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THE DAYS

The Days steal softly through the curtained door,
One at a time the Warder lets—no more,
Each with his gifts close-veiled from human sight,
And lays them at my feet upon the floor;

Then waits, while I discover what he brought,
Great things and small, with good and evil fraught,
And watches quietly while I make play,
For good or ill—and all too oft for nought

So speeds the great procession of the Days,
Too fast, too slow, but nought its progress stays;
Each gives me back, that which I first have given,
But what each takes my endless future sways.

Extract from "The Days"
John Oxenham.

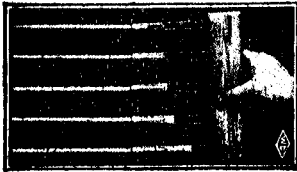
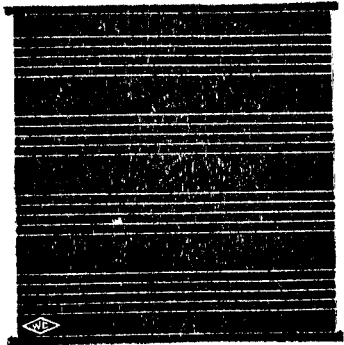
Winnipeg, Man.

September, 1919

Vol. XIV—No. 9

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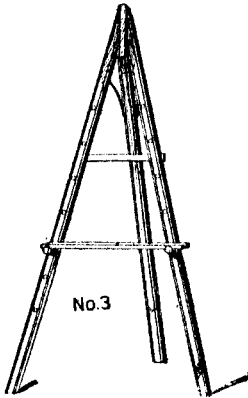
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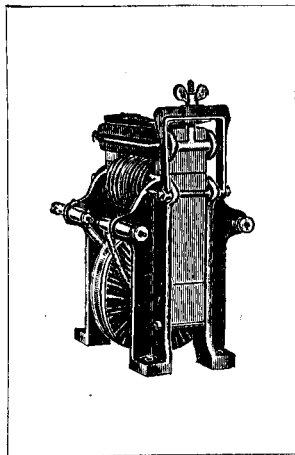
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The Western School Journal

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VOL. XIV

WINNIPEG, SEPTEMBER 1919

No. 9

Editorial

1919-1920

In a very simple way let us consider the opportunity that opens to us as we enter upon a new year—the year after the war, the year of reconstruction.

We are dealing with children. Our work is to do something for their lasting benefit. To put it briefly it is no less than to introduce them to the world of ideas and ideals; to give them an acquaintance with and some mastery of the material world; to make them at home in their social environment and worthy members of it.

We are also dealing with society—with community life today and even more emphatically with community life of tomorrow: We are to fit people to live together in friendly co-operation.

No teacher can do good work who is not conscious at all times of these two duties—the duty to the individual pupils and the duty to the social organism of which the pupils are a part. As for subjects of study and school activities in general they are not ends in themselves but only necessary means to the high aims just mentioned.

In the long run men are measured by their ideas and controlled by their ideals. It is the highest privilege of the teacher to implant in young minds ideas and ideals that make for truth and beauty and goodness. And these surely are needed to-day for the world somehow seems to be out of joint. So long as women flaunt their wealth believing themselves to be somebodies because their husbands have been able to keep within the law in their thefts and plunderings; so long as men go on

the assumption that money and property are the sole measure of worth, and ability to drive a hard bargain the crowning virtue of life; so long as people live to themselves and for themselves, so long as the few batten on the many, and so long as ignorance and sin are believed to be as praiseworthy as culture and even-handed justice, then the schoolmaster must be abroad in the land. And he is needed in Manitoba this very day, not only in the cities where men jostle each other in the mad race for wealth and power, but out in the open plains, where even in a more pronounced way, the greed of the money-maker often shows itself. The great need of the teacher is not to teach the three R's—though this is part of his duty. He cannot rest until ideas of righteousness and justice prevail, and until men's minds everywhere are turned godward and their hands are ever ready to perform deeds of love and mercy.

But it is necessary that men, in order to live and in order to realize their highest possibility, should conquer the material world. The story of the conquest already made, the story of invention and discovery and investigation is thrilling in the extreme. Children love this story and delight to continue it in their own way. Nobody understands better than the teacher what the poet had in mind when he wrote of Agassiz:

“And Nature the Old Nurse took,
The child upon her knee,
Saying “Here is a story book
Thy Father hath written for thee,”

"Come wander with me," she said
 Into regions yet untrod
 And read what is still unread
 In the manuscripts of God.

And this is what the study geography and science and all doing with the hands persistently aim at—to give such an understanding and appreciative of the world around, as will lead to its conquest, so that the lives of men may be enriched and their knowledge and comfort extended. Surely it is worth while to be engaged in a task of this nature!

The greatest of all arts is the art of living together. That school is best which most consistently teaches and practices the social virtues. In such a school history and literature are perhaps the queen studies, and play and music the most important school activities. They make for life, for commu-

nity harmony, and therefore for the perpetuation of society. Much has been said and written during the past thirty years about nature study, and the general intention of it all has been very praiseworthy. But there is a nobler and more compelling study—the study of society. There is a love which is dearer than that which goes out to the plants and the birds,—the love we bear to each other and to those whom we meet in books. We may be lacking in ideas, and may have made small conquest of the material world. We may indeed be ignorant and poor, and yet it does not matter a great deal if only we have good kind friends to have our joys and sermons, if only our hearts keep warm and our souls are full of laughter. Is there any place that should be so happy and so pulsing with living joy as a little school? How will it be with all of us in the year 1919-1920?

A FINE MODEL

The visit of His Royal Highness the Prince of Wales to Canada is one of the most noteworthy events in our history. His coming at the close of the Great War, in which he took active part, was timely. The feature of his visit was the young man himself. In every place and on every occasion he endeared himself to all the people because of his kindness, his unflinching consideration for others, and his genuine good humor. He is a democrat of the democrats, completely out of sympathy with snobbery.

The difference between him and some of his satellites was clearly noticeable. To put it in a word—the Prince is a man. He is in appearance and character clean and wholesome and a model to every young man in the land. He is for the children the Prince of the story books, and it is no wonder they crowded around him, seeking to shake his hand. Let teachers tell about him, and as they do so let them magnify the virtues of generosity, kindness, courage and loyalty. Long live the Prince!

Our Native Land

God bless our native land!
 Firm may she ever stand,
 Through storm and night:
 When the wild tempests rave,
 Ruler of wind and wave,
 Do thou our country save
 By thy great might!

For her our prayers shall rise
 To God, above the skies;
 On Him we wait:
 Thou who are ever nigh
 Guarding with watchful eye,
 To Thee aloud we cry,
 "God save the state."

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

BIBLIOGRAPHY FOR USE OF TEACHERS COMPLETING FIRST CLASS PROFESSIONAL CERTIFICATES

General Sources: Four sources of information are available to all students of education.

1. Reports and Bulletins of the Bureau of Education, Washington, D.C. Lists may be obtained on application and bulletins cover almost every subject of interest to educational workers. Prices are nominal.

2. Current volumes of the proceedings of the N.E.A. These may be obtained by joining the National Educational Association. Secretary's office is at 1400 Massachusetts Avenue, N.W. Washington. These annual reports are very comprehensive and contain the proceedings of the annual conventions with copies of the papers read.

3. General Education Board, 61 Broadway, New York. This Board issues excellent reports at various intervals, the last is a survey of the Gary, Ind. schools. Publications of the General Education Board are free.

4. The Carnegie Foundation for the Advancement of Teaching, 576 Fifth Avenue, New York, issues bulletins dealing with pensions, occasional surveys, college teaching, etc. These are free.

Bibliography of Special Topics

(a) The Junior High School in Theory and Practice.

"The Junior High School"—G. P. Bennett, published by Warwick and York, Baltimore, 1919.

"Bulletin No. 41, 1913" issued by United States Bureau of Education, re-organization of secondary education."

"Bulletin No. 8", 1916, Washington Bureau—F. F. Bunker, re-organization of public school system.

"Problems of Secondary Education"

Snedden, Houghton Mifflin Co., Boston, 1917.

The Fifteenth Year Book.—Part III. National Society for Study of Education.—Public School Publishing Co., Bloomington, Ill.

(b) Educational Measurements and Standards.

"Educational Tests and Measurements"—Munroe, De Voss and Kelly, Riverside Textbook Series, Houghton Mifflin Co., Boston.

"Elementary School Standards"—McMurray, School Efficiency Series, Worth Book Co., Yonkers on Hudson, New York.

"Curtis Standard Research Tests"—a manual of instruction containing copies of all tests published by Curtis Standard Research Tests, 82 Eliot Street, Detroit, Michigan, price 85 cents.

"Educational Measurements"—Starch, The MacMillan Co., Toronto.

"Deficiency and Delinquency"—a study of tests for sub-normal children, published by Warwick and York, Baltimore, 1918.

Fifteenth Year Book. Part I.—Public School Publishing Co., Bloomington, Ill.

(c) Secondary Education for Rural Communities.

"Rural Denmark and Its Schools"—Foght, the Macmillan Co., Toronto, price \$1.50.

"The Rural Teacher and His Work"—Foght, The Macmillan Co., Toronto, price \$1.50.

"Bulletin" 20, 1912, U.S. Bureau. Re-adjustment of the Rural High School to the Needs of the Community.

"Changes Needed in American Secondary Education"—C. W. Eliot, General Education Board.

"Principles of Secondary Education"—Paul Munroe, The Macmillan Co., Toronto.

(d) Adaptation in Education.

This is a very wide subject. The whole history of education is the story of adaptations made by the school to meet the needs of various communities. It is suggested that the candidates deal with the question from the Manitoba

standpoint and thus make his topic more definite. He should consult the various reports and special bulletins by the Department of Education; School Consolidation, night schools, education in non-English communities, municipal school boards, the broader curriculum, are phases which should be treated.

Charles K. Newcombe,
Superintendent of Education.

NOTE TO HIGH SCHOOL TEACHERS

All teachers of high school grades are requested to demand from each pupil on entering school this term, the certificate or statement of standing which he received from the Department in connection with the June examinations.

The teacher will please ascertain exactly the standing granted so that any examinations for the removing of conditions at Christmas may be provided for, and that no student shall be allowed to proceed with a grade for which he has not received permission.

FRENCH TEXTS

Schools teaching French Options in Grades 9, 10, 11 and 12 will note that the books named in the Programme of Studies for 1919 are unobtainable. The following course will therefore supersede the one laid down:—

Teachers' Course

Grade IX

(a) Leçons de Langue Française, Cours Supérieur, F. E. C. (Nouvelle édition). Pages 1-146 et 362-374. Exercices d'application.

(b) Principe de Littérature, P. Mestre. (Pages 1-109).

Composition en Prose (facile).

L'Oublié: Laura Conan.

Nouvelle Bibliothèque Populaire: X. de Maistre, No. 465.

Nouvelle Bibliothèque Populaire: Louis Veillot, No. 248.

Grade X

(a) Cours Supérieur, (Nouvelle édition). F. E. C.

Exercice d'application.

Principes de Littérature: P. Mestre.

Composition en Prose.

Nouvelle Bibliothèque Populaire: René Bazin, No. 250.

Nouvelle Bibliothèque Populaire: La Chanson de Roland, No. 26.

Nouvelle Bibliothèque Populaire: Molière, No. 509.

Le Centurion: Juge A. B. Routhier.

Grade XI

(a) Rhétorique de Boylesve et composition en prose.

Etude Littéraire et Critique.

Précis d'Histoire Littéraire (Par une Réunion de professeurs Ire et Ile époques.)

Télémaque: 12 derniers Livres.

Racine: Athalie.

Grade XII

French: two papers.

(a) Précis d'Histoire Littéraire: 111, IV, Ve époques.

Nouvelle Bibliothèque Populaire: L'Art Poétique; Boileau, No. 486.

(b) Corneille: Polyucte.

Nouvelle Bibliothèque Populaire: Vicomte de Ronald, No. 375.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

A TEACHER'S RESIDENCE

Oak Bluff, Man.

H. W. Cox-Smith,
High Bluff.

Dear Sir:

Re the dwelling at our school. Our opinion of the same is that the rate-payers never spent money for a better cause than when they built the school teacher's residence four years ago. Mr. F. W. Ebborn, our principal moved in, and our intention is that he will stay right there. He teaches the school with the help of one assistant. He keeps the school grounds clean and free from weeds, takes care of seven acres of garden that belong to the school, teaches all grades up to the eleventh and the eleventh also, and teaches manual training. He is the centre of all help pertaining to entertainments, socials, picnics, Sunday school and church, helps the boys and girls in their club work, and in their games and sports. Our school is the community centre, and our teacher is the centre of all meetings. I ask you this question, how could we hold this

man, if we did not deal fairly with his family? He has a wife and three children. His wife can teach music or instruct girls in cooking, sewing or anything they need. Our teacher keeps a cow and hens, and has a car. Last fall during the busy season and the "flu" epidemic, our two teachers with a couple of Ford cars went and got the scholars, taught them during the day, and returned them home at the end of the school day.

I ask you again, how can we spare such teachers? We are paying Mr. Ebborn \$1500.00 per year, house and garden free, he furnishes and keeps his own home, he also does the janitor work.

\$1500.00, free house and garden is good pay, but our principal is worth it, and we could not hold such a man if we did not build him a home and make it worth while.

I will get a cut of the residence and send it to you.

Yours truly,

A. G. Schrieber.

AN ADDRESS AT THE MIDSUMMER CONVENTION OF THE TRUSTEES OF HAMIOTA, MINIOTA AND BLANCHARD

By P. M. Thompson of Oak River.

After a few introductory remarks the speaker said in effect as follows:— The line of thought which I will endeavor to follow may appear to some to be impractical and idealistic but while idealists are few there seems to be no scarcity of men who pride themselves on being practical and those men are generally doing their best work when obeying impulses set in motion by idealists. It is merely a common place remark that we are living in changing

and disturbed times, but the fact is momentous and we are all naturally wondering what steps are wise in trying to reach a solution of our difficulties and bring about a more peaceful condition of things; the remedies proposed are many and varied, one group invoking a revival of religion, another a drastic alteration of our tariff laws, another prohibition, another nationalization of industries and the solution suggested in a leading article in one of

our most influential newspapers was education; that article set me thinking and after reviewing in my mind the course which some people had run I could not find myself in agreement with the proposition that education alone offers the way out of our troubles. I will ask you to consider for a while certain outstanding features of Grecian, Roman and German history; by taking two examples from ancient civilization we are able to see two complete pictures though in the modern case history is still in the making. Greece, so far as available records show, appears to have reached the highest point which civilization had attain, the artistic and aesthetic faculties reaching extraordinary development; in fact it has been stated by competent authority that the ancient Greek was probably as superior to us in intellectual development as we are compared with the Hottentot; however that may be the evidence of their sculpture, architecture, drama and oratory shows education of the highest order but it did not save them from overthrow. We must bear in mind that all labor was performed by slaves, an enormous number being requisitioned for that purpose, while their masters gave themselves up to intellectual pursuits but in due time the higher impulses became weaker and leisure begot in their turn sloth, voluptuousness, degeneracy and crime. In the case of Rome we find growth and power along rather different lines; her greatest achievements, being in the direction of law, civic administration and military conquest; her statesmen and rulers exemplified in a high degree education of a practical order and with almost the whole of the territory surrounding the Mediterranean in her grasp, her foundations seemed embedded in time's bed-rock. The fact should be borne in mind that the sway she exercised over subject races was that of a conqueror and task master, heavy tributes in money, substance and toil being exacted and when threatened by barbarous hordes of Northern Europe she may be compared to a huge machine which had outgrown its engine power or a giant body which a once mighty

heart had not now the power to sustain and down she crashed—a ruin. Coming to the modern instance Germany was and is almost unquestionably the most highly educated nation of our time measured by the percentage of illiteracy in her population, a percentage almost negligible, and by the application of ordinary scholarship to every part of her commercial and industrial life; it is not necessary to review her recent history and in this connection it is sufficient to remark that education did not save her. We have alluded briefly to three of the most powerful organised nations of ancient and modern times, two of which have disappeared and the other is lying humiliated and weakened; is the underlying cause common to all three instances? "Now Naaman, captain of the host of the King of Syria, was a great man with his master and honorable, because by him the Lord had given deliverance unto Syria; he was also a mighty man in valour BUT he was a leper." How often there is a "but" in the case. If, in the instances we are considering, it may be an open question as to naming the direct causes of their being laid low. I do not think we shall have much difficulty in putting our finger upon at any rate a strong contributory cause common to their downfall. Away back in the early twilight of the human race when it was struggling upward toward the light of a higher and nobler place, into the mind of some one—the Adam of the Book of Genesis—there entered the knowledge of the difference between right and wrong: there and then was the Moral Law revealed to man. Stated briefly and in general terms the Moral Law is that every act and every word, good or evil, contains within itself the elements of the consequences which follow—and no word or deed is absolutely without effect though it may not always be apparent; the good we do and say has its certain reward and evil its equally certain punishment. We may seek for our own purposes to evade or ignore the law either as individuals, communities or nations but in the end it will prevail; its operation is sure and inexorable;

history and our own experience, if we are candid with ourselves, verify it. The fate of Ahab and his dynasty is the ultimate end of those who covet and seize a Naboth's vineyard; what is now the position of the three powers who ruthlessly and without shame tore Poland apart and divided it amongst themselves: Russia, Austria and Germany? None can with impunity defy the Moral Law. Lord Cromer, an eminently successful and practical statesman has said that he attributes Germany's deterioration very largely to the purely material nature of her system of education; the study of the classics and those departments of learning which are cultivated mainly for their value in mind training and character formation has been for some years rigidly excluded from their schools, everything has had to give way to what is strictly utilitarian or of immediate value in producing efficiency. The result we know. Education is not wholly a thing of schedules and statistics; to achieve its highest ends we must keep steadily in view the influence of our teaching upon character. Doctor Arnold, the greatest head master that ever reigned at Rugby School said that the object he had before him was to turn out not only eminent scholars but Christian gentlemen, with the result that he did both and I suppose no school produced during the last century so many able men as those trained at Rugby during Arnold's time. It may be said that this work belongs to the church rather than

to the school but I prefer to think that moral influence and the forming of character—the only thing about us which is permanent—cannot be left out of our educational system if it is to endure. It is not a question of religious teaching or an extra subject—the moral law was old when the oldest religion was young—but an influence or atmosphere in the school and home, something which gives tone and color to our teaching, a question of keeping one's mind alive to the moral issues of the greatest and smallest events and cultivating the same attitude in those whom we influence. Here now comes into our view another aspect of the same question; the old Romans recognised it and called it "Sapientia Cordies"—the wisdom of the heart; it cannot claim to be a product of education for many of us can recall people, who, though unlettered, had a certain wisdom of judgment and outlook, an unerring sense of the right thing to do and say. This must, I think, be the wisdom of which Solomon spoke when he said "Wisdom is the principal thing, and with all thy getting get understanding." Here we have the two things—wisdom, to which should be added understanding or the power to learn—Education; when we get this combination—a nature sensitive to moral influences, enriched by the subtle quality we call wisdom and the whole illuminated by knowledge and learning we surely see life in its fullest beauty and bloom and when education is thus associated it wears a crown of imperishable lustre.

VENTILATION

In my wanderings to and fro among the schools of Northern and Eastern Manitoba I cannot avoid noticing many things. When I am in a critical mood I can find not a few things to complain of. Then again I see much that is encouraging. If I were to mention the greatest need in these schools today, and a want which can quite easily be met I should say VENTILATION.

The foul air makes both teacher and

pupils listless, and reduces the results attained by from 25 to 50 per cent. I believe foul air to be a gross extravagance in a school room as far as immediate expenditures and results go. I see so many hot-beds for germs that I shudder to think of the fight we will one day have to make against the "white plague" unless we gain wisdom quickly.

Many of the schools are furnished

with ventilating heaters but not half of these are "functioning" properly today. Neither the teacher nor the caretaker understands how to operate it economically or effectively and yet it is quite simple. Then again trustees do not have it placed properly. I found one last fall which rested on a solid platform and had no cold air vent in the chimney. It had no fair chance to act as a substitute for even a box stove.

I find many with the radiator missing from the top of the fire-box, allowing much heat to escape. These are generally knocked down when filling the fire-box with wood that is too long. Two foot wood will knock down the radiator and is poor economy when it

does not. Wood cut 16 or 18 inches long is better.

The vents at the base of the chimney should never be closed when the school is in operation and the fresh air intake but seldom if ever.

Many chimnies are too small. (I have much trouble watching contractors on my new buildings).

The opening of the jacket-door of a heater helps but little except it may be to warm the individual right in front of the door. Another weakness I have noted in some schools is scant light and light be-devilled by dark colors in painting, but of that another time.

Ira Stratton.

Special Articles

TEACHERS' SALARIES

(II)

Rural Schools

To discuss teachers, salaries intelligently it is necessary to consider in order the various classes of workers. First of all let us consider the teachers in rural communities.

The standard accepted for discussion is a young lady who holds grade XI non-professional standing and who has taken a course at Normal School. There is something wrong in a country when there are not enough teachers of this class to go around. Therefore there is something radically wrong in Manitoba just now with its four hundred and thirty permit teachers—who are after all not teachers but just make-shifts. What is wrong? Just this, that because of the higher salaries in the Western Provinces and the natural dropping out of teachers for business and family reasons and because of the unsatisfactory conditions under which work is carried on in many cases, the supply of qualified teachers is not at all equal to the demand. Since last August two hundred and fifty Manitoba teachers

have gone to Saskatchewan, and many more to other provinces. And this does not take in all the figures. So it is quite clear something is wrong.

There is of course, difficulty in determining what people can well pay. Districts vary in ability. In one rural district of eighteen sections, there are about four hundred children, in another district of about thirty sections there are about thirty children and so it goes. Yet in the first section mentioned the men have all been earning good money, and are quite able to support, and as a matter of fact do support a reasonably good school. In the second case the farmers are all men of wealth—indeed, it is doubtful if any group in Canada represents more, and yet they have an ordinary ill-equipped building without modern improvements or attractions of any kind. These are extreme cases, and it is difficult to find any common standard.

Yet it is not unreasonable to demand that the teacher, live under as good conditions in the building and in her boardingplace as any daughter in the district, and that financially she shall

be as well cared for as any of the girls of the community. Now, I can hear a farmer saying, "Why, the teacher gets seventy-five dollars a month and my girls get only their clothes and board!" Nonsense! Last year the wheat and stock of this very farmer netted him over six thousand dollars and it is all being deposited in the bank as a legacy for his growing daughter.

This is one thing that has to be taken into consideration. Under present conditions teachers are only servants drawing a wage. They have no business that is self-earning for them. And that is always the monstrous in justice of our industrial system everywhere. While owners of farms, manufacturing concerns and the like are alive, they draw very much larger incomes than the paid workers, (who often labor more intelligently and faithfully), and when they die the business goes on earning for their heirs. But the poor workers get the small end of the deal even when they are working, and when they die, their children must set out in life under a double handicap. They have neither capacity for leadership because of lack of education nor money wherewith to enter upon a venture of their own. At the very best, the position of the wage-earner is a hard one, and a consideration of the problem almost convinces one that sooner or later we shall have to reorganize our social structure on a new basis.

A perfectly just arrangement, but one we cannot hope for under present conditions would be this: A school in need of a teacher would offer Miss Jones a permanent position, and a life-partnership in the business of the district. She would be assured a good living under as good conditions as any other worker, and in her old age would be cared for by the district. But if this is impossible as applied to individual districts, it should be true of the province as a whole. A province cannot get along without spiritual leaders, and spiritual leaders are impossible when tenure of office is so uncertain.

The question arises as to what salary a teacher in the rural school should

receive. The last annual report for the province gives the following statistics: Average salary for the province \$794.00.

Average rural salary \$678.00.

Highest rural salary \$1000.00

Average for 1915, for this province was \$758.27.

The increase has been just about 5 per cent.

The increase for rural schools has been less than 10%.

Is it a fair deal for wheat to advance from a dollar to two dollars and a quarter, and yet salaries of teachers to advance not ten per cent.? There isn't a business house in the country that is guilty of anything like this.

The figures for Alberta and Saskatchewan are very much better, and recently it was officially stated in Edmonton that in 1917 there were 60 teachers in rural schools who received over \$1000.0, in 1918, 160 teachers, and this year as far as returns have come in over 340 teachers. Is it not about time for Manitoba to wake up?

One thousand dollars gives about eighty dollars a month. Is it too much considering what it cost the teacher to get ready for her work? When she went to school she found her companions dropping out at the end of grades VIII, IX and X, to take positions in stores and offices at a salary quite equal to that which she would get two years later on. During the two years she attended High School and Normal School, the cost was quite \$500 a year, even if the father had to pay it, and she missed the opportunity of earning two years' salary. So naturally she expects, when she begins her actual work of teaching, a little higher wages than an office girl. Unfortunately she does not always realize her expectations.

So if remuneration were all important there would be a poor look-out for teaching in Manitoba. And indeed the look-out is very discouraging. But there is something better than remuneration. Some one has truly said that if teachers receive small remuneration they receive great reward. It is, I am sure, the certainty of this reward that attracts so many young people to the

calling. To be an influence in moulding the life of the nation, to be a guide to childhood, a comfort to parents, to have the consciousness that life is not lived without noble purpose—all this is more than the attractions of salary. And yet we would that things were better, that we had a profession of settled teachers rather than a succession of itinerants, rather a body of men and women rich in experience than a class of young people who though earnest and willing are yet, because of inexperience able to do only half the work of which they are capable. What we are asking is that our schools be officered not by those who are serving under permit or on probation, but by members of an honored and skilled profession.

This leads to one other suggestion. My dream is that in the not-distant future, a rural community will see the wisdom of purchasing a plot of ten acres on which will be erected a teacher's residence. A teacher and his wife will take possession and become the spiritual leaders in the district. They will both be fitted by training for leadership. A salary of \$2,000.00 and the produce of the little farm would under present conditions probably suffice, and if farmers were always as much con-

cerned about their children as about their stock this proposition would be considered very reasonable. The reason why so few men prepare themselves for teaching in rural schools is explained by the fact that, at present it is from a financial view-point too mean a business.

In this connection attention is called to Mr. Schrieber's letter in the Trustees' Section. What is done at Oak Bluff can be done everywhere, if people are only in earnest and fair to the children. It is worth everything to Oak Bluff to have a man like Mr. Ebborn in charge of the school. Why not encourage two hundred men of this kind to take up work in rural community.

One thing that makes conditions so bad in rural districts is the fact that an inexperienced teacher gets almost as much as one with experience. Salaries tempt people to make teaching a stepping-stone to another calling. They do not encourage people to remain in the profession. Novices often received more than they are worth. Experienced workers receive only half enough. Grading of grants on the basis of certificate and length of service is very necessary in the interests of efficiency. The grading should be very marked if it is to accomplish anything worth while.

HIS PLAN TO SECURE GOOD ATTENDANCE

He has been teaching for great many years. Irregularly attendance of his pupils spoiled his work—his plans—right along. He tried this and he tried that; but all his painstaking seemed to be in vain till at last he hit on the following plan:

Let everyone who attends 80% of the time for a month or more, does 80% at least of the work given by the teacher each day for the month, and behaves himself or herself seemly in school or out of school as far as the teacher knows, receive at the end of each month a red ribbon and 25c as a reward (though small) for steadiness, good work, and laudable behavior."

The plan has worked beautifully.

Last summer he had to report only one out of 25 pupils on the register for

irregular or non-attendance. The summer before it was about the same at another school, where he taught then.

The year 1919, in May, he pays prizes to almost all his pupils 30-33 to 90% of them. Why? Because they attended 80% or more of the time, did 80% or more of the work, given them, and behaved like good boys and girls.

Someone said to him: "You are a fool to spend your money this way." You pay your pupils out of your own pocket. Why don't you let the Trustees pay this money from the ratepayer's taxes?"

"Well, he answered, "I have a right to have my hands in my own pockets—Not so with other pockets—and money is well spent when it is given to good boys and girls."

THE PROGRAMME OF STUDIES

Language (I)

The programme of studies in a vague way outlines the work in each subject for each grade in the school. Teachers have asked that it be elaborated, and that some suggestions be made as to method. In this and following numbers of the Journal an attempt will be made to meet the wishes of those who are teaching in the first six grades of the elementary school. In order to save space the briefest statements possible will be made. Phrases will take the place of sentences, and where possible references will take the place of printed statements. In this issue the topic treated will be language. Among the sub-topics and related topics will be conversation (with its two sides listening and speaking), oral and written composition, writing, spelling, grammar, with such modification as memorizing, dramatizing, debating. These will be considered in order. In actual teaching all these arts are correlated. For convenience only are they treated separately.

Listening

The power to use language comes very largely through imitation. Words, idioms, style, are caught from listening to others or from reading. It follows that good models, suited to the development of the pupils are necessary. The teacher herself should be a model in speech, manner, enunciation, pronunciation, voice-quality. The reading placed before pupils at all stages of their development should be such as to inspire good taste. Pupils should be taught from the beginning to listen not only, to catch the thought but the niceties of expression—words, phrasing, arrangement.

Grade I.—Pupils listen to speech of companions and teacher. Sometimes compare with speech of home. Teacher selects best literature possible for grade. Both prose and poetry. Mother Goose rhymes, fairy tales, myths, legends and particularly Old Testament Stories, all necessary as foundation work. Can be reproduced without palling. In this way different from

life experiences. Dream stories particularly useful. Stories for Grade I should be short, simple and dramatic if possible. Pupils should be held responsible for reproduction of stories told by teacher and companions. All directions of teacher to be given in clear and pleasing tone and only once. No confusion, no needless repetition. Listening games to be devised. Occasionally mention made of wise choice of words and clear-cut enunciation.

Grade II.—Teacher expects more from pupils. Longer stories. Follow complex directions after one telling. Note voices-quality in speaking and singing. Expect pupils to reproduce what is said in class. Listening games continued. Listening to nature.

Grade III.—Expect still more. Long stories. Discuss value of words used. On second and third telling pupils put in words used by teacher or author. Stories used includes those of earlier grades and animal stories, imaginative stories such as Alice in Wonderland, Pinocchio, historical tales such as Tree Dwellers, Eskimo stories, Indian folk stories. (See Miss Bemister's tales). Tales on things heard out of school—speech, bird songs, etc. Measure progress of pupils by their ability to attend.

Grade IV.—By the time pupils reach Grade IV, listening attentively and with purpose should be a habit. As in previous grades the attitude of the teacher during recitation is an index to pupil's behavior. She should display at all times a kindly sympathetic attitude, giving the pupil credit at times for what he clearly meant to say, even if he cannot say it clearly. The recitation now a great listening lesson. Pupils can also at this stage be trained to listen as they read. Story-telling for reproduction can be continued, and pupils will find it a good listening exercise to follow one another as they give accounts of story books or descriptive articles they have read. A list of progress in Grade IV, is the ability to attend patiently to what others are saying. After all a good

conversationalist must be a good listener as well as a good talker.

Pupils of Grade IV begin to note differences in accent, voice-quality and rhythmical utterance. Teachers will not overlook this.

Grade V.—The recitation should still be made a listening lesson, and pupils should be encouraged to listen as they read, that is, should read thoughtfully weighing the substance under consideration and taking note of felicities of expression. They should also be encouraged to listen to speakers and note qualities of their speech. Especially should they be trained to note use of words and voice-quality. Noting how people speak at telephone, in business, and at parties. Is unmusical voice ever to be tolerated? Some attention should be paid to choice of words in literary selections. Books of choice quotations should be made by each pupil. As in previous grades the teacher's manner, voice, attitude to speakers, are all important. It should be impressed upon children that nothing measures a lady or gentleman more surely than attitude to speakers or readers. Training to listen at concerts has great value. There never should be a whispering accompaniment to good music. The good listener shows her sympathy by her courteous attention..

Grade VI.—Pupils can now as they listen note the order of thought in minds of speakers and writers. Critical work within limits has a value here. Topical outlines an aid to listening. Grade VI pupils alive to striking phrases, even noting foreign phrases. This to be used by teacher. Quotation days, poets' days are in order. A measure of progress is ability to listen courteously to teacher and classmates. A measure of teacher's fitness is her power to curb her speech in order to listen to pupils.

Speaking or Talking

This is the other half of conversation. People judged by their speech. Nearly everybody fond of talking. The teacher's task to train to talk well—musically, fluently, clearly, coherently, and with purpose. Every one should

have something to say, and be able to say it in such a way as to command attention. A great difficulty in directing conversation because of native differences in pupils. Teacher to have regard to this. The subject matter of conversation will include—experiences at home, on the play grounds, on the streets, in the fields, as well as everything naturally connected with school studies. Anything can become interesting if dealt with in right way. Note for instance how Grayson makes the common place so charming. Then there are stories told to children, or read by them. These specially helpful in language training, because they lend themselves to repetition. A third exercise growing out of attempts at talking is correction of common errors of speech. Not the errors classified in text-books but the actual errors of enunciation, pronunciation, use of words as to their purity, accuracy and suitability. The real text is the child. His ways to be studied. Measure of teacher—her faithfulness in noting language needs of pupils.

Grade I.—Aim at spontaneity. Talk about little things of daily life. See programme on society-study for list of topics. Other subject matter includes stories, games, nature study, reading lessons, visits, poems studied, things imagined. (List of suitable stories and poems given under Reading in subsequent issue.) The pupil who is speaking should have an audience. Duty of teacher to cultivate audience attitude in class. Teacher should have a note book to enter errors of speech—I seen, I aint, she didn't; and the common over-use of **and**. Vocabulary drills of value, but should take form of games so as to avoid being mechanical. Inflection as related to thought and feeling expected from the beginning. Monotone corrected by imitative exercises and special expressive drills.

Grade II.—Spontaneity and freedom still first. More expected in the way of orderly statement. Pupils now old enough consciously to stand and speak in such a way as to please audience. Posture and voice quality always referred to as important. They are so

perience or a story a privilege. Pupil sometimes tells a second time if he thinks it possible to improve on first telling. Out of a conversation lesson will grow special drills on enunciation, and the like. The teacher must follow the needs of her pupils, rather than dictates of a language-lesson textbook. Dramatizing—using either the words of the book, or pupil's own words is a great help toward expressive language. Grade II pupils are particularly fond of dramatizing. They also delight in picture study and description.

Grade III.—Continued use of free conversation, story reproduction, pictures, nature study, aims freedom and coherence. Pupils trained to help one another by showing sympathy. Particular attention to errors that creep into speech—enunciation slang, grammatical inaccuracies, wrong words. To get free easy speech in narration and description, from Grade III pupils, most important than to get fair results in written composition. Grade III girls will readily try to have good style in speaking. They will imitate teacher in all that pertains to this. They will also note how characters in books speak. Dramatizing very helpful. Conversation lessons may easily become rambling, purposeless, uninteresting. Under good teaching the smallest incident may be lifted out of the common place. Whatever a pupil is interested in is worth using. One aim to train pupils what to mention in conversation and what to omit. Games for enriching vocabulary and improving enunciation easily devised.

Grade IV.—The free conversation and formal oral expression of pupils centre in the recitations—history, geography, nature study, society study, picture study and the like. Out of regular lessons grow special drills on enunciation, choice of words, grammatical forms, and the like. Attention is given to manner, voice, posture and form generally. Games to develop clearness and accuracy of discipline are easily invented. For instance one pupil tells how a game is played or an

article made and other pupils literally follow instructions. Examination of literature studied and memorization help to develop and enrich vocabulary. Narration was chief form of composition in previous grades. Description now prominent. Summarizing of great value—used in every lesson. For instance pupils give outline of lesson read or studied up to the point of new departure. Problems of the forward and the modest pupil important—former encouraged to become good listener, latter encouraged to talk about things he understands. Modest pupils should never be ignored because they make no trouble. Measure of ability in this grade—power to take part in free conversation as listener and later to tell a story clearly and interesting way, to give an accurate description to reproduce what others have said, or what has been read in books. Ordinary recitation finest opportunity to cultivate power of oral expression. Time also given to pupils to tell what they have found out or read independently. This important.

Grade V.—Teacher's kindly manner more important than ever. Pupils at self-conscious stage. Inclined to laugh at efforts of each other. Teacher by example can overcome this. Ridicule never permissible. Sign of ill-breeding. Pupils encouraged to note excellences rather than defects. The three forms to be emphasized are narrative, (based on experience, reading, telling) description (based on experience at home and in school) and summarizing or simple exposition. Questions for the pupil: Have I something to say? Have I an order in which to say it? Do I say what I have in mind clearly and well? At this stage posture and manner exceedingly important, but pupil not scolded for failure. Teacher should not publicly reprove, nor wound sensibilities of pupils of Grades V to VIII. There is a better way.—Enunciation and articulation drills continued. They are liked. Every pupil to keep his own error book. (What should be the measure of a pupil's ability in Grade V?)

Grade VI.—Pupils have reached the considered in life. Telling an ex-

stage when they may show wisdom in selecting material. Is it interesting? Is it suitable? Can I say what I have in the time allowed?) Aim is to get continuous discourse. Therefore speaking to a pre-arranged plan—not too rigid. Pupils begin to appreciate life-value of good clear telling speech. Like to hear good speakers and good readers. Encourage this. Oral reading a help to conversation and oral expression. Style easily made important element in speech. Both sexes admire good style. More than ever the teacher's manner and quality of speech important. Subject matter for conversation and oral composition include—(1) Ordinary recitations; (2) accounts of reading done at home or at seats; (3) descriptions of operations in manual room, sewing room, etc.; (4) descriptions of processes observed in community life; (5) biographies; (6) imaginary voyages or experiences; (7) debates—likes or dislikes with reasons. By the time a pupil leaves Grade VI he should have ability: (1) to tell a story in interesting manner; (2) to give a

faithful description of an object or a process; (3) to hold his own in a free conversation; (4) to summarize a statement or an argument; (5) to do at all with ease, grace of manner, and in a style that will command respect. Good posture, voice and manner, still emphasized. The question for teacher—Will pupils go out into world able to take a worthy part in agreeable and helpful conversation? Is there anything more important?

“It is detressing to meet a young person who has never learned how to take part in free helpful conversation, who can neither listen carefully, nor express his own thought clearly and connectedly, or who lacks the graces of speech and manner that are essential to refined personality, and on the contrary it is delightful to meet one who is a sympathetic listener to other people, who can contribute her part in pleasing conversation, winning the will of her associates not only because she has something to say but because she knows how to say it clearly, expressively and with the charm of cultivated ease.”

SAMPLES OF LANGUAGE WORK

To make specific what has been given in outline the following illustrations of oral expressions are given.

Grade I.—The pupils may tell about pets at home. (a) I have a cat. His name is Dick. He is two years old. (b) Our canary can sing. We give him seeds to eat.

They may describe operations which they witness every day. (a) Mother gets breakfast for us. I help her to wash the dishes. (b) Father is cutting the grain. I sometimes go out to the fields to watch him.

They may tell a story they have heard. (a) Once there was a little girl. Her name was Mary. (b) A hen had a grain of wheat. She said, “Who will plant this grain of wheat?” “I won't” said the cat.

They may describe a picture. (a) I see an old man and a little girl. She is helping him to row the boat.

They may dramatize a story. (a) “Who has been in my chair, and put it out of its place?” “Who has been on my chair, etc.” (b) “Good morning! Brer Fox.” “Good morning Brer Rabbit”, etc.

They may tell their companions how to do things. (a) Go up to the desk. Get me a ruler. (b) Stand on your toes. Waive your arms.

They may talk about the reading lesson. (a) I think the little robins are pigly. Why have they such big mouths? (b) We went to the circus last summer. There was an elephant that danced.

They may repeat a nursery rhyme. (a) Little Jack Horner, etc. (b) I saw a ship a sailing, etc.

They may describe something they are doing (a) I took twelve stickers. I placed them in four rows. There were three stickers in each row.

This list may be indefinitely ex-

tended. The aim is to fix the sentence idea in the mind of the pupil.

Sometimes a pupil makes an error, and it is kindly corrected. (a) My mother told me.—“We say told”—My mother told me. (b) Me and Daisy went.—“We say Daisy and I”.—Daisy and I went.

Sometimes a pupil enunciates indistinctly. (a) Las snite we went for a ride.—Last night we went for a ride. (b) She couldn ketch him.—She could not catch him.

(The correction if made in a kindly way will be appreciated by the children.)

Sometimes there is a wrong posture or attitude. (a) I think Harry could stand up like a man. (b) I think George could listen to Mary.

Sometimes the pupil is inexpressive. (a) Do you think mother would say it in that way? (b) How did the big bear talk? (c) Say it after me—Yes! Yes! Yes! (All pronounced with different inflection.)

Grade IV.—Pupils may take part in the recitations. (a) “The room is 30 feet long.” “Yes, but only half of it has to be covered.” “No, all the walls have to be covered, but only half the floor.” (b) “I found out that the Japanese make the mats. They have a certain reed growing in the marshes, etc. “I had to find out something about their flower gardens, etc.

They may tell what they have read. (a) The book I read last week was “The Secret Garden.” It is the story of a little boy who was lame, etc.

They may tell how to play a game.

(a) Draw a ring on the floor. Let the ring be six feet across, that is six feet in diameter, etc.

They may describe a picture.

They may observe and describe a natural object, or may tell about something they have witnessed. (a) There is a robin’s nest in one of our trees. I watched the robin’s build it. This is how they did it., etc.

They may describe characters in history and literature. (a) Alfred was a wise and thoughtful king, etc. (b) Pollyanna lived with a little village, etc. (c) Robin Hoods’ great friend was Little John. He was the tallest man in the band.

They may give imaginative accounts. (a) My old white hen. (b) My good right hand. (c) The gopher who lost his tail.

They may dramatize—using either their own language or the language of the book.

They may give accounts of resolutions to industries.

They may plan co-operative work, such as a class entertainment.

They may take an imaginary journey each pupil doing a part.

Sometimes errors in English have to be corrected. (a) Grammatical errors. (b) Errors of enunciation. (c) Errors of posture and attitude. (d) Errors or failures of expression. (e) Errors in arrangement.

All through teachers should work, for coherence, for division of thought, or clear arrangement.—There should be very sensible progress from Grade I to IV, both as to arrangement and form of speech.

DRAWING OUTLINED BY THE DRAWING SUPERVISORS, WINNIPEG

Grade 2.—Teachers should provide themselves with Graphic Drawing Books No. 1 and No. 2. Teachers should make large six-color chart, (colors at full strength) for use in the school room. Use 4½"x6" manilla paper unless otherwise directed. **Aim of work.** To secure proportion, good placing, and cleanliness.

I.—(a) Oral lesson on primary colors, naming colors of familiar objects.

(b) Make a yellow wash. (Place paper vertically).

II.—(a) Oral lesson on secondary colors.

(b) Make a “stained glass window” effect by using red and yellow.

Cover the whole paper. Note the orange color when red and yellow mingle. The best results are obtained when paper is first made slightly damp.

(c) Make a blue wash.

III.—(a) Make a "stained glass window" effect using yellow and blue. (Note the green.)

(b) Make a bush drawing of a yellow flower with a green stem, or of a green leaf. See that each child is provided with a specimen.

(c) Make a "stained glass window" effect using red and blue (Note the violet.)

IV.—(a) Give an exercise in color on short horizontal brush strokes of about two inches in length. Fill $4\frac{1}{2}$ "x6" paper with this exercise.

(b) Oral lesson on rainbow colors. If possible show them to the class through a prism. Tell a rainbow story.

(c) Make a "stained glass window effect" by using red, yellow, and blue. Note that all the rainbow colors are present in the result.

Grade 3.—Teachers should make a large six color chart (4" circles) for use in the school-room, similar to that in Graphic Drawing Book No. 2.

Use $4\frac{1}{2}$ "x6" manilla paper unless otherwise directed. Each child must have a ruler.

Teachers should provide themselves with Graphic Drawing Book No. 2.

I.—(a) Brush work exercise in ink or color, using horizontal brush strokes of various widths, about two inches in length. Fill a $4\frac{1}{2}$ "x6" paper with this exercise.

(b) Oral lesson on the production of secondary colors. Draw a shape for a stained glass window. Within this shape, make a stained glass window effect using the three primary colors.

(c) Review.

II.—(a) Brush work exercise in ink or color, using vertical brush strokes. Do not turn the paper.

(b) Make a brush drawing of any grasses, leaves, flowers, etc.

(c) Practice lesson on producing two tints of a color.

III.—(a) Brush work exercise in ink or color using oblique lines.

(b) Review the brush drawing of any flower, grasses, etc.

(c) Review tints.

IV.—(a) Lesson on the ruler to teach inches and half inches.

(b) Review.

(c) Prepare by ruling, two oblongs, 2"x3", well placed upon $4\frac{1}{2}$ "x6" paper.

Grade 4.— $4\frac{1}{2}$ "x6" or 6"x9" manilla paper as specified. Teachers should provide themselves with Graphic Drawing Book No. 3.

Each child should have a ruler.

I.—**Color Chart.** Have the class make separate washes of the Primary and Secondary colors on $4\frac{1}{2}$ "x6" paper, colors at full strength. Select the best and cut out 4" circles. Mount in proper order for use in school-room. See chart in Drawing Book No. 3.

II.—(a) Give an exercise with brush, using color or ink, on the making of horizontal brush strokes of different widths, about 2" in length. Fill a $4\frac{1}{2}$ "x6" paper with this exercise.

(b) Give an exercise with brush and ink on the foreshortening of a circular flower. Do not use pencil. Note that the circle of the flower appears as an ellipse.

(c) Make a brush drawing of a flower in color, work masses except where flower consists of a few well defined petals. In such cases paint petals separately. Each child must have a specimen from which to work. Do not allow copying.

III.—(a) Give an exercise on vertical strokes of different widths. Do not turn the paper to work.

(b) Exercise on the making of tints (add water to standard).

(c) Make a brush drawing of any flower.

IV.—(a) Exercise on oblique strokes of different widths.

(b) Practical less on the making of a color darker by the addition of a little of its complementary.

(c) Review the brush drawing of any flower.

Grade 5.—Use 6"x9" manilla paper except where otherwise specified.

Teachers should provide themselves with Graphic Drawing Book No. 4.

I.—Color Chart. Class should make a large color chart for use in the school-room. Let different pupils make washes of clear strong standard colors, on 4½"x6" papers. Select the best and cut 4" circles. Mount in proper order. See chart in Drawing Book.

Practice.—Review the making of shades. (Add a little of the complementary to the standard to produce a shade).

Practice.—Teach the foreshortening of a circular flower in color or in ink. Note the shortening of nearest and farthest petals; side petals appear full length width of ellipse varies with height and distance from the eye.

Problem.—Without pencil outline. make brush drawings of any flowers. Each child must be provided with a specimen.

Grade 6.—Use 6"x9" manilla paper except where otherwise specified. Teachers should provide themselves with a Graphic Drawing Book 5.

Sept. Color Chart.—Class should make a large color chart for the school-room. Let each row make washes on 4½"x6" paper, of one standard color, from the best of which cut 4" circles. Let each pupil produce neutral grey by mixing the standards together.

Practice.—Take practice lessons on greying colors before commencing the nature work. See exercise on chart in Drawing Book 5.

Problem.—Make brush drawings of flowers or leaves with or without berries.

Make pencil drawings of flowers or leaf sprays with or without berries. Attempt shading, aiming to obliterate outline. See Graphic Drawing Book 5, pages 3-5.

Grades 7-8.—Use 9"x12" manilla paper except where otherwise specified. A booklet of Drawings to be made during the year. Teachers should provide themselves with Graphic Drawing Books Nos. 7-8.

Sept. Color Chart.—This exercise is of the greatest importance as the chart is necessary in all the color work throughout the year.

Aim: to exactly match the standard colors in full intensity; to show graduated values in intermediate hues and in greyed colors.

Make washes of color upon 4½"x6" paper (full intensity) cut out 4" circles and mount upon large green card in proper order. See Drawing No. 7.

Practice. Color Schemes.—Aim: to show pleasing color combinations and their application. Practice making color schemes according to the following plan.

Upon 6"x9" paper arrange 3 oblongs 2"x4". In each of these plan 3 shapes—circles—squares—triangles, etc. Color the oblongs with greyed tints of any standard colors, leaving the small shapes blank. In these small shapes work out pleasing color schemes, using (1) a greyed hue analogous to the background. (2 and 3). Tones of its complementary greyed.

A SYLLABUS OF HISTORY FOR GRADE X.

The Foundations of England (1066)

Lesson 1.—The Celts:

(a) Social, political and religious organisation; occupations.

(b) Extent, character and effects of Roman occupation of Celtic Britain.

2. The Saxon Conquest:

(a) Character and extent of Saxon Conquest.

(b) Free village community of the Saxons.

3. The Church Before the Norman Conquest:

(a) The conversions: Patrick, Columbia, Augustine.

(b) Roman vrs. Celtic christianity and the Whitby Settlement.

(c) Organization under Theodore and its effects.

4. The Coming of the Danes:

(a) Their raids and settlements.

(b) Influence upon England.

5. (c) Rise of Wessex and work of Alfred.

6. Anglo-Saxon Government:

(a) Moots, judicial procedure, taxation.

(b) Weakness of this Government.

7. The Struggle for the Possession of England:

(a) The Danish Conquest—causes, effects, temporary nature.

8. (b) The coming of the Normans.

(1) In the reign of Edward the Confessor.

(2) The Hastings campaign.

9. Effects of the Norman Conquest Upon:

(a) Institutions; monarchy, church and moots.

(b) Land tenure.

(c) Justice.

(d) Taxation—Domesday Book.

MEDIAEVAL ENGLAND

1066—1485

Lesson 10 and 11.—Feudalism:

(a) A system of land tenure: King, tenants-in-chief, knights, villeins, etc.

(b) A system of government: military, financial, judicial.

(c) Chivalry and the crusades.

12. Normandy:

(a) Effects of its possession upon king, barons and trade.

(b) Circumstances of its loss.

(c) Effects of its loss.

13, 14, 15.—Church and State:

(a) Separation of courts. (Wm. I.)

(b) Struggle about Investiture. (Henry I.)

(c) Dispute over church courts. (Henry II.)

(d) Struggle with the Pope.

(1) Re-election. (John.)

(2) Re-taxation. (Henry III and Edward I.)

(3) Re-provisors and praemunire. (Edward III.)

(e) Monks, friars and universities.

(f) Wyclif, the forerunner of the Reformation.

16 and 17.—Centralisation of Government under Henry II:

(a) A restoration after anarchy of Stephen's reign.

(b) Administrative reforms: Sheriffs, military, etc.

(c) Judicial reforms: Jury, itinerant justices, etc.

18.—The Angevin Empire:

Its origin, extent (map), its gradual loss.

19.—Magna Carta — Struggle for Liberty:

(a) Events leading to Charter.

(b) Main terms of Charter.

(c) Results of Charter—King under law.

Lesson 20 and 21.—Beginnings of National Unity:

(a) Opposition to foreigners and Papal enactments under Henry III.

(b) Beginnings of Parliament.

(1) Simon de Montfort, 1265.

(2) Model Parliament, 1295.

(2) Separation of Lords and Commons, 1322.

(c) Legislative and judicial reforms of Edward I.

(d) His attempt to incorporate Wales and Scotland.

22 and 23.—The Hundred Year's War:

(a) Causes and outlines of the first phase. (Edward III.)

(b) Causes, outline and results of second phase. (Henry V.)

(c) Wars of the Roses.

24.—Increased Strength of the Commons:

(a) Under Edward III.

(b) Under the Lancastrians.

25.—The Peasants' Revolt:

(a) Manorial system, villein tenure and status.

(b) Causes and results of the revolt.

26.—Social Life at the Close of the Middle Ages:

THE NEW MONARCHY—THE POPULAR DESPOTISM OF THE TUDORS

Lesson 27.—Foundations of New Monarchy:

(a) Strength and weakness of the position of Henry VII.

(b) His achievements.

28.—The Renaissance:

(a) The old and the new learning.

(b) Influence of new spirit upon people, church and government.

Lesson 29.—Discoveries and Explorations, Expansion of Trade.

30 and 31.—The Reformation:

(a) Henry VIII: work of Reformation Parliament.

(b) Edward VI: The Prayer Books and Articles.

(c) Elizabeth: Religious Settlement and Beginnings of Puritanism.

32.—Foreign Policy of the Tudors:

(a) Dynastic Alliances. (Henry VII.)

(b) Balance of Power. (Wolsey.)

(c) Nationalism. (Elizabeth.)

33.—The Tudor Despotism:

(a) Tudor Parliaments.

(b) Conciliar Government: Council of Wate, Council of North Star Chamber, Court of High Commissioner, etc.

(c) Paternal Legislation, Poor Law, etc.

STRUGGLE FOR SOVEREIGNTY BETWEEN KING AND PARLIAMENT

Lesson 34, 35, 36, 37, 38.—Causes of the Great Rebellion:

(a) Changed conditions, character of Stuart Kings, Divine Right theory.

(b) Religious problems of James I and Charles I.

(c) Financial problems of James I and Charles I.

(d) Blunders in Foreign Policy.

(e) Petition of Right and Grand Remonstancance.

39.—Division of Parties; Reasons for Failure of Charles I.

40.—Experiments in Government. 1649-60:

(a) The Commonwealth.

(b) Instrument of government.

(c) Rule fo Major-Generals.

(d) Humble Petition and Advice.

41.—The Restoration:

(a) The Restoration Settlement.

(1) Declaration of Breda and Cavalier Parliament.

(2) The Clarendon Code and the Puritans.

Lesson 42.—(b) Beginnings of modern Parly Government.

(1) Supremacy of Parliament.

(2) Beginnings of Party System (Exclusion Bill.

(3) Beginnings of Cabinet (Cabal.)

43 and 44.—The Revolution:

(a) Foreign Policy of Charles II and James II.

(b) Religious Policy of James II.

(c) His attempt at absolute rule—

Standing army, suspending and dis-pensing power.

(d) Birth of a son.

45.—The Revolution Settlement — Limited Monarchy:

Bill of Rights, Toleration Act, Mu-tiny Act, Triennial Act, Act of Settle-ment.

46 and 47.—Parliamentary England— Cabinet Government and Party System:

(a) Walpole and the Whigs.

(b) George III and Personal Rule.

(c) Younger Pitt and the new Tories.

THE EXPANSION OF ENGLAND IN 17th and 18th CENTURIES

Lesson 48.—England and Ireland Until the Union.

49.—Union of England and Scotland.

50.—Founding of the American Colo-nies.

57.—Indid: Foundation; Clive; Hast-ings.

52.—The Seven Years' War.

53.—American War of Independence.

54.—The Napoleonic War.

MODERN BRITAIN

Lesson 55.—The Industrial Revolution:

(a) Power.

(b) Transportation.

(c) Invention.

56.—The Agrarian Revolution:

(a) New Enclosure Movement, Drain-age, etc.

(b) Rotation of crops.

(c) Selective Breeding.

57.—Religious Revival and Humanit-arian Movements:

(a) Wesley, Howard, Wilberforce, etc.

58 and 59.—Political Reform:

(a) Reform. Bills and Chartism and Parliament Act 1911.

(b) Catholic Emancipation and Irish Home Rule.

60 and 61.—Economic Reform:

(a) Factory Acts, Employers' Lia-bility, Poor Law.

(b) Corn Laws and Free Trade.

(c) Education.

62, 63, 64, 65 and 66.—The New Empire:

(a) Canadian Confederation and Ex-pansion to the Pacific.

(b) Australasia.

(c) South Africa.

- (d) The Far East, India, China, etc. (a) Causes.
 (e) Egyptian and other African Protectorates. (b) Struggle.
 (c) Peace and the League of Nations.
 67 and 68.—Foreign Policy: (d) Problems on Reconstruction.
 (a) The near Eastern question. Total 72 Lessons.—Beginning till 1485-26; beginning till 1783-21; beginning till 1919-25.
 (b) The Triple Entente.
 69, 70, 71 and 72.—The Great War:

ENGLAND'S NEW SUPERANNUATION SCHEME

The School Teachers' Superannuation Act, which became law in November last and came into operation in April of the present year, embodies a plan for the payment of pensions to the veterans of the teaching profession in England on a more generous scale than obtains anywhere else in the world, except possibly one or two countries in Germany. The act is rather long, it is somewhat complicated by its connection with a superannuation act passed in 1898, and some of its clauses are limited in their application by rules of the Board of Education; but the following summary will give an idea of its more important features.

Superannuation allowances may be paid to a teacher who has attained the age of sixty years and who has been employed not less than thirty years in "recognised or qualifying service." "Recognised service" is defined by the act and "qualifying service" by rules of the Board of Education.

The allowances granted are (a) an annual pension equal to one-eightieth of the teacher's salary for each completed year of recognized service, such pension not to exceed one-half of the yearly salary, and (b) an additional grant of a lump sum equal to one-thirtieth of the teacher's salary for each completed year of recognised service but not to exceed one-and-a-half times his yearly salary. In both cases "salary" means his average yearly salary for the last five years of recognised service. In the case of a woman, who marries and so ceases to be employed in recognised service but who subsequently returns to it, these allowances may be paid after twenty years of recognised service. Provision is made

for the payment of these allowances to a teacher who, after at least ten years of recognised service, has become permanently incapable through infirmity of mind or body of further recognised service.

A teacher who is not qualified to receive these allowances and who has become permanently incapable of further recognised service may be granted a gratuity not exceeding one-twelfth of his average salary for each completed year of recognised service; and a similar gratuity may be paid to the legal representative of a teacher who dies while in recognised service, if he has completed at least five years of such service. If a teacher, to whom an annual superannuation allowance has been granted, dies before he has received therefrom an aggregate amount equal to a year's salary, a gratuity equal to the deficit may be paid to his legal representative.

If a teacher, to whom a superannuation allowance has been granted, re-engages in recognised service, his allowance ceases; but it may be renewed and readjusted when he again retires.

The Board may refuse, reduce, suspend, or terminate the allowance of any teacher guilty of misconduct which would disqualify him for recognised service.

No allowance or gratuity may be paid to a teacher who is not a British subject, nor may it be paid to a teacher already connected with some other pension scheme. Provision is made, however, for his withdrawal from other schemes and for a refund of the sums he may have paid towards their maintenance.

No contributions to a superannuation

fund are made by the teachers who come under the operation of the new act, but they must pay the fees for the medical examinations required.

Annuities are paid in quarterly instalments. No superannuation allowance or gratuity may be assigned, or pass to the creditors of a bankrupt.

The final decision of all matters connected with the granting and payment of annual allowances and gratuities rests with the Board of Education.

The operation of this act is confined to England and Wales, Scotland and Ireland being specifically excluded, although it may be extended to the Isle of Man and the Channel Islands; but its influence will be felt in every country which has a system of public schools. Western Canada, where the personnel of the teaching profession changes so continuously and so rapidly, is specially interested in it. It will inevitably reduce the number of teachers coming from England to this country; and it is quite possible that, under existing conditions, some of our own young people who have chosen teaching as their life work will find England more attractive than the prairies as a field in which to labor. Except a marked and permanent increase of salaries, nothing can do more to make teaching an attractive profession and give it stability than a liberal scheme of retiring allowances to those who have

given their lives to this branch of public service. Manitoba and the other Western Provinces ought to pass immediate legislation giving to teachers who retire from the profession allowances approximately equivalent to those which will hereafter be paid in England.

In Manitoba there are a number of teachers who have given their lives to school work and would gladly retire if some partial provision were made for their old age. Let us suppose that a teacher is at least sixty years of age and has been teaching thirty-two years. If a lady whose average salary for the last five years of her service has been \$1200, she would be entitled, under the new English law, to a lump sum of \$1280 and to an annuity of \$480; while a man whose average salary has been \$1800, would receive a lump sum of \$1920 and a yearly allowance of \$720 under the same conditions. If permanently disabled by illness or accident before they were entitled to such grants, these teachers might have been paid gratuities which would have tided them over difficult places in their lives. With the certainty of this recognition of their service to the community before them, all their years in the school room would have been happier and their work there more efficient.

F. H. Schofield.

A very fine little booklet has been issued by the Macmillan Co. of Canada. It is a Song Book for the Middle Grades, and consists of about forty two-part songs suitable for Grades 4, 5 and 6. The price is 25 cents, so that it can be placed in the hands of all pupils. It is to be hoped that similar volumes suitable for primary and advanced grades will appear. The practice of trying to make a general volume suitable to all grades is not good for music nor for any other study. It is not economical and not good pedagogically.

Children's Page

Golden Rod

Spring is the morning of the year
 And summer is the noontide bright;
 The autumn is the evening clear
 That comes before the winter night.

And in the evening, everywhere
 Along the roadside, up and down,
 I see the golden torches flare
 Like lighted street lamps in the town.

I think the butterfly and bee,
 From distant meadows coming back,
 Are quite contented when they see
 These lamps along the homeward track.

But those who stay too late get lost;
 For when the darkness falls about,
 Down every lighted street the Frost
 Will go and put the torches out!

Frank Dempster Sherman.

EDITOR'S CHAT

Dear Boys and Girls:

So fast the days race away that here we are back again in the sunny golden rod, crimson leaf days of September. No time at all since we said goodby in the month of June and journeyed off into the beautiful land of holiday. For some of us that land has been home, with time for the great out-doors, time to wander in the field, to pick wild flowers, to study the birds, to lie long drowsy afternoons on the grass with a story book; time for work at home and play and picnics. For some of us, holiday land has meant a visit away from home, meeting new people or old friends gathering cherries from the trees and revelling in gardens where strawberries and raspberries grow. For a few perhaps holiday land has meant a place where wonderful snow capped mountains were reflected in mountain rivers, or pine trees stood guard over a cottage by the placid waters of one of our beautiful

lakes. To all of you I hope holiday land has meant the great out-doors, for this wonderful summer of sunny days has been one long invitation to come out and play in the sun.

This summer the editor wandered to many places, some cities and some lakes and some country villages. And among my many interesting experience is one you will perhaps enjoy hearing of. It was a visit to a girl's camp on beautiful Lake Geneva in the state of Wisconsin. It was a long weary train journey to the lake but a few minutes in the launch brought us to the landing stage of Conference Point and in a few minutes we were climbing a steep hill to the cottages where for a term of two weeks every summer 260 girls go to a sort of glorified school. It's a real out-door school for most of the lessons are outside. How would you like a school program that held swimming, diving, rowing, paddling, bon fires, games, dancing and walks in the

woods? Every girl wears bloomers, a middy, and running shoes, and around her head she wears a colored band which shows which tribe she belongs to, for they are playing Indian and each girl has her own tribe. Their council seats are built in circular form around a bonfire and each year on one of the great stones in the fire place in the big teepee the classes paint their name and emblem. When any of these Indian maidens commit a crime such as doing up their hair or putting on a fancy dress there are six husky girls known as "dog soldiers" who arrest the offender and give her a punishment. One girl wore earrings one day and her penalty was to wear a band on her head on which was printed in large letters "I am a nut," another one who had done her hair up was penalized by having her hair twisted into a hideous knot on top of her head and so she had to wear it all day. During dinner there was no hush in the big dining hall, on the contrary there would suddenly be the sound of scrambling feet and scraping chairs

and forty girls or more would mount on their chair seats and sing a song in praise of the state they came from. A scramble down and then more scrambling once more chairs pushed back and another contingent from another state would laud its beauties. After lunch a shrill whistle called to order and the guests present were introduced and greeted by a chanted song and rhythmic hand clapping.

An hour after lunch was free time for reading or writing and then there were swimming lessons and the day went quickly on towards evening when there was a quiet meeting on the hillside overlooking the lake, before the revels that took some new form every evening. What a good time they were all having and so busy, and studies seemed the least of their worries.

The boys have two weeks before the girls come in and even the grown ups have a turn. There were girls from Canada and from the far south and girls from nearly every state, all meeting and enjoying a busy life in Holiday Land.

A BIRTHDAY

Doesn't that heading rouse your curiosity? Naturally, you want to know "whose birthday" Well, we will whisper a secret. It's the birthday of the Childrens Page. And the editor thinks you should give the page a present that's the right thing to do on a birthday, isn't it? This is our sixth birthday too and we deserve a big present and do you know what we want? We want your love and interest. Perhaps you say "we gave you that long ago." Well, many of you have, but there are many of you we never hear from and we want to. Write us letters some time, and tell us if you like the page. Do you learn the poems and enjoy the

stories? We try very hard you know to give you every month something that you may find worth while, something that has been written by people whose hearts are very warm and loving, whose ears are open to hear the bird sing and whose eyes see the beauty of the world. Do you read the poems they have written and see and hear as they would want you to? Does the editor tell you things you want to know or are there other things you would like to hear about more? Write and tell us. You are the Children's Page, just as much as the editor is and you must do your part. Remember this is the page birthday and remember birthdays mean presents!

THE YEAR THAT HAS GONE

In the six years since the Children's Page first opened we have tried in September to give a very brief little

talk on the outstanding events of the past year. What a time it has been! Beginning with the summer of 1914,

how the terrible and tremendous events have rolled up! But always they have rolled steadily on toward those days in last August and September when the one time great German army retreated broken and shaken and took refuge behind the armistice on Nov. 11, 1918. How fast events have moved! The terrors of battle are over, the names of places that were daily before us are now only sad but wonderful memories. In the great palace at Versailles the defeated Germans have met the great men of the allied countries and Peace has been signed. The ships that sailed the seas in strange war time colorings, fearing the hideous submarine come weekly into port filled with returning soldiers. Air men have crossed the Atlantic ocean in less than a day. The war is over. But the poor tired old world does not seem to be getting any rest, for during the winter came the dreadful influenza which brought sorrow and death to so many people and great trouble over all the world. And when the summer came and flu was

over a great many people became restless and some of the restless people began to look for mischief to do and so they talked—and the things they said were unjust things, though some of them were true. But they made wrong sound right and right sound wrong. Listening to these wicked talkers, many men and women went out on strike and they did themselves and their country and everyone in it more harm in some ways than the Germans had been able to do. They stopped work and so all the wheels stopped going and now when cold winter comes there will not be enough coal because the miners stopped work or enough butter, because the dairies closed, and everything will cost more money because there is less of everything in the world. Now that we have our soldiers home and we have peace don't you think we should all be glad enough to try and forget the little troubles and just go ahead trying to make the next year a happy year for the world and all the people in it.

OUR COMPETITIONS

For October. (Stories should be in by September 20th.)

"My idea of a Real Halloween Party"

For November. (Letters should be in by October 15th.)

"A list of My Favorite Books."

To give the prize in this competition the editor will count the votes for each book and give the prize to the list containing the greatest number of popular books.

A CHRISTMAS DREAM

(Continued from February number)

(Effie a rich little girl who had always had dozens of expensive Christmas presents and did not know there were children who had none, went to sleep after reading "A Christmas Carol" and dreamed that she was a poor cold little girl who met a fairy spirit and was taken by him to the place where Christmas was prepared.)

As he spoke the spirit pointed to four gates, out of which four great sleighs were just driving, laden with toys,

while a jolly old Santa Claus sat in the middle of each, drawing on his mittens and tucking up his wraps for a long cold drive.

"Why, I thought there was only one Santa Claus, and even he was a humbug," cried Effie, astonished at the sight.

"Never give up your faith in the sweet old stories, even after you come to see that they are only the pleasant shadow of a lovely truth."

Just then the sleighs went off with a great jingling of bells and pattering of reindeer hoofs, while all the spirits gave a cheer that was heard in the lower world, where people said, "Hear the stars sing."

"I never will say there isn't any Santa Claus again. Now, show me more."

"You will like to see this place, I think, and may learn something here perhaps."

The spirit smiled as he led the way to a little door, through which Effie peeped into a world of dolls. Baby-houses were in full blast, with dolls of all sorts going on like live people. Waxen ladies sat in their parlors elegantly dressed; black dolls cooked in the kitchens; nurses walked out with the bits of dollies; and the streets were full of tin soldiers marching, wooden horses prancing, express wagons rumbling, and little men hurrying to and fro. Shops were there, and tiny people buying legs of mutton, pounds of tea, mites of clothes, and everything dolls use or wear or want.

But presently she saw that in some ways the dolls improved upon the manners and customs of human beings, and she watched eagerly to learn why they did these things. A fine Paris doll driving in her carriage took up a black worsted Dinah who was hobbling along with a basket of clean clothes, and carried her to her journey's end, as if it were the proper thing to do. Another interesting china lady took off her comfortable red cloak and put it round a poor wooden creature done up in a paper shift, and so badly painted that its face would have sent some babies into fits.

"Seems to me I once knew a rich girl who didn't give her things to poor girls. I wish I could remember who she was, and tell her to be as kind as that china doll," said Effie, much touched at the sweet way the pretty

creature wrapped up the poor fright, and then ran off in her little grey gown to buy a shiny fowl stuck on a wooden platter for her invalid mother's dinner.

"We recall these things to people's minds by dreams. I think the girl you speak of won't forget this one." And the spirit smiled, as if he enjoyed some joke which she did not see.

A little bell rang as she looked, and away scampered the children into the red-and-green school-house with the roof that lifted up, so one could see how nicely they sat at their desks with mites of books, or drew on the inch-square blackboards with crumbs of chalk.

"They know their lessons very well, and are as still as mice. We make a great racket at our school, and get bad marks every day. I shall tell the girls they had better mind what they do, or their dolls will be better scholars than they are," said Effie, much impressed, as she peeped in and saw no rod in the hand of the little mistress, who looked up and shook her head at the intruder, as if begging her to go away before the order of the school was disturbed.

Effie retired at once, but could not resist one look in at the window of a fine mansion, where the family were at dinner, the children behaved so well at table, and never grumbled a bit when their mamma said they could not have any more fruit.

"Now, show me something else," she said, as they came again to the low door that led out of Doll-land.

"You have seen how we prepare for Christmas; let me show you where we love best to send our good and happy gifts," answered the spirit, giving her his hand again.

"I know. I've seen ever so many," began Effie, thinking of her own Christmases.

"No, you have never seen what I will show you. Come away, and remember what you see tonight."

(To be continued.)

Inspectors' Section

THE LOCAL NORMAL SCHOOL

In 1883 the Local Normal School was established in Manitoba under the direction of E. L. Byington, who was succeeded in 1884 by D. J. Goggin. In the beginning the work consisted largely in holding Teachers' Institutes at different centres such as Brandon, Portage la Prairie, Manitou, Virден, Birtle and Emerson. In 1888 these Institutes developed into regular Normal Sessions of seven weeks. That year W. A. McIntyre assisted, and in 1889 and 1890 he had complete charge of the work at Brandon. In the fall of 1890 the policy was changed, the sessions were lengthened and the work was given over to the local inspectors. There was no session in Brandon that year, but in 1891, H. S. MacLean began regular Normal work in Portage la Prairie, E. E. Best in Manitou, D. H. McCalman in Emerson, and S. E. Lang in Virден. In 1892 and 1893, however, T. M. Maguire held sessions in Brandon. In 1896 the term was again lengthened to ten weeks. From this date Brandon became the only centre for the middle west and Manitou for the south. In 1903 the present Normal School building was erected at the latter point. As the number of inspectors increased it became the usual custom to put two men at one centre. This arrangement continued with some changes of principles up to 1907 with one or two variations. In 1905, A. W. Hooper had a class in Dauphin. In Brandon the classes were conducted in 1894 by A. S. Rose, in 1895 and 1896 by A. S. Rose and D. H. McCalman, in 1897 and 1898 by A. S. Rose and S. E. Lang, in 1899 by A. S. Rose and W. A. McIntyre, in 1900 and 1901 by A. S. Rose and S. E. Lang, in 1902 by A. S. Rose and W. J. Parr, in 1903 to 1905 by A. S. Rose and S. E. Lang, in 1906 by A. W. Hooper and C. K. Newcombe. In 1907 B. J. Hales was given charge of the three points, Brandon, Portage la Prairie and Manitou, and held sessions at the three

centres successively until 1912. In 1913 he became principal of the new Normal School in Brandon, and at that time this school passed out of the category of Local Normal Schools. In Portage la Prairie in 1910 and 1911 the work was taken over by M. Hall-Jones, and from 1912 to 1917 by T. M. Maguire. In the fall of 1917 he was given leave of absence, and that session was conducted by A. J. Hatcher. In Manitou, following E. E. Best and W. J. Cram, M. Hall-Jones was principal in 1910 and 1911. From 1912 to 1918 J. W. Gordon held eight sessions there, assisted with the two classes of 1916 by W. J. Parr and A. Willows respectively, and with the 1917-1918 classes by J. E. S. Dunlop. The registration of students had fallen at this time so that this was the only local session held in the province that year. In 1911 Dauphin became a regular centre with M. Hall-Jones in charge for that and the following year. From 1913 to 1916 E. H. Walker held sessions there, assisted in the physical drill and playground work for two years by D. S. Woods, and for two more by W. J. Henderson. The work at this point has been handicapped by the lack of a Normal School building. In 1901, R. Goulet commenced holding French bilingual sessions in St. Boniface, and continued up to 1915, holding sixteen in all. In 1908, M. Hall-Jones had charge of a German bi-lingual session in Gretna, and from 1910 to 1915 A. Willows carried on this work at Morden.

In the earlier years, say up to '93 or '94, it was the practice to admit students of the required age, 16 in the case of girls and 18 in the case of boys, without requiring third class non-professional standing, and quite a few young people with little more than entrance standing availed themselves of the privilege. Arrangements were made with the local school boards by which their schools were made use of for

observation and practice, and frequently small groups of children were brought into the Normal class for test and practice lessons.

Very few "professional" text books were used, Hewitt's "Pedagogy for Young Teachers" being one of the first. Then, as now, school law was studied to some extent in the statute. The students were instructed in the principles of school management; they discussed and tried to make time-tables; they studied elementary arithmetic and became acquainted with the "Grube Method"; they were initiated into the dark mysteries of the "word" and "phonic" methods of recognizing words, and were taught to believe that thought precedes and governs expression. A serious effort was made to treat education as a reasoned process rather than a mere routine. But perhaps the chief feature of the work of these early schools was the interest which was aroused in the minds of the apprentices. And when we think of the big men and women who have graduated from these schools we must realize how successfully they were conducted.

I shall now mention some of the characteristic features of the present day local schools. I shall, of necessity, base my remarks on my experience in teaching in the Manitou Normal a year ago under J. W. Gordon as principal. With such men as T. M. Maguire in charge at Portage la Prairie and E. H. Walker at Dauphin, conditions in those schools will be very similar.

Manitou serves the southern part of the province. It means a good deal to many students and parents, too, to have a school reasonably near at hand. Thus some attend who otherwise would never enter the profession. When I saw a crowd of citizens at the station to meet the fifty-six students that arrived in two large groups, and when at the close of the term I saw a still larger crowd there to bid them farewell, I was convinced that this was significant of something special in the course offered these young people. On arrival they at once became an integral part of the social and moral as well as of the com-

mercial life of the community, and they were made to feel that they were welcome. To the city classes they come singly or in small groups and the city does not know they have come, does not know they are there and does not know when they depart. In the small town the students all live in good houses, for here it is considered a citizen's duty to help to make their stay as comfortable as possible. Besides this the principal knows all the homes personally and can advise. I use the word "homes" advisedly, for these are not ordinary public boarding houses. Here, too, the conduct of the students after hours is seen and known by the community and by the principal. This serves as a check on wayward tendencies. In a city the individual is lost a block or two from the school door, and the principal and staff are in no way to blame, but, nevertheless, this is a loss to the student. With the students and teachers in the town all convenient to the school, the reading room, the manual training room and the recreation room can all be made use of at night. This gives them extra periods in each other's company. Then receptions and entertainments are given by the churches, and when any denomination entertains all are invited and all accept. So acquaintance is quickly followed by close friendship that creates a strong esprit de corps even though the term is short. The close supervision that the staff can exercise over the lives of the students outside of as well as during school hours is one of the strongest features of the school of this type.

In the class work proper there is nothing special outside of the merits of the particular teacher in charge. But for reasons already mentioned much time can be given to organized play both for the playground and for the classroom, even after regular hours and in the evenings. It is quite unnecessary for me to try to show the advantages of this. It is possible, however, that these schools are lacking in some minor details of equipment and furnishings.

Many of the students are naturally engaged by school boards in the surrounding districts over which the principal has jurisdiction as an inspector.

This has its advantages, for the young teacher in her first school finds that the Normal School did not furnish her with a handbook with solutions to all the problems to be met in the class room and she needs help. There is no one to whom she would as freely apply and no one who is as well fitted to be of

service as the inspector who learned to know her in the Normal class.

More could be said along this line, but perhaps this is enough to dispel the mistaken idea in the minds of some that those who attend the Local Normal Schools labor under any great disadvantage.

THE WORK OF THE PUBLIC HEALTH NURSE IN SHELL RIVER AND HILLSBURG

We claim that a great many of our educational ideas are derived from ancient Greece, but we have failed in the past, during the development of European education, to appreciate, much less to practically apply, the Athenian principle of "a sound mind in a sound body." It is within the recollection of the present grown-up generation that education was looked upon almost entirely as mind-culture. Popular novel heroes, such as Ian McLaren's "Lad of Parts," climbed to great intellectual heights, carried off the nation's greatest prizes in Greek, Latin and the Higher Mathematics, and then came home to die of physical break-down. In these days perhaps too many university heroes are distinguished by the accomplishments of their feet instead of their heads, forgetting that the mind is of greater importance than the body although it is partly dependent on the body for its soundness. Today, experts agree that such manifestations of a sick mind as crime, insanity, cowardice, neurasthenia, bad temper, spite, melancholy and irritability respond to a great degree to such treatment as beneficial drugs, hot baths, fresh air, dieting, exercise, dentistry or well-fitting glasses.

A campaign is on in Manitoba in favor of the sound body to contain the sound mind. The formation of a Provincial Board of Health was followed, in 1916, by the instituting of the Public Health Nurse system. Five nurses were sent out to chosen centres of which the little town of Roblin had the distinction of being one. This opening effort was of the nature of an experiment, the

Health Department bearing the total expense. Roblin was a very suitable point for the purpose, as it is situated in a pioneer district and therefore more than ordinarily responsive to fresh ideas, and also because of the continuous system of 31 van routes covering 300 square miles. This proves very helpful as we shall presently see. From June to September, 1916, the work was carried on by Nurse R. S. Asheroft, since married to Mr. J. E. Sirett, B.S.A., District Representative of the Agricultural College. The five nurses, after three months' introductory work, were shifted to other places where the movement was being considered. Since that time numerous centres have been visited, and there are at present Public Health Nurses at work in various parts of this province.

The institution has undoubtedly come to stay. For a year past, Nurse A. M. Hollingsworth has had her headquarters at Roblin, her field of service covering the town and also the rural municipalities of Shell River and Hillsburg. It includes the consolidations of Roblin, Makaroff, Tummell, Bield, and Merridale, and nine single school districts of which three are all-English, three foreign-speaking and three a mixture of the two.

As to the system of engagement, the Municipal Councils apply for a nurse, she is chosen and sent out by the Health Department. Two-thirds of the expense is borne by the Councils and the remaining third by the Health Department.

Her work is more of the nature of Health Education than of the practice

of nursing. It deals chiefly with children and is therefore accomplished mostly through the schools. It consists largely of examination for ailments and defects. Those chiefly revealed are adenoids, enlarged tonsils, imperfect eyesight, and defective teeth, and, to a lesser degree, skin diseases and partial deafness. Recommendations are then made to parents regarding treatment, and to trustee boards regarding hygienic conditions. She addresses mothers' meetings on the subjects of care of the sick, and the feeding, nursing and generally safe-guarding of the life and health of the child.

There are within her territory 778 children. She has inspected all these once and aims to visit each school once a month to see how far her recommendations have been carried out. It may be calculated that two-thirds of the children examined were free from defects or ailments worthy of note. Among the most numerous are decaying teeth and enlarged tonsils. Defective eyes are comparatively rare, deafness and tuberculosis almost nil. It is remarkable how many parents, teachers and the children themselves receive surprises by the discovery of these defects. Cases of stupidity on the part of pupils have been resolved into near-sightedness, and untruthfulness into partial deafness.

While working in the schools the problem of the nurse's lodging is comparatively simple. About forty per cent. of the children in her district attend the Roblin school, while in the four rural consolidated schools she can board anywhere suitable and travel to the school in a van. While in any of the nine non-consolidated ones she is provided with a boarding house by the trustees and walks to the school, the distance averaging about two miles.

The home to home visitation is a part

of her work offering problems of its own. Within the consolidations, she takes up her abode on a van route and travels along from one house to another. The vans are always free and accessible. In the non-consolidated districts her transportation is more difficult to arrange and often has to be paid for.

I have followed her work closely and gladly assisted her in every way possible. The inspector is in a good position to do this on account of his knowledge of the location of schools, roads, van routes and dwelling houses, and because of his wide personal acquaintance. I have been much interested by her accounts of her experiences among the people in connection with her work.

From her point of view, as well as my own, consolidation is proving such an aid to education within her field that she wonders that any district where it is feasible should fail to adopt the system. She tells me that her experiences with the foreign-speaking people were both gratifying and encouraging. She had no adverse criticism of lodging, board or treatment along any line. She heard no disloyal utterances and saw no reluctance to fall in with her recommendations regarding health. She believes that these new Canadians are good citizens in the making. I can testify also that she has made many friends, has accomplished much good, and has secured the hearty co-operation of trustees, teachers and parents.

The Public Health movement has proven itself a success and a blessing. We look with horror and sympathy on children in Belgium, through the senseless cruelty of the Hun, left to go through life with one hand. Let us see to it that our own Manitoba children shall not, because of growing defects of any bodily organ, live out a life one-handed in any sense of the term.

Nothing is commoner than for a man to have an idea and yet to be unable to tell whence it has come to him. And this, not for lack of self-analysis, but because the ideals that really dominate our judgments and shape our lives do not descend upon us, as if from the heavens, full-formed. They have a very different history. They grow with our growth from early years, and, if we be morally alive, they never cease to grow even to the last.

History Matriculation

GRADE XI MATRICULATION—HISTORY

Russia

(1) Beginning of Russia.

The name Russia was originally given to the state founded by the Northman, Rurik, who conquered Novgorod about the middle of the 9th. century. Novgorod stands on the river Volkhov which forms part of the great waterway linking the Baltic with the Black Sea. From this base, Rurik and his descendants rapidly extended their power. Two centuries later the family of Rurik was firmly established at Kiev, and ruled over dominions which stretched from Lake Ladoga to Kiev, from the Carpathians to the Volga. From 1054 onwards, the country was split up into numerous principalities to satisfy the claims of Rurik's numerous descendants. From 1238 to 1462 Russia was under Tatar domination, but as a consequence of the nomadic habits of the conquerors little permanent impression was made on the country by them. As the Tatar power declined, the city of Moscow under a succession of able princes came to the front by virtue of its leading part in the expulsion of the invaders. Between 1462 and 1584 all the independent principalities were suppressed by Moscow. Its prince took the title of Tsar, and inaugurated a period of autocratic government of the oriental type. The power of the nobles (boyars) was reduced to insignificance; the church was wholly subservient. Considerable additions were made to Russian territory. The lands of the Don Cossacks were added to the Tsardom (commonly called the Tsardom of Muscovy). Astrakhan was captured, the conquest of Siberia was begun, and communication established with western Europe by means of the English Muscovy Company (1563).

A century of utter confusion followed the death of Ivan the Terrible in 1584. Foreign adventurers and palace intrigues played havoc with the in-

ternal peace of the country, and not until the reign of Peter the Great was Russia ready for any further important advance.

Russia becomes an European state.

Under Peter the Great (1682-1725) Russia became an European state of first-class importance. In spite of his intemperance, his lack of self-control, his brutality and recklessness, Peter had a vigorous and original mind, and an unquenchable thirst for knowledge. Nothing was allowed to stand in the way of his fierce zeal for reform. He had an intense admiration for western administrative methods and western industry and skill, and he 'knouted Russia into civilization' with all his tremendous force of character. The wisdom of this policy may be doubted, but he certainly achieved remarkable results. He created an army and navy on western lines, cut canals, developed industries, had books translated, and established museums, libraries and art-galleries. He revolutionized the social life of his court. Women attended the imperial assemblies, and western dress and customs were compulsory. Nobles had to serve in some office of state; merchants were divided into guilds; but nothing was done for the serfs. The church was brought into complete subjection by the appointment of a layman as head of the Holy Synod, the supreme council of the Church. The emperor finally assumed the right to name his successor.

In Peter's reign, too, the boundaries of Russia were greatly extended. In 1703 the foundations of Petrograd were laid. The peace of Nystadt (1721), which closed the war with Charles XII, gave the Baltic provinces to Russia, and ensured easy access to the west. Peter's other great scheme of acquiring command of the Black Sea was not realised. He captured Azov in 1690,

but later had to restore it. His last acquisition was Baku in 1722 from Persia.

Peter's immediate successors did nothing to carry on his work, and it was left to the wife and successor of Peter III, the German princess Catherine (Catharine the Great, 1762-1796) to bring Russia into closer touch with western ideas and western methods. The country was divided into districts for administrative purposes. The judicial system was re-organized in an enlightend and humane spirit. Some attention was given to secondary education in the towns. The court became far more refined, and the writings of the French philosophers were very popular there in the eaerly years of the reign.

In foreign affairs Catherine incorporated Courland in the Empire, and with Frederick the Great of Prussia was mainly responsible for the partitions of Poland. By the third partition, in 1795, Poland disappeared from the map of Europe. An important treaty with the Turks in 1774 (Kuchuk Kainarji) gave Russia a firm hold on the Black Sea and Lower Danube, along with the right to intervene on behalf of the inhabitants of the Danubian principalities.

Russia and the Ottoman Empire.

The idea of breaking up the Ottoman Empire was mooted for the first time in the Theaty of Tilsit (1809) by Napoleon and the Tsar Alexander. The friendship of these two autocrats was short-lived, and Russia needed all her resources to combat Napoleon. By a series of treaties, however, ending with that of Unkiar-Skelessi in 1833, Russian influence in Turkey increased so rapidly that she virtually established a protectorate there. The rest of Europe grew uneasy and insisted that for the future intervention in Turkish affairs should be by the Great Powers acting in concert. In 1852 Tsar Nicholas, thinking that Russian influence was on the wane, insisted that the right of Russia to protect Christians in Turkey and to have charge of the Holy Places should be recognized by treaty. Backed

by England and France, the Turks refused. The Crimean war followed. It closed with the Treaty of Paris of 1856. Russian prestige received a severe shock. Bessarabia was lost, the Dardanelles was closed to Russian war-ships, Russian armaments in the Black Sea were strictly limited, and all special rights of intervention in Turkish affairs were renounced.

Some of the more obnoxious of these terms were set aside with the connivance of Prussia in 1871, but an attempt to recover all that had been lost was frustrated by the action of the Great Powers who extricated Turkey from the grasp of Russia and forced the Tsar to accept the decisions of the congress (1878).

After this rebuff Russia has refrained from any course of action in the Balkans that might lead to an European conflagration. The closing years of last century saw a revival of Russian prestige, but in the present century German influence has been paramount in Turkey, Bulgaria, and to a lesser degree in Roumania.

Russia in Asia.

One of the main movements of the 19th. century was Russian expansion in Asia. Early in the century Russia obtained Eriwan from Persia, and systematically carried out the conquest of Caucasia. In 1858 a great part of the basin of the Amur was ceded by China. By 1881 Russian domination had been firmly established throughout Central Asia, from Siberia on the north of Persia and Afghanistan in the south, and from the Caspian to the borders of China. This rapid advance caused great, though perhaps unwarranted, alarm among English statesmen, and led to a deep distrust of Russia which ended only in 1907 when the two powers came to an agreement on all Asiatic questions.

Russia's occupation of Manchuria at the time of the Boxer riots of 1900, and her evident designs on Korea led in 1904 to the Russo-Japanese war. In this war the Russian fleet was driven from the seas; the Russian stronghold, Port Arthur, was captured after a ter-

rific struggle; and the Russian armies suffered three serious reverses in the Liao-Yang peninsula. Though her resources were by no means exhausted, Russia was forced by internal troubles to end the war. The influence of the Great Powers broke Russia's fall. She retired from Manchuria, but paid no indemnity (Treaty of Portsmouth 1905).

Revolution.

In Russia in the 19th. century there were but two brief periods of reforming activity. In the early years of the reign of Alexander I (1801-25) the Council of the Empire was created and the central administration re-organized. Far-reaching educational schemes were discussed and a constitution drawn up. But after the Congress of Vienna, Alexander became the champion of reaction. Half a century later came a period of about ten years when many important reforms were introduced by Alexander II (1855-1881). The serfs were emancipated (1861); the judicial administration was thoroughly re-organized. Elected provincial assemblies (called zemstvos) were established in 1864, and in 1870 elected municipal assemblies (dumas) were added. But the results of these reforms were in many cases disappointing, and the imperial zeal for progressive measures soon spent itself.

Except for these two periods, unlimited autocracy has checked all progress. Incompetence and corruption have permeated the administrative system. Legitimate agitation has been driven underground, and secret societies have played an important part in the history of Russia since 1815. But during the whole century the government was able to check all signs of open discontent by means of its countless secret service agents and by the harsh brutality of its repressive measures. These were often met by a policy of bombs and assassinations. Such was the political aspect. Little progress was made in industry. The magnificent natural resources of the country were left undeveloped, while almost all skilled labour in factory,

mine and construction work was done by foreign workmen. The peasants showed marvellous patience under very adverse conditions. The grants of land made in 1861 were altogether inadequate, one quarter of the peasants receiving less than 3 acres, and one half less than 12 acres. Pasture land had to be rented at extortionate rates, and poverty was deep and widespread.

The revolutionary movement became formidable towards the end of last century, when the "intellectuals" of the movement found themselves backed by disaffection in the army and discontent among the peasantry. The disasters of the war with Japan created a public opinion fiercely hostile to the government. A general strike at Petrograd in 1905, following on a horrible massacre of unarmed workmen, forced the Tsar to grant a constitution. The first national assembly (the Duma) met in 1906. The Constitutional Democrats (cadets) had a big majority and at once made very extreme demands—universal suffrage, expropriation of land-owners, etc. The Duma was hastily dissolved. Its successor was even more radical and was very soon dissolved. Many of its leading members were sent to Siberia. The franchise law was then changed and the third Duma contained a big majority of government supporters. It passed some useful measures. But the Constitutionals were fast converting the army to their views. Confusion and discontent were general, and in the end the revolution was effected with little difficulty. It was mainly the work of the members of the first and second Dumas.

The leading figure in the provincial government that was formed was Kerensky, the minister of justice. He belonged by birth to the petty nobility, and had made his reputation as a lawyer by his able defence of many of the revolutionists of 1905. He had a deep passion for the revolution, and amid the general distress his sincerity was universally recognized. Again and again he patched up a truce between the more conservative elements and the Workmen's and Soldiers' deputies. On him centred the hopes of all who

saw in a coalition government the only means of restoring order. He received little support from the peasants. His efforts to form a moderate party were frustrated by the Cadets whose leader Milinkov stood aloof waiting for the crash. But when the crash came, Milinkov no less than Kerensky was submerged.

There seems little doubt that Kerensky was attempting an impossible task. He strove to control and direct both a war and a revolution. The war called for strict discipline, heavy taxation and a united people. The revolution needed freedom—freedom from discipline, from heavy taxation; freedom of speech and assembly, freedom for every faction to work out its favourite plan for the building of the new nation. A break-down in communications and relaxed discipline made the situation at the front critical. Meanwhile Kerensky was gradually drawing further away from the increasingly powerful Bolshevik (or extreme socialist) section of his supporters.

A second revolution placed Russia under a Bolshevik government. Behind the government stands the Soviet—the All-Russian council of Workmen's and Soldiers' Deputies in its full name. It is a body elected by some two or three thousand deputies drawn from all over the country, and containing representatives of all the labour and socialist groups. Together with the Peasants' Council the Soviet has since the beginning of the revolution been the real governing power, and is so to-day.

The Bolsheviks have now held their ground for about eighteen months. What they have done in that time is in the absence of reliable reports a matter

of the greatest uncertainty. Not so long ago it was generally agreed that Lenine and Trotsky had been bought by the Germans, and had foisted the peace of Brest-Litovsk on Russia. But there now seems little doubt that the country was utterly distracted and that peace had to be made at all costs. At least we can console ourselves with the knowledge that Russian revolutionary propaganda had a good deal to do with the fall of the Hohenzollerns. A report from the Peace Conference would seem to show that some sort of order is gradually emerging from the chaos of the two revolutions. It said that the railways were everywhere in operation, factories were being reopened, and that order had been restored. The scarcity of food was the greatest problem, rich and poor sharing alike in a very scanty supply. The report that order has been more or less restored is coloured by the further report that a well-equipped Bolshevik force is operating around Archangel.

The Bolsheviks may continue to hold their ground if they can satisfy the demands of the peasants for these form about 75% of the population.

It is quite clear that tremendous changes have been made in Russia; it is equally clear that these changes have been accompanied by much bloodshed, suffering and injustice. All of this could have been avoided by wise measures of reform. That is a truth which statesmen of other countries should take very much to heart in times like these, for Bolshevism has adherents in every land, and if legitimate grievances are not removed catastrophe will surely follow.

G. J. Reeve.

This does not mean that even a perfect theory of the moral ideal—were such a thing conceivable—would of itself make its possessors morally free. Of course it could not. Men have painfully to work out their moral freedom in their lives. They must make themselves free in their habitual deeds, desires, feelings and thoughts. And many an unlettered man, incapable of theories, has in this way wrought out, in sweat of soul, a substantial freedom even under iron limitations which he could neither alter nor understand. Need it be said that in default of this actual achievement of the moral life, a knowledge of all the theories of Obligation which philosophy contains would profit nothing?

—MacCunn.

Great Britishers

Richard Cobden

(1804-65)

Richard Cobden was the great Free Trade advocate, whose work and facts and arguments converted Sir Robert Peel to Free Trade views, and so secured the repeal of the Corn Laws. By Free Trade is meant that a country does "not tax" imports in order to protect home industries, as was done in the case of the Corn Laws. Taxing imports to protect home industries is known as Protection. Cobden's career was very interesting. He was the son of a Sussex farmer, and came to London as a boy to learn the drapery trade, and later became a commercial traveler. Then he took an interest in a Manchester cotton firm. After this he travelled abroad for a long time, and upon his return home in 1838 he devoted himself earnestly and enthusiastically to the object of bringing about the repeal of the Corn Laws, to which he attributed the impoverished condition of many of his countrymen. He became member of Parliament for Stockport in 1841. Before going to the House of Commons he had become known throughout the country for his advocacy of Free Trade, and his strength of character and his eloquence enabled him, when in the House of Commons, to at once take a position of commanding influence in the debates. Only five years after he first took his seat in Parliament he had the happiness to see his Free Trade policy adopted and carried by Peel. Afterwards he made another tour abroad. He was a great advocate for the peaceful settlement of disputes between nations, and advocated the principles of the Peace Society wherever he went. He never took political honors—in fact, he was distinguished for those he refused. Like the truly great man he was, he did not seek honors or distinction of any kind. He was just content to achieve the great

aims he had set himself in life—to keep the cause of peace, to further the prosperity of the people. A great and unselfish man, he died, to the regret of the nation, on April 2, 1865, in London.

John Bright

(1811-88)

John Bright was the intimate friend of Cobden, and their joint powers did a great deal to achieve the repeal of the Corn Laws and to make the Free Trade movement succeed. He was a member of the Society of Friends, to which many notable British statesmen have belonged. His early days were spent in his father's cotton factory in Lancashire. Saddened in 1841 by the loss of his young wife, Mr. Bright found his only consolation in devoting himself to work for the welfare of the poorer classes. Their happiness depended, he believed, to a very large extent upon the repeal of the Corn Laws and cheaper food. He entered Parliament in 1843, and his first speech in the House of Commons, devoted to this subject, was so eloquent and forceful as to create a great impression upon the House. He had the satisfaction of seeing the Free Trade policy carried. Bright was strongly opposed to the policy of the Crimean War. He thought it very wrong indeed that nations should go to war with each other, for he believed that civilized peoples ought to be able to settle their differences by arbitration or other peaceful means. "The Angel of Death has been abroad throughout the land; you may almost hear the beating of his wings," was a famous phrase used in the course of an anti-Crimean War speech delivered by him in Parliament in 1855. In after years Mr. Bright assisted in bringing about the abolition of the East India Company, and the consequent passing of the Government of India from the company in the Crown. He was Presi-

dent of the Board of Trade in Mr. Gladstone's government in 1868. In 1882, however, he disagreed with the Liberal party in regard to their policy

in Egypt, and resigned his seat in the Cabinet. He was also strongly opposed to Mr. Gladstone's Home Rule for Ireland Bill in 1886.

Ethical Teaching of Mathematics

Very frequently Mathematical teachers envy the teachers of History in their many opportunities to discuss with students those traits of character that have made the names of the greatest and best people in all ages live in history; and again it would seem that the teacher of Literature never lacks an opportunity to discuss the great principles of life—the things that are worth while—the things that abide. But, while admitting that History and Literature offer many advantages and opportunities, there is one field in which Mathematics reigns supreme. It is seldom that Mathematical teachers claim to be preachers, but it is undoubtedly true that all good teachers of Mathematics are preachers of "the gospel of truth" in a very real sense; and I should like to make use of the following quotation about which to group a few thoughts:

(W. N. Finlay, Yorkton, Sask.)

Mathematics is the very embodiment of truth. No true devotee of Mathematics can be dishonest, untruthful, unjust; because working ever with that which is true, how can one develop in himself or herself that which is exactly opposite? It would be as though one who was always doing acts of kindness should develop a mean and grovelling disposition. Mathematics, therefore, has ethical as well as educational value.

B. F. FINKEL.

A few illustrations will suffice to emphasize the fact that "Mathematics is the very embodiment of truth," and in the first place permit me to ask why it is that we have had practically the same text book in Geometry for upwards of 2,000 years? It is because it contains the truth, and nothing but the truth, and truth abides. The square on the hypotenuse of a right angled tri-

angle has been equal to the sum of the squares on the other sides, not only since the time of Pythagoras, but was true from the beginning and will be true until the end. Again, we know that less than 1,000 years ago everyone thought the earth to be flat. That idea has ceased to exist—because it was not true. Less than 100 years ago practically everyone thought the earth was only 6,000 years old; now we are told that it is at least many hundred thousand years old. The former idea passed—because it was not true. On the other hand, ideas held as the result of Mathematical investigation never pass away, because they are true, and truth abides.

The study of Mathematics calls for the student's best effort; it is not unlike the playing of a game that can always be won, but that cannot be won too easily. The door is seldom opened to any except those who knock hard and long. Could there be more damaging evidence of weakness of character than an admission of great aversion to Maths., which is tantamount to confessing an aversion to concentrated, painstaking and persistent hard study, and spells failure in the pursuit of a liberal education; yes, failure to compete in that vigorous struggle for the highest, the truest and best in life which only those with determination can hope to secure?

There can be no difference of opinion in the discussion of the accuracy of a piece of mathematical work; it is always either right or wrong, and it is seldom difficult to find out if it is right; students can either find their own errors or be convinced of them by others.

Better for a teacher to admit that he does not know than palm off the imperfect as perfect; the teacher who will impose an erroneous or camouflaged solution upon a class is in the last analysis a moral leper and in the same class as a merchant who intentionally teaches his clerks dishonest methods—such a teacher is not teaching “Mathematics,” but is teaching “deceitfulness.”

Most people in their thinking are influenced, to a greater or less degree, and perhaps rightly so, by the opinions of men of outstanding ability and good judgment; many are influenced by traditions, and where can we find the person who in making at least some decisions has not been influenced by self-interest or prejudice? The glory of Mathematics consists in the fact that it insists on the truth of its propositions

without regard to authority, tradition, self-interest or prejudice, and as a deductive science relies wholly upon a logical demonstration, and herein lies the infallibility of its deductions.

The atmosphere in which people live and do their work has a wonderful effect upon character. We expect active workers in a temperance society to be temperate, and active workers in the Humane Society to be kind; we expect the naturalist to be fond of birds and the Art student to admire the beautiful. So the student of Mathematics, ever searching after truth, ever rejecting the false, ever asking the question at each step: “Is it right?” or “Is it wrong?” should develop such loyalty to truth as would culminate in loyal allegiance to the great Mathematician of the Universe and to Him who said “I am the Truth.”

W. N. FINLAY.

Why Our Football Team Won

By defeating the Reds in a 2-1 victory today, we won the last game of the season, and with it the shield of the Western League, for the third successive year. You asked me why we won, sir, and what is the secret of our past success, and I will try to tell you.

Individually the Reds had a better team than we. Among their players was Jones, reputed (and rightly so) to be the cleverest centre and truest shot in the league. Smith, the safest goalkeeper in the west, played for them, and, taking player for player, they out-classed us in every line. Yet by half time, although the score stood 1-0 against us, I knew we should win, for I saw three weaknesses in the opposing team which I knew were not to be found in ours. In the first place, I could see signs of fatigue in some of their players, while I knew ours would start the second half almost as fresh as they had started, for they had had hard grinding

work each day to make them fit. Again, I could see after the first few minutes of play that although their players made some splendid individual rushes, they had no combination, no teamwork, and their one-man rushes were easily stopped by our backs.

Then, too, I noticed that the captain of the opposing team was continually shouting at and nagging his players. This made his men so irritable that they began to nag one another, and by half time it had spread through the whole team, and the players were freely exchanging disparaging remarks concerning one another's play.

Our team, on the other hand, worked like clockwork. They all started in fresh, each with a determination to do his best for the captain and the old team. Each man played in his place, and when he was hard pressed, he passed the ball to a man who was free and in a position to do more than he

could, and so a system of combination was kept up that baffled the best of our opponents. Moreover, instead of the nagging of the other side, which seemed to completely demoralize the Reds, when we equalized about ten minutes after the beginning of the second half, our men had a quiet "hard luck, old man," for a poor play and a hearty "well played" for a good one, that put confidence in every man and strengthened his determination to win for the sake of his team mates.

Would our team have taken defeat as badly as the Reds you ask, sir. No. I think not. Every man on our team is a sport in the real sense of the word, and plays for the game. Of course, they like to win, but if they meet a better team they acknowledge their defeat by giving three hearty cheers and a tiger for the victors. It is this spirit which has given the team its fine record. And there, sir, you have the secret of our success—physical fitness and friendly co-operation.

Question Drawer

What is meant by one-step and two-step problems in Arithmetic?

Writers do not fully agree as to the meaning of each term, but the following is close enough for practical purposes:

One-step problems include:—

- A. Simple Addition (A): $3+5=?$
 Simple Subtraction (S): $8-3=?$
 Simple Multiplication (M): $3\times 2=?$
 Simple Division (D): $6\div 2=?$
 Simple Partition (P): $\frac{1}{3}$ of $6=?$

Two-step problems include:—

- A.A. $6+5+3=?$
 A.S. $6+5-2=?$
 A.M. $(6+3)\times 2=?$
 A.D. $(6+8)\div 2=?$
 A.P. $\frac{1}{3}$ of $(8+10)=?$
 S.A. $17-7+3=?$
 S.S. $17-8-3=?$
 S.M. $(8-3)\times 2=?$
 S.D. $(12-2)\div 2=?$
 S.P. $\frac{1}{3}(8-2)=?$
 M.A. $(4\times 5)+2=?$
 M.S. $(4\times 5)-2=?$
 M.D. $(4\times 5)\div 2=?$
 M.P. $\frac{1}{4}(4\times 5)=?$
 D.A. $(30\div 3)+6=?$
 D.S. $(30\div 3)-6=?$
 D.M. $(30\div 3)\times 7=?$
 D.P. $\frac{1}{3}(90\div 3)=?$
 D.D. $(90\div 3)\div 3=?$
 P.A. $\frac{1}{5}$ of $25+5=?$
 P.S. $\frac{1}{5}$ of $25-5=?$

- P.M. $(\frac{1}{5}$ of $25)\times 6=?$
 P.D. $(\frac{1}{5}$ of $25)\div 5=?$
 P.P. $\frac{1}{5}$ of $\frac{1}{4}$ of $40=?$

These problems are given only in figure form, and must in practice be reduced to concrete. For example:

- (A) A boy spent 10 cents for a ball and 20 cents for a bat. What did he spend in all?
 S.M. A boy earned 5 dollars and spent 3 dollars every week for 16 weeks. How much money did he save in that time?
 P.P. Sixty dollars are divided among five classes, each class having four pupils, and each pupil receives the same amount. How much does each one receive?

While on this question it might be pointed out that each problem has companion problems. For instance (A) takes the form $3+5=?$. The companion problems are $3+?=8$ and $?+5=8$. Or the mode of wording may change, and the problems will take the form $3=8-?$ $3=?-5$, $?=8-5$. Or if we take a two-step question such as M.S. $(4\times 5)-2=?$ its companion problems may take the form $(4\times 5)-?=18$; $(4\times ?)-2=18$; $(?\times 5)-2=18$. And these in wording may assume other forms, such as $(4\times 5)=2+?$; $(4\times 5)=?+18$; $(4\times ?)=2+18$; $? \times 5=2+18$.

From this it will be seen that a companion problem to A. is S., and to M. is either P. or D. Also it will be observed that the companion questions are often more difficult than the problems from which they are derived. Also it is evident that some forms of wording are

easier to read than others. Variety in wording is of great value, as often half a pupil's trouble is in reading a problem rather than in reasoning it out.

It would require a whole book to treat this subject adequately.

Professors' Salaries

(By William Diamond, M.A.)

In these days of high cost of living when the working people the world over are continually protesting against the exorbitant prices of foodstuffs and materials by strikes and sympathy strikes, one class of people is sadly neglected. These are the college and university professors and teachers in general.

The working people are mostly organized and manage to get along more or less. Their wages are increased from time to time, and even though not quite in proportion to the increase in the cost of living, yet near to it. But the salaries of the teachers, and especially of the college and university teachers, remained deplorably static during the last few years, so that many cannot make ends meet.

To be sure, their financial lot was hardly ever enviable, but now it is ridiculous and shameful. The ordinary wage earner, the butcher, the baker, the bricklayer, the carpenter, earns almost twice as much as the college and university professor.

There are people who are prejudiced against the college and university. They consider these institutions as unnecessary burdens, and the professors as useless idlers for whom anything at all is good enough. I heard such views from men who are unfortunately rather prominent in affairs of our province. It is merely another case of "Pity the ignorant, for they know no better." Let us hope that such men are becoming a very rare specimen of

humanity in our country. The large majority of our Canadians do not think with them, and, whether educated or not, they appreciate the advantages of a college or university education.

They also know that the professor is anything but an idler. After he graduates from high school, he has to spend from eight to ten years in continuous study at some well-known educational institution before he is qualified to teach in a university, and it is by no means easy work. He gives eight or ten of his best years to prepare himself for his profession thus: While his companions slept he was toiling upwards in the night. And when he completes his studies and is finally appointed to a position in some college or university, his work is not as easy as it is believed by some people. He must needs be on the alert for new ideas and keep abreast with the thought of the day, or else he is left behind and is regarded as a "fossil" by his students. But I am wandering from the present subject.

The teachers and professors are absolutely up against it these days. They cannot live respectably on their salaries, and the result is that capable and energetic young fellows are leaving the schools, colleges, and universities and entering the employ of various business establishments, not because they don't love their profession, but because they also want to live comfortably, and their places are filled by men who are probably less capable to fill the positions. The older men, who find it harder to

change, have to spend their spare time doing other work—and all in order to get along.

Such conditions must have a bad effect on the entire teaching profession, and consequently on the education of our children. Men naturally inclined to pedagogy and who would make ideal teachers choose other fields of occupation. I know a brilliant young mathematician of the University of Toronto who was taking post-graduate work at the University of Chicago. He was appointed to a Fellowship in the university, and obtained the Ph.D. degree with high honors. His whole aim and ambition was to become a professor. The academic life appealed to him more than any other. He did not covet riches either; he was only anxious to marry the girl who had been waiting for him seven or eight years. But his salary was entirely inadequate. So he dropped the university and entered the employ of an insurance company, where he is earning a much larger salary. He is one of the most brilliant young mathematicians that left the University of Chicago within recent years, and his

place will likely have to be filled by a second or third rater. This is not a unique case; it is typical of many others.

While at the University of Edinburgh a few months ago, Doctor Richards said to me, speaking of the distressing conditions of professors in the British universities: "Many of our best young men have been killed in the war. Of those who came back, many don't want to return to the universities on account of the comparatively small salaries the universities are still paying. The middle class is nearly crushed by the high cost of living, and the university professors more than any other class." Similar stories I was told at Oxford, Cambridge, and London Universities. We cannot afford to have our best men leave the college and the university, and their places given to men less capable and competent. Professors, as a class, are idealists. They love their profession, and only leave it when they have to; that is, when they are fully convinced that their salary is not sufficient to bring up a family.

News from the Field

Oak Lake

The work done by pupils, teachers, and trustees in the Oak Lake school is appreciated in that community. The School Board have been notified of two donations, one by a local organization, the other by an individual, a former member of the High school. Both of these reflect credit upon the donors, the community, and the school. In response to a request the Secretary-Treasurer of the district, Mr. Thomas Sandell, gives the following information:

"The donations which have been given to the school are: (1) Twenty-five dollars by the Masonic Lodge for

the encouragement of the study of history in the High school. This amount is being divided into three prizes—\$10.00 for the best in grade XI, \$8.00 for the best in grade X, and \$7.00 for the best in grade IX. The test is the highest number of marks obtained in this subject at the Departmental Examinations. (2) The other sum is also \$25.00 and is a bequest from Charles Piault, a former pupil who was killed in the war. Mr. Piault, when graduating from grade XI took second place in Manitoba. He was the foremost boy the highest marks being obtained by a girl. He qualified for the position of lieutenant but went over as a private. He was a splendid young man, quiet

and courteous in manner, of high ideals, and intended, had he survived, to work his way through the university.

"I may add that for some time the School Board have been trying to make this bequest the nucleus of a fund the interest of which would give substantial prizes for the encouragement of educa-

tion and more intelligent citizenship. Indeed they are strongly of opinion that the local memorial of the gallant lad who fell in the great war could not take a better form and when this memorial is publicly discussed an attempt will be made to show the reasonableness of this point of view."

Book Review

Of writing of Nature Books apparently there is no end. But what has been the common verdict of the mass of such books already before the teacher? We are safe in saying that this verdict may be covered by one word, "Useless". It is therefore refreshing under these circumstances to read a series of nature stories prepared by a Canadian teacher, and published by a Canadian publishing house. Miss Enid M. Griffis, the author of "Nature

Stories" is first of all a student of little children—the children of Grades I and II, the children so few teachers and authors understand properly. In the second place Miss Griffis is a real nature student. Her stories all possess that rare quality of spirited outlook, without which the nature story rises no higher than giving a bit of information. "Nature Stories" is recommended most highly to all teachers of the above mentioned grades. They are worthy of a place in line with the usual series of stories adapted to young children. Published by Cop, Clark & Co., Toronto.

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The Art of Rapid Computation.—A little book prepared by J. W. Harris, D.L.S.; C.E., for many years Assessment Commissioner in Winnipeg. Brim-full of information and suggestions. Contains almost every device known to mathematicians for saving time in mechanical operations. Teachers can select the devices appropriate to their classes such as short cuts in the simple rules, in calculation of interest, percentage, reducing fractions to percentages; contracted forms of multiplying decimals. There is also a good summary of the rules useful in mensuration as well as a lot of useful information of a miscellaneous kind, e.g. chapters dealing with Metric System, strength of materials, carpenters' and bricklayers' work, measurement of hay, measurement of steam, calculation of latitude, the mechanical powers, etc. On the whole the book is a fine one for reference.

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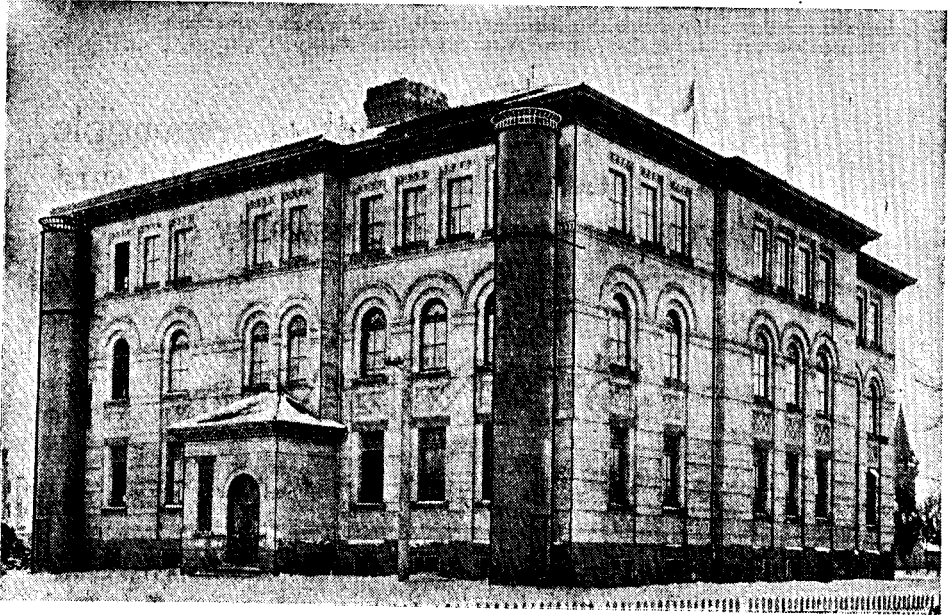
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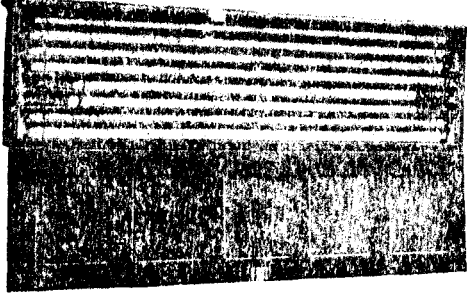
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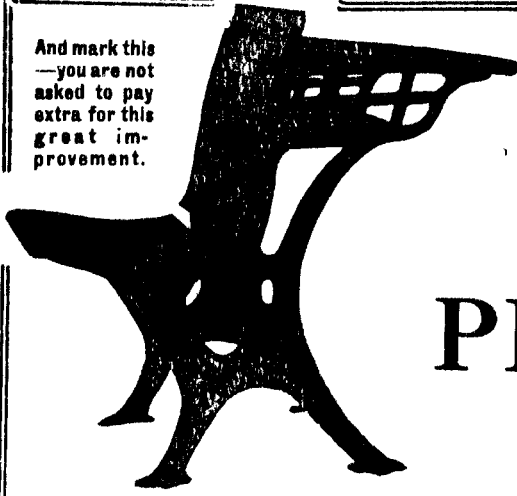
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