the Trent affair of 1861-2, put an end to all vacillation on the part of the Imperial Government; and from the Prime Minister to the peasant, whether Liberal or Conservative, whether Tory or Radical, but one policy for the future was to prevail. British America was to be consolidated; British America was to be made self-reliant; British America was to be put in a position to require as little from the British Government as was possible, with an allegiance that was voluntary, and a connection that was almost nominal. The integrity of the Empire was to be preserved, but the outlying frontier was to be mainly instrumental in preserving it. Union received an astounding impulse. It perhaps never before occurred that two independent bodies, moving in their own orbits, so suddenly and so simultaneously received an influence from different causes, impelling them in the same direction, and that direction to result in their mutual good. The force was irresistible; it was to the same end, but neither body was to be coercive of the other. The outward pressure of mutual necessity and mutual advantage broke like light upon the public mind. Both parties were to be strengthened, but the result was to be obtained by the voluntary action of a free people,

the exercise of their constitutional rights, the assent of the national judgment.

In the winter of 1864, though the public mind was thus agitated, all reasonable hopes of effecting any arrangement with Canada, either of a fiscal nature or for the construction of the intercolonial road at an early day, seemed to have been abandoned in the Lower Provinces; and the Legislatures of New Brunswick, Nova Scotia and Prince Edward Island had, at their sessions in that year, severally passed resolutions authorising their respective Governments to enter into negotiations, and hold a Convention for the purpose of effecting a union of the Maritime Provinces, political, legislative and fiscal. That Convention was appointed to meet at Charlottetown, in Prince Edward Island, in the month of September following.

For twelve years George Brown and John A. Macdonald had been the leaders of public opinion in Upper Canada, while George Etienne Cartier was the foremost politician in Lower Canada. At the time of the Deadlock the government was led by John A. Macdonald and Sir E. P. Tache. Party warfare was in those days carried on with a heat and bitterness rare in our time, and no politicians had ever denounced one another more fiercely than had George Brown and John A. Macdonald. To Brown belongs the honor of first laying aside personal feelings, and proposing that he and his friends should unite with their political opponents to bring about such a change in the mode of governing Canada as would allow her to become greater and more prosperous than ever before. Macdonald and Cartier gladly accepted the offer of their old opponent, and a coalition government was formed under the leadership of Sir E. P. Tache, whose purpose was to bring about a federal union of the two Canadas, and, if possible, of all the provinces of British North America. In this union the central government should have charge of all such matters as concerned the whole country, while

each province should retain control of its own local affairs. The plan was known to be agreeable to the Imperial authorities, who were at that time anxious to be relieved of the responsibility of defending a number of scattered dependencies, each of which insisted upon having the fullest measure of self-government.

The provinces of Nova Scotia, New Brunswick and Prince Edward Island had, during the same year, sent delegates to a convention held in Charlottetown in September, 1864, to deliberate on their own legislative union. A delegation from Canada, consisting of some of her most noted politicians, asked and obtained permission to attend the meetings of the Maritime Convention. They spoke in favor of the larger union of all the British North American colonies, and persuaded the convention to adjourn their meeting and attend another to be held in Quebec in October. This famous Confederation Convention was held in the Parliament Buildings of Quebec, within sight of the field where, little more than a century before, Englishmen and Frenchmen had fought so fiercely for the possession of Canada.—Gray.

i. The Conference at Quebec on October 10, 1864.

On October 10, 1864, there met at Quebec representatives from Canada (Lower and Upper), Nova Scotia, New Brunswick, Newfoundland and Prince Edward Island. It is well to know the names of some of the men who were present. We shall learn something about them later. Here are a few names without their titles: Etienne P. Tache, John A. Macdonald, Geo. E. Cartier, George Brown, Alex. T. Galt, William McDougall, Thomas D'Arcy McGee, Oliver Mowat, Charles Tupper, Adams G. Archibald, Samuel L. Tilley, John M. Johnson, T. B. T. Carter, John Hamilton Gray, W. H. Pope.

Sir Etienne Cartier was unanimously voted to the chair, and on the second day John A. Macdonald presented a series of resolutions approving the idea

of Federation, and setting forth the duties of the Federal Government and the Provincial Legislatures.

After long and serious discussion an agreement was reached and the Fathers of Confederation returned to their homes. The next step was to present these resolutions to the Government of the Mother Country for approval. This approval was given and the British North America Act passed, giving effect to the resolutions adopted at Quebec. It will be in order just here to give some provisions of the Act and to state a few things about some of the great Canadians who figured at the Quebec Conference.

j. Some provisions of the British North America Act:

1. Canada was divided into four provinces—Ontario, Quebec, Nova Scotia and New Brunswick (Prince Edward Island did not enter at this time, and Newfoundland has not entered yet).

2. The Federal Government is composed of a Governor-General, who is assisted by a Privy Council, a House of Commons elected by popular vote, a House of Senate, appointed by the Governor-General in council.

3. The Provincial Governments are composed of a Lieutenant-Governor assisted by an Executive Council, a Legislative Assembly, elected by popular vote, and in Quebec a Legislative Council appointed by the Lieutenant-Governor-in-Council.

(Teachers can best present this by organizing the school into a Parliament, and by passing a bill through its various readings. In Boursnot's "How Canada is Governed," the B.N.A. Act is printed in full and all necessary information may be had.)

4. The powers of the Federal Parliament are to make laws for peace, order and good government in Canada in relation to all matters not referred to the Legislatures of the Provinces. Some of the matters in particular are:

1. Regulation of trade and commerce.
2. Taxation.
3. Borrowing money.

4. Postal service.
5. Census.
6. Militia and Navy.
7. Shipping.
8. Fisheries.
9. Currency and banking.
10. Indians.
11. Naturalization.
12. Marriage and divorce.
13. Procedure in criminal matters and penitentiaries.

(The teachers can here select typical cases and tell directly how they would be dealt with. For example she might ask the pupils to answer the following:

- (1) Who gets the money you pay for postage; (2) Who provides suits for the soldiers; (3) Who makes silver and paper money; (4) How is a man born out of Canada to become a Canadian citizen; (5) What is the purpose of a penitentiary? (6) Who are the members of the privy council for Canada?)

5. The powers of Provincial Governments deal with such matters as:

1. Direct taxation within the province.
2. Borrowing on credit of province.
3. Appointment of provincial officers.
4. Management of prisons and reformatories.
5. Hospitals, asylums, charities.
6. Municipal institutions.
7. Licenses—to raise revenue.
8. Local railways, telegraphs, etc.
9. Administration of justice in the province.
10. Education.

(The teacher might make these provisions clear by local reference. Ask such questions as: Where does school support come from? Who makes the programme of studies? Where are insane people sent? What classes of schools are there in the province? What people pay licenses to provincial government? What are the names of the chief provincial officers? Who are the members of the provincial cabinet?)

Dominion Day

Canada, Canada, land of the maple,
 Queen of the forest, and river, and lake,
 Open thy soul to the voice of the people,
 Close not thy heart to the music they make.
 Bells chime out merrily,
 Trumpets call cheerily,
 Silence is vocal and sleep is awake.

Canada, Canada, land of the bravest,
 Sons of the war-path, and sons of the sea,
 Land of no slave-lash, today thou enslavest
 Millions of hearts with affection for thee.
 Bells chime out merrily,
 Trumpets call cheerily,
 Let the sky ring with the shouts of the free.

“No age ever believed more than our own in education, in the ethical, in life. No age ever demanded more imperiously the best that education, ethical living, and the richest experience in life can give. And the truest thinking of our time indicates that into this best no age and no man may come without religion. We cannot dispense with religion; it is absolutely fundamental in its nature.”—Personal and Ideal Elements in Education, King.

Children's Page

In March.

The cock is crowing,
 The stream is flowing,
 The small birds twitter,
 The lake doth glitter,
 The green field sleeps in the sun;
 The oldest and youngest
 Are at work with the strongest;
 The cattle are grazing,
 Their heads never raising,
 There are forty feeding like one!

Like an army defeated
 The snow hath retreated,
 And now doth fare ill
 On the top of the bare hill;
 The ploughboy is whooping—anon—
 anon.
 There's joy in the mountains;
 There's life in the fountains;
 Small clouds are sailing,
 Blue sky prevailing;
 The rain is over and gone.

—William Wordsworth.

EDITOR'S CHAT.

Dear Boys and Girls:—

Once more the changing seasons have brought a softness to the boisterous winds, a blueness to the sky, and a feeling of spring coming, as the snow "hath retreated like an army defeated." And our minds turn from the winter behind us to the joys of the spring that is coming. And with that coming spring, with all the wonderful changes that yearly come to the dead looking trees, the brown, hard earth and the barren gardens, comes our welcome little brother of the field and woods—the bird. When you expect a visitor to your home do you wait until he is on the door-step to prepare his room and make him welcome? No, indeed! For days before the house has been brightened and cleaned, the spare room polished and freshened up, the pantry shelves filled with baking, and

everything done to show the visitor how welcome he is. Soon we may expect our little feathered visitors, and we should be planning how to make their stay so pleasant that they will be loth to leave and anxious to come back. What can we do to make them welcome? Suppose, first of all, we get to know them. A visitor you don't know is not half so wished for as one whom you already love. So let us begin now to read and learn all we can about our little visitors; let us find out which ones come first, what kind of nests they like, what food they look for, where they would like to nest and bring up their baby birds, and when we have learned this let us begin our bird houses. Perhaps a tin can, with a hole in it, placed away from the cat for little Mrs. Wren. A painted box for Mrs. Robin. Crumbs should be scat-

tered in a quiet place for them both. String hung on the trees will help many birds with their nest building. And there are many other little helps that you may easily find by studying your Bird Books and Magazines. And as you learn to love these little visitors which are coming, study, too, about the enemies that are waiting for them and do what you can to be prepared against these enemies. The small boy will have been turned into a friend long ago by his study of the birds, but the cat must be watched and taught that there is a punishment for hunting our song birds; also, by learning about the robber birds and their habits, you may be able to get rid of them in your own neighborhood.

And then you can make a bird calendar, and everyone of you, with your two sharp eyes, peep and peer and, with your two good ears, pry and listen, and put on your calendar the first day you see or hear a robin; the first day the meadow lark soars to the sky with his trail of song behind him; the first day you see the busy little brown wren. Put in the day you find the robin's nest, and the number of eggs in it; the day the first little ugly birdlet chips through the shell. Tell of the day the first crow sat cawing on the fence post, the first day the hawk was seen. Keep your calendar up-to-date, so that at the end of summer you will have a complete record of all the comings and goings and the family history of the birds of your neighborhood.

Just after the snow has gone, and when the tender shoots of the little plants and trees are timidly poking their green points through the earth, there are other visitors come to us, not welcome as the birds are, but there, under leaf and mould, in rotting stump, and under clods of earth, all kinds of little grubs and insects are shedding their winter coats or hatching out of the shells they have lain in all winter, and soon a million sharp or sucking little mouths are ready to begin their great work of destruction on the new little plants. And what saves the plants

from this hungry army? What do you think? Why those same little feathered friends of ours whose sharp beaks go poking into all the dark places, looking for just such juicy morsels to feed themselves and their hungry broods. And so our dear little bird visitors not only repay our interest with song and twitters of happiness, but they earn our gratitude when they destroy the little pests that lie in wait for every tender plant. So, this year, be prepared—have the room ready and the pantry full when with the warm south wind comes from those far countries our yearly visitor—citizen bird.

Our Competitions

Subject for April story: "The Story of the Crocus." All papers to be in by March 20th.

Subject for May: "The Greatest Canadian."

The editors have had great difficulty this month in deciding about the prizes. So very many good stories arrived that we have had to award two prizes—one to Mary Tennant, St. Patrick's School, and one to Elodie Vachon, Hesselwood School, Oak Lake.

Hon. mention is given to Mabel Anderson, Frank Denham, Malcolm Anderson, Moresby School, Foxwarren; Archie Fidler, Mattie Isbister, Nellie Miller, Gooostie Thorvardson, Bluff Island School; Noble W. Dagg, Keith Thompson, Wilma Fisher, Solsgirth School; Gladys Jackson, Mt. Vernon School; Elsie Yeó, Brookdale; Phyllis Frith, Hazel Ridge, Man.; Wilfred Bowler, Kaleida, Man.; Dorothy Schrag, Sadie Haight, Edna Anderson, Makinak School; Donald Martin, Edith Sinclair, Lilian Wilkins, Jennie Petrie, Gladys Kellett, Greenway School; Grace Darcy, Dorothy B. Stewart, The Landing School; Nellie Anderson, Ida Armit, Leonard Lockhart, Kinosota School; Lynn Judd, Harold K. Judd, Roland.

This last composition calls for special mention, and we hope to publish it in a later issue.

PRIZE STORIES.

The Best Day of My Holidays

The best day of my holidays was Christmas. We got up late, had two meals home, and jumped into the bob sleighs and away we went with the merry tinkle of the sleigh bells.

In a short time we got to one of our uncles and soon we heard voices calling out, "Merry Christmas." The horses were in a short time well cared for and we soon all had supper; we were so many that we filled four tables; of all meals we ever had that one was the "conqueror." The tables were nicely decorated: in the centre stood a large white cake with candy trimmings; on the top was a spray of real holly with "Old Father Christmas" giving, as it seemed, presents to every one. The table was soon cleared and dishes washed, while the children played checkers, fort and other amusing games. When the kitchen was tidied the table was pushed into a corner as well as the chairs, so we were able to have plenty of room to show our steps and played "Trukle the Trencher." We had untold fun; in came two of our uncles, each with a dish. What do you think was in them? One was filled with assorted nuts, the other candies. After these were finished, we had a large box of crackers to use all for ourselves. "Bang, bang, bang," went those imaginary guns till they had been all cracked. By this time the young ones were getting sleepy, so their mothers put them to bed.

We then played a few games for the big people. When they were finished, we amused ourselves at the piano and sang for about an hour and a half, after which we had a lunch and played again till apple time came, when apples were throw about so each had to catch one for himself. About one o'clock we wished everybody "Good-bye," and jumped into our bobs and left for home, carrying in our hearts a sweet remembrance of this merry day. It did not take us very long to roll into the blankets after we reached our destination,

and soon passed into the "Beautiful Land of Nod."

MARY TENNANT,

Grade V., St. Patrick School, Ste. Rose du Lac, Manitoba.

The Best Day of My Holidays

It was surely the first of January. We got up early that morning to wish our father and mother and the other members of the family a happy New Year. After, the children would run to their stockings to see what little Jesus had brought for them.

Four of us went to town to attend Mass; the others stayed at home to do the work. It is ten miles from home, but dressed as we were and wrapped in those thick fur robes, we did not mind the cold. The sun was shining; there were only a few little white clouds, that made the sky only look prettier; the wind was blowing, but it was not very strong.

After the work was done at night we all went to take the supper at our uncle's place, and we had a jolly good time. The evening seemed very short; everyone would sing or tell funny stories.

By twelve o'clock someone spoke of going home, but it was only afterwards that we came back, very happy, though we were somewhat tired.

While driving home I thought: "What a blessing it is to be living here in Manitoba!" Under our good parents' care how happy we are in our cozy little home, so comfortable in winter and so fresh in summer? While far away in Europe, poor people suffer from cold and hunger, have no house to live in; they have to sleep on the straw, perhaps on the bare, cold ground. And my thoughts went then to our dear soldiers who have left Canada to defend their mother country, England, or our beautiful France, so sorely wounded—and I prayed to God that this horrible war be soon ended.

ELODIE VACHON, aged 14.

Grade VIII., Hesselwood School, Man.

The Best Day of My Holidays

It was Christmas and we were going to our uncle's for Christmas dinner. We always expected a good time when we go down there for Christmas, our auntie always cooks lots of turkey. They have their house all decorated with holly, and they have a great big Christmas tree loaded down with presents. Our auntie and uncle in Saskatchewan sent us presents to put on the Christmas tree.

We children started to play some games; we played pussy wants a corner and a few other games. After we got tired playing games supper was ready, so we sat down to supper.

When we heard Santa Claus coming we blew out the lights and lit the tree with candles. After Santa Claus had taken all the presents off the tree he bid us good-night and went away.

ELSIE A. YEO, age 8 years.
Brookdale, Man., Norman School.

THE CANDY COUNTRY.

"I shall take mamma's red sun umbrella, it is so warm, and none of the children at school will have one like it," said Lily, one day, as she went through the hall.

"The wind is very high; I'm afraid you'll be blown away if you carry that big thing," called Nurse from the window, as the red umbrella went bobbing down the garden walk with a small girl under it.

"I wish it would; I always wanted to go up in a balloon," answered Lily, as she struggled out of the gate.

She got on very well till she came to the bridge and stopped to look over the railings at the water running by so fast, and the turtles sunning themselves on the rocks. Lily was fond of throwing stones at them; it was so funny to watch them tumble, heels over head, splash into the water. Now, when she saw three big fellows close by, she stopped for a stone, and just at that minute a gale of wind nearly took the umbrella out of her hand. She clutched it fast; and away she went like a thistle-down, right up in the air, over river and hill, houses and trees, faster and faster, till her head spun round, her breath was all gone, and she had to let go. The dear red umbrella flew away like a leaf; and Lily fell down, down, till she went crash into a tree which grew in such a curious place that she forgot her fright as she sat looking about her, wondering what part of the world it could be.

The tree looked as if made of glass or colored sugar; for she could see through the red cherries, the green leaves, and the brown branches. An agreeable smell met her nose; and she said at once, as any child would, "I smell candy!" She picked a cherry and ate it. Oh, how good it was!—all sugar and no stone. The next discovery was such a delightful one that she nearly fell off her perch; for by touching her tongue here and there, she found that the whole tree was made of candy. Think what fun to sit and break off twigs of barley sugar, candied cherries, and leaves that tasted like peppermint and saffras!

Lily rocked and ate till she finished the top of the little tree; then she climbed down and strolled along, making more surprising and agreeable discoveries as she went.

What looked like snow under her feet was white sugar; the rocks were lumps of chocolate, the flowers of all colours and tastes; and every sort of fruit grew on these delightful trees. Little white houses soon appeared; and here lived the dainty candy-people, all made of the best sugar, and painted to look like real people. Dear little men and women, looking as if they had stepped off of wedding cakes and bonbons, went about in their gay sugar clothes, laughing and talking in the sweetest voices. Bits of babies rocked in open-work cradles, and sugar boys and girls played with sugar toys in the most natural

way. Carriages rolled along the jujube streets, drawn by the red and yellow barley horses we all love so well; cows fed in the green fields, and sugar birds sang in the trees.

Lily listened, and in a moment she understood what the song said,—

“Sweet! Sweet!
 Come, come and eat,
 Dear little girls
 With yellow curls;
 For here you’ll find
 Sweets to your mind.
 On every tree
 Sugar plums you’ll see;
 In every dell
 Grows the caramel.
 Over every wall
 Gum-drops fall;
 Molasses flows
 Where our river goes.
 Under our feet
 Lies sugar sweet;
 Over your head
 Grow almonds red.
 Our lily and rose
 Are not for the nose;
 Our flowers we pluck
 To eat or suck.
 And, oh! what bliss
 When two friends kiss,
 For they honey sip
 From lip to lip!
 And all you meet,
 In house or street,
 At work or play,
 Sweethearts are they.
 So, little dear,
 Pray feel no fear;
 Go where you will;
 Eat, eat your fill.
 Here is a feast
 From west to east;
 And you can say,
 Ere you go away,
 ‘At last I stand
 In dear Candy-land,
 And no more can stuff;
 For once I’ve enough.’
 Sweet! Sweet!
 Tweet! Tweet!
 Tweedle-dee!
 Tweedle-dee!”

“That is the most interesting song I ever heard,” said Lily, clapping her

sticky hands and dancing along toward a fine palace of white cream candy, with pillars of striped peppermint stick, and a roof of frosting that made it look like the Milan Cathedral.

“I’ll live here, and eat candy all day long, with no tiresome school or patch-work to spoil my fun,” said Lily.

So she ran up the chocolate steps into the pretty rooms, where all the chairs and tables were of different coloured candies, and the beds of spun sugar. A fountain of lemonade supplied drink; and floors of ice-cream that never melted kept people and things from sticking together, as they would have done had it been warm.

For a long while Lily was quite happy, going about tasting so many different kinds of sweeties, talking to the little people, who were very amiable, and finding out curious things about them and their country.

The babies were made of plain sugar, but the grown people had different flavours. The young ladies were flavoured with violet, rose, and orange; the gentlemen were apt to have cordials of some sort inside of them, as she found when she ate one now and slyly, and got her tongue bitten by the hot, strong taste as a punishment. The old people tasted of peppermint, clove, and such comfortable things, good for pain; but the old maids had lemon, horehound, flag-root, and all sorts of sour, bitter things in them, and did not get eaten much. Lily soon learned to know the characters of her new friends by a single taste, and some she never touched but once. The dear babies melted in her mouth, and the delicately flavoured young ladies she was fond of. Dr. Ginger was called to her more than once when so much candy made her teeth ache, and she found him a very hot-tempered little man; but he stopped the pain, so she was glad to see him.

A lime-drop boy and a little pink checkerberry girl were her favorite playmates; and they had fine times making mud-pies by scraping the chocolate rocks and mixing this dust with honey from the wells near by. These they could eat; and Lily thought this

much better than throwing away the pies, as she had to do at home. They had candy-pulls very often, and made swings of long loops of molasses candy, and bird's-nests with almond eggs, out of which came birds who sang sweetly.

They played football with big bull's-eyes, sailed in sugar boats on lakes of syrup, fished in rivers of molasses, and rode the barley horses all over the country.

(To be continued)

School News

WHAT INSPECTORS ARE DOING

Inspectoral Division No.

11, Circular Letter 2

Miami, Jan. 1, 1917.

Dear Teacher,—The question of rural school progress, the adaptation of the rural school program, rural interest in school matters, co-operation between rural teacher, parents and trustees having become very live indeed, I feel that I should offer a few suggestions which may prove helpful in your work as a rural teacher.

Let us assume that the teacher is in a large measure responsible for progress along these lines, being the qualified leader. What can she do to arouse interest and secure a larger measure of co-operation?

Three Means to an End.

1. Through the school program.
2. By improving physical conditions around the school.
3. Getting and keeping in touch with the people.
3. Keeping in touch with the people by means of—
 - (1) Visiting the homes of parents and aiding in social functions.
 - (2) Encouraging the people to visit the school, say on Friday afternoons. Mothers will do this.
 - (3) By public gatherings in the school, or in connection with it, at a concert, picnic or public examination, at least twice a year.
 - (4) The School Fair and Boys' and Girls' Club. The spirit of competition between pupils, homes and districts; the

preparation for exhibition when home and school unite to produce the best; the unity of purpose in doing things of direct interest and value that can be understood; these afford an opportunity that should be welcomed by every teacher.

The rural school affords every opportunity to live with living things and to make living things live still more in the lives of the children.

2. Leading the pupils in the movement for improved physical conditions in and around the school.

(1) The daily clean-up in the school—desks, boards, library, floor, walls, etc. Why not like home?

(2) Decoration, stencils, small pictures, calendars, framed pictures of the better class, etc.

(3) Tidy school grounds, neat wood pile, weeds cut, care of fence, gate, etc.

(4) Beautification of grounds, flower beds, trees and shrubs, climbers, a garden that means something.

To what extent are we responsible for existing conditions and what can we not do? The people will follow if some one will lead.

The monitor system. Badges of honor.

1. Through the school program. This is the first appeal. A teacher must first establish herself as a teacher. That is the first essential, but only the first.

(1) Teach the elements well.

(2) Teach them in relation to rural experience.

(3) Lean on rural facts as well as texts; these are but a guide.

(4) Put new life into foreign terms and teach facts in rural terms.

Let me illustrate with some of the subjects.

Arithmetic.

Admitting that there is some useless ground covered, that there are many problems foreign to actual experience and life, are there not many opportunities for collecting rural facts and framing problems that have an actual place in life?

Geography.

Physical and commercial survey of district; collection department for exhibition of products; the local industries and productions—where we market, the buyer, who, where and way?

Soil and climate records; the sand board.

2. Our importations. In the home, the school, etc.; how we live; where they come from; how transported; what of the people who produce them, the country, how they live; the interdependence of all.

History.

How did it all come to be? A desire to know.

It is necessary that we know the facts of our district. To obtain these let me set the rural teachers and their pupils a problem for 1917, namely, to establish a collection department in each school; and secondly to make a survey of the district and tabulate the facts in some sort of loose leaf booklet, showing the names of pupils contributing certain parts of the information. This is an optional problem, of course.

A Suggestion for the Survey

1. Draw a map of your district indicating Tp., Range, Sections, (b) location of school, church, etc. (c) hills, marsh land, lake, streams, wooded portions, etc. (d) owners of farms.

2. Number the farms and collect the following data: (a) area cultivated; (b) uncultivated; (c) waste land; (d) idle land that might be tilled; (e) land owned by residents; (f) by non-residents; (g) rented lands. Study of soils.

3. Areas of land under wheat, oats, barley, rye, flax, various farms. Values. Sale of same, total values.

4. Gardening treated in the same way.

5. Stock on somewhat the same plan. The butter industry, the wool industry.

6. Poultry, as above. Sale of eggs and dressed fowl. Get the club records in here as well.

7. Fodder corn, as above.

8. Plants of the district, trees, shrubs, etc. A study of noxious weeds; collection of specimens; extent of their progress; farms affected, damage done; attempts made to cope with them.

9. Our exports.

10. Our imports.

In addition, it might be well if every teacher were familiar with the financial condition of her school district as such and knew something of the actual cost and its ratio to the wealth of the district.

In gathering information as suggested above, it might be well to get it incidentally and, as it were, accidentally as a part of the school work. It is not necessary to openly state the plan.

DOMINION EDUCATIONAL ASSOCIATION

The Dominion Educational Association has just had a meeting at Ottawa. In the early days the Association consisted of all the teachers in the Dominion from all grades of schools. At the meeting in Winnipeg there were about 800 present, and there were hundreds

present at the meetings previous to that date and at the sessions immediately following. At the last two or three gatherings there have been representative teachers from the various provinces. Usually these have been representatives from the Department of

Education. There is no fixed method for the appointment of such representatives, and the number present varies greatly from meeting to meeting. We understand that at Ottawa there were about twenty-six present. This is not a very large gathering for a Dominion Association, but the membership is quite sufficient if it is recognized that the intention is to have the meeting purely representative. It is doubtless true that the population is too scattered to permit of teachers meeting in great numbers at any one point, and the small representative gathering is to be preferred. Such a gathering might consist of representatives from the Department of Education, from the Normal Schools, Secondary Schools, and Educational Councils of the various provinces. Perhaps to these might well be added representatives from the Provincial Association of Teachers. At such gatherings

their views might be exchanged. In all gatherings of this kind the public address is giving way to the conference.

At the Ottawa conference one of the subjects discussed was the need of a Bureau of Education for Canada, or something corresponding to it. There is such a bureau in the United States, and the work done is of extreme value to educationalists in every land. There is a feeling, however, that a purely Canadian Bureau would greatly assist those in engaged in education here. The argument for such a bureau has been set forth in these columns before. These arguments have been presented before the Dominion Association at two or three of its meetings.

The work of the real bureau cannot be done by any department which treats the matter of collecting educational statistics as a side issue.

MANITOBA EDUCATIONAL ASSOCIATION CONVENTION PROGRAMME

Place of Meeting—Kelvin School

MONDAY, APRIL 9TH
EXECUTIVE MEETING

General Sessions

TUESDAY, APRIL 10TH, 2 P.M.

Music Public School Pupils
Civic Welcome Mayor Davidson
President's Address Mr. A. C. Campbell
Principal of St. John's Tech. High School.
Address Hon. Dr. R. S. Thornton
Minister of Education.

WEDNESDAY, APRIL 11TH, 8 P.M.

First Baptist Church

Music High School Pupils
Reading Miss Smith
Address—His Honor, the Lieut.-Governor of
Manitoba

THURSDAY, APRIL 12TH, 1.30 P.M.

Business Meeting

Music Public School Pupils
Address Rev. Hugh Dobson
Secretary of Social Service for the Province of Saskatchewan.
Address "Education and the National Spirit"
Dr. W. C. Murray, President of the University of Saskatchewan.

ELEMENTARY DIVISION

WEDNESDAY, APRIL 11TH

Departmental Meetings
9.30 a.m.

1. Grades I., II. and III.
Music Class Demonstration
Number Work Class Demonstration
Reading Class Demonstration
2. Grades VI., VII. and VIII.
Spelling—Paper by Mr. A. White, superintendent of Schools, Brandon.
Literature of Grade VIII.
3. Teachers who work with pupils of non-English parentage.
Demonstration of the teaching of English, and Address, Mr. W. J. Sisler, Principal of Strathcona School, Winnipeg.
Paper—"The Reflex Influence of the School on the non-English Home," Miss Frances Ormond, Portage la Prairie.

WEDNESDAY, APRIL 11TH

Departmental Meetings
2 p.m.

1. Grades IV., V. and VI.
Music—Class Demonstration.
Geography—Paper by Miss Ruth Wilson, Dauphin.
Reading, Speaking and Dramatization—Class Demonstration.
2. Round Table Conference.

Topics:

- (1) The Teacher on the Playground. Miss Mona Gayton, Miss D. Wile, Mr. W. G. Pearce,
 - (2) Promoting Regular Attendance. Mr. Fred A. Justus.
 - (3) The School Library. Miss Annie Miller.
 - (4) The Time-Table. Miss E. Sigurdsson.
 - (5) Winter Sports. Miss Ella M. Wood.
 - (6) Winter Pupils. Miss O. J. Jonsson.
 - (7) Caretaking. Miss O. A. Jonasson.
- (Others will probably be added.)

Secondary programme, see page 118.

Classes of instruction will be conducted in Paper Folding and Cutting, Basketry and Color Work and Drawing for teachers who wish to increase their knowledge of these branches. There will also be a display of Sewing and Textiles, accompanied by charts showing production, preparation, cost, etc., and correlation with other school subjects, such as composition and science.

The exhibit this year will include work from rural schools, graded schools, City of Winnipeg schools and Normal training. There will also be an important exhibit from the Social Service League of the Province of Saskatchewan.

Transportation

All lines of railway are giving the customary convention rates, i.e., single fare for a meeting of 100 or more delegates. Secure a standard certificate at point of departure, and if travelling over more than one system, secure a standard certificate from each railway. If there be no station agent at point of departure, retain the ticket issued to you by the conductor of the train, and present this at the convention. Transportation on standard certificates will be valid from Thursday, April 5th, to Monday, April 16th.

Standard certificates and conductors' tickets must be signed by the secretary in order to obtain the reduced rate, and must be presented to a ticket agent not less than ten minutes before the departure of the train.

Accommodation

The Fort Garry Hotel is offering special rates to people who are attending the convention. The secretary has

a list of private persons who are willing to accommodate convention visitors in their homes.

Registration

All persons interested in education may become members of the Manitoba Education Association by the payment of the annual fee of one dollar, and thereby secure the right of voting at the meetings and receiving the report of the proceedings. Arrangements have been made for registration at the Industrial Bureau, corner of Main and Water streets, as well as at the Kelvin School.

Exhibit of Work

If exhibitors will pay close attention to the following, they will greatly facilitate the handling and judging of their work.

1. Pack exhibits in substantial boxes.
2. Address them plainly to the Secretary, P. D. Harris, Collegiate Institute, Winnipeg.
3. Send a letter notifying the Secretary that an exhibit is being sent, and containing a list of the articles, and a short statement of the conditions under which work was done.
4. Mark each article with a label on which will appear the name, age and grade of the pupil who did the work.
5. On each label put also the name of the school.
6. If express has been prepaid on shipment, send the express receipt to the Secretary.
7. If postage has been paid, send a statement thereof to the Secretary.

The Association will pay shipping expenses both ways. Exhibits should not reach the Secretary later than April 7th, so as to allow sufficient time for setting them up properly.

GLENBORO NEWS

Glenboro school held a most successful concert on Feb. 2nd. \$80.00 was the very creditable sum realized, and this was forwarded through the secretary of the Red Cross to the Belgian Relief Committee.

Book Reviews

Foundation and Growth of the British Empire.

By Jas. A. Williamson (MacMillan Co. of Canada).

This is an up-to-date narrative, and is written in a style that will appeal to pupils of the Secondary School. It is a history of the Empire, rather than a history of Great Britain. Probably children would be better informed by knowing this book than by studying an ordinary text book in English history.

How We Pay Each Other.

By S. T. Wood (MacMillan Co. of Canada).

A very interesting little book for school use. Any teacher reading it through could give five or six necessary and informing talks to her pupils. In the nature of things talks of this kind would be of far greater value than many of those based on subjects which figure prominently in the school programme.

Physical Culture.

A British System by a British Officer.

Not a Swedish system by a Swede, nor a Danish system by a Dane, nor a German system by a German.

The author, Lieut. C. F. Upton, R.A.M.C., winner of the open light-weight wrestling championship of the world, 1915, has designed a system adapted for all classes, schools and training corps. He has had world-wide experience in physical culture under

Japanese and Indian professors, as well as the most prominent European experts, and has concentrated into this book all that is most essential for a knowledge of modern physical culture. A British system by a British officer, and a welcome rival to the countless foreign systems flooding the market. The system is well adapted to middle-aged men.

A CORRECTION.

My attention has recently been called to the fact that an error exists in the *Analytic Key* at the beginning of the *Western Flora*. This error consists of the omission of the family *Cruciferae* on page 12 of the key and near the bottom of the page.

The following will show what insertion should be made and where it should be inserted. The underlined part marks the inserted words.

Stamens not just as many or twice as many as the petals.

Trees or shrubs.

Stamens fewer than the petals. Oleaceae p. 107.

Stamens more numerous than the petals. Aceraceae, p. 83.

Herbs; stamen 6, petals 4. Cruciferae, p. 51.

If teachers will make this insertion in their books the key will be found to work satisfactorily for this family. Where the family is mentioned on the preceding page, it refers only to the Genera *Neslia* and *Brassica*.

—B. J. Hales.

“The most significant educational fact today is that men of all classes have come to look upon education as a thing that will better their condition; and they mean by that, first of all, something to make their labour more effective and more profitable; and second, they mean something that will enable them to live fuller lives.”—*Education for Efficiency*, Davenport, page 11.

Extra Articles

"RECIPE FOR AN IDEAL TEACHER"

"Mix with immortal youth and abounding health a maximal degree of knowledge and maximal degree of experience, add perfect tact, the spirit of true service, the most perfect patience and the most steadfast persistence; place in the crucible of some good Normal School, stir in twenty weeks of standard psychology, ten weeks of general method, and varying amounts of patent compounds known as special methods, all warranted pure, and without drugs or poison; sweeten with a little music, toughen with fifteen weeks of logic, bring to the boil in the practice school, and while still sizzling turn loose

on a cold world. The formula is simple and complete but like many another good recipe a competent cook might find it hard to follow when she is short of butter and must shamefully skimp on the eggs."

To finish, he says that the spirit of service must always be the cornerstone of the teaching craft, and the lesson a beginner in school craft must learn is this—that any life which does not provide the opportunities for service is not worth the living, and that any life, however humble, that does provide these opportunities is rich beyond the reach of earthly rewards.—Bayley.

SECONDARY DIVISION

DEPARTMENTAL MEETINGS

TUESDAY, APRIL 10TH, 9.30 A.M.

I. CLASSICS

Chairman—Mr. P. C. Dobson
Programme to be arranged.

II. SCIENCE

Chairman—Mr. E. A. Garratt
Round Table conference on "Recording the Results of Practical Work," led by several of the science teachers of the province.
Business.

III. HISTORY

Chairman—Mr. W. D. Bailey
(a) "The Educative Value of History." Prof. Chester Martin.
(b) "The Topical Method of Teaching History." Illustrated by "The Friars in England." Mr. S. Burland, Stonewall.
(c) "Selected Lessons in British History up to 1485." Mr. G. J. Reeve, Winnipeg.
A discussion will follow each paper.

IV. HOME ECONOMICS

Convenor—Miss D. E. Mitchell
Organization.
"The Scientific Management of Household Work." Miss E. M. Eadie, Winnipeg.
"Household Science in Rural Schools." Miss Kelso, Brandon.

Reports of the work done in Rural Schools by rural school teachers.

A discussion will follow each paper.

V. CONFERENCE OF SCHOOL SUPERINTENDENTS AND SUPERVISING PRINCIPALS

Chairman—Mr. Alfred White, Brandon
Organization.
Programme to be arranged.

WEDNESDAY, APRIL 11TH, 1917, 9.30 A.M.

VI. ENGLISH

Chairman—Mr. W. A. Cowperthwaite
"Oral Composition." Miss Colwell, Winnipeg.
"Teaching of Prose Literature." Mr. E. K. Marshall, Portage la Prairie.
"Verse-making in the High School." Dr. C. F. Gillen, Winnipeg.

VII. MODERN LANGUAGES

Chairman—Miss A. L. Brunstermann
"Importance of Study of Phonetics"—as a basis for teaching of a language. Mr. Chas. E. Muller, Winnipeg.
Demonstration Class in First Year French. (Pupils of St. John's Technical High School.)
Mrs. de Lisle Reaney
A Talk on Grade XI. Authors (Cosette).
Miss Hildred, Winnipeg.

VIII. MATHEMATICS

Chairman—Mr. J. C. Pinecock
Round Table Conference on—

- (a) "The Teaching of Arithmetic." Introduced by Mr. D. B. Huggins, Winnipeg.
(b) "The Teaching of Algebra." Introduced by
(c) "The Teaching of Geometry." Introduced by
Business.

IX. INDUSTRIAL EDUCATION

Chairman—Mr. W. J. Wartens

- "Piano and Stringed Quartette." Miss K. White, Miss Archibald, Mr. Wilson, Mr. Lacey.
"Some Unconsidered Aspects of Education." Mr. Russell.
"The Educational Value of Wood-carving." Miss Sarrow.
"Learning to Think." Mr. Tipping.
Chairman's Address. Mr. W. J. Wartens.
"A Recognition of Technical Education." Mr. Parr.
"Theory and Practice in Technical Education." Mr. Baskerville.
"Correlation of the Technical and Art Departments." Mr. Fanshawe.
Ten minute discussion on each paper.

WEDNESDAY, APRIL 11TH, 9.30 A.M.

X. AGRICULTURE

Chairman—Mr. E. Robinson

- Organization.
"Into what Secondary Schools of the Province should Agriculture be introduced, and in what way?" Mr. H. D. Cumming, Teulon.

XI. CONFERENCE OF INTERMEDIATE AND HIGH SCHOOL PRINCIPALS

Chairman—Mr. Elliott, Manitou
Organization.
Programme to be arranged.

GENERAL MEETINGS OF SECONDARY DIVISION

Chairman—Professor L. A. H. Warren

WEDNESDAY, APRIL 11TH, 2 P.M.

Address—"The Principles Governing the Selection of Studies for the High School Course." Dr. W. C. Murray, President, University of Saskatchewan.

Report of Committee on Programme of Studies. Mr. S. E. Lang, Superintendent of High Schools.

Reports from Departmental Meetings.

THURSDAY, APRIL 12TH, 9.30 A.M.

(a) "How to secure that Adequate Attention be paid to Subjects of Grades IX. and X. in which no Departmental Examinations are held:"

(b) "How a Pupil's Term Work may be taken into account in connection with Departmental Examinations." Mr. N. B. Tufts, Carman.

Discussion opened by Mr. John C. Anderson, Carberry.

Reports from Departmental Meetings.

Business.

LOUIS HEBERT

The "Louis Hebert Monument" is to be erected next year on the promontory of Quebec, opposite the Quebec City Hall, on a parcel of the ground which was cleared and cultivated three centuries ago by this farmer settler. As pointed out on page 518 of the June, 1916, issue of The Agricultural Gazette, Louis Hebert, the first farmer, with his wife, Marie Rollet, his son Guillaume and his daughters Anne and Guillemette, landed in Quebec in 1617 and at once started to clear the soil which is now occupied by the Cathedral and Seminary of Quebec. The example of Louis Hebert was followed by Guillaume Couillard, his son-in-law, who also sowed and cropped on

seven acres of land, wheat, peas and other grains. The Hebert Monument will be a real work of art, fully worthy of the subject which it represents. Hebert is seen in his field as he begins to harvest. In an attitude of prayer and gratefulness, he offers the Creator his first sheaf of wheat and the whole of his crop. At the foot of the pedestal to the right, is seen the wife of Hebert, surrounded by young children to whom she teaches catechism. To the left is seen his son-in-law and heir, Guillaume Couillard, who was the first to use a plough in Canada. The monument when completed is estimated to cost seventeen thousand dollars. This amount is being raised by public subscription throughout Canada.

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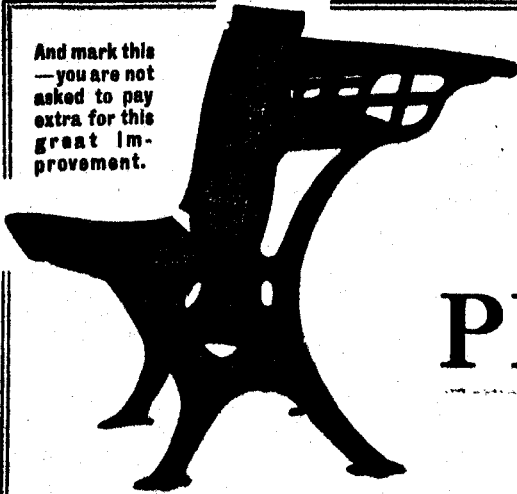
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