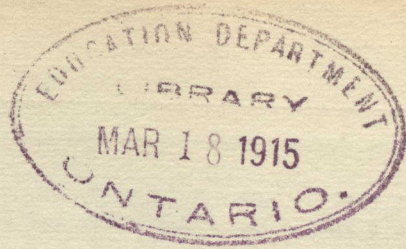


# The Western School Journal



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Winnipeg  
March, 1916

Vol. XI  
No. 3



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VOL. XI.

No. 3

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DISCONTINUANCES—We find that a large majority of our subscribers prefer to have the Journal continued at the expiration of their subscription, so that their files may not be broken. Like other school publications, the Journal is continued until notice to stop is received and arrearages are paid.

Articles, exchanges, books for review, and all editorial communications should be addressed to The Editor of The Western School Journal, Normal School, Winnipeg.

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# The Western School Journal

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

VOL. XI

WINNIPEG, MARCH, 1916

No. 3

## Editorial

### Adaptation

Picture I.—A fine, roomy school building in the choicest residential section of Winnipeg. Every needed convenience supplied. Children well-dressed, and giving evidence that luxury is common in the homes. Tuition in music, dancing and kindred arts given out of school. Opportunities furnished for visiting theatres and picture shows. Access to good libraries. Opportunities for social enjoyment every week. Athletic organizations, church privileges. All this and much more.

Picture II.—A school in Range X, Township Y, and Section Z. Building small, cheap, dirty. No paint, no blinds, no care. Never scrubbed, rarely swept. Children poor; unable to speak English freely. Walk from one to four miles to school. Average attendance eight. Occupation of parents, mixed farming. Homes poor, cooking bad, housekeeping worse. No reading matter in district. No social privileges. The rest in keeping.

Question I.—Considering the capacities, the opportunities and the needs of the pupils, should the same activities in work and play be expected or demanded in each school? In other words, should the same programme of studies serve for town and country?

Question II.—Considering the opportunities and limitations of the children and the lives they will probably lead, should there be one class of teachers for city schools and another class for country schools? If so, should the teacher in the city be one of the same class as the pupils, or preferably one who has had the broader and richer experience of the country, and should the

teacher of the rural school be one born and bred in the country, or one who can bring something of the experiences of the city?

The Journal solicits answers to these problems from teachers and from parents. Only one condition is demanded: People must speak from first-hand experience.

### Opportunity

It is unnecessary in a teachers' journal to enumerate the evils that are caused by intoxicating liquor. Poverty-stricken, neglected, physically and mentally deformed children bear testimony in every school to the ravages of this greatest human scourge. Directly or indirectly 85 per cent. of crime is traceable to liquor, and more than 85 per cent. of poverty. Homes are blighted, children born without power to resist disease, often nervous, weak-eyed, semi-idiotic. The cost to the citizens of a country—even to those who do not indulge—is enormous. It is reckoned that it costs \$6.20 a year for every man, woman and child to meet the expenses of crime. Of this amount \$4.50, or about 75 per cent. is due to drink. No one can measure the miseries that are due to intoxicants, and there has yet to be found a man who can advance a reason why the State should countenance the traffic. On March 13th, the people of Manitoba have an opportunity to do away with the saloons. Teachers are citizens as well as teachers. They owe it to themselves and their children to do all they can to bring out a vote favorable to the passing of the McDonald

Act. If they can get the children to remind parents on voting day that they should go to the polls, that will be the greatest service. The country is overwhelmingly in favor of the Act, but men are naturally lazy and apathetic. Unless they are reminded some of them will stay at home. It is the stay-at-home vote that may possibly give a victory to the liquor interests. It is especially necessary that every rural vote be polled. Naturally the greatest fight will be in the cities, and it is the country that must in this case save the cities. There has been an opportunity for teachers for twenty-five years to teach the evil effects of liquor. Now they have a chance to act. Let March 13th be a sacred day, a day lived for the children of today, and for the children yet to be.

---

### An Apology

The attention of the editor has been called to an expression used by a correspondent in the December issue. It is clearly insulting to one section of the community. Though ignorant of the publication until now, the Journal wishes to tender an apology that anything so unworthy should appear in its columns. If teaching by catechism is a faulty method of instruction, then there is no reason for selecting a particular body for criticism. All are equally guilty. It was not necessary to single out any section for invidious distinction. Perhaps after all, this method of teaching has its value.

---

### The Schools of Denmark

The following article appears as an editorial in one of the leading agricultural journals of America. It makes good reading at this time:

A man who recently returned from Denmark where he had been studying the dairy industry said to the writer that the farmers of the United States have much to learn from the dairymen of Denmark about the breeding and feeding of dairy cattle and the making of dairy products. But he significantly added, "That is all they do know."

The farmers of Denmark are but little different in this respect from the farmers of other European countries. They have developed the production of some special crop or crops to a fine art but for all that they are peasants. They take little or no interest in public affairs. They have had so much of a struggle for existence and have been so long, in many countries, under the yoke of tyranny that they have come to give their whole attention to growing of crops. They have become narrow. They are in a class by themselves.

God forbid that such a state of affairs should ever exist in this country. With the drawing to a close of this another year let us make a solemn vow that we will not become so engrossed in the affairs of our business that we will have no time to take part in the political, religious and civic life of the community in which we live and that our children shall have an education which shall enable them to compete on even terms with the merchant, the lawyer or the banker. Let us prepare them by precept and example and by giving them the best education in our power so that, while living on the farms, they will come to take an active interest in the affairs of state and nation; that they may enjoy good books and good music; and that they may be not only better farmers and better home keepers than we have been but better citizens as well.

The time is ripe. Let us make all possible preparation now so that the farmers of future generations shall be men and not peasants. There can be no efficient country life unless we have whole-souled, broad-minded, public-spirited farmers and farmers' wives.

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### Note

All contributed articles for the Journal, letters, exchanges, etc., should be addressed to Dr. W. A. McIntyre, Normal School, Winnipeg.

All subscription renewals, cancellations or change of address should be sent to Mr. R. H. Smith, School Board Office, Winnipeg.



# For the Month

## THINKING AHEAD

This windy month when the days are long and the winter sports are over and summer ones not begun is a good time to make plans for the summer garden and also a good time to begin some plants from seeds and to have lessons on seed germination. One interesting plan for a schoolroom is to cut off the top of a turnip, a carrot and a beet; place these tops in a shallow dish or plate with just a very small quantity of water, and watch the fern-like leaves spring up.

In order to grow well, seeds need water, air and warmth. This is an easy way to give all these. Take two plates, one larger than the other, cut three or four pieces of blotting paper so they will fit the centre of the large plate, lay them on it and place the seeds between the blotting paper. Now moisten the blotting paper with water. Cover with smaller plate turned upside down. The seeds will soon begin to sprout and you may observe the roots with their tiny white hairs and the seed leaves that start. Have you ever tried a sponge garden? Take an ordinary sponge, scatter grass seed all over it, hang it up and keep it moist and see what you will see!

Why not sow your garden seeds now

in shallow boxes in the windows? If possible place glass over the boxes. When the seeds germinate and sprout transplant them where they will have more room. And you will have sturdy little seedlings to set out in the garden. Why not have a nasturtium border round the school this year? And do try planting pumpkin seeds or plants around that ugly stone pile. It will be a thing of beauty very soon. How about wild cucumber vines for the school walls, and the wood pile. A row of sunflowers along the fence, some golden glow in the corners if you can beg a root or two from some garden in the early spring? What a beauty spot on the prairie your school would be! How many country schools stand barren and ugly along the wheat and flower bordered roads. Why should these little school homes be a blot on the prairie landscape when so little work would make them a "thing of beauty" for four months of the year. Write Mr. Watson of the Dept. of Education, and see what he has to suggest about your flowers and vines. Write to the Editor of the Journal, we will willingly help with any suggestions or answer any questions. But do lay your plans this month for the beauty that is to come.

## ST. PATRICK'S DAY IN THE MORNIN'

The 17th of Ireland is an excellent day on which to study some special feature of the Emerald Isle. Those of us who have not been fortunate enough to visit this land of romance know only too little of a country which has played an important part in the history of the British Empire. The following outline of a programme may give some suggestions for the lessons for the day—lessons that will make this a day to be remembered by the children with pleasure:

Music—Such songs as "The Last

Rose of Summer," "The Minstrel Boy," "The Harp That once."

Story to be read—Sketch of St. Patrick's Life.

Reading Lesson—The Fairies (III. Reader), The Minstrel Boy (IV. Reader), Canadian Boat Song (V. Reader), Moses Goes to the Fair.

History—Brief sketch of the Home Rule Bill.

Geography—Map of Ireland, showing counties and cities.

Spelling—A test of Irish proper names.

Composition—Some brave and noted Irishmen—Wolseley, Wellington, Kitchener, Sheridan, Parnell, O'Connell, Roberts, White.

Handwork—Paint Irish harp, shamrock, make Irish flag.

Nature Study—Study of shamrock.

Extra—Induce a visitor to come in and give a little talk on Irish customs or Irish songs or homes or schools. Perhaps some one who has visited Ireland will describe the beautiful Killarney lakes or a visit to the celebrated Blarney stone.

## A GREAT ENGLISH PAINTER

By ART LOVER

Sir John Everett Millais, who painted *The Boyhood of Raleigh*, began his life work when only a boy himself, and there are sketches of his still in existence made when he was only nine years of age. He was born at Southampton on June 8, 1829, and entered the Royal Academy Schools when eleven years old. Like all great painters who loved their work, his was a busy life. He exhibited one hundred and eighty-eight pictures at the Royal Academy between 1846 and his death in 1896, besides many exhibited in other English galleries. In an article upon Millais in the *Journal* for October, 1912, we spoke of his connection with the Pre-Raphaelite school and mentioned some of the many portraits of famous men that he painted. In this article we will speak of the historical and legendary side of his work.

Like many an English poet and painter, Millais felt the strong appeal that comes from history, romance, and legend, and sought to portray some of its charm upon his canvases. We have taken *The Boyhood of Raleigh* for our illustration, as it contains both history and romance.

Sir Walter Raleigh, the British explorer, historian, and poet, was born in a farmhouse near the head of Budleigh Salterton Bay, on the Devonshire coast, probably in 1552, although the date is somewhat uncertain. Young Raleigh was entered at Oxford in 1568, but remained only a short time. In 1580 he was attached to the Earl of Leicester, Queen Elizabeth's favorite, and in 1583 he was included in the escort that accompanied the Duke of Anjou from England to Flanders. In 1584 he began the work in colonization which has

linked his name with the settlement of Virginia, and in 1586 he received a grant of forty thousand acres of land in Ireland and introduced into the Emerald Isle the cultivation of tobacco and potatoes. From 1589 to 1592 he made several sea expeditions against the Spaniards, in 1595 he went on a voyage of exploration to South America, and in the next year he was wounded at Cadiz. He was made Governor of Jersey in 1600, but three years after he was committed to the Tower on a charge of conspiracy and was kept a prisoner there until March, 1616. He was allowed to sail upon another expedition in 1617 and reached the mouth of the Orinoco on the last day of that year; but his vessel was wrecked, he took the fever, his son was killed and the expedition was a failure. Upon his return he was re-arrested, and on the 29th day of October, 1618, he was executed under his old sentence. So ended this adventurous life.

From all the material to be found in the energetic, romantic life of Sir Walter Raleigh, the painter Millais chose a simple incident from his boyhood days. Looking at our picture we see two boys sitting by an old sea-wall on the Devonshire coast, listening to the wonderful romantic stories told them by an old Spanish sailor. Walter Raleigh, his hands clasped about his knees, is wide-eyed with wonder, and dreams of such adventures to be made true in his life; the other boy leans his head on his hands and is also intent upon the story-teller's words; the sailor points far away across the blue sea beyond whose waters lie strange lands, and where they, too, might fare forth bent on conquest and exploration. The artist has made the coloring of the pic-



ture as vivid as the story to which the boys listen. The bronze-faced sailor dressed in a wide-brimmed hat, white shirt, and bright red trousers, is sitting upon a log, behind him is a curious basket trimmed with brilliant yellow feathers. Walter Raleigh is clad in

Raleigh, The Order of Release, The Knight Errant, The Northwest Passage, Charles I. and His Son, St. Bartholomew's Day, and Ophelia, which might be called legendary. The National Gallery has the historical Yeoman of the Guard, and the Liverpool



THE BOYHOOD OF RALEIGH

green, with grey hose and russet slippers, and has a high green velvet hat by his side, while the little brother is dressed in black. The sky is blue, the sea is bluer still, and the warm sunshine falls over the group making a bright, beautiful picture. The artist used his own sons as models for the boys in this picture.

Millais also painted portraits of his boys and girls in several other pictures, such as *My First Sermon*, *My Second Sermon*, *Sisters*, *Asleep*, *Awake*, *The First Minuet*, and *The Wolf's Den*. Critics have said that all of Millais' portraits were very good likenesses of the sitters.

Among the many paintings by Millais in the Tate Gallery, London, history inspired the following: *The Boyhood of*

*Gallery has The Martyr of the Solway*. Other well known subjects are *The Princes in the Tower*, *The Huguenot Lovers*, *The Princess Elizabeth*, *The Black Brunswicker*, *Pizarro Seizing the Inca of Peru*, *Elgiva Seized by the Soldiers of Odo*, *The Proscribed Royalist*, and *Romans Leaving Britain*. Legend supplied Millais with subjects for *The Eve of St. Agnes*, *Sir Isombras at the Ford* (one of his finest pictures), and *Lorenzo and Isabella*.

Historians have written of all these events, poets have sung of them, artists have pictured them, but none of them better than this true-hearted Englishman, Sir John Everett Millais, who thoroughly believed in England's greatness and was convinced of the worth and power of her mighty deeds.

# Departmental Bulletin

## SUGGESTED OUTLINES IN DRAWING FOR RURAL SCHOOLS

### Grades I., II.

**Direction and Proportion.**—Exercises in the direction on straight lines. Take various objects in the class room, windows, doors, blackboard, etc., and teach the direction and proportion of height and length. Draw from memory, on paper and at the blackboard, objects which can be expressed wholly in lines (e.g., a wire toasting fork, etc.).

**Comparison of Areas.**—E.g., postage stamp, small card, envelope, book, with memory drawings of same in relative proportion.

**Comparison of Circular Areas.**—E.g., coins, buttons, biscuit, etc., with memory drawings of same. Paint on  $4\frac{1}{2}'' \times 6''$  paper 3 objects representing circular areas (e.g., bead, marble, ball). Oral lessons on shapes and colours of various fruits and vegetables, with memory drawings of same.

Make brush work drawing from observation of any fruit. (e.g., brush work drawing—without previous outline.)

Make drawings in pencils and colour of an orange, potato, apple, banana, carrot, etc. See page 7 of Graphic Drawing Book I.

**Grade II.**—In addition to previous work draw any object to represent a rough surface showing the texture of the object, e.g., muff, mitt, stole, etc.

### Grade III.

**Fruits and Vegetables—Texture.**

Draw from objects showing rough and smooth texture (mitt, muff, mat, fur coat, toque, etc., silk scarf, school bag, length of silk, purse, bag, etc. Oral lesson on the sphere with memory drawings of spherical objects.

Teach tints by making graded washes.

Make brush work drawings from observation of fruits (drop in darker

color for the side which is in shade). See page 7 of Drawing Book 2.

Make similar brush work and pencil drawings of various fruits and vegetables (e.g., brush work—without previous pencil outline).

### Grade IV.

**Texture.**—Foreshortened circle and objects. Make pencil drawings of rough, smooth and medium texture.

**Rough.**—Fur coat, muff, mitt, fur cap, mat, etc.

**Smooth.**—Silk scarf, bag, laundry bag, bow of ribbon, length of muslin, etc.

**Medium.**—Woolen scarf, shawl, coat, etc.

**Foreshortened Circle.**—Practise drawing horizontal ellipses of various widths at the black board and on paper. Let the children cut 3 inch circles of paper. Take a lesson on the foreshortened circle. Paint half an orange, first making the shape lightly in pencil. Draw in outline from hemispherical objects, e.g., basin, cup, half an apple, etc. See page 28 of Drawing Book. Paint similar objects.

### Grade V.

**Hemisphere, Cylinder and Square Prism.**—Give a lesson on the foreshortened circle by cutting circles (3 inch) of paper and observing the various widths of ellipses. Make drawings from the hemisphere and cylinder (vertical). Make further drawings and transform these into representations of common objects, e.g., cup, basin, half an apple, jug, jar, vase, egg cup, flower pot, etc. (Objects are given as examples on Pages 26-28 of Drawing Book. Do not copy these.)

Give a lesson on the foreshortened horizontal square and oblong in parallel perspective by using a piece of paper or a book for demonstration, above and

below eye level. Make drawings of the square prism in easy positions (top and front faces only, visible), transform these into representations of common objects, e.g., desk, lounge, book (open or closed), table, etc.

### Grade VI.

Hemisphere, Cylinder, Square Prism and Cube.—Make drawings from observation of the above models, above, below and on eye level, the two latter placed so that the top is seen and two vertical faces are equally visible. Transformation of these drawings into representations of common objects, from memory. See Page 11 of Drawing Book for examples. Do not copy these. Suggested objects:

Hemisphere.—Half an orange or other round fruit, cup, basin, etc.

Cylinder.—Jar, jug, wine glass, flower pot, bottle, coffee pot, etc.

Square Prism.—Bed, lounge, open book, garden seat, desk, bureau, etc.

Cube.—Footstool, inkstand, square table, etc.

### Grade VII.

Practise drawing the following geometrical solids lying horizontally and

seen at an angle, on, above and below the eye level: viz., cylinder, cone, square prism and triangular prism.

Shading should be practised in these lessons after the elementary have been given. See pages 17, 26, 28, 30 and 32 of Drawing Book for examples and method. Do not copy these.

Memory drawing of common objects based upon above solids, e.g., barrel, roller, pail, funnel, electric light bulbs, table, bed, lounge, chair, dog kennel, pair of steps or step ladder, kit bag, etc.

### Grade VIII.

Practise drawing the following geometrical solids, lying horizontally and seen at an angle, on, above and below eye level: Cylinders, cone, square prism, triangular prism. Shading should be practised in these lessons.

Draw from memory any object based on one or more of the above solids. Be careful to adopt scale of drawing to size paper. See list of objects given for Grade VII.

Two lessons, or sometimes three, will be required on each solid before commencing the memory work.

## COMPETITION FOR A SCHOOL FAIR

A suggestive list of competitions, prizes and rules for a school fair has been included in the Boys' and Girls' Club bulletin. A copy of this bulletin has been sent to all rural teachers, those who have not received one should write to the Department of Education at once. The following is another suggestive list of competitions supplied by Inspector D. S. Wood who has had considerable experience in holding school fairs.

### Class I. Writing

Sections a, b, c, d, e, f, corresponding to Grades 3, 4, 5, 6, 7, 8, and Section g, corresponding to Grades 9, 10, 11.

Badges for first, second, and third prizes in each section: prize for each section, silver medal for best sheet of all.

A page of foolscap for example in each case.

### Class II. Exercise Books

Section a Grades 1 to 3; Section b, Grades 4 and 5; Section c, Grades 6 and 7; Section d, Grade 8; Section e, Grades 9, 10 and 11.

Prizes and conditions as in Class I.



**Class III. Essay Writing**

Section a, Grades 4 and 5; Section b, Grades 6 and 7; Section c, Grades 8; Section d, Grades 9, 10, 11.

Sections a and b choose own topic.

Section c take "The Present War."

Section d take "Should Canada Have Conscription?"

**Class IV. Drawing and Painting**

Section a, Grades 1 to 5, pencil group of objects.

Section b, Grades 6 to 8, pencil group of vegetables.

Section c, Grades 9 to 11, pencil group of heads of grain.

Section d, open to all, water color, flowers and leaves.

Section e, open to all, water color, border or landscape.

Section f, open to all, water color, landscape.

Prizes as in Class I. Medal for winner of aggregate.

**Class V. Map Drawing**

Section a, Grades 4 to 7, relief map of North America.

Section b, Grades 4 to 7, map of Canada showing railways and waterways.

Section c, Grades 8 to 11, map of Canada showing timber, wheat, stock, coal and fruit belts.

Section d, Grades 8 to 11, map of the world showing British Empire.

Section f, open to all, map of Manitoba, showing relief railways, cities and towns.

Prizes as in Class I. Medal for winner of aggregate.

**Class VI. Handwork, Manual Training and Sewing**

Section a, Grades 1 to 3, Best piece of raffia.

Section b, Grades 4 to 6, best piece of raffia.

Section c, Grades 1 to 3, best piece of wood work.

Section d, above Grade 3, best piece of wood work.

Section e, Grades 4 and 5, best piece of sewing.

Section f, Grades 6 and 7, best piece of sewing.

Section g, Grades 8 and over, best piece of sewing.

Prizes as in IV.

**Class VII. School Gardening and Nature Study**

Section a, any Grade, 1 gallon of potatoes.

Section b, any grade, 1 quart of onions.

Section c, any Grade, 6 beets.

Section d, any Grade, 3 heads lettuce.

Section f, any Grade, 6 cucumbers.

Section g, any Grade, 6 turnips.

Section h, any Grade, 6 ears Jehu corn ripened (for the province corn contest).

Section i, any Grade, collection mounted weeds.

Section j, any Grade, collection weed seeds.

Section k, any Grade, collection native woods.

Section l, any Grade, collection native grasses.

Section m, any Grade, collection mounted insects.

Prizes as in IV.

Special.—Silver cup for the rural school winning the aggregate.

First place in any event 1 points, second 3, third 1.

Special.—For the room in a graded school not above Grade 8, winning the aggregate.

**Class VIII. Athletics**

Boys, three classes, A under 12th birthday, B 12 to 15 inclusive, C over 15th birthday.

Class A, 75 yd. dash, standing broad jump, 160 yd. relay.

Class B, 100 yd. dash, running broad jump, 200 yard relay.

Class C, 100 yd. dash, 200 yd. dash, running high jump, running hop, step and jump.

Girls, three classes, A under 11th birthday, B 11 to 13 inclusive, C over 14th birthday.

Class A, 50 yd. dash, baseball throw, 100 yd. relay.

Class B, 75 yd. dash, baseball throw, 140 yd. relay.

Class C, 100 yd. dash, baseball throw, 200 yd. relay.

Prizes in classes A and B same as in I.

Prizes in class C, medal in each event.

Special.—Banner to rural school winning the aggregate. Points same as in other classes.

**Class IX.**

Games where such can be arranged.

**Class X. Boys' and Girls' Club Contests.**

Section a, fodder corn growing.

Section b, poultry contest.

Section c, pig raising.

Section d, mechanical science.

Section e, bread-making.

Section f, potato growing.

Section g, vegetable canning.

Section h, note books and essays.

**Class XI. Oral Contests. Afternoon of fair**

Section a, reading, rural schools; medal first place.

Section b, reading, graded schools; medal first place.

Section c, spelling match, two pupils from a rural school or two from a grade in a graded school up to Grade 8; medal, first and second places.

Section d, physical drill contests; banner to the winning rural school or grade in graded school up to Grade 8.

**Class XII. Special Exhibits**

Section a, Winnipeg.

Section b, Consolidated schools.

Section c, some outside neighboring places.

D. S. WOODS, I.P.S.

## EDUCATION CONFERENCE

Owing to the war the Education Conference which it was planned to hold in Toronto in July under the auspices of the League of the Empire, has been postponed. An Education Conference will be held on Saturday and Monday, July 15th and 17th, at London, England, and following this there will be a summer meeting dealing with "His-

toric and Civic London" which will include visits to many of the historic spots under competent guides. Any teachers or others who may be in London at that time will be welcomed at the Conferences. Full particulars may be had on arrival at London upon application to Mrs. Orde Marshall, 29 Buckingham Gate, Westminster, S.W.

# Selected Articles

## THE CHILD AND HIS COMMUNITY

By W. A. M.

For two reasons children should study, know and understand their home community. Pedagogically, the world is interpreted through the little world called home or neighborhood; practically it is important that as most of the children will continue to live where they are born, they should be able to estimate truly their advantages, and their needs. They should be able to plan for intelligent advance in all that pertains to home and community.

In the last issue of the Journal an outline was given showing how in the ordinary branches of study, local conditions might suggest certain modifications in subject matter and method. Particular application was made to rural schools. In this issue an outline is given to show what direct study of the home and the community might be undertaken by country pupils over twelve years of age. It is taken for granted that these studies will be directed by teachers, carried out chiefly in the form of discussion, and followed or accompanied as far as possible by practice. It will probably be agreed that the course outlined will do as much for the pupil's education and add as much to his happiness and culture as the formal studies of the school. This work will not keep pupils on the farm, if farm conditions are unsatisfactory, but it may make the farm and neighborhood more attractive to those who decide to remain. At least there is everything in the broad outlook—The exercises are, of course, merely suggestive.

### Knowing the Community

1. Draw a map of the school district marking in the homes; of the municipality marking in the school districts, schools, churches, meeting places, roads, villages, manufacturing centres, etc.

2. What institutions are still needed in the community?

3. What flowers do you find in the district? What weeds? What wild animals?

4. Where is the most beautiful spot in the district? How could beauty be added to the district?

5. Which is the finest farm home in the community? What makes it so? Where is the finest barn? Where is the finest school? Where the best horses, cattle, hogs, hens? Where the largest trees, the finest firewood, the best hay land, the best field of grain? Who had the largest yield of potatoes the largest turnips, cabbages, cauliflowers? Why? Who had the cleanest fields? Why? Where is the best road How was it made? Who had the best garden? How was it managed? Examine your own farm in everyway you can: In what ways might improvement be made, in buildings, stock, fences, methods of cultivation and the like? Who is the most helpful neighbor in the community? What makes him so? In what way may the school children add to the comforts and beauties of the home, the school, and the district generally?

6. Write a letter describing the attractions of your district, and another showing how the district might be improved; still another inviting a city friend to throw in his lot with you.

### The Country Home

1. Show how the home may be a good place in which to live, to play, to work, to learn how to act with and for others.

2. What should be expected in the home from father, mother, brothers, sisters, visitors?

3. Compare the joys and labors of summer and winter.



4. Draw a plan of your home, and of an ideal country home.
5. Write a description of a girl's bedroom; a boy's bedroom; a boy's workshop.
6. Name games that can be played at home.
7. What chores are to be done around the house? Who should do them? Tell how they are to be done.
8. What can children do to add to the happiness or to cause misery in the home?
9. Draw a plan of an ideal home in the country—the one you intend to have some day. Plan the rooms in detail.
10. Describe the best barn in the district, and then draw a plan of a perfect barn. How much will it cost?
11. Where do you get water? How deep is the well? Could you have a better well?
12. Draw a plan of the home and all the buildings. Mark in all the trees and shrubs.
13. Show how the buildings can be related so as to save time and work.
14. In the same way show how a kitchen can be arranged to save time and work.
15. Are all the homes of the district placed in right relation to the main roads?
16. If you had to re-build one of the farm buildings which would it be? Why? If a room had to be refurnished, which would it be?
17. If you had \$100 to spend around the home, what would you do with it?
18. Describe the story hour in the home.
19. Describe the dinner on Sunday, the early breakfast, the evening meal. Tell what they talk about; how you behave.
20. Describe a family party—say at Christmas or on Thanksgiving Day.
21. How should a visitor be treated in the home?
22. How should children behave towards mother and father?
23. How should members of a family behave so as to create a good family spirit?
24. In what ways is a boy's best friend his father, and a girl's best friend the mother?
25. Describe the home that to your mind had the best spirit of comradeship.
27. Suppose there is in the home a father, mother and two children—a boy of 10 and a girl of 8—how should the work be divided? If there is a maid or mother's help, how should the work be divided?

### The Farm Schools

1. Draw a plan of the school and the grounds.
2. How could either be improved?
3. What is the duty of teacher and pupils in the matter of cleanliness?
4. Can any improvement be made in the appearance of the stove, the wood box, the walls, the maps, the books, the lobbies, the pictures, etc.?
5. How is lunch taken? Can you think of a better way to keep it and to serve it? Could warm lunch be arranged for?
6. What can be done by children and by parents to make the school beautiful?
7. How can grounds be cared for in summer?
8. What do you do at school except study books?
9. What provision is made for play at school; what more could be done?
10. Have you a school garden? What kind might you have? How should it help your home garden?
11. How many books in the school library?
12. What other books should you have?
13. How do you think these might be obtained?
14. What papers do you take and what use do you make of them?
15. What bulletins can you get for nothing in this province? Write for them. Tell what value they are.
16. If your school had \$25 to spend on books and papers, what should be bought?
17. In what ways do you have to act together at school?

18. What is the value of working together?

19. How many games do you play at school? What other games would you like to play?

20. What apparatus has the school board provided for purposes of play?

21. Mark out a baseball diamond. Do all the children in your school have an opportunity to use the diamond?

22. Write out rules for the playground.

23. Tell about some game won by your school.

24. Have you any boys' clubs or girls' clubs in your school? How could you organize one of these? What should members of these clubs do in your district?

25. What manual work is carried on in your school—by boys and by girls?

26. Show a plan of your school building with a manual room added.

27. What have you done in seed testing? What more could you do?

28. Have you heard about Marquis wheat? Get a little and experiment with it.

29. Have you ever kept hens, or a garden of your own, or have you tried raising hogs?

30. In what way may the school be a community centre? Give a programme for the semi-annual public examination and a programme for parents' day.

31. In what way does school work prepare for life on the farm or in the home, or in the community? Could the school help you any more than it does?

32. Why has an educated man a happier time of it than an ignorant or unskilled man?

#### The Farm Neighborhood

1. Show how parents may be neighborly.

2. Show how children may be neighborly.

3. What can you and your parents do to arouse a good neighborhood spirit?

4. How can a church help a neighborhood?

5. What can a teacher do to help a neighborhood?

6. Write a composition on "Being Neighborly."

7. Is there anything lacking in the spirit of your neighborhood? How can the lack be supplied?

#### The Larger Community, Province and Nation.

(a) Citizenship—Duties, rights.

(b) Government — Councils, legislatures, parliament.

(c) Officials—Duties, qualifications.

(d) The community as part of the nation—What it adds to national wealth, and how it is assisted.

(e) The community as a leader.

(f) National ideals — particularly moral ideals.

(g) The interdependence of country and city.

(h) Good roads as community-builders, and as connecting town and country.

(i) The problem of transportation.

(These topics may all be elaborated as in preceding sections.)

It must not be thought that this study alone is all the community study that should be undertaken by country children. The topic "Interdependence of town and country," is absolutely essential. Every country child should learn about the city, and every city child about the country. In any democracy the perpetuation of caste means death. The law of life must ever be "Each for all and all for each."

Such work as that outlined for pupils in rural schools can easily be paralleled for pupils in city and town schools.

#### Protected

He—Why is Professor Smith never subject to colds?

She—He's always wrapped up in his books.

## THE AGRICULTURAL COLLEGE

## And the School Children of the Province

The following letter from Mr. S. T. Newton, the energetic superintendent of the Extension Service of the Agricultural College, will be of interest to those engaged in teaching. Teachers will do well to enter into correspondence with Mr. Newton so as to find out even more definitely what assistance may be received.

"I am in receipt of your letter of February 23rd re what the Agricultural College is doing for the rural schools through the school children, and I am very glad that you have given me this opportunity of placing before the teachers of the province an outline of the assistance which we are trying to give, and also an opportunity of expressing our appreciation of the way in which the teachers have co-operated with the Extension Department in making the work of the Boys' and Girls' Clubs of real service to the public schools.

It has been taken for granted that the thousands of boys throughout the country who have rallied to the defence of the Nation are the main ones who are making sacrifices for the country, and very few have realized that it means that the boys between 14 and 18 who are not old enough to serve the country must sacrifice two and perhaps three years' education in order to take the place of those who have joined the colours, and I feel that there is a prob-

lem facing the country which requires immediate attention if these boys are to prove as efficient in the farming communities as they would have had the war not taken place.

We intend putting on a number of Short Courses which will pay particular attention to the minimum of the absolutely essential phases, and also to develop work along the line of study clubs for the boys in the winter as it will be very difficult to get them back into the schools once they have left.

We have already done some work in teaching mechanical drawing by correspondence with very satisfactory results. A half dozen boys in the country have already covered practically all that is done in the first year at the High School. In all agricultural magazines at the present time drawings and illustrations play an increasingly important part, hence the advantage of even the farmer knowing something about mechanical drawing, and while there are other subjects much more important from his standpoint, still we feel that this is the easiest way to get him interested, and having gained his interest and the desire to do work by correspondence, we can do other subjects such as poultry, sheep raising, gardening and so forth.

Yours very truly,

S. T. NEWTON.

Superintendent Extension Service

## TWO WAYS OF STUDYING HISTORY

Years ago there lived in Ontario a man by the name of Hugh Black. He followed the occupation of surveyor. Whether he was proficient or inefficient is not on record. The surveyor was lost in the man. It was the man's personality that was remarkable. When in the course of his travels he came to a farm house the people in the neighborhood were not long in finding it out. On the evening of that day they hurried

through their chores in order to visit him. When tea was over and the dishes removed the neighbors settled themselves as comfortably as they could in the old farm kitchen and Hugh began to tell them of his travels and his adventures. As he proceeded, he added by degrees what he had heard from other travellers and what he had read in books, as one of his hearers said, "I never knew whether it was personal ex-



perience, imagination or hearsay that we were getting." Gradually his scope widened and he told what he had read of history. He would spend an hour telling about the old Scottish clans, and the next hour telling of British victories on land and sea. Then on a sudden fancy he would give a picture of warfare in the time of the Romans or repeat again the stories of Virgil or sketch in his own stirring language the incidents of the Trojan war. Though the evening began with free conversation, it ended with a monologue. Hugh appeared to be seeing once again the pictures of his boyhood. As he spoke his listeners could hear the clash of arms, the roll of drums. They could see soldiers marching, climbing mountains and fighting. Or they might be with him on a ship that sailed the Eastern seas. The remarkable thing is that from beginning to end the speaker used no scrap of paper. It is doubtful if in learning his history he had reduced anything to writing. He had been content to see pictures and to view actions. He did not need any topical analysis to refresh his memory. Everything was so vivid in his own mind that he had no difficulty in holding the attention of his hearers. It was not an uncommon thing for them to sit there from early even-

ing until the morning sun kissed the tops of the hills.

In a High School in Ontario there is a student taking up University work. He studies his history according to a different method. Everything that is read is carefully analysed and reduced to the form of a topical outline; still further reduced until it might be labeled "concentrated extract" Then these little pellets of information are visualized and held ready as guides to reproduction in the hour of need, that is when the examinations are held. There are no pictures here, no delight in learning, no education through "self-estrangement." It is from beginning to end a study of words.

Which think you is the better way to study history? Are we producing many of the Hugh Black type. It is possible that if he were alive, he might not take 25% of the marks allowed for the history papers we set in schools. By unanimous consent the audience in the farm kitchen marked him 100 and added a bonus. Were they not right?

Hugh Black could not make out a good lesson plan, but he was the model teacher of history. He had the knowledge and he had the soul, and these are all any true teacher needs.

## HOW WE SOLVED THE WARM LUNCH PROBLEM

By FRANCES KABELLE

Our school was a type of the rural school composed mostly of small children. The enrollment was seven, three girls and four boys. The only eighth grade student was a boy of thirteen, while the remainder of the pupils were below the fourth grade. They came in pairs, that is, two from a family, with one extra pupil, thus representing four families.

The schoolhouse was the ordinary one, different only from others in that it had plenty of room and an old book cupboard. The desks were single and small in size. The stove was an ordinary heater. This seemed our equip-

ment. Not so, however, for the mothers proved the very best equipment when it came to a plan for warm lunches.

One day in the fall of 1914, the mothers had come to the schoolhouse to listen to a programme prepared by the pupils. After the session was over we discussed the need of hot food at noon during the winter months. At last we decided upon a plan that has given great satisfaction to all concerned. Each of the four mothers was to be responsible for the lunch for one day in the week, the teacher taking one day.

The cupboard was cleaned and moved to a rear corner of the schoolroom.

Paper was put on the shelves and oil-cloth on the top. Each child brought a cup, a bowl or oatmeal dish, and a spoon. The few utensils we needed were lent by the mothers with the exception of a teakettle, can-opener and dishpan. Several tin cracker boxes were donated from stores. Two of the mothers sent a box of crackers to be used with soup, cocoa, etc. Salt, cocoa, tapioca and several other things were purchased, and the cost divided pro rata.

The mother who provided the dish for the day either sent the materials prepared for cooking, or cooked the dish and sent it ready for reheating. Many lunches have been cooked entirely in the schoolroom. Baked potatoes are a favorite dish and easy to prepare. All that has to be done is to put them into a pan, cover and put in the ashpan. Frequently they are boiled a few minutes before baking. Creamed potatoes, eggs, cocoa and macaroni, tapioca and cornstarch puddings have been cooked at school, but soups, baked beans and some vegetable dishes have been cooked at home. Rice and tomatoes have been found to be the only article of food that the majority do not eat in any form excepting in soup.

The serving of the lunch is an important feature, and our small desks proved inadequate. As I said before, we had plenty of room, and so our eighth grade boy took up four of the seats to make room for a table. This table was made of a sixteen foot board sawed into two pieces, with two cleats on each end. These cleats were one by three inch boards, placed eighteen inches apart, the outer ones being three inches from the end of the table. On the centre cleats were hinged two legs made of the same material as the cleats, and two feet long. To the outside cleats were hinged braces eighteen

inches long and cut out to fit around the legs. Braces and legs were strengthened by crosspieces. When not in use the braces and legs fold up, and the table occupies very little space. It is covered with white oilcloth so it is easily cleaned. The total cost was not more than \$1.25.

The uses to which this table has been put are many and varied. For water-color work and clay modelling it is invaluable; for construction period and for combined class work it is a great help. A large pan—to be truthful a discarded dripping pan with handles—is an ideal book-rack, and after class work can be carried to the table, which is thus transformed into a reading table. The pan book-rack holds many readers and story books. On Friday afternoon we sit around it and sew, while our school doll views the scene from the top of the cupboard.

At noon the table proves a good friend. The four desks that were taken up are fastened to the floor and serve as seats for one side, while the recitation bench does duty for the other side. The big boy helps to serve the food and also carries the water, an important item in the rural school.

The children bring their own bread and dessert. Most of them have napkins or bleached tea towels to spread for tablecloths. Many lessons in table manners have been learned, and our noon meal is usually a very pleasant one. The younger children take turns in helping clear the table and drying the dishes. Each child puts his own lunch box away.

It has meant work on the part of the teacher and the mothers, but we agree that it has paid. It has been of great benefit in solving the problem of the noon hour, aside from the physical benefits. We never shall eat cold lunches again in the winter.

#### A QUESTION FOR TEACHERS IN ENGLISH

The following letter is sent in by an anxious parent, and is no doubt written in good faith. It is for some

member of the Advisory Board or some teacher of English to answer it. Presumably the sentence is taken from the

authorized text. This, however, is insignificant. The question asked is a good, sensible one: Is the exhaustive study of Grammar as fet forth in books such as Mason, the thing that girls most need? Are we Grammar mad and Mathematics mad as they were some years ago in Ontario? Are we still believers in the dogma of formal discipline?

I am only a plain citizen, and perhaps I shall expose my ignorance if I ask a question. I have a daughter going to a high school and she came home the other evening with the following sentence to analyze:

"The old law was that when a man was fined he was to be fined so as his countenance might be safe, taking countenance in the same sense as your countryman does when he says, 'if you will come into my house, I will show you the best countenance I can,' that is, not the best face, but the best entertainment."

My girl worked at this for a long time and she said she could not analyze it, and her teacher could not do any better. I am not sure that anybody can. It seems to me that it would be more to the point to ask a school girl

to rewrite the sentence in clear and simple form than to try to analyze it, but perhaps this is where I show my ignorance.

I met a neighboring schoolmaster in town last week and I asked him about it, but did not have the sentence with me. The schoolmaster said he approved very much of analysis for both boys and girls as it developed their power to think. He said the study of grammar had been of great use to him in this way. At the same time I was wondering if it would not have been better if his time in school had been spent on some other study, for he was dirty in dress and unkempt in appearance, and to my mind, lacking in refinement and power of leadership. I have been asking myself if it would not be better for young girls to have lessons in behavior, manners and good speaking rather than lessons in analysis. I do not know much about grammar, but my girl says that she and her companions think the other parts of the book are more useless than the analysis. The author gave what he knew rather than what they need. Will you explain this?

PARENT.

### THE UNIVERSITY AND THE HIGH SCHOOL

At the request of the High School Committee of the Manitoba Educational Association, the University Council are now considering a proposal to change the matriculation requirement so as to admit students to the University on the basis of one foreign language. The Committee desire to furnish the Council with full and accurate information on the subject.

It has been stated that the present requirement of two foreign languages deters many students from entering the combined course who would otherwise find their way into the University; that a considerable number after an attempt to cope with the two languages now required leave the combined course and enter the regular teachers' course; that many excellent students who desire to qualify for entrance to the University, and are thus debarred by their inability or unwillingness to take two foreign languages, would be able to do satisfactory work in one language; that the proposed change in the combined course would, if put into operation, result in a considerable increase in the number of young people entering the University.

A number of High School Principals have sent in statements upon the above matters and brief summaries are given below.

**Dauphin.**—There is a strong tendency to drop languages. That a larger number have not made this change has been due to the encouragement and advice given by the staff in favour of the combined course. A considerable

number, for whom it is now too late, would have found their way to the University had there been a one foreign language requirement instead of the present requirement.

**Swan River.**—None in this school have changed courses. If the change were made from two languages to one, more students would undoubtedly seek matriculation standing on this level. In this district, however, the controlling factor is the financial one.

**Gilbert Plains.**—The present two-language requirement is keeping nearly all our boys and girls from taking the combined course. Twenty-two began in Grade 9 in September, of whom 18 began languages. Now (February 1st) only 4 are taking the languages, 3 girls and 1 boy. The deserters in Grade 10 are almost though not quite as numerous. Seventy-five per cent. of candidates here would take the combined course if the course required only one of the foreign languages.

**Stonewall.**—Grade IX. combined course has 8 students; the teachers' course 7 students. Were just one foreign language required the whole 15 would be in the combined course. Grade X.—Twenty students in all, of whom 13 are in combined course at present, 3 having dropped out finding two languages too heavy. The whole 20 would go into the combined course if there were but one foreign language. Grade XI.—Ten students, 8 in the combined, 2 in the teachers'. The cleverest girl in the class is in the teachers' course because of her fear of the two foreign languages.

**Oak Lake.**—The results of the examinations in this school have deterred some from taking up the course. The change suggested is desirable. Of 10 students, Grade IX. combined, 2 failed and 3 had "sups." Of 6 students, Grade IX., teachers all went forward to Grade X. except one. In Grade X. combined we have had one failure; none in teachers' course.

**Wawanesa.**—In 1914, 3 out of 11 were afraid to undertake the course. Two out of the three are good students. During 1913, four out of seven dropped the languages. The proposed change would encourage students to enter the University course. More effective work could be done by the school in all classes.

**Holland.**—In two and a half years 32 students entered the combined course. Of that number five withdrew, fearing the course as too hard, and two others were with difficulty persuaded to continue in it. Decreasing the language requirements would doubtless increase the flow of students to the combined course and the University.

**Carberry.**—The requirement of two foreign languages deters many. At least five students now pursuing the teachers' course entered the combined course in 1913, '14, or '15. Two pupils chose the Engineering course in 1915 mainly because they feared this. Were the requirement lightened many might be persuaded.

**Russell.**—Two boys in Grade X. combined failed last year. They are now in the teachers' course. More pupils would take a combined course with one language (Latin) than have taken it with two; from 20 to 40 per cent. more.

**Teulon.**—The requirement prevents quite a few from taking that course. Two girls this year, who took the combined course to Grade X., dropped both Latin and French because they could not do the work. Nearly all our students begin with the combined course in Grade IX. Quite a number drop out in Grade XI., and take the special subjects of the teachers' course. A good many students come to us from the village schools in Grade X. If there were but one language they would take the combined course.

**Elkhorn.**—Seven students of past years began and then dropped languages. Might be a slight increase in number of students if nothing were put in place of the omitted language. Two out of nine this year would have entered on



the basis of one language, but neither of these students intends going to the University. A student who has the University in view is not likely to be put off by any subject as long as he can get a competent teacher.

**Treherne.**—Pupils generally are not anxious to take up any course which includes foreign languages. Two of last year's students, Grade IX., failed on combined course and are now taking the teachers' course. One of last year's students, Grade X., is now in Grade XI., having dropped the study of languages.

<b>Minnedosa.</b> —	Teachers Combined University		
The class of September, 1913, began as follows.....	0	16	4
In September, 1914, there were .....	6	3	6
In February, 1915, there were .....	4	1	3
Of the 16 who began on the combined course, 7 have left school, 6 changed to the teachers' course, and 2 to the University course.			
The class of September, 1914, began thus.....	4	13	4
In three months it was arranged thus.....	9	7	2
In September, 1915, as Grade X.....	11	4	3
In February, 1916, as Grade X. ....	12	3	3
Of the 13 who began the combined course, 7 changed to the teachers, 1 to matriculation, and 2 left the school.			
The class of September, 1915, began thus.....	3	25	2
In February, 1916, there are .....	7	17	5
Eight have left the combined course, 4 have taken the teachers' course, and 3 the University course.			

**Hamiota.**—The two-language requirement deters many. Many would take a combined course with one language who refuse two. Many are now literally barred from a liberal education. In 1913, 19 students began the combined course in Grade X., the steadiest, most industrious, most interested class within the experience of the Principal. Of these, only six are in the school today. Three are in combined course, Grade XI., one is in teachers' course, Grade XI., one is in combined, Grade X., and one in teachers, Grade X. In 1914, 19 students began combined course, Grade IX. Three changed to teachers' course first term. Of the Grade X. class, two pupils changed from combined to teachers. There are now 10 of the 19 in combined course, Grade X. In 1915, with the experience of previous classes in mind, only one pupil entered for the combined course. All the rest took the teachers' course.

**Boissevain.**—In two years three boys dropped out on account of languages. Another boy in his third year in High School is detained in Grade X. owing to difficulty in handling two languages. Many of these boys, and others who dropped out earlier, would have carried one language, if such had been the requirement.

**Brandon.**—Experience does not indicate that students are deterred by the present foreign language requirement, but opinion here would not oppose a reduction in language requirements.

**Killarney.**—There are five students this year in Grade IX. who refused the combined course on account of the Latin. Similar experiences in past years. Many would take one language who refuse two. Many would go forward to the University if the proposed changes were made.

**Portage la Prairie.**—Those who drop the languages are of the indolent class. These pupils find in mathematics as great an obstacle as the languages.

**Virden.**—A small percentage in this district avoid the languages. Excellent students, but lacking ability. In two years two students, not brilliant ones, unable to cope with foreign languages, left the combined course and

took up the teachers. The proposed modification of the matriculation would increase the number taking that course in the High School. Of successful matriculants, only a small percentage reach the University from this district.

**Deloraine.**—Following is the history of nine students entering combined course, Grade IX., in 1913:

	Grade IX. 1913-13	Grade X. 1914-15	Grade XI. 1915-16
Teachers .....	0	4	5
Combined .....	9	4	3
Engineering .....	0	1	1

In 1914, six students entered Grade IX. combined course. Half of these are now in teachers' course. Practically all could and would take a one-language course. A considerable number are now kept out of College by the present requirement.

**Neepawa.**—

	1912	1913
Number of pupils beginning languages .....	19	20
Number completing the course .....	10	6
Dropped out at end of Grade X. ....	2	1
Dropped out without passing any exam. ....	7	7
Changed to teachers' course .....	—	6

Languages do not deter at the start; they rather attract. Later, the girls tend to change to the teachers' course; the boys quit cold. The language requirements should be reduced. Language work takes up too much time. A high standard in the vernacular would be a sufficient matriculation on the language side.

**Souris.**—In this school during the last four years 10 students with second class certificates have returned to take languages. It was managed in most cases by the teachers spending extra time after four o'clock, and required sometimes one, usually two years. There are now four pupils who have taken or are taking the teachers' course who intend to go to College. During last two years three boys have changed from Arts to Engineering simply to avoid one language. By a combination of coercion and persuasion many have been kept in the combined course who wished to drop it. No record of the number of such requests has been made. The experience here indicates that a reduction of language requirements might increase the number of pupils entering the University.

**Gladstone.**—Many who begin the combined course desire to change to the teachers'. The Engineering course is growing in popularity, apparently on account of the one-language requirement. This year two changed from combined course to teachers' at the end of Grade IX., and two from combined to Engineers. There would have been more changes if stiff conditions of extra homework had not been put on.

**Morden.**—Morden has had six years' experience of working a combined course. 90 per cent. of the students since 1910 have entered it, and some student or students have gone forward to the University each year. Nevertheless the 1916 class have shown a tendency to return to what we had prior to 1910. Twelve students of Grade XI. are this year taking the teachers' course, and five the combined. The reason assigned by the students is that the high standard required in English and the long study periods in Latin and French make the student's life in Grades X. and XI. a grind, void of any satisfaction. Morden students begin Latin in Grade VIII., and they spend 75 per cent. of their time at home on Latin and French. The teaching periods in school in mathematics, science, and English have been shortened to bring the students up to the standard in foreign languages.

## THE CURRICULUM FOR THE RURAL SCHOOL PUPIL

The question of curricula for children beyond 12 will be dealt with later. As regards children below this age, we must note certain environmental variations which do seem sufficiently important to affect curricula. It will not be necessary to consider the extreme cases of children who live on the borderland of society where cold and hunger are frequent visitants. It is clearly not syllabuses, but food and clothing, that are wanted here. Among normally conditioned children there appear to be two types of environmental differences. Children belonging to a particular social grade differ from others in possessing a particular mental background as a result of living in a certain kind of environment. This background, however, may contain all the typical elements of a common national life; and in this case no difficulty exists. What disadvantages arise can be overcome by intelligent adjustments of the methods of teaching.

On the other hand, children belonging to certain ranks of life differ from others in possessing not merely particular mental backgrounds, but backgrounds in which some *necessary* elements are almost or altogether wanting. Books, music and nature are typical examples. The school must therefore adjust its curriculum to meet such cases. The amount and kind of reading matter, of singing and of nature-study, will vary from the common standard. Some rough readjustment of the balance must be made; *emphasis must be laid upon the missing elements*. It is sometimes sad to see with what little respect this principle meets. The maxim which bids us prepare the pupil for the life he will have to live is sometimes strangely metamorphosed into that of "where ignorance is bliss, 'tis folly to be wise." If there is any section of the child community which needs a palatial school, large playgrounds and gardens, good books, music, and nature-study, it is that which lives in the slums. Nature-study, music, drawing, handwork, and literature should in these cases be re-

garded as more important than a few beggarly grammatical rules or a useless array of arithmetical puzzles. It has been said that literature is the means not only of understanding life, but also of escaping from it; and education generally has the same double function. We shall confer a far greater boon upon the poorer children in opening up many avenues of imagination than by preparing them thoroughly to live the mechanical life awaiting them.

A different emphasis will also be placed upon the rural child's school work. The first task of the teacher will be to deepen his pupil's interest in this environment. There will be no need to create an interest—every child is interested in the life going on around him—but merely to deepen this interest by aiding him to comprehend more fully. And this comprehension will as before become the starting point of a wider knowledge, and furnish the possibility of entering into experiences not confined to the locality. Something has been done in recent years, and is rightly being done, to give the country child a greater knowledge and appreciation of country life and occupations; but it would be a calamity if this were done at the expense of the wider experience, which is also indispensable. Social unrest and immigration from country into town are, after all, the expression of the democratic desire and need for a wider life, and should not be made the pretext for a lop-sided education. It is none the less true that the nature of the curriculum is of great influence in deciding the future vocational life of the child. In the French higher primary schools an over-emphasis upon the literary side led many quite unsuitable children into professional careers, and a readjustment which reduced this emphasis resulted in an immediate decrease in the numbers of those choosing clerkships.\* The ideal

\*The French System of Higher Primary Schools, Special Reports 1896-7, vol. i., pp. 328-9.

is to have neither over nor under-emphasis, but, basing the sequence of both teaching and curriculum upon the child's experience, to give him, so far as the school is able, freedom of development by means of a varied and liberal curriculum. The State has no right in primary education to take any account of the law of supply and demand for certain occupations. The commercial and industrial, the political and religious needs of the State must not be used to subordinate the child's free development. It is true that the State is interfering more and more with the education of the child and with parental control, and it appears to the writer to be a progressive tendency; but it must not be forgotten that this is being done *for the sake of the child*. He is not to be regarded so much as a means to an end as an end in himself, and even the perfecting of the social organism is to be looked upon as only a means of individual progress. The function of the State should therefore be limited to the provision of all forms of instruction and to their proper supervision. It will see, so far as it is able, that every child has the opportunity of a training suited to his personal aptitudes, and will leave the task of settling the choice of occupation to the individual himself and to the fluctuating conditions of world-production and distribution. It can publish these variable

conditions for the information of parents and prospective pupils; but by no manipulation of curricula or promises of supposititious advantages may either State or municipality influence or persuade children to enter one occupation rather than another. It is, in fact, just as essential that the rural child should know something of town life as that the town child should become acquainted with the country. When as a nation we have become educationally wiser; when, too, the means of transit are in the hands of the nation; the school will be able more and more closely to mirror real life by actually coming into it; the trams and the trains will at certain times, according to the possibilities of the district, be full of school children setting out after the necessary preparation to obtain a first-hand acquaintance with a lake, a forest, a mountain, a castle, a church, a factory, a paper-mill, and a thousand other things, ideas of which all the talk of the most eloquent teacher in the world would fail to convey.

The moment in school life may arrive for giving a vocational bias to the instruction, when a degree of specialization will be necessary; but every care must be taken that it shall not be anticipated and become a means of keeping the child in that social or even local position "in which it has pleased God to place him."

### BEGINNING LONG DIVISION

A correspondent asks how to begin long division. That depends. A great many now teach the form of long division before short division. Some teachers, however, receive pupils who know short division pretty well and with whom long division is to be the next step.

Present one difficulty at a time. Let the first point be to get the form.

Here, pupils, is an example in division. Have I put it down right?  

$$\begin{array}{r} 4 \overline{)3945} \end{array}$$

You think there should be a line underneath the dividend? Well, I am

going to leave that out today, because I want to put down everything we think and say about the work. Robert, just imagine the line is there and begin the example. "Four into 39 goes 9 times and 3 over."

I'll put the answer over here, with this line to cut it off. How do you know there is three over? "Because 9 times 4 are 36 and there are three more in 39."

You mean that 36 taken from 39 leaves 3. I'll put down the subtraction to be sure we are right. That is what I wanted this space for. From



what am I to take the 36. "From the 39."

Here it is. And the remainder? "Three."

Sidney, make believe we are doing it the regular way and go on with the division. "Four into 34 goes 8 times and 2 over."

You needn't tell me how many over until we find out. We will make believe we are little fellows, and don't know these large numbers. Where shall I write the 8. "After the 9."

And how shall we find what is left? "Eight times 4 are 32 and there are 2 more in 34."

But that doesn't tell me what to do with my chalk. Suppose I bring this four down beside this 3 and so get my 34 together? Let us see how that works. Now subtract. "Two remainder."

Ralph, forget that there is anything in the way here, and go on. "Four into 25 goes 6 times and 1 —."

That will do. We will see how many over. Where shall I put the 6? "To the right of the eight."

And how shall I find my remainder? "Take 24 from 25."

I see no 25. "Bring down the five."

I have it! Subtract. "One remainder."

What do we always do with our last remainder? "Set it over the divisor at the end of the quotient."

Let us do the example the short way and see if we get the same answer.

Which is the better way? "The short way. It doesn't take so long."

No, nor so much space. It is better for some numbers. But the long way is better for other numbers. Let us prac-

tice it a little. I will erase this work and see who can remember all that we did here. You shall tell me just how to get it all down again.

After recalling the process by repeating the first solution give other examples. Send bright pupils to board and have class help them through. Have a little, just a little, concert work. When the process is pretty well understood, give slate work until the pupils can work independently. Practice with short divisors as high as the tables go.

The next point is the longer divisor with the trial quotient figure. Begin with 21, because that is the easiest. For some reasons it would be better to begin with 91 but that would frighten the timid.

Follow with 31, 41, etc., up to 91. Then take 92 and follow the descending scale, 82, 72, etc. Having reached 22, take 93, 83, etc., down to 13.

When the tens figure in the divisor is greater than the units the greater difference between them, the easier the work. When the units figure is greater, on the contrary, the greater the difference, the more difficult the work. An easy divisor has a left-hand figure large in proportion to the next figure on the right. A difficult divisor has a left-hand figure small in proportion to the next figure on the right. The descending scale by decades, therefore is one of ascending difficulty.

Your pupils may or may not learn how to manage two-figure quotients with perfect readiness without using every divisor less than 100. When they are ready for the next step, the three-figure quotient, take it.

### COOKING HOT DINNERS

During the month of December I tried cooking hot dinners for the pupils and found the experiment a success. The children brought all the necessary dishes and a gasoline stove and left these until the end of the term. We kept the dishes in the cupboard. The ladies of the district who had children attending school took turns, whenever

they wished, in sending meat, soup or pies which only required heating. During recesses the girls and I peeled the potatoes, set and cleared the table, dried and put away the dishes, while the boys carried and emptied the water. I find the hot dinners are very helpful, and in addition to this, the children are usefully employed during recess.—Myrtle H. Leonard, Souris, Man.

## The Children's Page

### The Wind in a Frolic

The wind one morning sprang up from sleep  
Saying, "Now for a frolic! Now for a leap!  
Now for a mad-cap, galloping chase!  
I'll make a commotion in every place."

So it swept with a bustle right through a great town,  
Cracking the signs and scattering down  
Shutters; and whisking with merciless squalls,  
Old women's bonnets and gingerbread stalls.

But the wind had swept on and met in a lane  
With a schoolboy, who panted and struggled in vain:  
For it tossed him and twirled him, then passed—and he  
stood  
With his hat in a pool and his shoes in the mud!

Then away went the wind in its holiday glee,  
And now it was far on the billowy sea:  
And the lordly ships felt its staggering blow,  
And the little boats darted to and fro.

But, lo! it was night, and it sank to rest  
On the sea—birds rock in the gleaming west,  
Laughing to think, in its frolicsome fun,  
How little of mischief it really had done.

—Extract from Wm. Howitt.

### EDITOR'S CHAT

Dear Boys and Girls,—Here comes the March wind again, whoo-oo, whirling and twirling, scurrying, hurrying, twisting and squirling. Here a little gust, there a little flurry. Dust and paper flying, little puddles being whipped into tiny whirlpools, hats flying, smoke trailing into long ribbons against the cloudless sky, roses in every cheek, spring in every footstep, ice in the evenings, robins at noon,—and this is March! What a flurry and hurry to get the winter dust away. How black the snow piles look that only a few weeks ago were dazzling white. How rubbish-filled are the ditches, and dirt-choked the yards! And everywhere indoors and out, is the thought of

housecleaning. Mother will be washing the windows and the curtains. Big sister will be re-trimming her winter hat and wearing a bunch of violets. Little brother's stocking knees will show large mysterious holes, and his pockets will bulge with marbles and alleys, and an occasional treasured agate. Little sister's doll carriage will be brought down from the attic. There will be boards across the muddy back yard and a home made bridge across the front walk. The pasture will be a juicy mud patch. Father will spend his evenings studying seed catalogues, and perhaps big brother in his khaki will come home to say good bye before he leaves for France; and by all these signs we know that the spring of 1916

is here. The long winter is over and with the warmth of the sun and the hope of the summer comes hope also that before next winter's snow-white cloak covers the land, peace will have been declared and war-scarred France

and Belgium will be free of the invaders, and all the other countries and people of the world will have settled down to make grow again the beautiful flowers of peace that the winter of war has killed.

### ABOUT OUR SPRING BULBS

Now you wise young people who planted winter bulbs last October, what a reward you are going to have! Good old Mother Earth has been cuddling in her black arms the little brown bulbs you planted and now as the frost goes and the sun shines warmer those little bulbs are waking to life and very soon you watchers will see tiny green points above the soil, and in spite of the cold winds that will come and the

shivery nights, those little points will grow amazingly until one fine day, from the centre of the leaves will break a tight little bud and slowly it will open until a great flaunting tulip laughs up at you, and you will feel happier every time you look at its gay face as it bobs on its thick green stem in the spring wind. Are not you glad now that you "bothered" with bulbs in the long ago fall?

### WHAT THE CANADIANS ARE DOING FOR THE RETURNED SOLDIERS

Just a little while ago—far too late for the February issue—we received three or four stories for this competition. We have awarded the prize to one by Mary Moore, of Lake Francis, Man. This is a good story and well written and we hope to hear more from the Lake Francis school. We give honorable mention to Grace Zealand, P. J. Dickie, Rosa M. Cozens, Irene Sinclair, Hilton Gunn, Alice Anderson and Bessie Brown, Gunton school. There is one fault with all these compositions, though, they are written on both sides of the paper, and no printer will use

a story written like that. Remember, **write on one side of the paper and get your stories in early.**

The prize for the March story is won by Ella Middleton, age 11, Grand Valley School.

Honorable mention is given to Margaret Cann, Jean Heale, Mildred Grantage, Pearl Campbell, Frank H. A. Taylor, Chater School; Hilda Connolly, Veronique Chartrand, Mary Hall, St. Laurent School.

These last three compositions were so neatly written that it was a pleasure to read them. **Remember**, write on one side of the paper only.

### PRIZE STORY—(February)

The most important topic of conversation at present is the great European War, and even if the fighting is going on in far off countries we Canadians are just as interested as if it were at our doors, for what concerns England concerns us. We know our motherland is in danger, so we must do our utmost to help her. We have already

sent a large number of our best men. Some of these soldiers have been fighting in the service of their country for over a year now, and some are coming back wounded. What should we do for these men? Some who are now coming back have lost an arm, or a leg, or probably their eyesight. In some cases the poisonous gas used by the Germans

has affected their lungs so that they can only work a short time, and only walk short distances. The government has already prepared schools and is building more places where they can stay. Men have been appointed to meet these soldiers when they come back, and take them to the R. S. A. where they will give them food, and new clothing if they need it. They can have a bed if they want to stay over night. They are given enough money to take them to their friends.

They are also supplied with artificial limbs in place of the ones they have lost while fighting for their home and country.

They should be well cared for until they are quite strong again. Then they could get teachers to teach them some useful trade as we cannot get goods in from Europe on account of the war.

They could make different kinds of toys, do office work, tailoring, and pottery. They could also do light carpenter work such as chairs, etc.

The government is supplying some of the ablest with small plots of ground so they may have gardens. If they had cows they could do dairying. If they had poultry they could raise poultry for the market.

They could have candy factories where they could make candy and chewing gum, and tobacco factories where they could pack tobacco and make cigars or cigarettes.

Those who are not able to do any kind of work should receive a yearly income.

My opinion is, the best to be had is not too good for our returned soldiers.

Mary Moore, age 13 years  
Graysfield S. D.

Lake Francis, Man., Feb. 9, 1916.

#### PRIZE STORY --- (March)

"Rough March comes blustering down  
the road,  
In his wrath-hand the oxen's goad."

Here comes jolly, windy, blustering March! Hooray, boys! Quick, make your kites. Girls! We'll have a hard time keeping our hats on. Of course the boys will too, but they can run easier than we.

There is a superstition that if March comes in like a lion it will go out like a lamb. And the reverse. This means that if the first days of March be rough and cold, the last of the month will be warm and peaceful. This month it came in cold and windy. Quite likely it will go out warm and quiet.

Mother Nature's House Cleaner is March. The wind comes puffing and blowing along. He sweeps the world off, all nice and clean ready for April's rains to do the finishing touches, such as polishing and shining up things. Then the world is ready to welcome Summer in all her glory.

I think March is very lucky by way of birthdays of noted people. Rosa

Bonheur, an artist, was born in this month. We are all glad to honor Ireland's patron saint who was born March seventeenth. All good Irishmen think of St. Patrick on this day of all days. All true Scotchmen proudly remember the name of Robert Bruce who was born in March. Luther Burbank, the wizard of plant life, and David Livingstone, the explorer and missionary to the natives of Africa, were born in this month.

March was named after the Roman God Mars. All statues and pictures show him holding a spear that was believed to be lightning. Upon his back was a shield that held all the rain and thunder. Roman traditions tell us that when Mars roared it was like the roaring of nine or ten thousand men. They also tell us that once when Mars was wounded, he fell and covered seven acres of ground. They built temples in his honor, and in time of drought would call on him to send rain.

March is a splendid month for astronomers. It seems quite a coincidence that the planet Mars should appear in



the sky in March. It can be distinguished in the eastern sky by its brilliancy, being a ruddy red color. We have been watching Jupiter and Venus meeting. Venus seemed to overpower Jupiter this time. Orion, Cassiopeia, the Pleiads and the Sickle are now plainly visible.

Some people may not like March, but if they only remember that March is the month in which preparations are made to give us our Spring and Summer, they would like it better.

Think of the pleasure of seeing the

first patch of green grass, the coming of the pussy-willows, and hunting the first anemones. Then with all our snow perhaps, March will give us some nice frozen ponds. Then hooray for our slides! Up with the kites. Surely March is the time for fun.

March is a jolly Chinaman.  
With kites he likes to play:  
High in the air he sends them,  
When it is a windy day.

—Ella Middleton, age 11, Grand Valley School, Brandon.

### SOMETHING TO DO ON ST. PATRICK'S DAY

What are you going to do this month for your country? Last month you had a chance to make the 29th of February a special Red Cross day. Now, how would it be to make St. Patrick's Day, the jolly old 17th of Ireland, a Returned Soldiers' Day? How about having a school concert and asking all your parents and friends to pay ten cents. You could have a splendid concert. Some one might recite the little poem we have this month; you could have a drill. Some of your best stories could be read, and last of all, if you are fortunate enough to have a stove in the school so you could cook you might pass around home made candy. We are going to give you two recipes for good candy so perhaps you might have a candy sale after the concert. Put your heads together, you teachers and pupils, and see what you can do. Pussy willows will be coming out, decorate your school with them, put streamers of green paper across the boards and windows. Oh, we can think of hundreds of things you can

do. Now puzzle your own heads, and then do write and tell us how much you made for the Returned Soldiers' Association to help our wounded heroes.

Here are the candy recipes:

Peppermint Drops— $1\frac{1}{2}$  cups sugar,  $\frac{1}{2}$  cup hot water, 6 drops oil of peppermint, green coloring, just a drop or two. Put the sugar and water in a saucepan and stir until the sugar is dissolved. Boil ten minutes, add the peppermint, being careful not to add too much for the oil is strong. Stir until it begins to thicken a little, add the color quickly, stir and drop from the tip of a spoon on paraffin paper or a buttered tin.

Stuffed Dates—Split and stone dates. Mix one cup of icing sugar with a small piece of butter, the juice of half a lemon and a little water, enough to make a cream. Add chopped nuts and any fruit, raisins, etc. Put a small piece of this filling in each date, press the date together and roll in granulated sugar. These are very good and quite cheap.

**Note.**—Teachers living in the rural municipality of Gilbert Plains will kindly send their subscriptions for the Patriotic Fund to Miss A. Shaver, Gilbert Plains. Those living in Dauphin Town and Dauphin Rural Municipality will send their contributions to Mr. W. J. Henderson, Principal of the Dauphin Public Schools.—E. H. Walker.

## Special Articles

### SHAKESPEARE ON THE WAR

#### To the Kaiser

- "Cancel and tear to pieces that great bond."—Macbeth, III., 2.
- "And to 'The Day' my friends and all things stay for me,  
Thou dost assume the port of Mars and at his heels  
Leash'd in like hounds shall famine, sword and fire  
Crouch for employment."  
—Henry V., IV., 1.
- "O, 'twas the foulest deed to slay those babes,  
And the most merciless that e'er was heard of."—Richard, III., 1, 3.
- "Thy offence is rank, it smells to Heaven."—Hamlet, III., 1, 3.
- "And there sits a Judge  
Than no king can corrupt."  
—Henry VIII., III. 1.
- "An enemy to mankind."  
—"Twelfth Night, III., 4.
- "Seem a saint when most you play the devil."—Richard III., I., 3.
- "Is there no respect of place, persons, or time in you?"  
—Twelfth Night II., 3.
- "Thou monstrous slanderer of heaven and earth."—King John, II., 1.
- "O, what authority and show of truth  
Can cunning sin cover itself withal!"  
Much Ado About Nothing, IV., 1.
- "The Prince of Darkness is a gentleman."—King Lear, III., 4.
- "And can cite Scripture for his purpose."—Merchant of Venice, I., 3.
- "The troubler of the poor world's peace."—Richard, III., I., 3.

"And thou proud man  
Drest in a little brief authority  
Plays such fantastic tricks before high heaven  
As makes the angels weep."  
Measure for Measure, II., 2.

#### Belgium

- "See who comes here?  
My Countryman; but yet I know him not.  
What's the newest grief? How does my wife?"  
"Your castle is surprised: your wife and babes  
Savagely slaughtered: to relate the manner  
Were to add the death of you.'"  
"Merciful Heaven! My wife, my children, too!  
Wife, children, servants, all that could be found.  
All my pretty ones! Did you say all?  
What all my pretty chickens and their dam  
At one fell swoop! Did heaven look on  
And would not take their part?  
Heaven rest them now."—Macbeth, IV., 3.
- "O 'twas the foulest deed to slay those babes  
And the most merciless that e'er was heard of."—Richard III., I., 3.
- "'Twas pitiful! 'Twas wondrous pitiful."—Othello, I., 3.
- "I have supped full with horrors."—Macbeth, V., 5.
- "Sorrows come not single spies but in battalions."—Hamlet, IV., 5.
- "O, let the stricken deer go weep  
Drop tears as fast as the Arabian trees."—Hamlet, III., 2.

"One woe doth tread upon another's heel."—Hamlet, IV., 7.

"Their medicinal gum."—Othello, V., 2.

O (Belgium), the heart of thee  
How like a deer stricken by many  
princes  
Dost thou now lie."—Julius Caesar,  
III., 2.

"The pity of it! O, the pity of it!"—  
Othello, IV., 1.

"Here I and sorrow sit  
Here is my throne, bid Kings come bow  
to it."—King John, III., 1.

"Sit you down  
And let me wring your heart for so I  
shall

If it be made of penetrable stuff."—  
Hamlet, III., 4.

"I will a round unvarnish'd tale de-  
liver."—Othello, I., 3.

"If you have tears prepare to shed them  
now."—Julius Caesar, III., 2.

"O piteous spectacle!"—Julius Caesar,  
III., 2.

"From seasons such as these? This  
woeful time!

Take mercy on the poor souls for  
whom this hungry war

Opens his vast jaws—The widow's  
tears, the orphan's cries."—Mac-  
beth, II., 3.

"The dead men's blood, the pining  
maiden's groans  
For husbands, fathers, and betrothed  
lovers."—Henry V., II., 3.

"Every tongue brings in a several tale,  
And every tale condemns him for a  
villain."—Richard III., 5, 3.

"A deed without a name."—Macbeth,  
IV., 1.

"Can such things be without our special  
wonder?"—Macbeth, III., 4.

"A deed of dreadful note."—Macbeth,  
III., 3.

## THE TEACHER AS A SELF-CRITIC

By An Ex-Teacher

One of the reasons why the teacher's work is the most exacting in the world is that it demands in one personality a combination of the philosopher and the executive. Tact, that much praised and invaluable schoolroom quality, may rule over expedients, may suggest the skilful compromise, the prudent concession, the waiting that is sometimes more forceful than acting, the timely word, or look, or touch of the hand—but it cannot construct a system of education. To this task the builder must bring a profound knowledge of educational philosophy, and a comprehensive acquaintance with educational material. But these are seldom the qualities of a good executive,—and the teacher must be a good executive.

Neither can the humblest teacher afford to accept unquestioningly the system in which he is required to work. He must have his own as an ideal or his work will be perfunctory. To do, day by day and hour by hour, what you are told to do is to work at a trade, and teaching is not a trade, but an art. Yet obedience is necessary, though often at war with originality, and sometimes with conscience. Who is to be chosen, the erratic teacher who sets law at defiance and upsets the graded school by refusing to acknowledge the essentials of the system and the demarcations of his work, or the natural-born slave who accepts and follows directions with no thought that he is working upon souls? There is a golden mean to be found in

the tactful teacher, of which type, fortunately, there is an ever-increasing number. But the shortcomings of the tactful teacher are great.

One confesses that he has keen philosophic apprehension and something like a mastery of principle, but little organizing ability, and little personal power in the schoolroom. Another that while he controls his boys easily, he doesn't know how he does it and that while his results are splendid he has an uneasy feeling that much of his work is injurious cram. Very few who are gifted with quick and keen observation and profound reflective power have the "push" and alert activity of the successful practitioner. Teachers belong to one type or the other, and must cultivate the qualities of their opposing type. Fortunate is the teacher who, realizing in early youth his proneness to "dream noble things" rather than to "do them," has already devoted years to the cultivation of a habit contrary to "first nature," a habit of quickly applying thoughts to some practical purpose. There is nothing like this habit to cure the vagaries of an unchecked dreamer and make a philosophical, an artistic worker of him.

Perhaps our best teachers have developed in this manner.

Fortunate, too, is the teacher who has early learned to recognize his own superficiality, and to listen to the deeper reasonings of others and try to apprehend law and apply it in work. A vivacious temperament, thus trained down to philosophic work, again swells the lists of our almost ideal teachers.

How to correct the deficiencies of self more tardily discovered, is the foremost question with many an earnest teacher of middle age. There is but one way and that is to keep working at the weak point in one's efficiency. Let the visionary work hard on his lesson-plans for the day, and confine his pedagogical thinking to this and the causes of his own recent failures. Let the teacher who feels he lacks insight practice introspection, and frequent the company of humanitarian thinkers. Skill may come slowly to the one and suggestion dimly to the other, but there will be some improvement with patient effort. Both these classes of self-critics may also take comfort in the thought that they escape the hopeless inefficiency of the self-satisfied teacher.

## THE HUMAN TOUCH

By L. E. STUART

One morning lately I was walking along the street and saw in advance of me Miss —, a teacher in a primary school. I hastened my steps and we were soon talking cheerily together, for we were well acquainted. It was a pleasure to meet so cheerful and bright a person even on a spring day that was enough in itself to raise one's spirits to a high degree of joyousness. We chatted along until we reached the corner where she must turn; as I walked on alone, I felt I had met with a perceptible loss. A few days after I stepped into Miss —, schoolroom to leave her a message from a club that wanted her as a member from my recommendation that she had some life-

giving qualities. It was between eleven and twelve o'clock—a trying time; there were fifty-two children in the room and the exercise was in spelling. I said I would wait until school was out, and so witnessed Miss — in her schoolroom duties for a half hour or more. Finally the programme was gone over, and the fifty-two children were turned into the air, and I communicated my message.

As I came away I fell to thinking of the difference between Miss — as a teacher and as a social factor. In fulfilling the latter she had no small power; as a teacher she was mechanical and hard. Her voice and manner were as different as Henry Irving made his

when he played Hamlet and Othello. Evidently she taught for a living. There was no indication that she cared particularly for the future of the fifty-two. In my conversation with her she was a bright and cheery human being; in the schoolroom she was fulfilling a certain duty and glad when the time came for dismissal.

I recalled my own teachers when I was a little boy; I had one like Miss —; we were afraid of her, though she did not whip any of us. The one that I shall ever remember was Miss Maria Groves. If a pupil was absent he was inquired for when the morning or afternoon roll was called. "Who knows why Peter is not here?" "Where is Jennie today? She will miss the story about the robin." If a pupil was sick he was visited; I well remember a visit she made to me; a pretty little book was sent me to read. How we all mourned when we were told she was to marry and could not teach the school next term!

It is this touch of humanity in the schoolroom that makes "The Story of Patsy" such a wonderful book. How a pupil will remember that his teacher wept when some affecting passage is read in the reader, or in the Bible! Once Miss Groves was told at morning roll-call that Lucy Kingsland was sick, "real sick." She put on her bonnet and went right over to see her, for the house was near. She soon came back with eyes red from weeping. During the morning we saw tears dropping on the book she was holding; we knew it was

about Lucy. "She thinks she will die," we said.

But it may be thought this human element will interfere with carrying out the programme. It seemed to me that if Miss — had employed this the programme would have been easier carried out. She did the school work so mechanically that the interest was small. In the spelling class the word "caught" was missed; it was quickly put to the next, and so on; the fourth pupil spelled it correctly and another word was quickly given out. It seemed to me that it was an imitation of the attempts of the "bat-holder" in baseball without the good results; for there if he fails to hit the ball he has exercised his muscles and eye, and in time will become expert. In another school visited the "missed" words were written down on the blackboard and the teacher said, "There are ten words, let each copy off at your seats the ones you have missed; when you can spell these you will have them all perfect; you only missed a few, you see."

This teacher had each pupil greet her as he entered and she smiled at each one and said, "Good morning, Walter," "Good morning, Sarah," and so on. By this little attention the pupil receives, he feels that he is not penned in with the rest as sheep are; he is individualized. People cannot be loved at wholesale. The substance of these suggestions may be summed up in the words of David P. Page: "School must be a part of the life of the pupil; as it enters into his life it molds him, and he enjoys it and remembers it."

## THE SNOBBERY OF EDUCATION

### The College Girl Who Affects an Air of Superiority

"The practice followed by some girls who have been at college of holding their heads above those who have not, is a foolish proceeding, and smacks of the most repulsive kind of snobbery. It is never safe for us to assume that we know more than the people around us, whether we are college trained or

not. The longer we live in this world the more we become convinced how little we know. The people, most humble in their opinions are generally the best educated. It is an art which only a few of us learn; to be reticent of our own opinion when every one around us is expressing his. Yet this



is one of the attributes of the well educated. Silence often speaks louder than speech. But the girl fresh from her books and college does not always perceive this. She is apt to assume, for example, that people are uneducated if now and then they speak ungrammatically. But she does not know that the most vital truths ever spoken or written, the truths which have done mankind the greatest good have not always been those which would have borne grammatical dissection. Their good lay in what was said, rather than in the

way in which the sentences were constructed. It is when we are young that we believe that all that is worth knowing is printed in books. When we are older we find that the deepest truths are never written. It is well enough for a girl to hold up for herself a standard in grammar or anything else. But she is unwise when she believes that her standard is the one by which she may judge and measure others. She has no right to do so in the first place. And in the second, she is far more apt to be wrong in her deductions than she is to be correct."

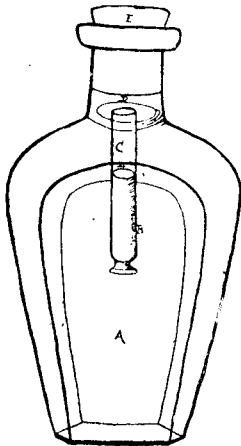
### AN INEXPENSIVE DEVICE

To Illustrate the Principle of the Bottle Imp or Cartesian Diver

By FRANK O. PAYNE

The "Bottle Imp," "Cartesian Diver," or "Balloon and Car," as it is variously called, sells from fifty cents to one dollar, and even higher at the leading apparatus houses. Here is a device which costs nothing and by means of it four great principles of nature may be illustrated in so simple a manner that a child of the second-year grade can grasp them.

Procure a common flask bottle, being sure to secure one which has flat faces, A. Nearly fill it with water leaving a



space D, in the neck, full of air. Take a slender homoeopathic phial, B. Fill it with enough water so that when invert-

ed in water, it will just float at the surface but almost sink.

Insert the phial in the flask and cork the flask tightly with cork E. Now take the flask between the fingers and placing the thumbs on the flat surface, A, press firmly. The phial will descend to the bottom of the flask. Remove the pressure and the phial will rise. This may be tried repeatedly with the same results.

Reasons.—When the pressure is applied to A, the glass, which is elastic, yields to the pressure and the water is compelled to rise in the neck, D. This compressing the air in the space C of the to become condensed; since condensed air exerts more pressure than it does under ordinary circumstances, this extra pressure is exerted upon the water surface under D.

Now fluids transmit pressure in all directions, hence this pressure is felt inside the phial and the water in it rises, compressing the air in the space C of the phial. The air in C being condensed and more water being in the phial, its specific gravity is increased and it sinks.

On removal of the pressure, the air at D and C springs back to its former density, and the phial becoming lighter again is enabled to rise to the surface. Thus may be proved: 1st, that glass is

elastic; 2nd, that air is compressible; 3rd, that when air confined is subject to pressure, it decreases in volume and exerts a corresponding increased pressure; 4th, that water transmits pressure equally in all directions.

Instead of pinching the flask, the same phenomena will be observed if the flask

be set in warm water and cold water alternately, thus illustrating the expansive force of heat.

Care should be taken to have only enough air in phial (c) to raise it to the surface. If too much air is in (c), it will take hard pressure to produce the desired effect.

## HEART VS. MIND CULTURE

A Lesson for Young Teachers by An Old Teacher

"Class in mental arithmetic!"

Slowly the long line of boys and girls filed into their customary places on the floor, in response to their teacher's summons. Even more slowly than was their wont; for the morning was oppressively warm,—one of those hot, sultry days in early April that occasionally surprise us with the suddenness of their coming, and the intensity of their unlooked-for heat.

To this cause, doubtless, was also due the unusually depressing recitation which followed, rasping the poor teacher's tired nerves to the last point of endurance. Even her most reliable pupils seemed to fail her, dragging out to their slow end the monotonous, stereotyped analysis of the several examples. If this were the case with the bright scholars, what can be said of the drones in the class!

Clear down, at the very foot of the class, stood a tall, awkward looking girl, whose sallow, jaded countenance marked her as somewhat older than her companions, as indeed she was.

She stood listlessly thumbing the leaves of her book, and at the close of each recitation, lifting her dull eyes to the teacher's face, in evident anxiety as to whether her turn was coming next.

But the class was large, and the questions long, and the teacher, with intuitive dread, deferring the hardest case until the last, called first upon one and then another, so that the girl at the foot became indifferent, and then drowsy even to sleepiness, until her head nodded.

"Ellen Slade may take the next ques-

tion, if she has sufficiently recovered from her nap to do so!"

The sharp, incisive tone, coupled with the sound of her own name, aroused the drowsy Ellen from her stupor, and with shame and confusion she sought to find her place. "The 24th question," said Miss Flint, still in that tone of biting sarcasm.

Having found the place, Ellen mechanically read the problem, and then as mechanically proceeded to solve it. Had she been called upon earlier in the recitation, she might possibly have made a more creditable appearance, for the formula was fixed in her brain by its frequent repetition, so that she could have followed it after a fashion. But that unfortunate moment of forgetfulness had driven everything out of her mind that would have given her anchorage. She floundered about hopelessly for a few moments, and then gave up altogether. "It would seem," said Miss Flint, with withering contempt, "that your nap might have rested you enough to enable you to grasp some idea of the lesson, even if the entire class had not recited before you."

The girl colored to the roots of her hair, but maintained a respectful silence.

"I wonder," continued the teacher, impatiently, "if there's a question in the book you can answer! Turn to the first page and see. Read the first question."

Ellen found the place designated, and read: "How many thumbs have you on the right hand?" One."

"Bravo!" exclaimed Miss Flint, "you quite encourage me! Go on!"

"How many thumbs have you on your left hand?" If you have one thumb on your right hand, on your left hand you will have two times one thumb"—A shout of laughter from the whole school interrupted her, and even Miss Flint, annoyed as she was, could not restrain a smile.

The poor girl, bewildered, looked up with mute appeal. Evidently she had not the least idea whither she was drifting.

But Miss Flint was relentless.

"Go on!" again she commanded. "We are in a fair way to learn some startling facts in science, by your peculiar mode of analysis. Pray, go on!"

But the discomfited girl began to realize she was the sport of both teacher and school. For a moment she tried awkwardly to smile at her own stupidity, then her lip quivered, and she quickly covered her face with her book, to hide the tears that would come.

With an expression of disgust on her handsome features, Miss Flint dismissed the class, and later on, at the accustomed hour, the entire school.

Weary and dispirited, she sat by her desk, resting her head in her hands for some minutes after the pupils had all gone. She was not by any means satisfied with herself or her school, during that session at least. But she was far more severe on the former than the latter. Sitting alone with conscience, the stern monitor was reproving her for impatience and loss of temper, still more for what she now felt to be unkind abuse of a poor, unfortunate girl, when a timid, hesitating voice at her elbow suddenly broke the silence:

"Please, teacher,"—

Turning quickly in amazement, Miss Flint beheld the object of her thoughts, standing by with a dipper of cold water in her hand. "Please, teacher," continued the girl, "I thought as how you must have the headache, with your head a-leaning on your hand, and I brought in some cold water for you to put on your head. I—I do so for mother when

her head aches, and she always says as how it makes her feel better."

A choking sensation came into Miss Flint's throat. She was not so hard as her name. "Thank you, Ellen, you are very thoughtful," she said kindly. "I do not care to bathe my head, for it is not aching, only tired—but I am very thirsty, and the water is indeed refreshing. Thank you very much," she said again, as she passed back the dipper.

But the girl still lingered.

"Please, teacher,"—

"Yes," returned the latter with an encouraging smile.

"I'm sorry I'm so dull, and I'm sorry I went to sleep, but baby brother has been sick lots o' nights, and mother was all tired out. So last night I teased her to let me take care of baby so's she could sleep. He's most always good with me when he won't let nobody else touch him. He didn't sleep none—but mother did, and I kept him quiet all night some way or nuther, and I s'pose that's what made me so sleepy today. But I'm sorry to trouble you, teacher."

Ah, whose eyes were glistening now! A great throb of remorse shot through the teacher's heart.

"Dear child," said she, drawing the girl impulsively toward her, "never speak of it again. I was very, very wrong to talk to you as I did. Had I only known—but there, it is too late now. Only I must ask you to forgive me, Ellen, for you put me to blush, with your noble loyalty to duty. Never, never again will I lose patience with you, however hard it may seem for you to understand"; and brushing the unkempt hair away from Ellen's forehead, she sealed her promise with a kiss.

Coloring with surprise and pleasure, Ellen said softly, "Thank you, teacher"; and hastened away.

The memory of that kiss, and the kind words accompanying it brought comfort to the poor, neglected girl in many an hour of sadness that came to her in after years; and but for the same, sweet memory, the teacher herself would have been comfortless in the sad event which immediately followed.

Ellen did not come to school that afternoon, nor the next day, nor yet the next. Indeed two weeks had gone by, and still Ellen failed to make her appearance.

One day at dinner, a young physician who boarded in the family with Miss Flint, remarked upon a very trying case he had been called to that morning. It was that of a young girl whose hands had been dreadfully burned in attempting to save a younger sister whose clothes had taken fire. The sister had miraculously escaped with little injury, but the older girl had succeeded in saving the little one, at great risk and suffering to herself.

"I was called to the case first, about two weeks ago, when it first happened," said the young doctor, "and then I thought the burns might heal without difficulty. But this extremely hot weather, taken in connection with the girl's low state of blood, has induced very unfavorable symptoms, so that in order to save her life, I was obliged to amputate the thumb on her left hand, this morning."

"Brave little girl!" exclaimed one.

"What is her name?"

"Slade, I believe," returned the doctor, "Ellen Slade."

"Why, that is my little girl," exclaimed Miss Flint, "and I have been wondering whatever became of her all this long while. Doctor, you must take

me to her just as soon as ever you can. I must see her!"

So it came to pass, that when poor, suffering Ellen, lying white and wan amid her pillows, the hands that had done such brave service, being bandaged and placed each on a soft cushion before her, lifted her eyes to greet her physician as he came in at eventide, she uttered a cry of joy at the familiar face that accompanied him.

"I knew you would come, teacher," she exclaimed, "if you heard about it. It happened that very afternoon, after I left school." "Yes, Ellen, I know all about it," interrupted the teacher, noticing with some alarm the rising color in the excited girl's face, and hastening to calm her.

"You are my dear, brave girl, and I have come to tell you how proud I am that I have ever known you," and stroking her hair tenderly, she bent over her and kissed her on either cheek, and then on both her poor, maimed hands.

"Dear hands," she said, "that saved a little one from such a cruel death!"

"Anyway, teacher," said the poor girl with a pathetic attempt at cheerfulness, more touching than tears could have been, "I guess I shall always know now how many thumbs I have on my left hand!"

But the teacher answered never a word.

### SCHOOLED BUT NOT EDUCATED

The idea that the one who can read in a book possesses understanding far above his fellows has been so long entertained that it cannot be easily dislodged. In fact it is a part of our inheritance from mediæval times; times when the man who could utter words in Latin made him far, far above the ordinary race of mortals. The incident is told of a man wandering in the streets of Edinburgh, drunk as a lord; in fact, he was lying in the gutter; when a labouring man approached he uttered some words not understood. "Ah, man! that is Latin; of course you do not understand it"

But it was enough; he was lifted from the gutter, taken to the new-found friend's house; the secret was imparted to the wife, "He speaks Latin, Mary, sure he must be a great scholar."

Now in the ordinary school, the main business of the pupil is to know his book. The old catechism said:

Thy way to mend  
Thy book attend."

And the command "Study your books," is the most common one heard by the pupil. And again the pupil who

recites most accurately and voluminously from the book gets the most credit.

A teacher of long experience recently spoke on this subject in a very practical manner. He said that it was a very common thing to find pupils who could utter the words of the lesson and even answer questions in an apparently intelligent manner, who in reality did not know what the words meant. And yet these pupils had passed through the entire school mill of ten grades. They had passed examinations, too, and those that were meant to be impartial and rigorous. Especially had they been drilled in reading history, grammar, and geography. Now they are in the high school, and in the presence of a man who discriminates the possession of words from the possession of understanding. He begins a process that tests their education before their schooling had been tested.

The sentence, "Not the cry, but the flight of the wild duck leads the flock to follow," was written on the blackboard. What does it mean? "He does not cry for them to get up." "They don't hear him." "They don't know what he means." Not one grasped the meaning of the writer. This aroused the attention of the teacher, and he came to the conclusion that the entire class, nearly forty in number, and all averaging fourteen years of age, did not have a clear comprehension of sentences that demanded thought, that they passed them by; they could utter the words glibly but did not consider it a part of their business to know the meaning.

"He alone has energy who cannot be deprived of it," was another sentence put on the blackboard for consideration. A few of the answers given were noted, as there was an entire misconception of the meaning of the sentence. By the way, they parsed it capitally: "He has so much energy that you cannot take it all away." "He holds on to his energy." "He is so strong that he keeps hold of his energy."

"Let the end try the man." "Disgrace is not in the punishment, but in the crime." "The worst deluded are the self-deluded." These are the sentences given which could be readily parsed, but not comprehended. The replies to some questions were often ridiculous in the extreme; and yet the pupils were of a good class, they had good minds.

The teacher had, as is asserted, long experience, but never up to this time had his attention been called to this lack in the pupils he instructed—that is, a lack existing all along the line, a want of comprehension of thoughts embodied in the words they uttered very glibly. He had noticed it before somewhat, but had excused it on the ground that comprehension was not required.

At this time he entered the school-room after having read a paper at an educational convention on "Objects of the Graded Course," or words to that effect. The discussion of the paper brought up one man who declared that the results of school were altogether highly estimated; that he preferred a good teacher with no course to an elaborate course, and an average teacher, etc., etc. The writer was nettled and replied; the debater simply said that he would simply ask the other to try any reasonable questions on the class that came before him. And this was done as aforesaid.

Phrases such as a "standing joke," a "forced march," "an inherited disposition," were tried on this class and they failed in most cases to make head or tail of them. The question came up, "Are pupils of this age able to stand an examination on such things?" but it was dismissed because they could parse all of the sentences very glibly. When asked his explanation for these unfortunate results (very unfortunate for the child who is never to go through the ten grades again), he replied: "Their teacher mistook schooling for education."

"The programme of studies is a world product, the result of some centuries development in education."—McMurry.



# School News

## Patriotic Fund

The following teachers of Mr. Fallis' inspectorate have contributed to the Patriotic Fund during November and December:

Mrs. H. Elliot, Minnedosa S.D. \$2; Miss L. Whimster, Minnedosa S.D. \$1; Miss O. M. Hall, Minnedosa S.D. \$2; Miss H. V. Taylor, Minnedosa S.D. \$2; Miss M. Watson, Minnedosa S.D. \$1; Mr. A. J. Bell, Minnedosa S.D. \$2; Miss M. A. Garland, Minnedosa S.D. \$2; Mr. J. Crossley, Minnedosa S.D. \$10; Miss E. M. Anderson, Grey S.D. \$2; Miss Clara Nelson, Grey S.D. \$1; Mr. A. H. Hoole, Grey S.D. \$1; Miss Una Slade, Edna S.D. \$1; Miss Irene Millar, Rosemount S.D. \$1; Miss M. H. Radeliffe, Centre View S.D. \$2; Mr. Hugh Blaine, Roseneath S.D. \$2; Miss Lily Smith, McBride S.D. \$5; Miss Winnie Brautigam, Freeland S.D. \$2; Miss Florence Fairbairne, Willow Grove S.D. \$2; Miss Lillian Sedore, Camperdowne S.D. (Mr. Herriott) \$1; T. A. Hill, Erickson, \$5; F. E. Palmiter, Neepawa, \$1; Miss Dudley, Neepawa, \$2; Mrs. V. Cochran, Neepawa, \$2; Miss Amy V. Connell, Neepawa, \$1; Miss B. Proven, Neepawa, \$1; Miss Ethel Miller, Wellwood, \$2; W. R. R. Simmons, Erickson, \$2; H. K. Bearisto, Osprey, \$4; Miss Lyle Robertson, Dumfries, \$2; Miss M. A. Currie, Hillhead, \$2; Mrs. Mary E. Ransom, Oberon, \$2; Miss Edna M. Vint, Hallboro, \$1; Heman G. Harris, Franklin, \$1; Miss Catherine McRae, Glendale, \$2; Miss Lottie Irwin, Stoney Creek, \$1; V. Rutka, Mountain Road, \$1; Miss M. E. Harrison, Newdale, \$4; Miss Bella Greenlay, Rolling River, \$1; Miss Margaret J. Gee, Riding Mountain, \$1; Miss Iva Curtis, Rapid City, \$1; Miss Bertha McGhee, Acton, \$1; Miss Muriel E. Van Wyck, Eden \$1; Miss Annie C. Dashney, Oakleigh, \$2; Miss Marion Ridd, Bethany, \$6; Mr. Joseph C. Billinskik, Elk Ranch, \$1; Mr. J. T. Terlecki, Huns Valley, \$2; Faye Coolidge, Lufur, \$5;

Miss F. A. Maddock, Tobomore, \$1; Miss M. L. Trotter, McCreary, \$1; Miss Nell Overall, Dumfries \$1. Total collected, \$106; printing, etc., \$5.50; forwarded to Patriotic Fund, \$100.50.

O. M. HALL,  
Sec.-Treas.

## Joins the Colors

Mr. J. H. Mulvey, one of the best known principals of schools in Winnipeg, who has been in the employ of the Board since September, 1883, and who has been president of the School Masters' Club and of the M.E.A., has enlisted for active service. Mr. Mulvey is the type of man who has unlimited vigor and courage.

Mr. Harold T. Rogers, of Grandview, has enlisted for active service.

## A New Consolidated School

Another page has been added to the book of educational progress in Manitoba by the opening of another consolidated school in the south west.

The new district is called Ross C.S.D., and includes the old Ross district with a few additions from adjoining districts.

The school is situated close to the station at Two Creeks, on the C.P.R. It is an imposing structure, built on a slight elevation, two stories in height. The building is of brick veneer with concrete foundation, basement, furnace room, sanitary water closets, two well-lighted class rooms, bell and bell tower. It is so built that an addition can be made when necessary.

Two vans are in operation, one from the north and one from the east. Both come from a distance of about six miles. Owing to very severe weather last month (January) a few trips were missed. There are two teachers holding

first and second class certificates respectively, with a very fair attendance which bids fair to increase in the near future.

The school site contains four acres of ground. There is an abundant supply of blackboard space; the walls are plastered and the ceiling metallic; there is an organ in the school and acetylene lamps in the halls and class rooms. The school is used not only during school hours but for various purposes. The Grain Growers meet there every once in a while to transact business and also to hold a mock parliament after business is done. Dances are held occasionally, the lower room being so built that the cloak room partition can be removed. It is to be hoped that the building may be used soon also for purposes of worship on Sunday.

Such is this fine new building. Let us hope it may contribute to the uplift, educational, social and moral, of the progressive community to which it belongs.—G. L. S.

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### Brandon

The following are principals of the Brandon Elementary Schools:

School	Principal	Address
Central	Mr. B. A. Tingley,	231 14th street.
Park	Miss A. Redmond,	2 Ravenscourt.
Alexandra	Mr. C. Moore,	640 12th street.
King George	Miss C. Parkinson,	334 16th street.
Fleming	Miss E. Paisley,	838 Louise avenue.

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## Book Reviews

**"Educational Values and Methods,"** W. G. Slight, M.A., D.Lit. (Oxford University Press). This is a thoughtful and carefully written book, in which the dogma of formal discipline is fully discussed. It is claimed that the curriculum in English schools is based upon the validity of the doctrine of formal discipline, and that as the doctrine is unsound the curriculum must be remodelled. There are few books that better repay one for reading. A sample of the author's style and views is given on the article in this issue, "The Curriculum for the Rural School Pupil."

**"Community Civics,"** Jessie Field and Scott Nearing (Macmillan Company). This is a most suggestive book for country schools; an elaboration of the outline on another page. In the opinion of the Journal this book could well be modified for use in our schools. Our present text in Civics deals simply with government—local, provincial and federal. There is little personal interest

or motive in the study. The text under review is intensely personal. The only fault is that it is too narrow. Surely it is not sacrilege to mention city to country pupils.—60 cents.

**"Handbook of Athletic Games,"** Bancroft & Pulvermacher (Macmillan Company). The shortest and best handbook of games. Each game is described fully. Every modern game of importance it mentions.—\$1.50.

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Our readers will notice the four page announcement of Russel Lang & Co., Booksellers, Winnipeg, of their series of Fifty Popular Pictures reproduced in the colours of the originals which hang in the great art galleries of Europe. The order for these was one of the largest ever placed by a single firm doing business in the British Empire. Owing to the very large order the cost was greatly reduced so that these beautiful pictures are now available at a few cents per copy.

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## Change of Address

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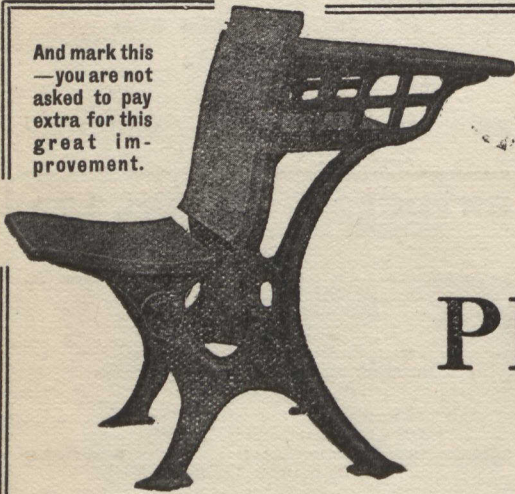
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