

The WESTERN SCHOOL JOURNAL

— INCORPORATING —

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

God gave this year to England;
Her eyes are far too bright for tears
Of sorrow; by her silent dead she kneels, too proud for pride;
Their blood, their love, have bought her right to claim the new Imperial years
In England's name for Freedom, in whose love her children died;
In whose love, though hope may dwindle,
Love and brotherhood shall kindle
Between the striving nations as a choral song takes fire,
Till new hope, new faith, new wonder
Cleave the clouds of doubt asunder,
And speed the union of mankind in one divine desire.

Hasten the Kingdom, England;
For then all nations shall be one;
One as the ordered stars are one, that sing upon their way.
One with the rhythmic glories of the swinging sea and the rolling sun,
One with the flow of life and death, the tides of night and day;
One with all dreams of beauty,
One with all laws of duty;
One with the weak and helpless while the one sky burns above;
Till eyes by tears made glorious
Look up at last victorious,
And lips that starved break open in one song of life and love.

—Alfred Noyes.

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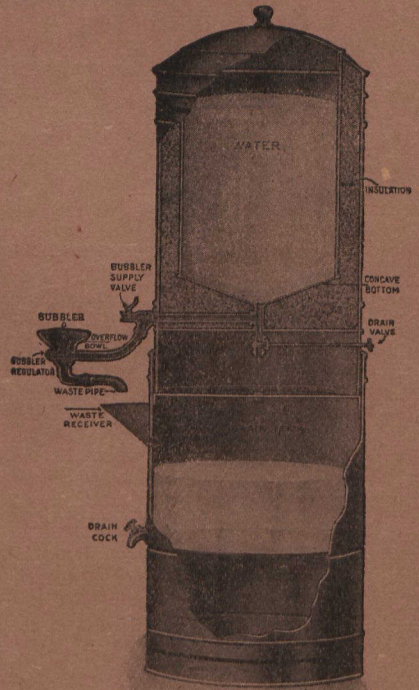
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Contents for May, 1918

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The Western School Journal

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VOL. XIII

WINNIPEG, MAY, 1918

No. 5

Editorial

The Convention

The convention of 1918 was a success. It was a great success. That is the opinion of all who attended it. The President and members of the Executive Committee are to be congratulated on the programme offered, and those taking part in the proceedings are to be thanked for their efforts in the cause of education.

Nothing could have been more fortunate than the selection of Dr. T. G. Soares as chief speaker. He was an inspiration. His three addresses were helpful and uplifting, that of Wednesday evening being considered the finest war speech ever delivered in the city, and that of Thursday morning being the most suggestive ever made before the secondary section.

The convention proved that the idea advanced a few years ago of having practical demonstrations can be worked out most satisfactorily. This year it took the form of demonstrations in music, oral expression, reading, dramatization, teaching an unknown language by the direct method, teaching French conversation. There were also demonstrations of written composition, and of actual school work—all of which were exceedingly helpful.

The various addresses and papers published in this issue speak for themselves. There are other papers which the School Journal could not obtain, but which may be had later. These are equally interesting. It must be a great joy to the Minister of Education to witness the earnestness and enthusiasm

of the teachers of the province, and to observe how all classes are represented at the convention. It is very hopeful to see elementary teachers, secondary school teachers, and university professors working side by side with inspectors and Normal school teachers—all aiming at greater efficiency in the schools.

There are only a few minor changes that the Journal would care to suggest in planning a future gathering. The business meeting should be put on at a different time, and the business transacted in a different way. A time limit should be set if addresses are to follow the business—that is, the addresses should come at the hour called for, even if business has to be resumed afterward. The committee on resolutions should be appointed at Christmas. All leading resolutions should be published in the School Journal a month previous to convention. Snap judgments on vital issues should be discouraged. The programme for the sessions might contain less and be more helpful than at present. Time could be allowed for private meetings of fraternal groups. Such meetings would not then interfere with the regular gatherings of the convention.

Salaries in Winnipeg

The School Board of Winnipeg is to be congratulated upon the adoption of its new schedule of salaries for teachers. It is a move that will undoubtedly make for greater school efficiency.

That after all is the only thing worth considering. The key to efficiency is a competent teaching force, and that cannot be had if year by year the best are leaving for other parts and other callings because of greater inducements offered.

There is no reason why the schedule should not have been adopted. In the past we have been surfeited with glowing eulogies on the teacher and his glorious mission. This is all very well in its way, but the real test of sincerity of expression is practical action. The Winnipeg School Board has proved its faith by its works.

The fact that during the centuries, teachers have been paid much smaller salaries than others who have taken the same care to prepare themselves for their work, is no reason why the piece of folly should be continued. For it is supreme folly to spend money on unessentials and to be niggardly in those matters which have the closest relation to national and personal welfare.

When a School Board makes such a bid as this for efficiency it has a right to expect it. A teacher who gets one hundred dollars a month should earn it. If she is not earning it she should take a subordinate position or leave the profession. It is a natural corollary to a well-graded salary schedule, that there should be even closer inspection to establish grades of merit. Years of service and grades of certificate are not the only nor even the chief things to be taken into account in determining worth. Among the signs of inferiority are a tart temper, a sarcastic tone, laziness, lack of professional spirit, and among the signs that denote excellence are zeal, earnestness, missionary enthusiasm, vision, intellectual fervor, and a consuming love for children and the good of the community. The difference between excellence and inferiority is represented by such comparisons as love and force, impulsion and compulsion, kindness and coarseness, system and confusion, neatness and slovenliness, the spirit of work and

the spirit of drudgery. When a School Board offers a salary that will induce teachers to enter upon the service it takes the first step towards ensuring that its teachers will belong to the excellent class, when it rewards faithful effort by increase of salary from year to year, it has ground for expecting continued excellence of service. The Winnipeg School Board has acted with great wisdom.

It will be interesting to note how school boards in rural districts, villages and towns will meet the action of the City Board. They are quite as well able, indeed in many cases much better able, to pay good salaries than the Winnipeg School Board. The people of Manitoba on the whole are quite as wealthy as the people of Saskatchewan and Alberta, and the children are worth just as much here as farther west. And surely it goes without saying that salaries paid should induce at least a few men to enter and continue in the profession—if profession it may be called.

If in the past the school has meant something in the lives of a people, in the future it must mean infinitely more. The children now growing up must share responsibilities of which we know nothing. They must be prepared for their work. The teachers must have broad vision, earnestness, and deep loyalty. Just anybody will not do. The services of the very best must be secured. Are we willing to pay the price? Do we love our children and do we love our land?

At a recent meeting the teachers of Winnipeg agreed to give two per cent. of their income to the Red Cross funds. This will amount to about \$12,000.

In the next issue will appear the papers read at the session of Inspectors and Supervisors, the papers of the Mathematical and Classical sections, and other papers that did not come to hand in time for this issue.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

TRAINING CAMP FOR BOYS

A special Training Camp for boys aged fifteen and upwards and for young men interested in work among boys will be held at Ninette, July 13-20. Particulars will be furnished to any person on application to Gordon A. Stovel, c/o Stovel Company, Winnipeg. The Canadian Standard Efficiency

Tests course of training will be the basis of the work in camp. Teachers are asked to bring this to the attention of all older boys. No better opportunity for a week of recreation and education can be afforded to any boy than will be offered at this camp.

EMPIRE DAY BOOKLET

Copies of the Empire Day Booklet have been forwarded to all teachers, and the Department of Education hopes that the teachers will not overlook the importance of drawing up a

special programme for Empire Day. It is hoped that the material provided in the Empire Day Booklet will prove of assistance in mapping out a programme for this important day.

JUNE EXAMINATIONS

The Department of Education desires to remind teachers that close attention to the requirements in the matter of forwarding applications for the June examinations will prove of considerable assistance in handling the tremendous rush of work in this connection. Please note especially the desirability of having all applications reach the Department not later than the dates

mentioned on the application blanks which are as follows:—

Grade VIII—Not later than May 13th.

Grade IX—Not later than May 24th.

All other grades—Not later than May 6th.

Teachers who have not applied for application blanks, should do so without delay. **Remember the dates mentioned above are the closing dates.**

SUMMER COURSES AT MANITOBA AGRICULTURAL COLLEGE

In 1917 the first of a series of summer courses in Agriculture was provided for teachers with First Class or Second Class Professional standing. Any teacher who completes three summer courses will be qualified to enter the fourth year of the B.S.A. course at Agricultural College and can finish the

course for his degree in two winter sessions.

The 1918 session will open on July 8th and close on August 16th. It will deal with Dairying, Dairy Bacteriology, Poultry, Vegetable and Fruit Growing, Forging, Building Construction, Drawing and Farm Mechanics. These

summer courses are so arranged that a teacher may enter any summer. Applications should be sent to Mr. G. A. Sproule, Registrar, Manitoba Agricultural College, Winnipeg. The tuition fee for each summer is \$5.00 and boarding and lodging for six weeks will be \$30.00.

These courses present a great opportunity to teachers holding only First Class or Second Class certificates to improve their standing and to qualify in a line of work in which shortly teachers will be in great demand.

Household Science

The Agricultural College offers an opportunity to women holding First Class or Second Class Professional certificates to qualify as teachers of Do-

mestic Science in the Elementary Schools by completing three summer courses of six weeks each on lines similar to those indicated above for male teachers in Agriculture. The fees for tuition and for board and lodging are the same.

Further particulars may be had on application to Mr. G. A. Sproule.

Summer School of Science

The usual course in Elementary Science and School Gardening will be given at the Agricultural College for four weeks beginning July 22nd, on the usual terms. The tuition fee will be \$4.00 and board and lodging \$20.00. Applications for this course should be addressed to the Department of Education, Winnipeg.

PERCENTAGES IN ENGLISH

The Advisory Board has fixed the pass mark in English Literature and English Composition at 50 per cent. This new regulation will apply to the

examinations in June next. It increases the minimum mark in Literature and reduces the minimum mark in Composition.

SCHOOL AT SWAN LAKE INDIAN RESERVATION

By J. D. Athelney Evans.

Within the Indian reservation at Swan Lake, Southern Manitoba the schoolhouse plays a prominent part in the drama of every day life. The curriculum of studies is similar to that prepared by the Advisory Board. The average attendance of pupils is twenty. The teacher, Miss Jessie Bruce, has occupied the position nearly a decade. When admitted into the school, a majority of the children possessed no knowledge of the English language. The native tongue, Saulteaux dialect, is of constant use in the homes. Yet a new pupil occasionally understands the meaning of simple English words, presumably used by some elder brother or sister who attended the Indian schools at Portage la Prairie or Elkhorn. An average young "Neeche" can quickly learn the language of paleface neighbors on the

plains, and soon comprehends the meaning of the duties expected of him during school hours. He possesses ability, but he has difficulty in certain branches such as arithmetic. The art of penmanship is easily acquired. In crayon work, genius is frequently displayed. The girls are usually silent, yet willing to converse on any topic the teacher may introduce. Exercise in drill and deportment are given frequently; instruction in various details of domestic nature is furnished at the Mission House. The work Miss Bruce is pursuing requires no blare of trumpets. Its own story is heralded in the character of young lives she is moulding into the manners and customs of white people. The children not only pay their teacher every respect, but express gratitude for all that she is accomplishing for them.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION
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Trustees' Bulletin

CORNWALLIS, ELTON AND WHITEHEAD TRUSTEES' ASSOCIATION.

The third annual convention of the Cornwallis, Elton and Whitehead Trustees' Association was held in the City Hall, Brandon, on February 6th. The attendance was good, showing that the interest in school matters is yearly increasing. A feature of the meeting was the spelling bee, contestants from nine municipalities taking part.

J. W. Seater, of Rivers, representing the Provincial Trustees' Association, in an excellent address, urged strongly establishment of municipal school boards, which he claimed to be the solution of a whole lot of the petty troubles in rural districts. Principal B. J. Hales, of the Normal school, took as his subject in a brief speech, "The School as a Community Centre." One of the main points in this address was that the best teachers are fast leaving Manitoba. He suggested several remedies for this, one of which was making the school the real community centre.

A. J. Hatcher, secretary-treasurer of the association and inspector of this

district, also drew the attention of those present to the fact of the shortage of teachers and the way many were leaving the province. The chief attraction, he said, was the west, where pay and inducements are better. One of the main things that has to be faced in the future is, he said, that the school trustees will have to be prepared to pay their teachers more.

Following this was an open discussion, one of the main themes of which was that of teachers' pensions. Miss Kelso delivered an address on "The Value of the Hot Lunch."

The election of officers was as follows: President, H. H. Simpson; Vice-President, J. M. Allen; Secretary-Treasurer, A. J. Hatcher; Executive Committee: J. Cox, D. T. McGregor, J. D. Baker, W. J. Bunseith, F. Smith, E. Grierson and D. McMillan.

A resolution was passed that a change be made in the statute which would permit the wives of ratepayers being eligible for school trustees.

MINUTES OF MACDONALD TRUSTEE ANNUAL MEETING

The Macdonald Trustee Association annual meeting was held in Sanford consolidated school on Saturday, January 26th, 1918, and notwithstanding the extreme cold the attendance was good, especially in the afternoon. A larger number of women were present than usual.

The president, Rev. A. Moffat, took the chair at 11 a.m., when the minutes of the last meeting were read and commented on and finally confirmed.

A financial statement was also made by the treasurer and duly received, and was followed by reports by dele-

gates, and although very incomplete, showed that some of our schools had made good progress.

Sanford consolidated school reported that they had eight pupils writing at last examination in grades eight, nine and ten, and all passed, some with honors. This year they have 17 enrolled in grades eight, nine, ten and eleven.

Oak Bluff, reported by Mr. Schriber, which is a smaller consolidated school, but doing excellent work. They have at present no higher grades than eight and nine, and have a splendid,

live and successfully conducted Boys' and Girls' Club; have also hot lunches at noon, which seems to be very popular.

Ferndale, reported by Mr. Goldsborough, which, for a one roomed school shows up very well. Two wrote last June in eight and nine, and both passed. They have pupils in all grades this year up to ten. Hot lunches here also are served at noon.

Donore reported by Mr. Reid, which is a small school with junior grades only, but reports average attendance eighty per cent of enrollment.

Shanawan, reported by Mr. Blance. This school is in a very unsatisfactory condition, and from the discussion we would conclude that consolidation at this point is very urgently required to meet the needs of this community.

It was regretted that the severe cold had prevented Starbuck trustees from being present and reporting their work.

The question of the Free Press spelling contest was then considered, and it was finally decided that, 1st, we earnestly recommend all schools in Macdonald to participate in this contest; 2nd, that Macdonald's finals be held in Sanford on February 8th, at 12 o'clock noon, in order that winner can attend inspectorate finals at Carmen, February 15th; 3rd, that our Association supply badges for all contestants, silver medal for winner and a book be given as second prize. Miss C. H. Campbell kindly volunteered to supply the prize; 4th, it was also recommended that local trustees offer prizes in their respective schools.

Noon having arrived, a lunch was served in the hall, which all seemed to enjoy, and at 1 p.m. business was resumed.

Dr. Fraser from the Provincial Board of Health addressed the meeting at considerable length on the conservation of child life, better sanitary surroundings, the detection and treatment of defectives, and greater care in guarding against contagious diseases. He also outlined the nurse's training, duties and qualifications. He was listened to with great interest, and when

he closed a resolution was passed unanimously that your Council be urged to install a nurse at Macdonald without any unnecessary delay, and in the meantime to secure if possible co-operation with the Municipality of Gray.

Mrs. Colin H. Campbell, president of the I.O.D.E., was then introduced by the chairman, who began by narrating reminiscently the different steps which led her into her present activity, maintaining that she could not help being drawn into a life of helpfulness on account of her early environment. She explained the objects of the I.O.D.E. organization shewed its adaptability for relief work in war or peace and also explained the Library scheme, which had accomplished so much in providing good literature in our Dominion; and her whole address, which was listened to with deep interest, showed her intense desire to help all in need. In this connection, Mrs. C. H. Campbell's generous gift of ten libraries to ten school districts in Macdonald was recalled, and the trustees who were present from said schools arose and publicly acknowledged receipt of said books and expressed appreciation for the valuable and timely gifts.

Mr. S. R. Henderson, of Kildonan, was then called, and he outlined the principal features of municipal school boards and enumerated the many advantages which he had found by experience had been secured by their application. He recommended the system unhesitatingly as a great improvement over the old districts. Before sitting down he was asked several questions, which he answered satisfactorily. At this point a vote of thanks was tendered the speakers for their interesting and instructive addresses.

A discussion here arose on municipal school boards, which became quite animated. Some speakers seemed disposed to look at the subject from the local viewpoint only; others thought that the subject had been sprung on them too suddenly, and that trustees were not prepared to discuss the question, and the subject was finally dropped without any action being taken.

The election of officers was then proceeded with, and Rev. A. Moffat was elected president; Mr. Blanks, vice-president; Robert Houston secretary, treasurer; William Miller and William Reid were appointed directors, and I. D. Cuddy and F. Nugent, auditors.

It was also decided that with the view of securing a better representa-

tion of school boards and a larger attendance of those interested in our schools, that the next meeting be held in Sanford sometime in June, when weather conditions will likely be more favorable.

The meeting then adjourned.

ROBERT HOUSTON,

SecretaryTreasurer.

A MESSAGE FROM DR. JAS. W. ROBERTSON, CHAIRMAN OF CANADIAN BRANCH OF THE AGRICULTURAL RELIEF OF THE ALLIES FUND

Ottawa, January 29th, 1918.

To the Manitoba School Trustees in Annual Meeting assembled.

I regret that duties in connection with patriotic work and war-service of various kinds prevent me from attending the annual convention. Under the circumstances I am glad to avail myself of the opportunity to send a message. In it I wish to remind you of two matters and to invite your kindly consideration.

The first is in reference to the food situation; the other is the special appeal to the farmers of Manitoba to join other farmers in providing first-aid for the peasant farmers of the Allies who have lost everything through the awful processes of war.

Gravity of the Food Situation.

The scarcity of suitable foods is causing the war situation to become increasingly grave on the side of the Allies. France and Italy are short of wheat and flour and fats. There is not enough food on our side to let us be free from anxiety; and if we all eat and waste this year and next year, just as we used to eat and waste, then there will be still greater privation among our allies—privation which may mean starvation for women and children and the weakening of our position in the war. That is the gravity of the Food situation.

Why did we not know about that sooner? Well, the men at the heart of

things have known of it, but the people would not hear or heed because the abundance of all about us was so great. I sometimes think, with my body in Ottawa and my mind behind the lines at the front—If they hear not Moses and the Prophets (men of intelligence, vision and responsibility) neither would they be persuaded although one of the soldiers rose from the dead and said, "You folks at home are putting in peril all that I died for."

Since the war began the farmers of Manitoba have risen to the great occasion nobly. Some of the best of them have sealed their devotion by the supreme sacrifice of service unto death in Belgium and France. Those at home have spared sons and brothers for the army until the farms are stripped almost bare of necessary labor. I honor the men and women who have toiled bravely, early and late, to the last ounce of their strength. It has been for a great cause. Now, as ever, he that endureth to the end shall be saved. So we must not now slacken our efforts. The logical sequence to the work that has been done for greater production is to follow it by a further effort for still greater production. We should use all the experience we have thus far gained in planning and carrying forward a campaign for larger acreages and higher yields in 1918 and the years that are to follow. We can better meet the needs of the Allies by the production of food than by any other service.

The farmers of North America are in a better position than those of any other wheat producing section of the globe to contribute to the food needs of the armies of Europe. A given tonnage of shipping can carry over twice as much grain from America as from Argentina and three times as much as from Australia or New Zealand. It is vital at this juncture and will continue vital to the end of the war that shipping be employed on the routes where it can be used to greatest advantage. One of the most effective ways to conserve shipping is to provide as large a proportion as possible of the food requirements of the Allies from Canada.

I would like you to understand the situation, and leave it with you to do all you can to make sure that every bit of food that can be saved for the Allies and the armies is being saved; and that every pound and bushel of food that can be produced in Manitoba will be produced. I pray that the Almighty may give you health, and strength of body, mind and soul for your heavy tasks and that he may crown your labors by the blessing of a good harvest.

First Aid for the Peasant Farmers of our Allies

And now may I turn your thoughts for a few minutes to the plight of brother farmers in the devastated regions of our Allies, who have lost everything by the dreadful processes of war? Canadians and more particularly Canadian farmers, have been asked to contribute to the British Agricultural Relief of the Allies Fund. A representative Committee has charge of the campaign in Canada. His Excellency, the Governor-General is patron. The Right Honorable Sir Robert Borden and the Right Honorable Sir Wilfred Laurier are Honorary Presidents.

A Provincial Committee, under the chairmanship of Mr. R. C. Henders, with Mr. J. H. Evans, acting Deputy Minister of Agriculture, as Secretary-Treasurer, has charge of the campaign in this province. Associated with them are other men of worthy public spirit.

The farmers of Canada are being invited to regard February as the **Relief month for brother farmers in the devastated regions**. The object is to provide seeds, agricultural machinery, live-stock, etc., to help the peasant farmers whose farms have been devastated by war and wanton destruction by the enemy, to make a fresh start.

By the kind co-operation of the various banks, the managers of the branches of chartered banks will receive contributions and forward them to the Honorary Treasurer of your Provincial Committee.

We all sympathise deeply with those on whom has fallen much more than their share of the losses and havoc of war. In some places the land is torn beyond any possible recovery into use for growing crops. The farmers of the whole British Empire want to help these brother farmers to get on their feet as soon as they get back possession of their farms. Their houses and machinery have been destroyed. They have nothing left with which to begin farming again. We, on the other hand, have lost nothing as farmers through the war; but in some cases have made money because of the increase in prices. We ought to help our stricken brethren as soon as the enemy is pushed out of their countries. We want to do that for several reasons. The object is humane and we are a humane people. They are our allies, our neighbors and our friends. We want to help them for the sake of the good name of Canada. It would be a good thing, in our international relations, to have it known that our grain growers gave something, that every dairyman in Canada gave something, a good thing to have it known that our live-stock men gave something, that our poultry-men and fruit-growers have given something, and above all that our countrywomen have remembered their sisters whose farm homes have to be re-established out of ruins. We want for Canada a place among the nations, on behalf of our farmers, which will be in keeping with what our sons and brothers have done and won on the fields of battle.

For all these reasons, may I suggest that you think kindly of giving substantial aid to the Fund for these peasant farmers who have suffered. You will never miss it; it will be laid up where neither moth nor rust doth corrupt, and where thieves do not break

through nor steal. It will be to your everlasting credit.

With all good wishes and confidence in your response to the two objects for which I have ventured to appeal,

I am, most respectfully yours,

JAS. W. ROBERTSON

Special Articles

DRAWING FOR MAY

By the Supervisors—Winnipeg

Grade II

May

12. (a) **May Basket.** Tint 9" x 3" Manilla paper, cut into half inch strips, cut 9" x 3" Manilla again into strips (tinted or plain). Weave and construct May Basket as in Drawing Book 1. Where there is a shortage of paper fasteners, tie ends with thread, string or raffia.

13. (a) Make brush or pencil drawings of pussy willows with the help of white chalk; (b) Review; (c) Illustration. Make brush or pencil drawings to illustrate a lesson in the school Reader. (See appended list).

14. (a) Make a pencil outline drawing or color mass of any fruit or vegetable, toy or common object, printing or painting initial letter either above or below; (b) Review illustration; (c) Review lesson (a).

15. (a) Make either brush or pencil drawings of any flower, leaf, bud or twig; (b) Review; (c) Make brush or pencil drawings to illustrate a lesson in school Reader.

Lessons in school Reader suggested for illustration: 1, Winter, page 31; 2, Land of Counterpane, page 37; 3, Eskimos, page 46; 4, Hiawatha, page 56; 5, Happy Home, page 81; 6, Piccola, page 117; 9, Sandman, page 127.

Grade III

May

12. (a) Make a flat pencil drawing of a pair of scissors, closed. Each pupil must be supplied with a pair. Follow directions as in week 9. Drawing to be made on either 6" x 9" or 4½" x 6" paper; (b) Review; (c) Review.

13. (a) **Decorated bowl.** Half an inch from the top of 4½" x 6" paper placed horizontally on desk, draw a horizontal line across paper. One inch below this draw a line parallel to it. Set off one inch spaces on both lines. Join by verticals. Tint paper; (b) In the same spaces repeat a simple brush stroke, circle, square, triangle, etc., in tone of color already used for tinting, to form a border, or a ruled geometric border may be made instead. Make enclosing bands; (c) Fold paper on short diameter and cut out to form a bowl with border near the top.

14. (a) Make a brush or pencil drawing of pussy willow or growing plant; (b) Make one or more leaves for Acrostic Booklet; (c) Review pussy willows.

15. (a) **Apron.** Tint 4½" x 6" paper; (b) Cut out shape of apron with strings; (c) Decorate the edge of apron and ends of strings.

Grade IV

May

12. (a) **Dress.** Tint two sheets $4\frac{1}{2}$ " x 6" paper, fold vertically and cut out the shape of a doll's house. (Kimona style). (b) Decorate. (c) Complete a second dress.

13. (a) Review railway track varying by making a fence instead of telegraph poles, or both if desired. (b) Review. (c) Review.

14. (a) **Umbrella.** Draw from observation in pencil an umbrella in a closed position, but not rolled. (Use a centre guide line. Note proportions). (b) Review, and shade to show texture. (c) Review.

15. (a) Brushwork exercise. (See Western School Journal for Feb. (b) Make a brush or pencil drawing of a pussy willow. (c) Review lettering.

Grade V

May

12. (a) From observation draw a horizontal square prism in parallel as seen on the desk ahead. (b) From memory draw a square prism and convert into an object.

13. (a) Paint or pencil box. From observation draw in light pencil outline a paint or pencil box as seen on the desk ahead, in parallel perspective. (b) Complete and color.

14. (a) From observation draw the square prism seen vertically. (b) Draw the square prism from memory and convert into a chair.

15. (a) Review the work of week 14. (b) Review the work of week 14.

Grade VI

May

12. (a) Review groups. (b) Review groups.

13. (a) Color groups for costume. Towards the left side of 6"x9" arrange a series of four oblongs 3"x1" one inch apart. In these paint colors suitable for girls' or boys' clothing. To the right of each oblong print the words hat, suit, or dress, tie or trimmings, boots or shoes. (b) Criticize and review.

14. (a) **Chair.** Construct a chair from memory on the basis of a square

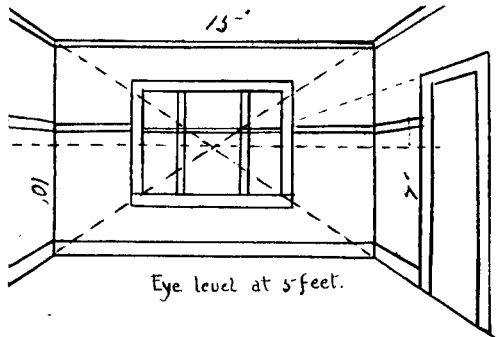
prism. Finish from observation. (b) Review.

15. (a) Draw in light pencil outline any single object based upon one of the models studied. (b) Color the above.

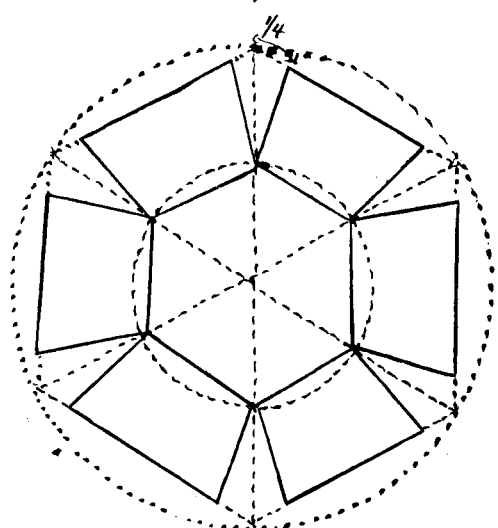
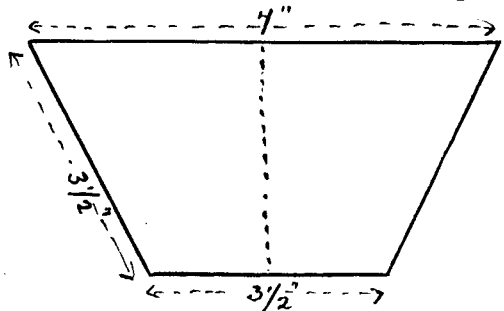
Grades VII and VIII

May

12, 13. **Book-cover.** Make a book-cover design for outside of collection



of drawings. Use unit developed in December work. Color according to

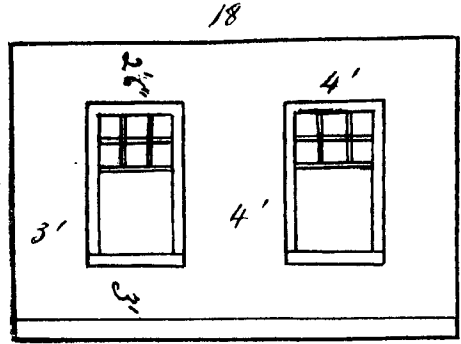


Radius = $3\frac{3}{4}$ "
" = $1\frac{1}{2}$ "

Section = $3\frac{1}{2}$ "
Height = $1\frac{1}{2}$ "

word "Drawing" or "Drawings" to color schemes previously made. The be suitably placed and printed upon the cover, together with the name of the pupil.

14, 15. **Plan for end of Room or Basket.** According to diagrams draw end of room or single wall, or construct plan for basket. Tint room to indicate suitable color scheme. Decorate one separate section of basket, adapting unit for the purpose.



The Children's Song

Land of our birth, we pledge to thee
Our love and toil in the years to be;
When we are grown and take our place,
As men and women with our race.

Father in Heaven who lovest all,
Oh help Thy children when they call;
That they may build from age to age,
An undefil-ed heritage.

Teach us to bear the yoke in youth,
With steadfastness and careful truth;
That, in our time, Thy Grace may give
The Truth whereby the Nations live.

Teach us to rule ourselves alway,
Controlled and cleanly night and day;
That we may bring, if need arise,
No maimed and worthless sacrifice.

Teach us to look in all our ends,
On Thee for judge, and not our friends;
That we, with Thee, may walk uncowed
By fear or favor of the crowd.

Teach us the Strength that cannot seek,
By deed or thought, to hurt the weak;
That under Thee, we may possess
Man's strength to comfort man's distress.

Teach us delight in simple things,
And Mirth that has no bitter springs:
Forgiveness free of evil done,
And love to all men 'neath the sun!

Land of our birth, our faith, our pride.
For whose dear sake our fathers died;
O Motherland, we pledge to thee,
Head, heart, and hand through the years to be!

Children's Page

Empire's Soldiers

Boys and girls of the British Empire,
 Children who'll soon be women and men,
 In the days to come when people ask you
 "What did you do for your Empire then?"
 Will you be able to answer truly,
 Boys and girls of Canadian breed,
 "I did my part in the Great World Battle
 When I helped to plant and hoe and weed."

Boys and girls of the British Empire,
 You whose fathers and brothers are gone,
 Have you faltered in doing your duty,
 Or wearied because the time seemed long?
 Will you be able to look up proudly
 And say when a soldier asks you true,
 "I've stood behind you when you were on sentry,
 I've done my bit as soldiers do."

"I've tried to care for my lonely mother,
 "I've tried to help with a cheery smile,
 I've bravely trudged on many an errand,
 Followed the cattle for many a mile.
 I have looked after the war-time garden,
 I have tried always to save my food,
 I've done my part for the British Empire
 By trying just quietly to be good.

"I've made mistakes and many a failure,
 I've often been cross, and sometimes rude,
 But I've tried with all the will of my childhood,
 To do the very best I could."
 Boys and girls of the British Empire,
 If you can look up and answer so,
 You'll find that the British Empire's soldiers
 Will say, "You're a brave little soldier too."

—H.H.

EDITOR'S CHAT

Dear Boys and Girls:

Last month we spoke of two important days which occur early in May:— Arbor Day and Clean-up Day. By the time the Journal reaches you, both of these days will no doubt have been faithfully kept. In our mind's eye we

can picture the school yard, not a dead leaf, not a torn paper, not an empty can or broken bottle to mar its tidiness; while here and there are healthy looking baby trees which have been transplanted to the school grounds, and along the schoolhouse wall and by

the fences the neatly raked moist black earth shows where loving hands have planted the magic seeds that will bring beauty to our winter-tired eyes. Unless your grounds look like this there must be something wrong with your school, and you had better find out what it is, and try to remedy the trouble.

Coming quickly along on these bright spring days, which are so much longer now that we have moved the clock's hurrying hands forward an hour, are two more days of note—Empire Day and Victoria Day. The first, as you know, is a day set aside that the school children of Canada may devote all their time to learning about the glorious Empire to which we belong. In these days of great danger, when all the best that our Empire stands for is being threatened by that terrible and fearful enemy—the German—when the future freedom of the world hangs in the balance, we must waste no moment of the day given us for this study, but must learn all we can, so that when we we say “we love our country and our Empire,” and we are asked “Why?” we can give an answer which will satisfy anyone. A little study of the lives of some of the Empire's sons and daughters, published in the April number of the Journal, will show us one reason for our love and pride. Our history studies, our story reading and the words of many of our songs will give us further reasons to think of our mighty Empire. How wonderfully the poet Kipling describes its great extent in the “Recessional”:

“God of our fathers known of old,
Lord of our far-flung battle line,
Within whose mighty hand we hold
Dominion over palm and pine.”

Palms of the tropics; pines of the polar regions! Burning heat and freezing cold! Black men, white men, yellow men! Islands washed by the hot southern seas; islands round which the icebergs gather! Lands where the mighty elephant and the lion thunders through the jungles; lands where the polar bear lives in a cave of ice—all

these form part of our Empire; one king, one flag, one battle line! From all these lands so far apart have gone soldiers and sailors to the Empire's aid and all of them bearing the Union Jack as their banner, all of them fighting for the freedom that our Empire has given them, and for the principle which we call “democracy.”

Now, this word democracy which you hear very often now-a-days, comes from two ancient words which mean: people — power, and a democracy means a country which is governed by the people. This is the form of government in all the countries of our Empire, and in France, Italy and the United States. The Parliament, or Congress, or whatever it happens to be called, is elected by the people, and the parliament makes the laws, which are then signed by the King or President, who, however, is advised what to do by some of those men who were elected by the people. In such a country as Germany, the King does what he wishes, no matter what his parliament desires, and if he makes a cruel or unjust law the people have no power to change it. It is against this unfair and terrible form of government that we are fighting; and not only the British Empire, but all our allies hope that when the war is over Germany will become a democracy, so that the people may rule themselves, instead of being ruled by a wicked Emperor. It is because England is a great democracy that she became the mother of such countries as Canada, India, South Africa, Australia, and now these countries have become the grown-up children of the great mother, they are each little democracies themselves, but altogether they form the British Empire. It is these countries and their work in the world, their heroes, their wonders and their wars that we must study on Empire Day, so that our pride in our Empire and our love of her may grow stronger and finer.

On Victoria Day we commemorate the long and wonderful reign of Victoria the Good. The story of the young

girl-queen who reigned over our Empire, "Defender of the faith, Queen of the United Kingdom of Great Britain and Ireland, Empress of India, and of the British Dominions beyond the seas," is one long fairy story, for during her reign great wonders were performed on land and sea, and it would take you many, many days to review even briefly the great happenings of this reign. Perhaps you could persuade your teacher to read you something of the

life of this good queen, whose grandson is now His Most Gracious Majesty King George V. and whose great-grandson the young Prince of Wales, is fighting for democracy in the far-flung battle line in France.

Again let us impress on you—waste no precious minute of Empire Day, but study and learn in song and story the reasons why we are justly proud of the Empire to which we belong.

THE SIGN OF MERCY

All you eager readers of the newspapers will know that the Great Red Cross drive in Winnipeg has just been completed, but do you realize that Winnipeg by itself raised more than the \$600,000 asked for from the province of Manitoba? Now the reason of this great collection was that the Red Cross came to Winnipeg and said, "Our figures were made up before these terrible spring battles began, and now we want you to give and give again with no limit, for the needs of our wounded men. Give because there is one soldier you love in the firing line and he may be the next one wounded. Give because every soldier in the fighting line is fighting for you and everyone, faces death and horrors worse than death that only the Red Cross can help." And men put their hands in their pockets, and women went to their savings bank accounts, and children opened their little tin banks and every one gave until a steady stream of money and pledges poured into the Red Cross headquarters.

Now, we know that some people in the country have an idea that all or nearly all city people are rich. This is one of the greatest mistakes that anyone ever made, for the cities are full of poor people—people who may receive money for their work every week or month, but who have to buy butter and eggs and vegetables and all the good things that are always on the farm. People

who have to pay out money every day for car fare because they have too far to walk; people who have to pay to live in other people's homes; and worse than this, people who live in dark, dusty streets, in poor little houses where there is no fresh air and seldom any sun; where the little children have no playground but the dirty sidewalk; no flowers to pick, no birds or animals to play with none of the joys that boys and girls in the country have. And yet all these people gave to the Red Cross. Every one thought of some soldier dear to them, and some gave up their lunches, and some gave up picture shows and some gave up candy, and many gave up even much bigger things than any of these, and tired little boys and girls who should be playing out doors instead of tying up parcels and running errands gave something every week from their little wages and then the rich people gave all they could, and there was that wonderful total of over \$600,000.

And now are the country people going to let the city people outdo them in giving? Indeed, if I know anything about the generous hearts of country men and women and boys and girls, they are not. For every dollar given in Winnipeg there will be another dollar given in the country, and so a wonderful total will go from Manitoba to the end that the Sign of Mercy may mean help to every wounded man who needs it. What would you feel like if you

knew that one wounded man suffered more because you had not given your help to the Red Cross? And if you don't give you will have to feel this. For if you don't give, perhaps your chum will not give, and her chum will not give, and so an endless chain will be started of not giving. But you give, and your chum will give, and your next door neighbor, and your schoolmate, and so the fund will grow and grow and will help to feed and clothe our

lonely prisoners in Germany; will bind up bleeding wounds and will give the doctor and nurse the dressings and medicines they need; will give new legs to the legless; will buy clothes for the naked and do all the other thousand and one kindnesses that are done by your help and my help, under the Sign of Mercy. When your turn comes in the Red Cross Drive in June, **give** and **give** and **give**!

OUR COMPETITIONS

The subject for June, "What Patriotic work can I do this summer?"

In this story we want you to tell us what work you as a boy or a girl can do during the summer to help our Empire.

The prize this month is won by William McKee, Stonewall School.

Special mention is given to Peter Stewart, Willow Range S.D., and to Aileen Robbins, West Hill S.D.; Jack Kemp, Hamiota.

Hon. mention is given to Jany Mary Griere, Meadowdale School, and Robert

Stewart, Willow Range S.D.; Sadie Griere and Ella Smith, Meadowdale school.

We would call attention to the fact that the prize winner is only ten years old and the second Special mention only eight years old. Both these competitors have worked hard and done splendidly. Robert Stewart had good material but forgot that periods, commas and capital letters were very necessary. All the compositions showed great interest and careful thought. We hope to publish some others next month.

MANITOBA BIRDS

The Hawk

The hawk comes to Manitoba in the spring. It is as large or larger than a hen. It has large wings and can fly high. A hawk when it sees something on the ground it can eat, flies around in circles in the air. Then comes down like an arrow after it. The hawk builds its nest in a big tree, sometimes up high up or sometimes down low. The nest of a hawk is made of small branches and straw and feathers. The hawk lays from two to four eggs. The eggs are larger than hens' eggs. They are rounder and thicker. When the young hawks hatch they have hardly any feathers but they soon get a whole body of feathers.

The Robin

The robin is a very pretty bird that comes to Manitoba about April 1st. The robin has a red breast and a brown tail and wings. The robin builds a nest of hay and sand and feathers. Sometimes early in the morning robins and other birds can be heard chirping. The robin lays about four eggs. The eggs are sky blue. When the young hatch out they have no feathers at all. The mother robin keeps the young ones very warm on cold days. The father robin gets a lot of feathers and lines the inside of the nest so it will be soft for the young.

The Crow

The crow comes to Manitoba a little earlier than some other birds. The crow is very black. Its feathers are like bootblacking. The crow eats the farmer's wheat when it gets ripe. The crow builds its nest as high as it can in a tree. Sometimes the nest is swinging like a cradle in the top of the tree. Its nest is made of leaves, twigs, straw, hay and feathers. The crow lays from three to five eggs. When the young ones get hatched they are nearly bare. The mother crow keeps the birds warm while the father crow is out hunting worms and other things to eat.

The Woodpecker

The Woodpecker is a Manitoba bird. The woodpecker is a fast flier and pretty to see. The woodpecker builds its nest in a post or a tree. It pecks away like a steam engine working. It has to dig a hole in the post or tree, then it enters and begins to get it smoother with its beak. It has an egg colored pinkish and lays from three to five eggs. It pokes its head out of its hole like a boy poking his head out of a window of a house.

The Kingbird

The kingbird is one of Manitoba's birds. It comes to Manitoba about April 15th. The kingbird sometimes sits on a wire, then all of a sudden it flies away and turns over in the air three or four times.

The kingbird has a white breast and a blackish colored back. Its nest is usually made of straw and feathers and some mud. The nest is very soft inside. The bird lays about three or four eggs. The eggs are white with a lot of brown spots on them. The kingbird's egg is not very large, it is about the size of a thimble.

The Blackbird

There are two different kinds of blackbirds. The ground blackbird builds its nest on the ground in a hole. The egg is colored chocolate. The blackbird is not very big.

The other kind of blackbird builds its nest in a tree. It is made of string,

straw, feathers and hay. Its egg is colored pale blue with dark brown spots on it. The blackbird lays about four or five eggs. The blackbird is black like the crow.

The Oriole

The oriole is a nice colored bird. It is colored bright red under the wings and scarlet on the back. Its nest seems to be built on the highest branch of the tree. Its nest is kind of woven together. String and straw is what the oriole takes for its nest. The oriole's nest is shaped like a candy-bag. It is woven and hung up in the tree as if it was chained there. The oriole is about the nicest bird to see and the nicest to listen to. It sings very sweetly. The oriole can fly swiftly, and it keeps the insects off the tree that its nest is in and more besides. The oriole lays about two or three eggs.

The Wren

The wren is about the smallest bird. It builds its nest in some box or hole in a stable or in a separator. The wren when it is flying can hardly be seen for it is so small and can fly so fast. It builds its nest of feathers and twigs all broken up. It lays about the smallest egg. The egg is a reddish colored egg. The wren lays about five, six or seven eggs. The wren's egg is about the size of a marble and is so light when it is in one's hand it feels as if nothing were in your hand.

The Sparrow

The sparrow is a small bird which stays in Manitoba all winter. It builds its nest in a barn or in a tree. It builds a nest mostly of straw and hay. The eggs are colored a speckled white. The sparrow seems to be a nuisance to the farmer, but it is a good bird, it eats insects that destroy the grain and trees.

There is more than one kind of sparrow, there is the ground sparrow and the tree sparrow.

The ground sparrow lives on the fields. The barn sparrow lives in the barn. The tree sparrow lives in the tree.

The Humming-bird

The humming bird is one which hums when it begins to fly. It has a few feathers in its tail and its wings are made like a sort of a web.

The humming bird builds its nest mostly in caragana trees. It makes a small nest and lays about three eggs.

The humming bird has a long bill and a red neck. The feathers on its neck are lapping over each other like the scales of a fish.

Its wings and tail are colored green. The wings also are very long.

William McKee, age 10.
Stonewall School, Grade 6.

OUR SPRING BIRDS

There are many different kinds of birds that come in the spring. The bluebird, the blackbird, the robin, the crow, the cowbird, the meadow lark, the horned lark, the snipe, the kildeer, and the plover are some of our birds.

The robin's breast is red and his back is a greyish brown. The meadow lark's breast is yellow and its back is a stripe of brown and black and grey. The crow is all black. The cowbird is a dusty brown color. The blackbird is all black. The blackbird's back is a bluish and it's breast is like the robin's breast. The kildeer is a mixture of black and grey and white and orange. The plover is of a golden color.

Some of the birds build their nests of mud and sticks. Some of horse-hair and string. Some of hay and feathers. The plover and the kildeer make their

nests on the ground near a slough. The robin builds its nest in the trees. The cowbird lays its eggs in the nests of other birds.

The robin's eggs are blue with specks all over them. The black bird's eggs are blue, too, with brown blotches on them. The meadow lark's egg is white with brown spots. The plover's egg is about the same color as the meadow lark's egg. The plover's and the kildeer's eggs are about the same only the kildeer's egg is a more pointed shape.

Some of the birds eat worms. Some eat seeds of the weeds. Some steal seed from the granaries. Some eat peas out of the garden.

Aileen Robbins.

Age 8, Grade III, West Hall S.D.

The City Child

Dainty little maiden, whither would you wander?
Whither from this pretty home, the home where mother dwells?
"Far and far away," said the dainty little maiden,
"All among the garden auriculas, anemones,
Roses and lilies and Canterbury bells."

Dainty little maiden, whither would you wander?
Whither from this pretty house, this city house of ours?
"Far and away," said the dainty little maiden,
"All among the meadows, the clover and clematis,
Daisies and king-cups and honeysuckle flowers."

—Tennyson.

School News

THE WINNIPEG SCHEDULE

The schedule of salaries adopted by the Winnipeg School Board is worthy of special comment. The main interest centres in the following figures. Teachers should become acquainted with these, and show them to the trustees everywhere:

1. That, from 1st January, 1918, principals, supervisors and teachers shall be paid as follows:

(a) Principals of High Schools, minimum \$3,000; increase \$100; maximum, \$3,600.

(b) Assistants in High Schools,—Men, minimum, \$2,000; increase, \$100; maximum, \$2,800. Women, maximum, \$1,200; increase, \$100; maximum, \$2,000.

(c) Instructors in Manual and Mechanic Arts in High Schools—Minimum, \$1700; increase \$100; maximum, \$2,400.

(d) Instructors in Domestic Science, Household Arts and Physical Culture for girls—minimum, \$1,200; increase, \$100; maximum, \$1,800.

(e) Men Principals of elementary schools of from 10 to 15 rooms—minimum, \$2,000; increase \$100; maximum, \$2,800.

(f) The salary for men principals of schools of sixteen rooms and upwards who have reached the maximum salary under the foregoing schedule shall be \$2,900 for the first year and \$3,000 for the second and subsequent years.

(g) Except where by resolution of the Board the salary of the Principal has been or may hereafter be fixed at a special sum for principalship plus the schedule salary for the grade taught, the minimum salary for women principals shall be \$1,500, with increase of \$100 per annum until a maximum of \$2,000 is reached.

(h) Elementary grade teachers who have not had experience in teaching equivalent, in the opinion of the School

Management Committee, to one year's service in the schools of the city, shall receive salary at the rate of \$600 per annum during the first year of their engagement. This year of probationary service shall not be considered as advancing the time of such teachers in the salary schedule.

(i) Elementary grade teachers shall be paid according to the following schedule:—

Grades 1 to 4—1st year, \$800; 2nd year, \$800; 3rd year, \$850; 4th year, \$900; 5th year, \$950; 6th year, \$1,000; 7th year, \$1,050; 8th year \$1,100; 9th year, \$1,150; 10th year, \$1,200; 11th year, \$1,250.

Grade 5—1st year, \$825; 2nd year, \$825; 3rd year, \$875; 4th year, \$925; 5th year, \$975; 6th year, \$1,025; 7th year, \$1,075; 8th year, \$1,125; 9th year, \$1,175; 10th year, \$1,225; 11th year, \$1,275.

Grade 6—1st year, \$850; 2nd year, \$850; 3rd year, \$900; 4th year, \$950; 5th year, \$1,000; 6th year, \$1,050; 7th year, \$1,100; 8th year, \$1,150; 9th year, \$1,200; 10th year, \$1,250; 11th year, \$1,300.

Grade 7—1st year, \$900; 2nd year, \$900; 3rd year, \$950; 4th year, \$1,000; 5th year, \$1,050; 6th year, \$1,100; 7th year, \$1,150; 8th year, \$1,200; 9th year, \$1,250; 10th year, \$1,300; 11th year, \$1,350.

Grade 8—1st year, \$950; 2nd year, \$950; 3rd year, \$1,000; 4th year, \$1,050; 5th year, \$1,100; 6th year, \$1,150; 7th year, \$1,200; 8th year, \$1,250; 9th year, \$1,300; 10th year, \$1,350; 11th year, \$1,400.

(j) Manual Training Teachers, minimum, \$1,300; annual increase, \$100; maximum, \$1,800.

(k) Household Science Teachers in elementary schools—Minimum, \$900; annual increase, \$100; maximum, \$1,200.

(l) Supervisors of Primary Grades, Music, Drawing, Sewing, and Household Arts—minimum, \$1,500; annual increase, \$100; maximum, \$2,000.

(m) Assistant Supervisors — Mini-

mum, \$1,200; annual increase, \$100; maximum, \$1,500.

(n) Nurses (Street car transportation to be supplied by School Board)—Minimum, \$750; annual increase, \$50; maximum, \$900.

Manitoba Educational Association

General Sessions

Minutes.

The opening session was held on the afternoon of Tuesday, April 2nd.

Music was provided by the pupils of the Mulvey school, Mrs. J. W. Beckett, conducting.

Addresses were delivered by Controller Puttee, President F. W. Clark, Hon. Dr. Thornton and Dr. Soares.

The meeting closed with the singing of "O Canada, and the National Anthem.

On Wednesday evening an open meeting was held in Young Church.

Music was provided by the High School pupils under the direction of Miss Petry.

A short address on behalf of the Red Cross was made by Major Duncan.

An address was given by Dr. Soares on the subject "Fight the Next War Now!"

The closing session was held on Thursday afternoon. Officers were elected as follows: Hon. President, Hon. R. S. Thornton, Minister of Education; President, Inspector J. W. Gordon, Manitou; 1st Vice-President, Mr. C. W. Laidlaw, Winnipeg; 2nd Vice-President Miss Yemans, Souris; Secretary, Mr. P. D. Harris, Winnipeg; Treasurer, Mr. E. J. Motley, Winnipeg; Auditor, Mr. R. H. Smith, Winnipeg.

Committee—Dr. F. W. Clark, Manitoba University; Mr. Wm. Iverach, Mr. H. W. Coxsmith, Trustees' Association; Inspector T. J. Finn; Miss Greenway, Crystal City; Mr. Alex. McIntyre, Normal School, Winnipeg; Mr. T. Neelin, Virden; Prof. Chester Martin, Dr. L. A. H. Warren, Manitoba University; Mr. J. S. Little, Winnipeg; Miss M. Kelso, Agricultural College; Mr. A. E. Hearn, Winnipeg; Bro. Jos. Fink, St. Boniface; Inspector S. E. Lang, Winnipeg; Mr. B. J. Hales, Normal School, Brandon; Mr. J. C. Pincock, Winnipeg; Mr. J. G. Johannson, Oak River; Prof. C. H. Lee, Agricultural College; Inspector A. J. Hatcher, Brandon; Supt. D. M. Duncan, Winnipeg; Miss Rodgers, Winnipeg; Mr. A. White, Brandon; Miss K.

Broatch, Winnipeg; Miss F. Ormond, Portage la Prairie; Mr. W. J. Henderson, Dauphin; Mr. H. W. Watson, Winnipeg; Mr. Ira Stratton, Official Trustee.

The following resolutions were adopted:

1. That the thanks of the Association be hereby tendered to the President, Secretary, and all the other officers and members of the Executive, for all the work that they have done in connection with the present convention.

2. That the Secretary of the Association suitably express the thanks and appreciation of the services rendered us by Dr. Soares and all others who have in any way contributed to the success of the convention.

3. That the Executive of the Association be asked to appoint a committee to conduct an investigation regarding the subjects of our present programme of studies for Grades I to VI. with a view to recommending its revision in the light of present day requirements.

4. That in the opinion of this convention, the legislative grants and the general school tax now paid to school districts, should be graded according to the certificates held by the teachers employed in the schools.

5. That in the opinion of this convention the Department of Education should be requested to fix a minimum salary for teachers of each grade of certificate, that is, a minimum for teachers holding third class certificates, a higher minimum for teachers holding a second class certificate, and a still higher minimum for teachers holding a first class certificate.

Moved in amendment that the matter be referred back to a committee of three appointed by the executive, to work with a similar number appointed by the Trustees' executive, to take the matter up without delay with the Advisory Board.

The amendment carried.

6. That this Association believes it would be to the best interests of education in this province, to have the administration of school

affairs in the hands of boards of Trustees, elected for larger units than the school district, preferably for a municipality.

7. That the status of the teachers renders it advisable to consider the question of forming a federation for the purpose of mutual protection, and for the advancement of the dignity and efficiency of the profession, thereby tending to retain and attract those most fitted for the work, in order that we may be better fitted to render to the community the service which it is entitled.

Resolution was adopted that a committee be appointed by the present meeting to deal with the matter. Carried.

An effort was then made to appoint this committee, but so many difficulties arose that it was decided to ask the Executive to appoint a committee of ten to take the matter into consideration.

For the Retirement Fund committee, Mr. P. D. Harris reported progress and recommended that the committee be continued. That was agreed to by the meeting.

After the business was disposed of, the meeting was addressed by Prof. J. B.

Reynolds, of the Manitoba Agricultural College, and Dr. N. K. McIvor, recently returned from France.

At a meeting of the Executive held later in the day the following committees were appointed.

1. To deal with the programme of studies for Grades I to VI, Mr. A. E. Hearn, Winnipeg (chairman), Mr. A. White, Brandon, D. J. Wright, Winnipeg, Miss McDougall, Winnipeg; Miss Griffis, Gonor; Mr. D. S. Woods, Miami; Miss Fitzgerald, Norwood; Miss Cusack, Miniota.

2. To work with Trustees Committee on graded minimum salaries: Mr. A. Willows, Winnipeg; Mr. G. J. Elliott, Dauphin; Mr. F. H. Schofield, Winnipeg.

3. To deal with the matter of a teachers' federation: Mr. T. M. Maguire (chairman), Portage la Prairie; Dr. D. McIntyre, Winnipeg; Mr. H. J. Russell, Winnipeg; Mr. T. A. Neelin, Virden; Mr. E. D. Barber, Winnipeg; Miss Monteith, Winnipeg; Miss McMannus, Winnipeg; Miss H. Greenway, Crystal City; J. H. Plewes, Russell; Miss Dohaney, Winnipeg.

ADDRESS OF THE MINISTER OF EDUCATION

Hon. Dr. Thornton said in part: "Mr. President, ladies and gentlemen: This is the third time I have had the pleasure of meeting the Manitoba Educational Association in this hall, and while I have no intimation of the numbers present, I am sure that when the final roll is made up this will constitute a record in attendance. I am sure it will also prove, when the final session has been held, the most successful you have had to date. I would like to congratulate you, Mr. President, also the association, in its election of a president for the year. Not only the professional merit of Dr. Clark will enable him to perform the duties of president with credit to himself and the association, but I must congratulate you in the selection of one of the teachers of the university as incorporating on the executive add the different educational facilities operating in the province at the present time. I think it was a happy thing that you selected Prof. Clark, because just at this time a year ago we were able to take a step which tended to bring the University of Manitoba into closer touch with the public schools and make it a general part of the educational system of this province. I would also like to express my great pleasure at having on the platform Dr. Soares, chairman of the educational committee of the University of Chicago, who will speak to us on things happening on the other side of the line, a speech more signi-

ficant than it might have been a year or two ago, because it marks a unity of interest and ideas which the great interest of education would establish between us and them. I am reminded that is was just a year ago that the United States stepped formally out into the field as an ally of Great Britain, and other forces which are championing the cause of liberty and democracy throughout the world, and by that step the wrongs and the gap which has stood between us for 150 years have, let us hope, been forever closed; I hope that the junction of these two great English speaking nations has been made not for this occasion alone, but will continue in operation for all time in the general interest of democracy and civilization. By the interchange of visits such as the one Dr. Soares is paying our city and country at the present time we may hope that bond of union will be strengthened and developed until we will be able more quickly to create a unity of interest in other matters besides that in which we are immediately concerned—the question of education."

"In looking over the programme, I noticed at the head a little motto, 'Better teachers for the schools, better schools for the people,' and looking further, I find this year you have devoted a section to the non-English schools. That section appeared for the first time in the programme last year. It has evidently

come to stay, because you have, at the present time in these schools a problem which requires to be met. I would like in the few minutes I have to speak to you to let you know something about what we are trying to do in connection with this problem of our community life in this province of Manitoba.

"The census of 1916 showed the province to have a population of 553,000 people. Of that 553,000 people about 58 per cent. were classed as British-born. The other 42 per cent. represented 38 different nationalities. Now, a number of these nationalities were represented in small numbers, but there are ten of them which have a population of 10,000 or over. This does not carry much to your mind as I read the figures—I know it did not to mine—just exactly what a problem is involved in this diversified nationality. Let me tell you a little experience I had in this province last year. The boarding house where I was staying at the time was kept by a Frenchman, the girl who waited upon us at the dining table came from Poland, the help in the kitchen was from our own Manitoba, the storekeeper nearby was a Jew, the clerk was a Ruthenian, many of the customers were Swedes, Austrians and Germans, the next boarding house keeper was a Greek, and I visited a creamery run by a Scotchman. That problem is so complex, yet so very simple. It is perfectly evident how to meet it. But we have to meet another situation, a settlement of one, two, three or four townships of land, a solid settlement of people, who have come to make their homes here. You will see that this problem should be met in order to bring the newcomers more quickly into our Canadian national life and into the general life of the province, and so far as our task is concerned, while there are other factors at work, our aim is to plant Canadian schools with Canadian teachers setting forth Canadian ideals and teaching the language of the country. When we set ourselves to meet the situation we were confronted with a feature which is always to the fore in dealing with this problem. We met an unusual density of population. We have teachers out there in a district of 16 sections of land, in a one room school, with 25 children each to teach, and an average attendance of 15 to 20. Down in the district to which we first addressed ourselves we had 10 sections of land and a population of 169 children with no village or town near. The condition in the old days was this, the average farmer on the prairie had half a section of land or more. In those districts they had eighty acres or less, in some cases going as low as five acres. In one section of sixteen farms each man held 40 acres and there are 39 children of school age—just enough to make a one-room school in that section of land itself. That meant difficulty in financing. I do not need to tell you that trustees are provided with some financial assistance.

However, we laid our plans and in doing so we aimed to help the people to help themselves. We began our work on October 1, 1915, and took stock on November 30th, 1917. After 26 months—112 weeks—we have built and occupied and in operation 112 schools settled in these districts throughout the province. That is an average of one school per week during the entire period. Fourteen of these schools replace old buildings, 98 are entirely new, so that in round numbers we have 100 new schools, accommodating 5,000 children. We have enrolled about 4,000 children and 85 per cent of them had never had a school to go to prior to that time. The schools are modern and up-to-date one-room school buildings, which in itself is an important part of the process of education. We did not support the idea of a pioneer school log building. We built not temporarily, but so that the school should be as good in 30 years as now, so that the children of today should benefit. Then we had to get teachers and provide a suitable home for them so that their influence could be felt more readily. So we planned the idea of the teachers' residence. Now we have built forty-five teachers' residences in connection with these schools and teachers are able to have their home there and their home comforts while carrying on work which would otherwise be carried on under discouraging conditions. We try to get the same teachers as in all other public schools in Manitoba, and they do just the same class of work as in the other schools. We do not recognize any difference. They are all Canadian schools and Canadian teachers meeting the demands of the different circumstances under which they are placed. What are the results? The children in these schools are just as energetic and eager little folks as you will find in any school. They have the added feature of realizing the necessity of mastering the language of the country and to get an education they are more eager to learn than the average boy or girl who takes things for granted. In the schools we teach more than is in the ordinary curriculum. We have a manual training department for the boys and sewing for girls. In about 12 or more schools the teachers provide a hot lunch. It is not very elaborate, just a cup of hot tea, coffee or soup for the child to take along with its luncheon, so that the little folks can get together, instead of having something in their hands and eating it as they rush out to the playground. The teacher also takes her meal with the children and this half hour is of more value from an educational standpoint and in other ways than any other half hour of the day. The teacher gets down and talks conversational English with the children. In this way the impression of the teacher is most significant. In our evening classes we have persons of all ages attending, from sixteen to sixty-two. One man sixty-two years of age came, in order

to learn more of the English language, and another forty-three years of age, when asked why he came, said his little folks came to school in the daytime and when they came home he wanted to be able to talk to them in the language they were learning in the public school.

"I want to say a word here in regard to the teachers. I think that Prof. Clark certainly did not overstate the thing when he spoke of teachers being all members of one large family. I think that the most gratifying thing to me as I go up and down through the province of Manitoba meeting teachers and trustees, both in their classrooms and under other circumstances, is to find an increasing measure of enthusiasm and harmonious co-operation among the members of the teaching body, and I appreciate this to the full. I was glad to hear Prof. Clark focus that point of view of service that can be learned by the teacher in the school work, and I want to add that I appreciate the work being done by the teachers in all the schools throughout the province. I think special reference might be made to the service being rendered by the teachers of those schools, facing unusual difficulties and bringing about unusual results. I am reminded of the experience of a teacher who was in a school district three months teaching thirty-five children between the ages of six and sixteen. It was in a new settlement and there were many nationalities represented among the scholars. There was some problem to start in on. Let me tell you of another incident which shows the importance of, and how this thing links up with the question of national duty. One teacher wrote a letter regarding Red Cross work. The letter came to me in a roundabout way. The teacher had gone into a German settlement. This was merely an incident. She wrote, saying that at that time it would not be wise to interest the children in trying to secure money for the patriotic fund, but, if they would send her out some wool, she would try to interest the children in knitting. She set to work, and some weeks later sent in \$3 which had been brought to the school by the children for the purpose of buying more wool. That \$3 stood for a great deal more than 300 cents. It meant that the children had shown the true

spirit of sacrifice and service and that they had exhibited their realization of a responsibility as growing citizens of this new country, also that they were willing to do their share in order to carry the burdens of the country in this time of great stress and trial. I do not think we can estimate the value or the influence or the far-reaching effect of the work of that teacher. Let me impress upon you the importance of your indicating to these people who come to make their homes with us that your mental attitude is one of welcome co-operation in helping them to become part of our national life. These children are Canadian children, just the same as if they had been born right. They are the raw material of Canadian citizenship. They will grow up to carry the burden of responsibility of Canadian citizenship in common with all other Canadians. The sooner we understand this the quicker they will assimilate themselves to our conditions and the admixture which we all desire will take place. Professor Clark referred to the importance of education. It is not an after the war problem, but right now, because while our boys are fighting in the trenches for the preservation of national ideals, we should be striving to preserve the national ideals in the minds of those who will take their places as citizens in the years to come. In Rheims they carried on the schools while the city was being bombarded. The teachers have carried on their work in the true spirit of France. They showed the value to be placed on education, and the spirit of sacrifice and service which those teachers who went into the cellars and worked from morning until night to help the scholars is to be commended. We in Canada have the same work before us—the work of carrying on the development of our national life. Your work and service will manifest itself in different ways. The spirit which called the boys across the ocean was the realization of their duty to preserve and protect the Canadian ideals; our privilege here is to nurture and develop that same spirit of Canadian nationality. We shall build up a Canadian nationality under the British flag, carrying on British justice, freedom and democracy.

PRESIDENT'S ADDRESS

Dr. Clarke the president of the Association delivered no formal address but in a few brief remarks emphasized the unity of the profession, and the worth and dignity of service. There is no higher and lower in educational effort, and there is no reward higher

than the joy of the worker, and no national necessity so great as that of good teachers. The Journal hopes to be able in a later issue to give in *extense* Dr. Clarke's address. It was brief but to the point—a needed tonic at this time. •

COMMUNITY CULTURE

By Dr. T. G. Soares.

My dear friends: I am very grateful to you for these kind words you have spoken, not only for myself, but of the great country from which I have come. This new feeling of fellowship unites the two great English-speaking peoples, and especially is this applicable in regard to education. The problems we are facing in the western lands of the United States are similar to those you have here, first with reference to the problem which you now have in hand—that of making a great, new Canadian nationality. It is the same as our problem, that of making a new American nationality. As Dr. Thornton has suggested it would be ungenerous to fail to appreciate the old traditions, in spite of the fact that we wish to introduce conditions to meet the new elements. I am going to speak on the educational problem from a social point of view, because, after all, we are coming to realize that the great fundamental of true education is of a social nature. You do not face the new-comers now as individuals. They are a part of Canada. You are concerned, we teachers are concerned, and let me say we are all concerned with their interests as a part of the one stupendous enterprise of human life. There is only one great human problem, that of living together efficiently. The war has been caused because the Germans wanted all people in the world to live together efficiently by making one nation supreme over all others, but under German leadership. And because we are not going to do that they went to war, and we are going to continue at war until such an attempt to settle the problem has been forever set aside. Living together is what we have got to do. Education means to teach boys and girls their part in the great human enterprise, and saying to them "Let me show you how to get into the great big scheme and how to contribute your part and be yourself a part of this wonderful whole. Every element of the curriculum must be to show that not the farm, the state, the province, or the nation great as they all may be, are sufficient in themselves to make a country or a nation, but it is the place where the folk live together nearby, the folk and children using the common school, the folk that go to the same churches, use the same theatres, meet at the same post offices, read the same newspapers, go to the same polling places—that is the community. And the problem of living together comes in just there. I am reminded of an old friend of mine 80 years old who talked of the old times when folks were just neighbors. They lived nearby, they gossiped about each other, they helped one another and if some non-English-speaking person came along they were looked upon as an interesting specimen. This is somewhat different from the cities, where one case was reported of a woman who did not know her neighbor until she saw her brought out in

a casket. One reason why we do not know each other is the great growth of our large cities and another reason is the growth of the countryside, and one of our great problems is the re-distribution or the re-establishment of the community. Community culture is needed now, such as we never knew even in the old days to which we look back rather wistfully. We have got to get the teacher interested, the doctor, the pastor and the teacher is the strategic point in this new undertaking.

Nobody can live alone. We must be concerned in what our neighbor is doing. If my neighbor does not wear rubbers he catches cold and if he is not healthy I am not healthy because I catch disease from him. Look at the stupidity of the billboard, the inanity of the Sunday supplement, the sermons without ideas in them, they are all a part of the culture of the community. No one lives to himself, and no one dies to himself. One of the things we have got to do for our boys is to stop doing things for them. Some years ago I saw a campaign for the Y.M.C.A. in which there were all sorts of things discussed that we could do for the boy. One man got up and asked what the boy could do for himself or the community. It was soon evident that we had been doing too much for the boy. We are told that we prepare citizens for the community when they are 21. There is no particular significance about 21. You engage in one or other of many responsibilities of citizenship. I am not sure by any means which is the most important. You have very grave responsibilities of citizenship at 6, 8 and 10 as well as at 21. The great fundamental of community culture for teachers is to teach the boys and girls that they are a part of the community and that they have got to help build it up.

We had some very interesting opportunities in Michigan of studying community culture. We had a campaign for increased production in the town of Flint, a town which has developed very rapidly through the auto industry. The boys and girls were taught to understand the problem. Forty thousand packages of seed were distributed under a committee in charge and every boy and girl went to work with the knowledge that they were doing something to help the community and the country to win the war. That was community culture, because it was community service. At the same time in the same community there was a definite educational enterprise to help the boys and girls to understand how serious for the health of the community was the multitude of flies. I may put screens around my house and have no flies, but if I am to live in a fly-less community we must have co-operation and get together to deal with all such problems. The teaching must go outside the classrooms and textbooks. The teacher must teach the children and

through them the parents how to understand community tasks. There is the development of beauty in a community. There must be less of the Queen Anne style of building in front and Mary Ann behind. We have been very busy building up our cities and we have lost sight of the taste for the beautiful. We have to cultivate the love of the beautiful. Nobody is born with it and we cannot have beauty without every citizen is educated to appreciate it. A man can make money and then shut himself in a beautiful residence but if he looks across the street he might see a very ugly shack. It is a mistake to think as we sometimes do that God made the country and man made the city. The great modern rural enterprise is to teach the children to open their eyes to see the beauty of the country, to appreciate its color, and the birds and the flowers. Community culture is the development of the sense of the beautifying of a community. There is a beauty of holiness and a holiness of beauty and tomorrow the people of these great western lands must open their eyes to its new artistic possibilities. The beauty of community homes; Dr. Thornton says these people have come to live with us and this thing goes deeper than the schoolroom, it goes to the root of the great economic questions. We have got to recognize that the people who build a community have the right to say what it shall be like. It is no use saying because they are poor therefore they do not want things beautiful; it is too often the case that they can't have them. We turn up our noses when we speak of the great unwashed, but in many instances it is because those people have nowhere to wash. In one of the Chicago stockyard districts one day a girl who had been working in the packing factory all day was seen to make straight for the public bathing place, so that the spirit of sweet purity and cleanliness was still in her and was expressing itself. We have got to get some new real estate philosophy. We are about 500 years behind the times. We have got to invite people to come and help us build up a community fit for all to live in rather than allow some fat gentleman to make his fortune out of it. I am not a politician and have no particular philosophy, but we have got to give these people who help to build a community the right to live decently in it. From every community in Manitoba there ought to be a step toward the community provided for each child no matter how poor they may be. A part of the community culture would be to have a community scholarship for the boys and girls and they would thus take a much greater interest in the community for mutual good. The commonwealth would benefit and so would the child. Community culture means that every boy and girl shall have a way to give of his or her very best to the community. They shall be able to get the help of all sections of the community, the doctor, the pastor, the lawyer—everybody to be doing their best to teach the artistic and

social value of the schools. Why should not every person have a chance to become educated? Community culture means that they would be never satisfied with anything else except the best, the largest and the farthest. In one community section at Chicago they took two Bohemian boys and after dealing with them along these lines they ultimately became two of our greatest physicists. The blessing comes back on the community. Think of all it would mean to have the body folk of a community all working as one. Then there is the recreation, which is one of the most vital considerations. Show me the boy at his play and I will tell you what kind of a boy he is morally. What does the community do now to help him in his leisure hours? We tell him to keep off certain large areas and not to do certain things, but what do we do to provide him with good healthy recreation? We have left fun to commercialism. People have come to provide it on the basis of pay and when a sense of stupidity or obscenity creeps in we say they are giving the people what they want. It is time the community took charge of its own amusement. In one community where they held a vice commission they had a population of 10,000. They had fine boulevards and fine residences, but they had not a place for boys and girls to play and yet in some places there was the darkest devilries going on. Today that community has its own picture house and places for the children to play. Human nature loves the finer things in life much better than foul if it gets the chance. We should have community pageants, with community folk dances, community songs, community costumes in which one flag shall predominate. What great possibilities can come from things of this kind. Speaking of community health we used to run away from disease; now we combat it—at a safe distance. We should not run away from poverty, but seek to eliminate it. In this great democracy the question is how to live together so that nobody shall be poor, nobody shall fall down and be trampled upon, and nobody shall lose a chance to work and become a partaker in this great enterprise. Dr. Thornton talks of race understanding. That is a very important thing, because if walls grow up between us and the newcomers to the country there is danger ahead. You must work until all that come, Russians, Serbians, Ruthenians, Icelanders and Canadians are all made real Canadians. You can only have community culture when you get this community understanding and that is where you get community morality. Community culture means the development of community standards. Most of us do what is expected of us. We must make it so that a man to live in a community must feel that he is doing what is expected of him by the community and his share must be up to the standard set by the community. We have got to break down the old standards and rear standards of righteousness. Every man wants to be decent if

he can do it easily. Some don't want to be honest, but they will be charitable. We must build up a standard of common requirements so that a man feels he has got to meet them in order to be decent in the community. Community culture is just the problem of living together—this great life of ours, where we work and play, and pray, and trade and do it together and the school is just the place

where we need to train young citizens in the leadership of a consecrated service to the community, where the child is helped to see what it means to have a part in a community that has got to be made beautiful and fair and clean, advancing, and honorable and patriotic. Living together, do your part to help that enterprise.

PRESIDENT REYNOLDS ON THE CONSERVATION OF FOOD

On the last day of the convention of the Manitoba Teachers' Association, President Reynolds, of the Manitoba Agricultural College, gave an outline of measures taken to conserve food by the Food Controller.

The efforts of the Food Controller were dealt with under five heads: First, an order was issued prohibiting beef and bacon from being served two days a week in hotels and restaurants; Second, the control of wheat—Canada followed the United States in the fixing of prices; Third, the use of standard flour was ordered, and her President Reynolds pointed out how prices were affected by conservation. Formerly two grades of flour were used in making bread. By the present system there is just one grade being used, with the result that there is more bread in the loaf because standard flour does not absorb so much water, consequently the bakers say it costs more to make the same size loaf with standard flour. Fourth, the prices on fish were fixed, and an appeal was made to the public for more fish to be used, thereby conserving the available supply of beef. Fifth, licenses were granted to those selling food products, placing them under direct government control.

It was then pointed out that three assistants had been appointed to the Food Controller. Each has been placed in a certain Department to make the food control more effective.

President Reynolds next dealt with the conditions that the Food Controller met with when he came into office. First, there was hoarding and profiteering. There was an order issued to prohibit hoarding in hotels and private houses. Second, there was the

increasing scarcity of necessities in Canada, Britain, France and Italy. Third, the Food Controller met a condition in which the people were wanting in discipline and they were not willing to face the situation.

Immediately the controller came into office he attempted to do several things, among which was the regulation of prices so as to make food available to all. Public opinion is that it is easy to fix prices, but the danger of fixing prices is that it might put producers out of business. It is the supply, not the price, that is of foremost importance. The reason why men are asked to face high prices in a sympathetic mood is for the reason of production. Here President Reynolds gives his personal opinion that farmers have no opportunity to profiteer because they deal in open markets. It is only where the profiteer is able to fix a price that he can profit. The price, therefore must be such as to encourage production. Price fixing is dangerous. The best system of price fixing is that created by the law of supply and demand.

In summing up, President Reynolds emphasized the necessity of appointing a Food Controller. He referred to the critical times in France and England, when the allies had not more than three days' supplies on hand. The situation demands things that are absolutely necessary:—first, food—victory or defeat depends upon it; second, shipping; third, munitions; fourth, men for the front line.

To the extent of our ability we must conserve food. Each individual must be a food controller and the teachers are in a position to spread abroad the gospel of food conservation.

WHAT THE CANADIAN BOYS HAVE BEEN DOING IN FLANDERS

By Major McIvor.

A recital of conditions and incidents at the front was given Thursday afternoon, April 4th, by Major N. K. McIvor, at the thirteenth annual convention of Manitoba Teachers' Association, held in Kelvin Technical School.

"Six weeks after enlisting, at the call of the C.A.M.C.," said Major McIvor, "I was

within four miles of Ypres with the Field Ambulance. It was not until we were marching to the front line trenches, following the 10th brigade under fire of the enemy's shell, that we fully realized the meaning of war. While advancing, seventy-nine men of this corps paid the supreme price. During this battle, which lasted twenty-five

days, in which time we pushed the enemy back nearly twelve miles, each night the casualties were nearly two hundred."

"In the engagement at Kemmel Heights, we came through successfully without losing a man. These hills are eighteen miles long and two hundred feet high, and had been occupied by the Hun since the beginning of the war.

"I was now transferred to the 5th British Army. In the engagement at Newport our object was to push the Hun back of Ostend and interfere with their submarine base. The time for the conflict was set, but when fire was opened, the Germans were found ready for combat. Later developments proved that the time for attack had been betrayed to the enemy headquarters by the Belgians, a large number of whom, the low Flemish, are pro-German. On discovering the traitors we were obliged to take sixteen Belgian officers behind the lines and shoot them. In this battle the Hun killed our wounded men before our eyes.

At this point Major McIvor exhibited gas masks, helmets and some types of bombs of both the British and Germans. He illustrated the manner of putting on the gas masks and helmets and of throwing the German egg-bomb and similar British bombs.

Describing the battle of Poelcapelle, two months after that of Newport, the speaker said: "At the given hour a harmless and rather sweet-smelling gas was sent over to the enemy trenches. When any unusual odor is sensed, gas masks are put on at once. This gas caused vomiting, and, as intended, the Germans tore off their masks, in their haste destroying them. All this procedure

had been timed and four minutes later, when the Germans had no masks on, a most deadly gas was sent over. We can beat the Hun, but have to fight him with his own methods. The fight continued for a day and a half. We made an advance of more than five miles but were then forced to retire on account of lack of support. The only satisfaction on retiring lay in seeing the heaps of Germans lying dead and wounded.

"Although the war news looks dark to many, our chances of winning never looked better to me that at the present. The plan of the Hun is evidently not aimed at the capture of Paris, but at the seaport towns of Calais and Boulogne. This great drive is his supreme effort to gain this end before the advent of the United States in any great numbers. The allies could have forced just as far into the Hun lines had they been as ruthless in the sacrifice of human life."

Glowing tribute to the women of Britain was paid by the speaker. He related how the women of England were doing their bit in this struggle. At a time when Britain greatly needed reinforcements in her front lines, more than sixty-five thousand women enlisted, proceeded to France and released the men. Hundreds of motors are now operated by women. The speaker touched on the treatment the wounded prisoners received at the hands of our Red Cross workers. When a wounded man is found he ceases to be regarded as an enemy and is treated as a human being.

In conclusion, Major McIvor said, "Winning this war is the duty of every man, woman and child in this nation."

Elementary Division

Minutes.

Grades I, II, III

Meeting on Tuesday morning with Miss Ptolemy in the chair.

After singing of National Anthem a demonstration of reading, story-telling and dramatization was given by the pupils of Grade II, Tache School, Norwood. Miss Johannson in charge. The work was beautifully done. The lessons chosen were "Foolish Pine Tree," and "How They Run," from the reader, and "The Story of the Weather Vane."

Dr. McIntyre next explained the exhibit in written composition and urged that teachers visit the rooms where it was displayed.

Miss Cromplin next gave a fine paper on "The Development of the Artistic Temperament in Children."

Grades IV, V and VI

This section met on Wednesday afternoon with Inspector W. J. Parr in the chair.

Mr. W. J. Pearce of Plumus, Man., then demonstrated with a class from the Model School, methods of teaching play. The games illustrated were, 1, Block relay race; 2, Shuffle relay race; 3, End ball. The book recommended by Mr. Pearce for the guidance of teachers was "Games for Playground, Home, School and Gymnasium (Bancroft), price \$1.50.

The class of Miss Polk of the Model School gave an illustration of oral expression, reading, story telling and dramatization. Dr. W. A. McIntyre, in the absence of Miss Polk, directed the session.

Grades VI, VII, VIII

Met on Wednesday morning. Supt. White, of Brandon, in the chair. Miss Saunders of Laura Secord School, Winnipeg, gave a class demonstration of the work in Mental Arithmetic.

Mr. W. A. McIntyre, of the Normal School, gave an address on "The School Spirit."

General Meeting

This was held on Thursday morning at Isaac Brock School. The programme consisted of songs and drills of various kinds, prepared by pupils of the Winnipeg Schools. The teachers responsible were Miss Thoms, Mrs. Armstrong, Miss St. John, Miss Watson, Miss Campbell, Miss McDougall, Mr. J. B. Wallis and Miss Porter.

(Some of the addresses and papers mentioned above are printed in full.)

GEOGRAPHY IN GRADES IV, V AND VI

By Miss Lily Harrison.

We had for subject matter in the old method of teaching geography, facts, fixed and ready made, given to the child as so much knowledge, thus destroying interest and giving false motives for true. This material was selected from the adult point of view, rather than for the purpose of developing the child.

In the teaching of modern geography the material has been selected to meet the needs of the child. The modern idea of geography is that it is an intensely human subject. When once it is realized that we depend for food on our tables on the labors of some black or yellow man in India or China, then that man is brought into relation with us. His existence and condition is made alive to us. For the child, it broadens his outlook on world affairs, on the occupations of people, it deepens his sympathy and enriches his life interests. He is given knowledge, too that will train his judgment and reason. Physical features are generally taught in such a way that climate may be understood, climate determines vegetation, which with other factors largely determines human life. We understand, then, why modern geography attaches considerable importance to the general elevation of a mountain range and to the position of and height of passes, which are the means of communication, and notice, not to the names and heights of mountain peaks.

Just here, let geography be defined as "The study of man in his relations to the earth." It is a study not of man alone nor of the earth alone, but of man in relation to his physical surroundings on the earth. The study of geography so presented lays the basis for the study of all other phases of man's activity, industrial, commercial and political. All these activities of mankind

are governed in a large degree by physical conditions and climate.

When we consider the vast supply of material available in the teaching of geography, and when we consider, too, the crowded programme in the elementary school, we realize how necessary it is to select material suitable to the capacities of the child at each stage, and it must be of inherent interest, that is real interest, growing out of the subject matter. From infancy the child is getting geography concepts. When he plays with running water in the spring or after a rain, when he goes in an auto or train or boat, or plays in a sand pile, or has a garden, when he sees an Indian, a negro or a Chinaman, a mill or factory. Unconsciously, by observation and experiment he is building up concepts that will enable him to interpret later the larger things of life.

How old geography did revel in the names of coastal features, capes, bays, islands, etc., and definitions. Formal definitions are in the abstract and technical, and the meaning is rarely apparent to a child. How much better to have a child infer that a desert is a region too dry to produce food stuffs, than to memorize and repeat "a desert is a great sandy plain." Nature's own way of teaching a child is through observation and inference. We cannot do better than follow her lead. For this reason great prominence is given at all stages to the intelligent observation of human life around us in its relation to the physical conditions under which it is lived.

Now that we have considered the basis on which geography may be presented, we may consider the material we shall use. In the first three grades the pupil's observation is directed to nature, around him; to birds, flowers, insects, sun, moon, stars dew, fog,

rain, snow, frost and ice. He is also made acquainted with the child life of other lands; Japanese, Arabs, Dutch, Indian, Esquimo and others.

In the fourth grade Home Geography makes a beginning for the systematic study of geography. This study is imperative and it consists in helping the pupil to see, to find out for himself, to reason and explain facts. Most of the teachers' questions should appeal to the child's power of observation; to his judgment and reason, little simply to his memory. Do not tell the pupil what he is able to find out for himself. Just before beginning the study in grade IV a teacher should find out the mental contents of children's minds. It differs much in different localities, and with different classes. At the beginning of a term I have almost always asked a question similar to the following: "How many have been to Souris?" (where many of our S.S. picnics are held). "How many to Winnipeg?" Invariably I find some children who have never been on a train or a boat nor had a ride in an auto, sleigh or buggy. Some have never visited on a farm but have seen wheat growing and know the animals on a farm. This year I have some twenty children who have not seen grain threshed and who have not seen a cow. On learning this, I asked: "How many have seen a cow milked?" and only a few were able to say they had. So I suggest that some survey of our pupils should be taken so that the teacher may know what knowledge and ignorance can be assumed on a basis of teaching.

Our programme of studies provides for the beginning of a systematic study of geography in grade IV, as already stated. The study consists of Home Geography, the earth as a globe; day and night; seasons; the zones; continents and oceans from the globe and from the map of the world; peoples with their occupations; North America and Manitoba; map drawing from memory.

Beginning with Home Geography, it should suit the locality and one must plan what to teach and what to leave out; what order and method to adopt. Whatever is observed should show the bearing of physical conditions on life. A child will be directed to examine concrete facts, his knowledge to be gained by contact. Modern geography places great emphasis on local observation work. To make this effective, a teacher must plan with great care the preparatory work. For example, a class is to be taken to examine soil. The teacher must know the locality for best observation by having been there herself; the different kinds of soil with name, their composition, formation and use. A child will see there are different kinds, now the name, then, too, he notices that sand and clay differ, which brings the question, "Why?" Then the teacher may explain how formed. The use is almost always so very evident that little difficulty is experienced in teaching the use of soil. Supplement all

excursions and field trips with maps, such as sand maps, plasticine maps and roughly sketched maps on paper. They have meaning by association, because they are combined with observation. Incidentally make a child familiar with ideas of position, distance and direction. This work, too, makes the introduction of real map work in grade IV. A child will make a plan of school room, school ground, block, or definite piece of country indicating hills, valley or stream by symbols or accepted color as in a physical map.

Under the study of Home Geography what will be undertaken?

1. At first one might teach climate, building on grade III's nature study, under the headings of: seasons, temperature and weather. Making daily weather observations and the use of the thermometer.

2. There is the study of the soil, its composition, formation and use.

3. The land with its examples of relief forms, of river, valley, hill slope, plain and ridge.

4. The land divisions according to size and shape (which includes island, peninsula, cape, isthmus and delta). There is no need of the formal definitions of these. By the inductive method a child ought to be able to give the essential features.

5. The water in different forms: rain, dew, snow, ice, fog, hoar frost and the water divisions of spring, brook, river, pond and lake, with value of each. From the above study we find that these have to do with the industrial development of a country, so that under Home Geography we would consider the:

6. Occupations of the people, under the headings:

(a) Farming—grain growing, stock raising and dairying.

(b) Town occupations — manufacturing (mill, pump, creamery). Commercial occupations—transportation and professions. Again, following the last named studies, we would teach something of the natural resources and products, on prairies, northern forests and of lakes and rivers.

Under another heading would come the study:

7. Government—of city (a) City council or municipal council or municipality; (b) school board or school trustees.

Much of this cannot be elaborated, time will not permit, nor will the topic in some cases permit of successful elaboration in grade IV. Some intelligent undertaking of the fundamental in each topic however would be profitable. Neither is the above order essential.

Possibly a period of six weeks to two months might be spent on Home Geography before commencing the study of the earth as a globe. But with the new study observational work should be carried on through the year and through the grades.

The earth as a globe. Use the globe as a

miniature earth at all times and through all the grades.

It has been found that you can teach a child the earth is round without the proof. It is a little more advanced to teach the earth is in space. Then naturally follows the movement of the earth as the cause of day and night. It is a good deal more difficult to teach the seasons. The seasons must be taught because climatic principles are affected by the changes of the seasons. Teach the facts without the causes and the teaching will become easy. Yet the teacher ought properly to understand the matter of seasons herself.

The facts I would teach without causes:

(a) That the variation in length of day and night increases as distances from equator increases.

(b) The average temperature normally diminishes, as the distance from the equator increases.

(c) That in June the belt of highest temperature lies to the north of the equator and in December to the south of the equator.

Along with the seasons are the zones. The belts of climate with their variations of heat, length of day, winds and rainfall.

Still continuing the study of the earth, we teach that it is made of land and water, giving great land masses the name of continents, and the great bodies of water that of oceans. Teach their name and position from the globe. Personally I would not teach from the map of the world until each continent had been taught separately and would make constant use of the globe through all the grades in the teaching of geography.

In the study of a continent, teach: what and where, a general knowledge of the people with activities, and countries to which they belong, incidentally teaching some outstanding physical features of land and water, with names also localities, associating historical, commercial and industrial interest.

In the particular study of N.A. teach position, tropical regions, climate, vegetation, animal life, people, industries and commerce.

By the study of Manitoba is meant the importance of and selection of a number of towns, chief railway routes and natural resources of prairie, forest and lake.

In Brandon at a conference of grade IV teachers we took exception to the teaching of N.A. as the first continent. Having in mind physical effects and their bearing, the effects of climate on human life. We felt that Asia provides more physical regions for the study of climate than any other continent. The unit of the lesson being regional instead of the system of features, such as "mountains of Asia, rivers of Asia, etc."

This is the outline:—

(a) Great highland regions and people of Tibet.

(b) Great tropical region and people of India.

(c) Great desert region and the nomad tribes.

(d) Great steppe region and the Cossacks.

(e) Great tundras region.

(f) Great temperate region and the Chinese.

(g) Great sub-tropic of Asia Minor and the Turks.

One writer on Modern Geography says:—"The earlier climate is mastered the more rapidly, easily and firmly is the geography of the world covered, understood and remembered. The climatic side is a necessary antecedent of the more adequate appreciation of the economic."

(Teaching of geography in El. School—R. L. Archer, W. J. Lewis, A. E. Chapman.)

Map drawing—but first, at this stage there must be map reading. A child's idea of a map should be that it is a representation of the country. Enlarge on ideas gained from use of the sand board in Home Geography. Have a definite idea as to the purpose, the form is conventional, give it character by resorting to pictures or form in nature wherever possible. Teach the conventional forms of maps. It would be fine if all our maps for school room work were in colors and without names. (Take map of India to show).

Map reading is intended solely for the purpose of enabling the pupil to read from a conventionalized form the various features of drainage, climate, surface conditions and locality of country, town, etc.

Why do you ask a child to draw a map? We want map work for form and outline and for impressing profitable information; or again quoting from above mentioned author: "We feel that map making should, above all things be an integral part of the teaching of some definite point, that the teacher should tell the children exactly what is to be put into it, that its value consists in finding out these facts in the Atlas and copying them in, that it then contains just what is needed to bring out the point and nothing more and that tracing or any other method of getting the outline is quite permissible." The last clause of the above quotation makes one question:—"What about memory map drawing?" So we turn to means of memory map work. Some almost perfect map drawing can be done from memory.

In the study of a continent a map has been used. Ask for an off hand map and the result is discouraging if not appalling. But on the other hand cause the child to make a close, intelligent observation of outline, point out relative position of outstanding features, or first attempt at drawing mark in features, getting relative distance and direction, join the features. For a simple outline like that of S.A. a child will in the third attempt draw a sufficiently perfect outline from memory. For a more difficult outline like Europe I would use the same method but have the first attempt made at the B.B.

having different pupils mark the positions of outstanding features and others to build the outline. Successful results have been attained by memorizing the separate coast lines. Then there is the use of guide lines on the structural basis and the lines of latitude and longitude but the latter belong to the more advanced grades.

Study of Geography in Grade V:

The assignment for study consists of N.A., S.A. and Europe, Canada and Newfoundland, Manitoba, in detail. Map drawing from memory.

Plan a review on what Grade IV has studied as well as the time to be spent on the study assigned. It is important too that the observational work be continued.

Study each of the Americas first as wholes, then by countries or nations. Bring out by questioning and suggestion what is already known about the region to be studied. S.A. is of regional interest and Europe can be studied in comparison (in normal times). Our text: "World Relations and Continents" has provided an outline for the study of a continent that can be logically followed. Compare it with the theory of a study of a continent and the comparison is very satisfactory.

Outline in Theory:

1. Study of map shows position and physical features.
2. These determine climate: Essential principles of climate are:
 - (a) Daily and yearly movements of the earth, day and night, and seasons.
 - (b) From these follow distribution of heat and length of day.
 - (c) Distribution of winds, prevailing of currents.
 - (d) Distribution of rainfall, irregular distribution of heat.
3. Physical features, climate and soil determine vegetation.
4. Climate and vegetation determine animal life.
5. These factors and mineral resources determine elements of human life such as cultivation, manufacture, commerce and diversity of population.

After the study of the first continent another is naturally simpler. Canada will be studied with N.A. and only as a political unit. It has not an outstanding regional division.

Newfoundland is the study of an island. A brief study of it in relation to the British Empire is all that is required.

The study of Manitoba in detail. The study would gain in interest by being historical. Continue the work of map drawing of Grade IV with a more definite purpose; have M.D. for outline, for products, places, railways and drainage. What importance is to be attached to place geo? It had a very important place in old geography and has yet with some teachers. I have read it has what Herbert Spencer would have called conventional value and secondly the value as

mental discipline. But M.G. insists that only a few names be taught, in relation to their bearing on industrial and commercial life. Teach then only because they have real human interest.

The study of Geography in Gr. VI:

The Programme of Studies include Australia, Asia, Africa, particular study of the Br. Empire; the United Kingdom in detail; map drawing from memory.

First find out where the children stand. It is not safe to assume that they remember all of the previous grade's work.

What do they know of Grade IV and Grade V's work and what do you expect in map work and map reading?

Then the study of the continents, the basis of study will be the same as that of Grade IV. The children, however, are more mature and a deeper and more thorough study may be made. A greater amount of data can be given in regional, industrial and commercial Geog. In map reading a pupil will have mere power to infer.

The study of the Br. Empire will largely be a political and historical study, its regional features can grow only out of the study of the continents. In a review it can be studied with its line of ports and the navy.

The United Kingdom may be studied as regional, then in areas, exports and imports, with sufficient drill in essential facts to make sure that they are systematized and remembered.

One other thought, the question often arises how to test a pupil's knowledge in geography. In a general way a test can be made by a new study or by reviews. Test by careful supervision of written work. This would mean the plan of topics. It would train the pupils how to select and outline subject matter of Geography taught.

There is the test of asking for a stated number of sentences telling so many facts. Probably the greatest difficulty in a written test is that, in the correction so much labor is involved where a standard of marking is used. The work might be marked as P.F.G. etc., each standing for an average in percentage, e.g.: P. 20, F 40, E. 100.

The aim of this paper, Geography in Grades IV, V and VI, has been to set forth some of the outstanding principles in M.G. and how they may be applied in the teaching of geography in our grades. An improvement could be brought about in teachers studying some good book on the subject. "There is always a fascination in discovering quite unexpected meanings and connections in well known facts and a good book may revolutionize a teacher's attitude toward the teaching of Geography."

Note:—"The New Basis of Geo."—Redway. "The Teaching of G. in El. Schools."—R. L. Archer, M. J. Lewis, A. E. Chapman. "Principles and Methods of Teaching."—Welton. "Francis W. Parker's S. Year Book for 1911."

Rural School Section

(Minutes)

Meeting held on Wednesday afternoon with Inspector Heriott in the chair.

A paper was read on Boys' and Girls' Clubs by Mr. J. H. Plewes. It was discussed by Mr. A. M. Headlam and others.

Mr. J. W. Doubleday introduced the subject of gains from gardening. The discussion was continued by Inspector Willows, Mr. Robinson and Inspector Best.

Miss Cusack read a paper on the School Van.

Mr. Pringle and Miss Bridge spoke on Short Courses. An effort will be made to publish these addresses later on. The discussion on this subject was participated in by Inspectors Best and Jones and Mr. Iverach of the Trustees' Association.

BOYS' AND GIRLS' CLUBS

By James H. Plewes, Russell.

I have on my desk a photograph of an exhibit of vegetables grown in home gardens by the pupils of Birtle school several years ago. It appeared in a Winnipeg magazine with an article on school gardening. The interest taken in the work at that time by the pupils and townspeople proved its value. Similar fairs were held the two following years at Birtle and Binscarth and prepared the way for the organized work of the Boys' and Girls' Club. This was not the only effort of the kind, as teachers in different parts of the province were making experiments along the same line. The Club work has now passed the experimental stage and has proven its claim to a place in school activities.

A teacher can always interest many of her pupils in any work she undertakes for her classes, and these in turn interest the parents, but there are others who remain indifferent until some interest from the outside is taken in their work. We find that the best way to interest the school as a whole is to interest the community, and the only way to do this is to inform them fully regarding any matter. In forming a Boys' and Girls' Club, then, the organizer should inform himself as fully as possible regarding the work, uses and aims of the movement, then call together as large a meeting as possible of the leading men and women of the community, school trustees, merchants, bankers, clergymen, neighboring teachers, leaders of Home Economic Society, but especially the members of the Agricultural society. These latter recognize that we are developing enthusiastic members for the senior society.

In our organizing meeting in January we had the aid of Mr. W. R. Roberts, district representative, who gave a great many facts regarding the club work. We found that when the people became educated as to the scope of the Boys' and Girls' Club work they became ardent supporters of it. They learned that it was not necessarily childish, although carried on by the children. Many agricultural societies have awakened to the fact that the boys and girls can beat them in a number of lines of exhibits.

When the meeting is ready for it, proceed to organize. Choose a good live man for president, and then the other officers as advised by the bulletin from the Extension Service Department. Next arrange your prize list. Base it on the list from some other club, but adapt it to suit your own community. Funds for this are easily procured. The following are the chief sources: School districts, rural councils, agricultural societies, Home Economic Societies and the Extension Service Department. Make as many prizes as possible, but impress the contestants with the fact that the great pleasure should be the production of something worthy of exhibition rather than the winning of a cash prize.

Have the rural schools take as great a share of the work as possible, and avoid the charge that the club is run by the town. Have frequent meetings—say once a month—of the representatives from each branch club to compare work and get information.

Special effort should be made this year to encourage contests where food production is involved, as in pig-raising and canning. The valuable prizes offered by the Bankers' Association will encourage the former. There is a great scope for usefulness in the latter, as every member can raise vegetables and pick fruit, and these can be cared for without sugar. The present high prices of canned goods and sugar will make this contest appeal strongly to many.

The date of the club fair is set by the Extension Service Department, but the place is decided by the club itself. If possible, have it in connection with the school. Last year we made use of our large basement and it proved very satisfactory. The fall is such a busy time that it is difficult for the men to attend. We must have the men of the community there, and I think that wide advertising and enthusiasm on the part of the club members will induce the men to take an hour off to see what their children can do.

If the weather is favorable it is advisable to hold some field sports or competitions among the neighboring schools, or in case of

cold weather some tests in some lines of school work could be arranged to be held in the school.

The holding of a Red Cross tea by the older girls of the school has been found helpful in bringing ladies out, and aids in creating a social spirit.

The Extension Service Department is willing to aid in many ways: through their bulletins and pamphlets, on all phases of farm work, and by the supervision of their district representatives. Our particular area was fortunate in having a district represen-

tative—Mr. W. K. Roberts, B.S.A. — who visited the rural schools and called on the boys who had grain plots. This aided in stimulating interest in club work. The Department encourages the work by free supplies to new clubs and by sending experts to judge at fairs and to give advice and information regarding the different exhibits. In all these ways it is doing a splendid work in helping to prepare the boys and girls for the work they must do in this agricultural province.

BOYS' AND GIRLS' CLUBS

By Mr. A. E. Headlam (A Summary).

Use the inspector to find out the names of neighboring teachers.

To win opposition, do the work outside of school hours, let it be voluntary.

Combine the school fair with the club fair. Arrange exhibits, having all plans as to place and space fixed before hand. Try to get several schools to show at the same fair, so as to quicken interest.

At the fair have practical demonstrations

of carding and spinning wool. Let there be competition for best home-made sheepskin shoes. Use any other devices of similar nature to win over the conservative.

Get funds by entertainments, get more by donation from the school board and from Department of Agriculture. Municipality of Rockwood gave \$50 three years ago, \$200 last year and \$250 this year. The fair was held at a new centre each year.

GAINS FROM GARDENING

By J. W. L. Doubleday, West Kildonan.

Ethical.

(a) Builds up character in teaching reverence, self-denial and self-control.

(b) Engenders a love for working with Nature, which may reveal another Wheeler or Burbank.

(c) Teaches order, proportion, co-operation.

(d) Gives pleasure to others. Bouquets, etc.

(e) Cultivates the beautiful — especially flower gardening. "The beautiful is just as useful as the useful."

(f) Patriotism—"Soldiers of the Soil."

Materialistic

(a) The only way to teach agriculture—actual work with weeds, pests, parasites, etc.

(b) Seed testing—a real benefit to farmer and gardener.

(c) Giving new and correct views of life. Nothing of value is produced without labor. Teaches thrift—we would conserve what we raise ourselves. All above grade IV should have a model garden. Have a model farm in your garden.

(d) Buying and selling—children touch real life.

(e) Raise money for sporting goods. Put in a large family vegetable garden, sowing vegetables you can sell, not those that can be consumed on the premises.

(f) Learn yourself—get in touch with practical men.

(g) Teaches "profit and loss."

THE SCHOOL VAN

By E. L. Cusack

When we speak of "Consolidation" our minds naturally revert to some of the main features of the system, one of which is the "School Van." One can hardly imagine a Consolidated School without one or two vans for the conveyance of the children to and from the school

For the past two years the Ross School District has had Consolidation and I am voicing the sentiments of the people of the district when I say they would feel very reluctant about going back to the old system of "You drive your child and I'll drive mine."

Since the opening of the school in 1916,

two vans have been in operation, one route covering a distance of six miles and the other approximately nine miles.

The present cost of operation is thirteen hundred and fifty dollars, half of which is paid by the government leaving six hundred and seventy-five to be paid by the School District.

The two vans carry on an average of thirty children, the cost of carriage to the School District per child being from eleven to twelve cents each day of the school year. The added expense is cheerfully borne in view of the facts that the children coming comfortably to school are in a better condition to enter with zeal, upon their studies. Also it saves the farmers the trouble of hitching up their own horses and supplying separate vehicles. It insures more regular attendance. On comparing the average attendance of the Ross School before Consolidation with its present attendance, I find the average in nearly every month has been doubled, which I think is due to the van system of transporting the children to and from school. During the two years the vans have not missed more than one day a year

on account of adverse weather conditions and impassable roads. They are well equipped with robes and footwarmers which enables the smaller children to attend school regularly even in the extreme cold weather.

The van system also aids discipline. The vans arrive at ten or fifteen minutes before school opens and leave directly at four, leaving very little time for the mischief-makers to put their plots into action.

Although the van system on the whole, is giving general satisfaction, I don't think the individual cases should be overlooked. I have had some difficulty as to the law, concerning children within a mile from the school being prohibited from riding in the school van.

The plan that children within a mile of the school can walk, at first sight looks feasible, but when you take into consideration that you may be asking children from six, to nine years of age to walk nearly a mile in the winter weather, one can readily see why ratepayers complain. I would suggest as a remedy that it be thoroughly explained to the trustees that if conditions of this kind are not satisfactorily dealt with, they will be referred to the department.

Teachers of Non-English Pupils

Minutes

Met on Wednesday morning, with Mr. E. E. Best in the chair.

Hon. Dr. Thornton welcomed the teachers.

Madam McMurray gave a demonstration of the direct method of teaching French, using the audience as a class. Her lesson was exceedingly interesting and her method highly commended by Inspector Willows and others.

Mrs. M. Baker, of Zant (Ralph Connor School) gave an address on "Experiences in a Pioneer School" (see later).

Dr. Fraser, Secretary of the Provincial Health Board, gave a very valuable address on "Conservation of the Health of Children."

Mr. Federowicz gave an address on "The Use of the Blackboard in Teaching."

(Two papers are given in detail.)

EXPERIENCE IN A PIONEER SCHOOL

By Mrs. Margaret Baker.

It will be 25 years next October since I began my career as a teacher in an eight-roomed city school on the other side of the Atlantic ocean. This I kept at for 13 years. Then I went to South Africa, where I taught a rural school of about 34 pupils, while I am now busy with my seventh year in Manitoba. If I look back I can hardly imagine that so many years have gone by. We all learn by experience, every year brings something new, and I never teach the same subject for two years in succession in exactly the same manner. Do not think that I am going to lecture you. I do not in the least pretend to know better than anyone else, but there may be some little things

that proved helpful to me and may do the same to you. If so, I will be only too glad to pass them on.

Whether in the temperate climate of Western Europe, in the semi-tropical heat of South Africa or in snow and ice-bound Canada—the system may be a little different, but children are the same and the art of teaching is the same, and one thing stands out clear, if we want success in our work, our whole heart must be in it. Love for the work, love for the children, are as necessary for our success as sunshine is for the flowers. We must not only try to give the little ones entrusted to our care the necessary knowledge, but we must also try to bring

sunshine and happiness in their lives. The child must feel that the teacher is his best friend, sharing not only his little sorrows and troubles, but his joys as well. Be a child with the children. A smile of welcome in the morning, a look of understanding, a word of encouragement, they mean so much to a child. If I compare teaching in a city school with teaching in a rural school, I think I would prefer the last. The work in a graded school, with one class in a room is certainly easier, although the number of pupils is considerably larger. Many classes and many subjects make the task for the teacher in a rural school harder, but as a rule country children are easier to manage than city children. A teacher in a one-roomed school has no time to forget the subjects she studied, because she has to teach them nearly all, while if she were in a primary class of a graded school she has only a few to keep up. The advantage of a country school over a city school is that younger pupils hear much of the lessons of the older ones, and in that way learn many things in an easy manner. And it is good that it is so, because very often the time is short. Six or seven months school and then a whole winter to rest, this is not beneficial for the work. Much what was learned during the summer will be forgotten in the winter, and if, as in many places, there is a change of teachers every year, still more time is lost, because both teachers and pupils have to adjust themselves.

The greatest drawback in a non-English district is the language. Country children are naturally shy, and if they cannot understand English it will take them a long time to get a start. I have found a way out of this difficulty which has proved very successful. I encourage the parents to send their children to school when they are five years of age. They are not entered in the registers, they come as little honored guests, every other day, when the weather is good and the roads are fair. I have them always come on Monday, Wednesday and Friday. They have a day's rest in between, then, and if they come, they are all there on the same day so that I can give them a few minutes talk together. They watch the classes, they play most of the time and they glide into the daily routine of the school without knowing it. By the time they really have to go to school they can speak the language and have overcome their shyness. They do not get their English from me, they get it from playing with other children, because it takes a child to teach a child to speak. As the language is new to the pupils, I think we should talk with them as much and as often as we can find time. I always put the first half hour in the afternoon aside for talk on general subjects. Some days it is a story, then history, geography or nature study. I always ask them to tell me what we had the day before. And for seat work I let them afterwards tell me something about it in their

own words. Even pupils of grade II. can make a few sentences about what was told.

Our main subjects in the school are reading, writing, arithmetic, geography and history, and they should have our first and best attention. As to reading, I take all classes in succession, to begin with the lowest, as they need little or no preparation. Our aim must be not only to make them read fluently, but to make them understand what they read as well. Therefore it is necessary to have easy reading matter and plenty of it. They should not read a book so often that they know the lesson by heart. They lose their interest in reading the same thing over again and again. The steps from one reader to another should be so gradually that it is hardly noticeable. Our first three Manitoba readers are very good, I think; but in my opinion the step from the 3rd to the 4th reader is too big. Lessons should not have too many hard words in them. You will all agree that "The Dog Crusoe" is too hard for a child in grade IV. I have not found a pupil who liked that lesson. They all agree it is too hard, they do not understand it.

Reading is very closely connected with spelling. The best readers are generally the best spellers. The more a child reads, the oftener it sees the same word with the eye and the clearer the mind takes in the picture of that word, so that it is not necessary to spend much time in learning to spell it. Constant practice only can make a child read well, but that is true for every subject. It is for that reason, to give a child more chance for reading, that I will welcome the arrival of the library books promised to us, and I hope we need not wait much longer.

I come now to a point I like to speak about and that is our free text-books. I may meet with opposition here, but as I said in the beginning, I am not here to lecture you, I am only telling you what I do. I would not practice this in a city school.

I never could bear to see a child neglect his books or use them drawing or scratchings. When I give out new readers to a class, I tell the pupils that they get these books to use only, and although their parents did not pay for them, someone did, so they ought to take good care of them. As soon as they pass into another grade they have to give back the readers. I use them for the next class and I always promise the children that those who keep their books the best will get either a new one or the best there is. You will say, but how about the books that are not well kept? Well, I use my own judgment, if a book is not good enough I discard it. At the same time I always try as much as possible to keep a book in the same family—younger brothers and sisters get the books from the older ones. In this way a reader will do me for three or four years and I only need new books when the number of pupils increase. More than that, the children learn to be careful and to look after their things. I once heard a little boy say

to his brother: "Say, look after your reader. do you think I want a book with loose pages, next year?" Old copies I often give to children who live far from the school to leave at home for home study, so they do not need to carry their readers with them every day. The little arms get tired enough to carry the lunch two or three miles to school.

Now I come to arithmetic. I think close attention should be paid to this subject, especially in the lower grades. Grade I should have a clear understanding of the grouping of numbers below twenty. I keep on showing them the number with real objects, until they really know that 16, for instance, are one, ten and six units, and that they have to keep these two apart in adding and subtraction. I do not favor a numeral frame, because I do not like the pupils to see more objects together than the number we are speaking about. I use a Chinese ball game, because I have there a piece of cardboard with holes to place the little balls in that go with the game, as I want them. For oral arithmetic in grades II and III, I usually use coins. I have found that the better attention is paid to arithmetic in the first grade, the less trouble there is in the higher grade.

Geography and history are so closely related, we cannot teach the one without the other, and in both these subjects I follow the advice of our principal of our Normal School: "The best text-book is the mouth of the teacher." I take the senior classes together and talk with them for about a quarter of an hour every day asking questions in between. For seat-work they can write something about what they have heard, or read over what they find in their text-book.

Map drawing we always do together. I take the board, the pupils their exercise books. We begin with the plan of the school. Every year we make a map of our own township, and it is great fun for every one to find the place where he or she is living. I will not speak about the smaller subjects, only I want to mention the seat work. We all know how hard it is to keep them all busy, and a child has to be busy or he will do mischief. The clever ones are always the first ready with their work. What to do then? They often like to read a book, but we have no library yet. I have found that the girls' hand-work finds its place there. Every child likes to do something, to make something. I let the girls always have some knitting on hand to take up when their other work is finished or when they are mentally

tired. A change is often as good as a rest. Boys delight in making small or big nets. The only difficulty often is to get the proper material. At the same time our girls need the handwork. What agricultural training is for the farm boys, that is domestic training for the girls. Most of them stay on the farm to be the mothers of the future, and as such they will have more stockings to mend, more knees and sleeves to patch than books to read. The school cannot turn out thorough seamstresses, nor is this necessary, but we can give the girls at least a good start, and the ambitious ones will go on after they have left school.

The last half hour on my time table is set aside for hand work, and there is not one who does not like it. They often do not like to go home. One little girl said last summer, when I asked one of the boys to take down the flag: "Oh, please, teacher, let us stay a little longer. We are so cosy here."

It is about three weeks ago that I received a visit from a young woman of one of the neighboring farms. She had her two children with her. I think she could not be more than 25 years of age. I was just busy arranging the work of the girls to be sent to this convention, and she was quite surprised to see it. She said: "Those girls can do more than I can. I wish they had taught these things at school when I was a girl, but I never had a chance." Do not let such words be heard ten or fifteen years from now. Give the girls of today a chance.

And now I want you for a moment to forget that I am a teacher. I stand now before you as what I really am: a farmer's wife and mother, and as such I will make an earnest appeal to you. Our girls need to learn to knit and sew that they may have something to do during the long winter months. If they can make pretty and useful things for themselves and for their mother they will not think so much of going away. They will be better fit for the place they have to take in later life. Therefore, on behalf of those mothers, who cannot instruct their daughters themselves, I would urge the Department to place the girls' handwork on the programme of studies that it may be taught everywhere. On behalf of those same mothers, I will ask you, young teachers, to come to our help. Help us to teach our girls to use the needles, teach them to love the work for the sake of the work itself, help them to become industrious and self-reliant—you will give them no end of happiness, and we mothers will bless you.

THE USE OF THE BLACKBOARD IN LANGUAGE TEACHING

By P. C. Federowicz.

The object of this illustrated lecture was show to what use the blackboard could be put to in teaching non-English-speaking children English.

It is necessary to use illustrations on the board accompanied by explanations of procedure.

After drawing the object tree on the

blackboard, the children were told its name. Fence, gate, grass, stone, road and house were added singly and the same process was repeated. An indoor scene followed next. It included the object:— door, window, chair, table and wall. With little variation the procedure is identical to the outdoor

scene. After this follows a sketch of a man who acquainted the children with the objects:—shoes, overalls, shirt, necktie and hat. A few more objects are given that could not be very well worked into a scene and with this the lecture was brought to a close.

Secondary Division

GENERAL SESSION

Minutes

There were two general sessions, the first being held on Wednesday morning and the second on Thursday morning.

On Wednesday, Mr. R. T. Hodgson presented a report of the Committee on Revision of the Programme for the Upper Grades. At the conclusion of the discussion which followed, the matter was referred back to the committee with instructions to present

a programme along the line of the suggestions, at next year's meeting.

On Thursday morning, Dr. Soares delivered an address on the "Moral Values of the High School Curriculum." This is printed in full.

The officers for next year were appointed as follows:

President—J. C. Anderson, Carberry.
Secretary—Anderson, Virden.

INTERIM REPORT OF COMMITTEE ON PROGRAMME FOR THE UPPER ELEMENTARY GRADES

At a meeting of the Secondary Section of the Association in 1916, it was decided to ask for the appointment of a joint committee of teachers of the elementary and secondary schools to consider the content and order of the programme of Grades 7, 8 and 9. It was evidently in the minds of those present that closer correlation was desirable, that the courses of study laid down is not sufficiently flexible and attractive, and that too many pupils leave school at an early age.

An investigation shows that the great falling off begins in Grade 5 and continues grade by grade until the end of the high school period. The actual attendance in the schools of Manitoba, according to the last report, are as follows:—

Grade 1, 26,968; Grade 2, 15,353; Grade 3, 15,101; Grade 4, 14,077; Grade 5, 10,977; Grade 6, 7,678; Grade 7, 4,825; Grade 8, 5,315; Grade 9, 3,067; Grade 10, 1,939; Grade 11, 1,209; Grade 12, 79.

There are many causes operating to produce non-attendance. Among these are the desire of parents to have their children help them in their work or add to the family income, or the desire of the pupils to make a little money on their own account. When for

these reasons or any other, pupils absent themselves from school they naturally fall behind their school-mates and soon belong to the retarded class. Eventually there are found in the senior grades of the elementary school many who are old enough to be in the high school. These find themselves working side by side with younger children and become discouraged. They find the school work unattractive, and indeed even loathsome. There also gather in the senior grade many who, because of natural inability, are unable to keep pace with the brighter pupils. These do not fit in with the regular programme, and they too join the army of the discontented. And so it follows that there are always in the senior grades of the elementary school a number of pupils who are dissatisfied, while there are many absent from school altogether who should rightly be in attendance. Now, it is felt that if a change were made in the content of the programme, by way of rendering it more flexible or in the minds of parents and pupils more practical, some of the pupils who absent themselves might feel impelled to attend, and some who now attend under compulsion might do so gladly.

The flexibility suggested will call for elective studies during the last two years of

the elementary school course. Those who have given attention to this problem think that at least one-sixth of the school time might be given to elective work. Some go much further than this. It is claimed that by adopting such elective studies pupils would naturally have greater liking for the work, would attend school more willingly and work more earnestly.

Now, the changes that have been suggested in the programme for Grades 7 and 8, are to be understood in light of the objections that are usually made against the programme as it is now constituted. Your committee is not endorsing all these objections, but merely quotes them to show what opinions are being advanced by people who are favorable to a change.

1. A large part of the work of the seventh and eighth grade is wasteful, wearisome and futile review.

2. Much of the work is relatively of little value at the time it is given.

3. The work leads nowhere. It prepares neither for life nor for advanced work.

4. Elementary methods of instruction are too long continued.

5. Adolescents need the influence of both men and women teachers.

6. Courses are not differentiated early enough for self-discovery of pupils.

7. There is little progress in the upper grades.

8. The break between the 8th grade and the high school is too sharp.

9. The break, if there is to be one, comes at the wrong time.

10. A large percentage of the pupils in the upper grades are eliminated and retarded.

There is undoubtedly some truth in some of these indictments, and it will probably be agreed to by everybody that a little flexibility in the present course would render it more attractive and more practical. The difficulty comes when an attempt is made to suggest the exact nature of the change. Your committee feel that a safe course will be to give one or two programmes that have been adopted by school-men who have faced the problem in a practical way.

Rochester, Minn. (One curriculum.)

Grade 7. Required: Eng. 5; arith. 5; Amer. hist. 5. Elective: German 5; chorus 5; calisthenics 4; dom. art 5; shop 5; arts and crafts 5; dom. sci. 5; military drill 3.

Grade 8. Required: Eng. 5; geog. 5; pen. and spell. 5. Elective: Same as grade 7, with bkpg. 5; mechan. draw. 5 and agric. 5 in addition.

Grade 9. Required: Eng. 5; community civics 5; gen. sci. 5; math. (el. alg.) 5. Elective: Same as grade 8, with business law 5; indus. hist. 5; Latin 5; and poultry and gardening 5 in addition.

Type 3b

Duluth, Minn. One curriculum for Grades 7 and 8, but differentiated into four curricula with Grade 9, three of which prepare for the advanced high school. Course (d) does not prepare for the high school.

Grade 7. Required: Read. and spell.; gram. and comp. (oral and written); arith. (pract. and com.); man. tr.; sewing; free-hand; mach. draw.; music.

Grade 8. Required: Same, except cooking in place of sewing, civics for history in last semester. Algebra is added in last semester, and German or Latin runs throughout the year, 3 lessons per week.

Grade 9. Required: Eng. hist.; household econ. Elective: (a) Lat. or Ger., alg., free-hand or music; (b) book., sten., com. arith., freehand or music; (c) alg., man. tr., mech. draw., printing; (d) Lat. or Ger., gen. sci., freehand, music, printing.

A full account of the courses followed in re-organized schools in the United States will be found on pages 121-131 of 15th Year-Book of the National Society for the Study of Education.

The change that would be necessary in the programme used in this province to make it more attractive to pupils will necessitate some modification in the courses in spelling, grammar, geometry, agriculture, history and geography. It will also necessitate the introduction of optional studies.

To be specific: the following modifications have been suggested:—

1. The spelling book for Grades 7 and 8 should be discarded and practical spelling substituted. By practical spelling is meant that of words actually used in writing by pupils, and words used in daily speech at school or outside school. The present course is faulty in the extreme.

2. Many of the distinctions in grammar are valueless to pupils of these grades. Simple analysis and sentence construction should be quite enough.

3. Agriculture for Grade 8 girls in cities is altogether wrong. There is no possibility of teaching the study in a living way.

4. Notwithstanding all attempts to make arithmetic practical it is still largely a study of conundrums. There is a lack of system in the presentation of subject matter, and both teachers and pupils find it difficult to know at any time just what principles have been mastered.

5. Geography and history are largely and designedly review, and therefore are uninteresting. The studies lack motive.

As regards optional courses it need only be pointed out that even now in Winnipeg the course in handwork for boys parallels the course in household science and art for girls. There could be further differentiation to suit particular needs, both in cities and in rural centres. The study of a foreign language, though it might not attract many of the pupils who now remain away from school, might well be placed on the programme as optional for students.

A change in the programme such as that indicated could scarcely be effected without re-organization of the school system. The plan of re-organization usually adopted to meet the problem is to place the first six

grades in the elementary school, to call the next three grades on intermediate or junior high school, and the Grades 10 and 12 of the senior high school. Under such a division the junior high school becomes a distinct institution. The work is arranged by departments, and promotions usually made by subjects rather than by grades. The teachers are usually selected from those most successful in teaching pupils of the senior grades. Where foreign languages are studied, it will of course be necessary to employ those who can teach them.

It is claimed by those who have adopted the junior high school system that it has many advantages. Among these are said to be:—

1. That pupils are grouped according to interests and ability and that individual differences are thus recognized.
2. That the transition to the high school more natural.
3. That elimination is decreased and retardation prevented.
4. That it will keep pupils at school longer.
5. That it makes possible what is known as pre-vocational work.

Your committee neither accepts nor rejects these views, but thinks it wise to place them before you, as the conviction of men who

have experimented with the system and have professedly become sure of their ground.

Were such a re-organization effected in Manitoba it would probably have some good effects:

1. Some towns and villages that now make provision for keeping eight grades open, might be quite willing to add the ninth.

2. The differentiation in the course might make it more attractive than it now is, and therefore the attendance in the higher grades might become greater.

3. Specialized teaching might easily become better teaching.

4. Some of our weaker Intermediate schools might see the advisability of dropping the work of Grade 11 or of Grades 10 and 11 in order to strengthen the lower high school grades.

A greater number of pupils than is now the case might possibly quit school at the end of the sixth grade.

A re-organization on the lines suggested would mean in cities the erection of new buildings or a modification of the old, for as much as possible adolescents should be educated together, and elementary school pupils together. There would possibly be a little additional cost.

THE MORAL VALUE OF THE HIGH SCHOOL CURRICULUM

An Address by Dr. Soares, before the Secondary Section of the M.E.A. at Kelvin Technical High School, Winnipeg, on April 4th, 1918.

The subject of moral education has been discussed in great convention. It is the subject of many books and a large literature. An examination of things, both in and out of school, has made many people feel seriously that, perhaps, moral education has not been as efficient as it might be. A large number of suggestions have related to the introduction of new material in the curriculum. One form that has had wide vogue has been the suggestion that we introduce religious material, such as Bible Study and other phases.

Have we, as a matter of fact, exploited the moral values of the material that is already in the curriculum? Have we really used the instruments in our hands? Has the school, in its traditional curriculum, been made the place for the appreciation of the supreme social meaning of life? There is only one supreme problem before men, the problem of living together. There is a stupendous experiment in hand in the world, the experiment of endeavoring to live together. A Japanese statesman has said that European civilization, and I presume that includes our civilization, is doomed, that this war indicates that the experiment has failed. We do not believe that, but there is in hand what may be called a tremendous world experiment. Can men actually live together for mutual advantage? In comparatively re-

cent years, has man become conscious of the fact of this problem and definitely tackled the experiment.

Education is simply the endeavor to train the new candidate for a place in this complex process, and introduce him to it; to say, "Here, my child, is the great world, trying to live. We are going to try and help you to take your place in that stupendous undertaking." All the elements in the curriculum can be evacuated from that standpoint. History is the story of how man has tried to work out his experiment of living; civics and economics of how man is trying; geography deals with the habitat in which man is working; the physical sciences are the study of the material conditions; literature, the way in which the most gifted souls have reflected upon the problem; mathematics, the number and space relations, in which man lives out these problems. The entire scheme is social. Moral values lie at the very door, because it is always a question of why the thing is done, how it has been done, and how it ought to be done. In studying all those subjects, the student should be stimulated to the taking of definite social and moral attitudes.

What is History? It is a moral exercise, not the mere learning of facts, not a mere narrative. In the very unfolding of throb-

bing, social developments, there is moral material of the highest value. You need not spend your time, wringing your hands, because you are deprived of moral material, if so be that the school authorities will allow you to teach Canadian History. We have got to teach patriotism differently. We know how it has been taught in Germany. From Lindenberg down, the men, who are leading in this assault on civilization, are the products of German teaching. The purpose of the school-room there has been to teach of a Germany in danger, a Germany achieving and able to achieve more, and to make the boy alert until the day when Germany could take her place in the world. French text-books told of Alsace-Lorraine. The provinces of Alsace-Lorraine have not forgotten France, they said, "You French must never forget them." The men fighting in the French trenches, today, studied those pages. We must avoid the perfectly absurd attitude which has characterized the history teaching of all peoples. When I was a boy I gloried in the story of Henry V and regretted the appearance of Joan of Arc. After all, the brilliant chapter of Henry V is nothing but the story of a great bandit enterprise. You have the opportunity for the passing of moral judgment. The morality of this war is involved in the morality of the Plantagenet wars. The idea of "Our country always right, and always conquering or withdrawing to previously prepared positions," is absurd. No moral advance can be made upon a foundation of lies. There is a moral advance quite as great from the recognition of error which you deplore, as from the recognition of right which you admire. Drum and trumpet patriotism must be abolished. What the world has done, is, simply the play of human passion and heroism, right or wrong, struggling together. Save our children from the atrocious phrase, "My country, right or wrong."

Civics. We generally begin at the wrong end. The traditional trouble with the teacher, is that he knows too much. He has mastered his subject, because he has a scientific mind. He organizes his subject, and tries to give his students what he has got at the end of the process. They must go the way we went. We cannot hand over the results, ready-made, of our studies. In civics we begin with the premier instead of the policeman, with the constituton instead of the garbage can. The whole problem of modern social life is all involved in the disposal of garbage. We do not realize that a very large number of our children never encourage that as a real social problem. The whole question of right and wrong, rich and poor, can be worked out by the study of a series of common things which begin in the home. While we are tiring our students out with the details of the constitution, the great moral realities of social living are right before us, and we do not study them at all.

Economics. How dry in a text-book! What a fascinating subject, when you take it from the standpoint of what boys and girls are going to do when they graduate from the High School, and are going to get a job. It involves the whole problem of industrial justice, the problem of autoocracy in modern industry. Some say, "That will make revolutionists of them." You will never make revolutionists by teaching the facts but by covering them up. We talk about the morality in the public school—lies, cheating, liquor, cigarettes, sexual irregularity. Those are not the stupendous moral problems of human life. They are in connection with this great complicated enterprise of living and working together. Individual morality does not lead to social morality, but is deduced from it. I submit that the moral values at the very door of the great subjects of Civics and Economics are precisely what we want to help our boys and girls as they take their places in our complicated modern life.

Physical Science. We have never plumbed the depths of the moral significance of the physical sciences. What does that study mean? It means an introduction to the supreme reality of this wonderful universe, where everything that ever takes place, takes place because of a sufficient antecedent cause. The curse of our modern life is our dependence upon choice or luck. Here is great Nature, with its absolute elimination of chance "As a man soweth, so shall he also reap." Physical Science in the experiments of the laboratory, tells the sublime fact that the world is true, that she never lies, never disappoints, and always does what she promises. There is only one way to get anything from Nature, but it is an infallible way. It is to obey the laws that are written upon the face of Nature, and he who will do the things that ought to be done, shall reap the reward. The moral value of the physical experiment is wonderful. It is that great Nature, this universe in which we live, deigns to say to us, "Ask me any question and I shall answer." That must produce a sense of reverence, a sense of the wonder of this great orderliness in which we live, that is very near to the religious attitude. It has been said of Huxley, that he studied nature with a reverence which was almost religious. The children ought to feel the reliability of the great order in which we all live. They ought to stand in a great appreciation of the presence of it. I do submit that the relationship of the eternal, personal God must include in it, as a component part of it, the reliability of this great physical order, this great, true, confident, promise—fulfilling order, that can save us from the eternal superstition that will not down, that somehow we are living in a universe from which we can get more than we give.

If you want great spiritual heroes, I think the subject of Physical Science offers them to you, in the solemn contemplation of some

of the supreme sacrifices that have been made in medical achievements. If you want moral, spiritual material, cannot you get it out of the great story of the significant attempt today to make the world a safe place for human folk to live in.

Literature. Dr. Maclean used to give the definition of English Literature as "the embodiment in letters of the English Soul." It is the study of the way in which men and women of insight have told what they think about this vast experiment of human life. Gray's "Elegy" is not to be treated as a study of derivations or as material for examinations. The whole study of that poem

is in the value of ethical and philosophical appreciation. Those boys and girls are philosophers. The poem is a mood, a nocturne mood, and it contains some of the fundamental things in all human striving.

I do not suggest that there should be a little sermon at the end of each lesson, but just that the spirit in which the whole curriculum is carried out, should be an attempt to see what life is, what man is, what the world is, what human thought is, so that if it may be, those wonderful days of schooling, instead of being discipline and hardship and tedium, shall be days of the most glorious enthusiasm, for there we are pointing out the deepest things of life:

Classics

Minutes

Meeting was held on Tuesday morning with Prof. Jolliffe in the chair.

Addresses were given by Profs. Jolliffe and

Skuli Johnson. These addresses and the names of the officers elected will be given later.

Science

Minutes

Meeting was held on Tuesday morning with Mr. Sadler in the chair.

Prof. Parker delivered an address and Mr. Sadler led in a discussion of text-book.

Officers were appointed for next year.

CHEMICAL SCIENCE AND NATIONAL PROSPERITY

By M. A. Parker.

The subject of chemistry occupies a more prominent position in the public estimation at the present time than it has ever done before, a circumstance due partly to its great importance in the prosecution of the war, and in part to the tardily awakened recognition of its value, in conjunction with other sciences, for the successful advancement of the industrial prosperity of the nation.

It may not be out of place to consider these matters briefly and to discuss the question of their bearing upon education.

For very many years men of eminence in the scientific world have been endeavoring to bring home to the public and to those in authority, the vital necessity for the encouragement of science. Unfortunately it has required the unspeakable horror of a great war to arouse the people to a realization of this necessity, but at last the result has been attained, and one can hardly imagine that the result will only be temporary. But it is the bounden duty of those who understand the value of science to ensure that the people will never again relapse into a state of apathy towards it.

The remarkable revolution which has suddenly taken place in public opinion in regard to chemistry is readily understood when one considers the prominent part which this science plays in the immediate present in the production of metals for guns, shells and armour plate, in the manufacture of propellant and high explosives, anaesthetics and antiseptics, noxious gases and protective devices, in the purification of water, and a host of important applications in warfare too numerous to mention. For many years Germany has been fully prepared in regard to these matters, while, less than four years ago, the allied nations were woefully unprepared. One cannot pay too high a tribute to the chemists and manufacturers, especially of Great Britain and the United States for the unparalleled success which they have achieved in remedying that deplorable state of affairs in so short a time. Had they not risen to the occasion as they did, there can be little doubt that long ere this the Huns would have entered Paris and London, and—possibly—Ottawa.

The great industrial nations of the world are those in which large deposits of coal are readily available and utilized. We are indeed living in what has been appropriately termed the Coal Age. The United States, Britain and Germany are at present by far the largest producers and consumers of coal. It is of interest and importance to notice that Canada, and especially Western Canada, possesses a very noteworthy percentage of the world's reserves of coal, which still remains almost undeveloped and which, along with her sources of almost limitless water-power, is bound to play a very prominent part in the industrial future of this great country in the years to come.

But with the utilization of natural resources such as these, are associated great industries for the successful development of which innumerable applications of science and very specially of chemical science are required. It is obvious therefore that in the not distant future there must arise in Canada a demand for men and women trained in science and technology. We must bear in mind that it is not possible to draw a sharp line of demarcation between pure science and its technical applications, for science and industry are indissolubly bound together. Without investigation in pure science great advances in industrial processes are hardly possible. It may indeed be claimed that practically every useful development of a technical nature has arisen as the result of some investigation of a purely scientific character. There can indeed be no applied science without science to apply, and research in pure science forms the foundation for all industrial advancement, and must be pursued if progress is to be secured.

It is chiefly owing to Germany's thorough realization of this established fact, to her wise policy in regard to technical and scientific education, and especially to the encouragement which she has consistently given to research work of every description—to an extent, indeed, undreamed of in any other country—that she owes her rapid rise to a prominent position as an industrial nation. On the other hand, the relative want of success of certain of her rivals, prior to the year 1914, at least in some of the great chemical industries, was due in great measure to their failure to adopt or to realize the necessity for adopting a similar enlightened policy.

It is nothing short of astounding to think to what an unpardonable extent the world was dependent upon Germany, four years ago, for numerous commodities of the greatest importance.

The situation is all the more surprising when it is considered that many of Germany's most successful and profitable industries originated, or were the outcome of discoveries made, in other countries.

Most people are more or less familiar with, for instance, the situation in regard to the so-called coal tar color industry, which owes

its importance to the fact that the great textile industries are absolutely dependent for success upon a supply of dye-stuffs. The magnitude of the textile industries in Great Britain alone is represented by an annual output valued at \$1,000,000,000. This involves the use of dye-stuffs of about \$15,000,000 in value, of which about ninety per cent. was obtained from Germany, previous to the year 1914. In the United States there existed approximately similar conditions. It was unthinkable that these valuable industries should become crippled owing to the war and a consequent cutting off of the supply of German dye-stuffs, and here again the chemists of Great Britain and America came to the rescue. As a result it is highly improbable that Germany will ever succeed in regaining her former pre-eminence in the manufacture of dyes.

It is a matter of common knowledge that the color industry originated in England sixty years ago. In 1856, W. H. Perkin, who was then only a youth of eighteen, succeeded in preparing the first aniline dye, a discovery which was destined to have very far-reaching consequences. Perkin was at that time a junior assistant to Hofmann, in London. In his enthusiasm for investigation he fitted up a laboratory at home, where he carried out some experiments in the hope of preparing quinine, for towards the middle of last century, that is to say, not long after the birth of organic chemistry, much interest was taken by chemists in attempts to prepare naturally occurring substances. In the course of this work, Perkin tried the behavior of potassium dichromate upon aniline sulphate and obtained an unpromising looking material which, on further examination, was found to contain a dye of a beautiful blue or purple color, which we now call mauve. He submitted samples of the dye to the dyers, who reported favorably, and so he was encouraged to build a factory, with the help of his father, and to start the manufacture of this, the first artificial dye-stuff ever prepared. It was a bold venture, but he was successful, for he was a youth of great ingenuity and unusual force of character. The manufacturing process which was begun in 1857 was beset at the beginning with many difficulties, for the compounds required had never, up to that time, been prepared except on a small scale in the laboratory, and had possessed only a scientific interest. The substance aniline, for instance, the starting point in Perkins' process had hitherto been formed by the costly method of distilling indigo. It was known, however, that aniline could be obtained from benzene. But benzene was little used and it was difficult to obtain a supply of this substance, because coal tar distillation, by which process benzene is prepared, was not then carried on on a large scale. But the demand was thus created and tar distilling became an important industry. Every detail of each stage in Perkin's process had to be worked out with care and new apparatus and machinery had to be designed. But the energy

and perseverance displayed in this pioneer work met with its reward. Within six months after the completion of the new factory aniline purple or mauve was placed upon the market and was actually used in dyeing silk. If we remember that all dyes used up to this time were natural substances extracted from vegetable material, we may perhaps get a faint idea of the great attention attracted by the new dye. It is not to be wondered at that many chemists found a profitable field for investigation in this new branch of the subject. Some years later, in 1869, Perkin was successful in manufacturing alizarine, an important dye which until then had been obtained from the madder root.

With such an auspicious beginning, it might reasonably have been expected that England would have retained the coal tar color industry without serious competition. But, as a matter of fact, although Germany did not enter the field until about 1870, she had secured a practical monopoly of this industry in less than thirty years from that time, her crowning achievement being the successful manufacture of indigo in 1897, a brilliant triumph of science and industry, which led to the revolutions in several other manufacturing processes.

The details of such discoveries are, or ought to be of intense interest to anyone with a liking for science. And I venture to think that every teacher of science should be familiar with the outstanding incidents in the history of scientific discovery. There is no more fascinating narrative than that of the way in which the difficulties pertaining to the production of the first coal tar dyes were overcome, or the story of Kekule's benzene theory so fundamentally associated with the vast structure of modern organic chemistry, or Priestley's own description of the discovery and investigation of the properties of oxygen. The history of chemical science teems with the most attractive episodes of the greatest variety. Think of the brilliant series of investigations culminating in the discovery of the rare gases of the atmosphere or the discovery of the surpassingly wonderful phenomenon of radio activity. You remember that in the earlier forms of X-ray apparatus the rays emanate from the tube owing to the bombardment of its walls by the cathode stream, which renders the glass luminous or phosphorescent. I need not remind you that the X-rays affect a photographic plate even through materials impervious to light. It occurred to Becquerel when he first saw the results of this phenomenon in 1896, to examine whether all phosphorescent bodies would emit similar rays, for he was particularly interested in the subject of phosphorescence. He therefore tried a number of experiments with phosphorescent bodies, but obtained negative results with fluspar, hexagonal blende, and many other substances. Finally he experimented with some beautiful crystals of the double sulphate of uranium and potassium

which he had prepared many years previously. He wrapped a photographic plate in thick black paper and placed two crystals of the salt upon this, putting a piece of silver under one of them. The whole was then exposed to sunlight to cause the phosphorescence of the uranium salt. After some hours, the plate was developed and a faint impression of the crystals was obtained, with a shadow of the piece of silver. This result was encouraging, and so other experiments were tried. On one occasion Becquerel had prepared a plate with the crystals arranged as before, but the sunlight was intermittent and the exposure unsatisfactory, so he put the plate away in a dark cupboard with the crystals still attached, meaning to continue the exposure next day. The two following days were, however, devoid of sunshine, so, without further exposure, the plate was developed. To his astonishment he found that the impressions on the plate were stronger than he had seen them before. Obviously the action on the plate had proceeded in the dark, and it became evident that the phenomenon could not be attributed to luminous radiations emitted by reason of phosphorescence since after the 1-100 of a second the phosphorescence of uranium salts becomes imperceptible. The radiations affecting the plate must therefore have been emitted spontaneously by the uranium compound. The so-called Becquerel Rays were thus discovered, although not accounted for, and the fact of spontaneous radioactivity was definitely established. Soon afterwards Becquerel made the further important observation that the newly discovered radiations were not only capable of producing a photographic effect through materials impervious to light, but that they also possessed the power of discharging electrified bodies, that is, of rendering the surrounding air a conductor. For these experiments he used a gold leaf electroscope of which the leaves were examined by a microscope, and measured their rate of subsidence under the influence of various salts. These measurements led Mme. Curie to undertake the examination of a large number of minerals by this method, which was found to be one of extraordinary delicacy. In the course of her work she found that pitchblende, the mineral from which uranium is extracted, is several times more radioactive than uranium itself. There could only be one interpretation of this result, namely, that this mineral contains a substance more radioactive than uranium. After a prolonged and painstaking investigation, Mme. Curie was fully rewarded in 1898 by her epoch-making discovery of an element radium was therefore appropriately given to this metallic element which she subsequently isolated successfully.

The narrative of such discoveries cannot fail to grip the mind and imagination even of the beginner in the study of science, for they are full of human interest. "Science has indeed its tale of effort and sacrifice; it is al-

ways young, and compels an interest in its growing powers and in the mystery of its future."

I fear I have digressed somewhat from my subject. Let us therefore return for a few minutes to consider one or two reasons why Britain did not succeed in retaining the coal tar color industry. There were doubtless many causes, but one of the most serious of these was undoubtedly the failure on the part of the government and the manufacturers to realize the vital necessity of securing an intimate relation between industry and science, without which industrial supremacy cannot be achieved or maintained. It was indeed largely the fault of the British manufacturers themselves that science remained divorced from industry. Save in a few instances they gave no encouragement to those who were capable of original investigation and who would willingly have interested themselves in industrial research problems. There was little or no inducement to men of the highest attainments to enter the profession of chemistry with a view to industrial work. It is to be hoped that these days are gone, never to return. For the war has taught a lesson which can surely never be forgotten.

Canada is destined to become a great industrial country, but if she is to realize her potentialities to the fullest extent she must guard against the error of the neglect and ignorance of the value of science which has cost the mother country so dear.

One of the chief factors which make for industrial success and national prosperity is unquestionably a general realization of the vital necessity for research of every description, not only in technology, but in pure science. And the recognition of this fact requires at least some understanding of scientific matters on the part of the general public, and a more widespread and intelligent appreciation of the objects and results of scientific work.

It has always seemed to me that there are at least two distinct reasons for the inclusion of science in the school curriculum. Firstly, there is the very high educational value of training in observation and in scientific method; and in the second place we must recognize the importance and interest of acquiring at least some knowledge of the world in which we live. But now a third reason becomes apparent, namely, in inculcation of the absolute necessity for the encouragement of science. It is lamentable to think how few have grasped a true conception of its value, which is indeed only beginning to be perceived, and that but dimly, even by those whom the people elect to place in a position of authority.

One result of the great awakening which has at last taken place in Great Britain is, that the Government has established a Department of Scientific and Industrial Re-

search and has set aside a large sum of money for its work.

The Canadian Government has in like manner appointed an Advisory Council of Scientific and Industrial Research. Already something has been accomplished by this body, and we may look forward to far-reaching and important results as the outcome of this admirable policy. One of the avowed objects of this Research Council is to assist in the training of highly qualified students capable of carrying on research work, and so "to direct towards the industries and scientific laboratories of Canada, a large number of young graduates who are trained to industrial investigation." It is greatly to be hoped that in the years to come the supply of these will be adequate to the scientific and industrial needs of the Dominion.

It is, I believe, impossible to overestimate the importance of chemistry in Canada. As an educational instrument, it is unsurpassed, but in agriculture, and in the development of our great natural resources it is an absolute necessity, so that in the near future chemists will be required in increasing numbers. Indeed, the study of all branches of science must be encouraged. For, as I have endeavored to indicate, concentration upon scientific progress is not only urgent in time of war, but is vital in times of peace. Scientific progress may indeed be regarded as almost synonymous with national progress.

One hears constant reference nowadays to what are called cultural subjects, but surely no one can reasonably be regarded as decently educated who has not studied at least the rudimentary principles of natural science.

Every teacher must at times discover among those under his care, some who are gifted with manipulative skill, and with the scientific temperament which implies a keen desire to peer a little further than has been done by others into the mysteries of the universe. Those who are so endowed should be induced to enter upon a career in one of the natural sciences, for the nation cannot afford to spare any effort which will add to the ranks of those who may engage in scientific investigation. A wise direction of the natural bent of the young mind is one of the privileges and responsibilities of the teacher.

I venture to express the earnest hope that in the not distant future teaching may become more generally and more generously regarded as one of the most influential and honorable as it is one of the most responsible of professions, for there is none other entrusted with an equal opportunity of shaping the mind and moulding the character of the young. But with increasing influence comes a heavier burden of responsibility, and in a special sense, teachers of science have a greater responsibility than others. They must bear in mind that upon the faithfulness of their work depend in no small degree the future of our industries and the national prosperity.

English

Minutes

Meeting held on Tuesday morning. Programme was carried out as arranged. No information has been handed in as to election of officers.

THE REVISED COURSE IN ENGLISH

By H. McIntosh.

I think it was two years ago that the English section of this Association discussed the subject of revised courses and appointed a committee to bring to the attention of the Advisory Board the desirability of making certain changes in the English course. Experience revealed one or two defects in the existing course, and it was thought advisable to attempt to correct these. The present course has run in two year cycles, a plan that tends towards monotony for teachers working with it over a number of years. English is a field where there is little need for imposing on the teacher the rather deadening task of running over the same work again and again. Fresh work is, I think, usually taught with rather more energy and the teacher brushes up his knowledge of English to a greater extent. Variety of work is better for the teacher who spends all of his time or most of it on English, and, I think, equally desirable for the teacher who has to deal with a number of subjects, — in his case the best chance for fresh material lies in the English course. I believe that the designers of the present programme in English did not intend it to run more than a quite limited term. Many teachers felt, too, that the existing course, although it set some good work before the pupils, was rather narrow in its scope; they felt that three years' work in English should introduce the student to a greater number of the notable writers and to more types of literature. Is it not desirable that the pupil who ends his general formal education with the third year of the High School course should have some definite knowledge of more than three or four English poets? The new course attempts to improve on the old one along these lines, and for that reason most teachers will, I believe, welcome it and give it a fair trial.

Of course, no programme of studies can be devised that will suit everyone at all points. Each of us has his own pet theories and notions, but I think that on some points to which I would call your attention we may be substantially in agreement.

On first sight the new course struck me as heavier than the old, particularly in Grade XI work, but when I examined it more carefully I modified that opinion. It is more extensive, but not, I think, more difficult. Balance the Grade XI work against this year's course. Macaulay's Addison is no heavier than Lamb's Essays; Silas Marner requires less work than Quentin Durward;

Henry V and *Midsummer Night's Dream* together hardly outweigh *Hamlet*; and the selections from Alexander's Anthology are perhaps simpler than this year's work in Wordsworth and Tennyson. None of the work assigned to this grade is beyond the comprehension and interest of students fifteen or sixteen years old. Macaulay's essay on Addison looks like the most difficult piece of work on the new course. I shall mention this essay and its possibilities later.

The three year cycle in the arrangement of the greater part of the work seems to me a considerable improvement. We all know what is ahead of us for three years and can make adequate and leisurely preparation. If the course is then changed we can set out afresh; if not, the old work will have had time to freshen up.

With respect to the material of the course, I should like to speak in some detail of Grade XI work. Time hardly permits comment on the entire course, and the Grade XI work has been more radically changed than has the work of IX and X. To begin with the plays. The points in favor of two plays rather than one, are, I think, obvious. The study of a comedy and a tragedy, or of a comedy and one of the historical plays, gives a much better introduction to Shakespeare and to dramatic literature than does the study of one play—no matter how good the play. Two plays give the opportunity for a little simple comparative work—a kind of work that is usually interesting and valuable. To represent Shakespeare by his tragedy alone is to do him injustice, particularly with young students. I have found that "As You Like It" has led more students to try reading one or two other plays than has "Hamlet"—some again read "Hamlet" with greater interest.

It seems to me that it is of importance, particularly in the case of plays, that the teacher should work with certain limited aims. An exhaustive study of the plays is, in any case, out of the question. This does not mean that work should be slight or sketchy. Within definite limits it should be most thorough,—in fact some limitation of aim is essential to thoroughness. With two plays to handle, these limits should be more restricted than with one. It should be quite possible to deal with the story told, the value of each act, the main characters, and the finest scenes and speeches. Questions concerning disputed passages, various interpretations of motives, and other points of

that nature, fall within the scope of profitable study to only a limited extent. I find it feasible to shift a good deal of the more minute study to the composition classes. Obsolete words and peculiar turns of grammar and phrasing make an interesting study in connection with Huntington's chapters on words and sentences. Here they fill in admirably as illustrations at points where the study of the composition text is likely to go rather up in the air. In the literature classes these points may be passed over with just sufficient mention to make the meaning clear—the student can keep a list of them in his notebook and in composition classes at a later time they can be discussed and classified. Some figurative passages may be treated in much the same way. This however, is rather a digression.

To deal next with the selections from *Anthology*. These are not, for the most part, particularly difficult. I have used some forty selections from this book in a Grade IX commercial class for the past two years—including in the group many of those assigned on this new course to Grade XI—and found them satisfactory and not too difficult. Ten poets are represented in the list here chosen for Grade XI work, carrying the study from Milton to the present century. Linking this up with the two plays you have work running from the sixteenth century to the present time. Any one of the selections considered simply by itself is a poem worth knowing and a poem that anyone claiming some knowledge of English literature should know. The whole series gives to the teacher an opportunity of presenting a simple and general account of modern English poetry—and this general knowledge of English literature, its great works and great names, is often lacking in students who pass through the High School. I do not mean that the teacher need go into a minute study of the periods of English literature, but the opportunity is at hand here to give to his classes at least a nodding acquaintance with a great branch of it. This study could be extended in the case of those interested just as far as the judgment of the teacher and the time at his disposal dictated. Where time is limited the work can be confined to the selections assigned, with some slight mention of the author and his work. For examination purposes it is confined within this comfortable limit. Speaking for myself, I am firmly convinced that the best way to learn the ten assigned poems is to read in addition other ten—this holds true even for examination purposes. The book in the students' hands offers some ninety other selections of which the teacher can always make use for reference, illustration, or supplementary reading.

These selections, too, give examples of several of the more notable forms of poetry. There is a fine little extract from "Paradise Lost" leading, if the teacher so desires, not only to a brief discussion of that epic, but to some mention of the great epics in the

world's literature. When the class studies "Morte d'Arthur" there is opportunity for mention of "Idylls of the King" and some mention again of epic poetry. Milton's sonnet "On His Blindness" opens up a simple study of the sonnet, to be reinforced by the study of the sonnets chosen from Wordsworth and Keats. The book offers several other sonnets useful for comparative study if the teacher cares to use them. I have always found a little study of the sonnet form interesting to classes and useful in getting into their heads some idea of the relation existing in poetry between form and content. The one song chosen from Burns serves very well as an introduction to another form of poetry—an introduction that might be followed up by Tennyson's "Bugle Song." Certain poems spoken of as odes may be studied along some such plan—and so on. Each teacher, of course, arranges his work to suit his own time and circumstances, but no matter what the plan or order followed, the selections can be made to give quite a valuable general introduction to English poetry and a little introduction to the forms of poetry and manner of expressing thought. Even if little of this is attempted, the selections remain valuable in themselves and the book offers the student some opportunity to browse through a collection of good poems. This in itself is a matter of some importance. By the way, the preface and the introduction to this *Anthology* are worth a careful reading by the teacher who is looking for suggestions on the teaching of poetry.

I mentioned Macaulay's essay on Addison as perhaps the stiffest piece of work on the course. I should not care to see too difficult an examination set on this essay, but then no one is at all likely to set an extremely severe test on this work. The essay can of course be studied with profit in composition classes. Macaulay's prose always offers splendid material for that, but of this side of the study I shall say nothing. It seems to me that we are hardly fair to English prose literature in treating it so much as mere exercise in composition. This essay offers us, at the very least, an introduction to two masters of English prose—Addison and Macaulay. It is almost impossible to do anything with the essay without introducing a few of Addison's essays. Macaulay refers directly to several of them and some of the shorter ones should certainly be read in class—perhaps read aloud by different students. Most schools and most teachers will have in their libraries some of Addison's prose works. (MacMillans publish a handy little volume of the essays in their *Golden Treasury* series). If the teacher attempts to make some little connected study of English literature from Shakespeare on, this essay of Macaulay's will be very useful. It mentions Dryden, and brings in Pope, Steele, and Swift quite prominently. The information it gives concerning these men fills the one conspicuous gap in the poetry course—if you are treating

the poetry course in some chronological way. It is, of course, impossible to read Macaulay without picking up interesting and valuable information. He bristles with references. In his mention of Addison's European travels, he refers to a dozen or more Latin writers, one or two French and a few Italians. Genoa and its doges, the cathedral of Milan, the carnival at Venice; at Rome—St. Peters, the Pantheon, Holy Week, the Appian Way; these are a few general references picked up in a hurried glance through the essay. A stu-

dent with any curiosity in his mental make-up can hardly fail to acquire some information of considerable interest.

The novel, "Silas Marner, I shall not touch upon. All told, the new course, while not more difficult than the old, seems to have the merit of allowing and encouraging profitable excursion into a broader study of English literature. This is, I think, a very valuable quality and one that entitles the course to a fair trial.

COMPOSITION DIFFICULTIES

By Ruby Riddell, Souris, Man.

It seems to me that a teacher can spend more time and anxious thought on Composition, and have more discouragements in this subject, than in any other on the curriculum. On the other hand, to find that a class is making real progress, is learning to speak and write easily and effectively, gives probably more satisfaction to the teacher than to find progress along any other line.

It is not worth while spending time discussing the value of Composition. Many argue that it cannot be taught—that faulty expression is merely a symptom of internal disease. The latter is certainly true to a large degree. What is the use of insisting on correct paragraph and sentence structure, for instance, if the pupil's thinking is at fault? It has been said that many of the great masters did not have an opportunity to study composition. Perhaps not, but they were endowed with the gift of clear and orderly thinking. They had a great message to give to the world, and knew what they wanted to say so well that it could not be otherwise than logically arranged at least. Clear thinking would paragraph it for them without conscious effort.

The general public today blames the school for the poor English of the average boy and girl. The school blames the home training—so there you are. However, because of the practical need in after life, there is an increasing demand everywhere for greater efficiency in both oral and written composition, and the public looks to the school to supply this demand, so it is our duty as teachers of English to give our best efforts to the problem and make the Composition period something more than a mere formality.

I suppose the difficulties I have met with are those of the average teacher:—(1) Lack of interest, (2) Faulty paragraphing, (3) Technical errors, such as misplaced modifiers, faulty participial constructions, careless punctuation and grammatical errors in general.

In dealing with the first, I have often blamed myself. Very often I find that poor essays are the result of vagueness of knowledge, which means inevitably little enthusiasm, and so I try now to give the best part of a composition period to the assignment of a

topic, taking plenty of time to discuss the matter with the class, let them ask questions, and tell them, if necessary, exactly where they can find material. Without being full of ideas on a subject, how can a pupil be expected to say anything worth while or be in the least enthusiastic over it? It is not well to take for granted a pupil's knowledge on even everyday subjects. Over a year ago I asked a class to write on "Edith Cavell," and was surprised and disappointed at the poor results. Practically none had sufficiently definite information to write anything worth while. I then wrote to different newspapers asking for back numbers of papers with material on this subject. The Montreal Witness was particularly generous in response, sending me several marked papers. I read these and other articles to the class, and this time got satisfactory results. I find that any amount of trouble I take along this line is well repaid. It is worth while, too, to study the interests of the pupils and try to get as great a variety of topics as possible. Above all, the teacher must be interested in, not bored by the subjects which are interesting to the class. The enthusiasm of the teacher is a great factor in the success of the average essay, as her attitude is so often reflected in the pupils.

I think one reason why so many pupils dislike writing compositions is because they are not "real"—they do not seem to arise from an actual need in life. So often one might "pretend"—make the work arise from a real situation. The pupils will enter into it with real enthusiasm now that they have a motive, and will often show great energy and initiative. For example, have the class write letters to an absent pupil. There will then be no difficulty in finding material or arousing interest. This winter I have tried the experiment of having my classes write to pupils of schools in Ontario, United States, England and New Zealand, and I must say that the freshest, most original work in Composition I have ever received from some pupils was in these letters. Some answers have been received already and the class is quite eager to write again.

Much can be done also in the correlation of subjects. I have assigned such topics as "How animals are protected by nature," having the science teacher discuss the material with the class. As I take History and Literature with some of my classes, I do much of my composition work on subjects chosen from these. Very often I find articles in books and magazines on side lines in History, give them to two or three who are to bring to the class a report, sometimes oral, sometimes written. These pupils are the "authorities" on the subject and usually take the greatest pride in their position. I find this plan works well, and have had some excellent reports, showing that the pupils had spent a great amount of time investigating and arranging material.

This brings me to my next topic—paragraphing. In Grade IX, I spend a great deal of time in class, planning essays. We discuss the material, sort it into paragraphs, as we would colored beads into groups, and write the subject sentences. Faulty paragraphing means, of course, faulty or vague thinking, and we must try to think all the vagueness out of the subject before we begin to write. Some pupils are so helpless at this that I think much time ought to be spent doing it in class, during the first part of the year particularly. The pupils help each other greatly and will argue as to whether a point should go into this or that paragraph till even the dullest begins to see what is meant by sorting the material into paragraphs. We discuss the subject sentences suggested by each and select those we like best. Oral composition can help much at this point, and save the teacher examining so much written work. Pupils may have notes on given subjects so their arrangement will be more likely to be definite. The class may criticize the divisions of the subject, the character of the statements—whether definite or vague—and the novelty of the whole. Some are very quick at noticing whether or not the speaker sticks to the point, and training in this is most useful for written work. I find it an excellent plan to have the points enumerated in the introduction, whether written or oral, then a paragraph devoted to each point. There is less danger of wandering from the subject if this plan is followed. Although rather formal, it is good practice. These are some of the ways I have tried to correct faulty paragraphing.

The third group of difficulties—grammatical errors and careless punctuation—is the most wearisome of all. Some pupils come from homes where good English prevails, and in that case the ear of the pupil is attuned to correct forms. He will not find so much difficulty with grammatical forms as a rule, although slovenly habits of thinking may cause other difficulties, such as faulty paragraphing. Another pupil, on the other hand, must have his ear for good forms cultivated. Here, the reading and hearing of good literature is, I think, the most important influence.

It refines the ear, enriches the vocabulary, and creates an ideal. But this is a slow process. In the meantime we must try to improve the technique of expression.

Of course in theory, every piece of written work ought to be treated as English Composition, but the amount of work the average teacher has to do makes it impossible to supervise as carefully as one could wish. In Grade IX much of the time must be spent on sentence structure, position of modifiers, participial and absolute constructions, punctuation, and such matters. Many errors along this line are due purely to carelessness. When errors are pointed out by the teacher, the pupil remarks, "Oh yes, I knew that ought to be 'so-and-so!'" The fault is carelessness, laziness and force of bad English habit. A device I have found helpful in overcoming this, is to have essays exchanged in class and a criticism written on each. A lazy pupil seems much more abashed to find that even his classmates can see his errors than to have his teacher point them out. These errors are discussed in class and the lesson makes a decided impression. The pupils take this work seriously and find very often for themselves how inaccurate their knowledge is. They read aloud passages of which they are uncertain and ask advice. The responsibility of having to decide on errors and mark, develops critical judgment and brings realization of how necessary it is to be careful and accurate. I know that some teachers claim that only good literature should be presented to a pupil—that he has enough mistakes of his own without seeing those of others, but we have only to look back over our own teaching experience to realize how much we have learned from our pupils' mistakes, how many times we have to go to a dictionary or reference book to make ourselves sure on a point, and how much we have gained from weighing and valuing. Besides there is the element of novelty. A teacher may spend hours making criticisms of essays—criticisms which are often not even read—certainly not usually impressed on the pupil, while the novelty of correcting each other's papers makes a real business of the composition and so makes a deeper impression. The pupils are usually frank critics—sometimes very much so—but at the same time they are usually appreciative. They are free from preconceived ideas as to what the essay should be, and so their criticisms are fresh and original. Sometimes I give a bonus of ten marks for the criticism, announcing this when I assign the topic, and have had some of the best essays I have received as a result, at least the most carefully revised.

Another good plan is to excuse those who get a certain percentage, say eighty, from writing the next essay, giving them perhaps oral work instead. This causes the keenest competition, and besides allows the teacher more time to spend on those who need it most.

These are some of my composition difficulties and some of my attempts to deal with them. One can only keep on experimenting, for each year's new class seems to bring fresh problems, stimulating the teacher to fresh exertions. We cannot hope to make all our pupils literary artists, but if we can place be-

fore them an ideal—the beautiful forms in which the masters of literature have clothed their beautiful thoughts—and if we can create in them a desire to strive to express their thoughts readily and effectively at least, our work will not have been in vain.

Home Economics

Minutes

Held Tuesday morning in the Assembly Hall, Miss Halliday in the chair. Miss Atkinson gave a valuable address on Boys' and Girls' Clubs.

Dr. Triggerson spoke on the Relation of Practical Arts to Educational and Economic Life. In the discussion which followed the following took part: Dr. D. McIntyre, Mr. Phillips, Mr. Fanshaw, and Dr. W. A. McIntyre.

Officers were elected, president Miss Kelso, and Secretary, Miss M. Dowler.

On Wednesday the section received a report on the questionnaire sent out in 1917 and compiled by Miss Kelso. A committee consisting of Miss Cuthbert and Miss Mitchell was appointed to draft a resolution as to suitable

action to take in regard to this report. The resolution prepared was as follows:

"Whereas the results of the report on the questionnaire showed that the majority of teachers were willing to organize and carry on hot lunch work providing they have some assistance in organizing and developing the work, be it resolved that the Home Economics Section of the M.E.A. recommend that the officers in charge of the teachers' and trustees' district conventions have demonstrations along this line at their conventions, and that a provincial organizer be appointed to take charge of the work, and that a bulletin be compiled giving a brief sketch of the historical development of the work with suggestions for organizing and equipping, and giving information as to recipes and food values.

BOYS' AND GIRLS' CLUBS

By Miss Atkinson.

The first clubs were organized in 1913, when eight districts with 460 members undertook to raise chickens, potatoes and corn. The following year there were 28 clubs with 1846 members. Last year there were 150 clubs with 15,000 members—and it is expected that this year there will be 200 clubs with over 200,000 members, as there are requests for new clubs to be organized, coming in all the time.

The province is now thoroughly organized. The Department of Education is co-operating with the Department of Agriculture in every possible way, so that there will be no reduplication of effort, and the best energy of both Departments will be at the disposal of the boys and girls.

Objects and Aims of Club Work

It is the aim and object of club work to bring the home and school closer together in understanding and sympathy and make them more co-operative in their efforts.

To make the school the centre for the dissemination of information that is of direct practical value to the community and to make the home and the farm home, with its equipment, the laboratory where all this knowledge can be applied under actual farming conditions.

I find this to be the time I could cite a number of examples where people have come to me and said, "The Boys' and Girls' Club work is a splendid thing and we should give it our hearty support. Why they can teach us so much. I never dreamed of canning chicken and vegetables until my son entered the contest at the fair last year, and took the prize, and now he insists on my attending these short course meetings. I am just beginning to realize there is so much for us to learn." I have in mind at the present time a community where there were no other organization but the Boys' and Girls' Clubs, and just through seeing the work of the boys and girls in the home, the parents asked if they could get instructions from the Department of Agriculture along the same lines for the grown up people of the community.

The club also aims at arousing the spirit of loyalty to the school, to the community and to the province by having its members realize the assistance they can be to each other.

I know of a class of students in a large institute, who took for their motto, "Always do what you can to help the other fel-

low." This is the spirit that we are trying to instil in the boys and girls of the province by encouraging team work.

Club work also tends toward developing a better knowledge of the advantages and possibilities of rural life in Manitoba. In some cases it provides a means of earning extra money. It encourages the right attitude towards work and shows that, work if pursued in the right spirit is real recreation. It fosters in young people a sense of responsibility. It stimulates thought, initiative and leadership. It assists in producing food urgently needed for the nation, and here is a chance for every boy and girl to do his or her bit by raising a pig, gardening, making war bread and assisting in many ways in helping out the food conservation campaign. Gardening, making Red Cross sewing, knitting.

(The speaker here dealt with the problems of organizing Boys' and Girls' clubs).

Teachers' Relation to Boys' and Girls' Club Work.

The success of the Boys' and Girls' club work in the province has been due to a large extent to the interest taken in it by teachers and their sympathetic attitude toward it. They have in many cases been leaders and organizers. They can still do a great deal by teaching the boys and girls that although they are in a keen contest they are really co-operating with their opponents for the good of all, and that while prizes are incentives, the different contests afford a good opportunity for teachers to impress upon the boys and girls, the importance of conscientious effort, courage and cheerfulness and perseverance under disappointment, and a generous appreciation of the worth of opponents' efforts.

History

Minutes

Meeting on Wednesday with Mr. Reeve in the chair.

Mr. Reeve gave a paper on "What I am Doing."

Prof. Martin read a very thoughtful paper on "The Function of Public Opinion." This was discussed by Messrs. Prowse, Morrison and others.

The Syllabus drawn up by the examiners in 1917 was discussed. Many suggestions were made, after which it was resolved "that this committee express their entire approval

of the Syllabus and that a copy of this motion be forwarded to the Advisory Board."

It was also resolved "That the Advisory Board be asked to appoint a committee drawn from all at present engaged in teaching in the province, to inquire into the teaching of history in Manitoba and if necessary draft a syllabus for all grades up to VIII, and also a reading course for the use of teachers.

Officers were elected as follows: Chairman, S. Burland, Stonewall; Secretary, Miss M. Johnston, Winnipeg.

WHAT AM I DOING IN MY HISTORY TEACHING?

By G. J. Reeve, Winnipeg

The views that I have upon the ideals that we should set before us in our history teaching are part and parcel of the views I have regarding education as a whole. The orthodox educational ideal of the "good citizen" is one to which I heartily subscribe. But there is no salvation in a broad general statement such as this. We need closer definition of this phrase; we must have clear cut ideas of the qualities that go to make a good citizen. Those of you who read Grade IX. History papers last year will pardon me if I say that there was considerable diversity of opinion among the candidates as to the attributes of the good citizen—and not a little among the examiners.

Offhand I would define the ideal product of our educational system as a man—in the most emphatic use of the word; one with

ideals of truth, beauty and purity of right, justice and honor, lofty as the stars and clear as noon-day light. One whose training has been such that he meets the great problems of life—meets indeed the little problems of just plain, gray, ordinary every-day life—prepared to solve them sanely and to his own ultimate benefit; one who realizes his high mission in the world, knows his rights, sees his duty clear before him, and is able and ready to do it; one, in short, thoroughly equipped physically, mentally and morally to find his soul, and to play his part in the progress of the civilization of which he is a living member.

I am not greatly concerned whether my pupils are to become teachers, lawyers, doctors or clerks—though I am always willing and anxious to discuss his career with any

one of them—But I am greatly concerned to see to it that each is in a fair way to become a man, master of his fate and captain of his soul.

Since these are the firm convictions that underlie my theories of education, it follows that I regard the teaching of history in schools not as an end in itself but as a means to an end. History teaching must in my opinion be judged according to its capacity for developing in the students the desire and the means to live well, as the Greeks put it; to live the life of the good citizen, as we put it today.

My aim, then, is to teach history that it shall do something to prepare the student for life—for the good life. And I can see in this subject of history a storehouse of material for the work in hand. My good citizen, you may remember, possesses certain mental and moral qualities, along with a wide knowledge of life and its problems, and a real understanding of the construction of the society of which he is a part, and of his obligations to it. These qualities, I maintain, can be developed, and this knowledge imparted by and through the study of history. Of the value of this subject in character building and mind training I have no doubts whatever. If you would instil lofty ideals into the minds and hearts of your children, you would naturally do so by means of biography; again to one standing on the threshold of life what more valuable possession could there be than a knowledge of how in past ages others had fared on their earthly pilgrimage. Further, the patient search for the causes and the effects of any event affords a most valuable training in clear thinking, and lays a safe foundation for a sound philosophy of life. The critical faculty, too, must be continuously exercised in the selection of facts that have a bearing on the point at issue.

How far History can prepare the youth to play his part in the affairs of the society of which he is a member, it is unwise to venture to say.

So far there has been little real attempt made to gauge the possibilities of the subject in this direction. In Grade IX, it is true, we devote maybe a third of our time to the study of Civics. I take it that Civics should deal with those things that a citizen ought to know. In the opinion of the writer of the text book, these things are limited to a more or less detailed analysis of the machinery of government. The text-book merely enumerates in passing three or four of the great questions on whose solution the future of the nation depends; it ignores almost completely the power wielded by public opinion and the press. In my opinion the time has come for a text book on civics that will describe things as they actually are, and will make an honest attempt to deal without prejudice with both sides of some of the burning questions of the day; with, for example, the problems connected with Canada and its

place in the Empire; the strength and weakness of democracy; the press; socialism and so on.

I feel strongly the need for making the teaching of history more utilitarian—and we need sacrifice none of our ideals in doing so. I want the man or woman with high ideals and with a real understanding of the things of the present to control destiny of our country, and I hope that this desire has some influence on the character of my teaching.

In summarizing this portion of my paper, I would say that my aims are:—

1. To instil high ideals.
2. To afford training in accurate reasoning and in wise selection of material.
3. To show how men have lived; their thoughts, motives, aims, and to give the students the benefit of previous experience.
4. To qualify the student to live a full life and to take up his share of the burden of the race.

I do not propose to dwell at any great length on the methods I adopt to secure these ends, mainly because I consider them woefully inadequate. I believe, too, that education is a matter of men rather than of methods; and that each teacher for himself will hit upon the method or methods that he can use to the best advantage.

My own custom is to spend rather more than three quarters of each period in presenting the subject to the class.

I aim at giving no information that I can possibly get from the class, and I am always on the look-out for comparisons or contrasts with present day conditions, or indeed with the conditions of any other period, if such correlation is likely to prove instructive.

I deal mainly with movements, ideas, motives, causes, and I call upon the class to supply the facts that justify our conclusions.

With facts considered simply and solely as facts I have no dealings—I have absolutely no use for the student who can tell me a hundred facts about, say, the reign of Elizabeth, and yet is incapable of discussing a single one of these facts intelligently. Not all knowledge is power, and I can conceive of nothing more futile than the unintelligent amassing of mountains of facts about history or about any other subject under the sun. This pernicious insistence on the importance of all facts because they are facts is responsible for a statement that you must all have heard at some time or other from some student or other. I can't learn history, says the harassed girl or boy. We should not want our pupils to learn history—we should want them to understand it.

Except for a few events of the highest importance, I am very chary about giving precise dates. To take perhaps an extreme instance, I prefer to say in teaching the Civil War that it took place in the second quarter of the seventeenth century, rather than to insist on the memorizing of a string of dates connected with it. My point is that by adopting this method you decrease the chance of

finding that the student isn't quite sure whether Naseby was fought in 1645, or 1845, or 1445.

I deal in considerable detail with the lives and characters of just a few of the greatest figures. I try to do justice to their great qualities, and I ruthlessly exclude all minor details. For instance, I forget Elizabeth's marvellous powers of physical endurance, her strong language and her lapses from regal dignity and concentrate on her statesmanlike qualities, her love of country, and so on.

It is my practice to plan my course in Brit. Hist. so that I can go slowly over the history of the nineteenth century. The Industrial Revolution created a new England—the England of today—and I like to deal somewhat at considerable length with its development and particularly with those movements that have marked the progress of democracy.

Five or ten minutes from the end of the lesson, I write on the board a few words or phrases to be used as pegs on which the pupils will hang their reports of the topic. On the whole these reports are similar in outline but show considerable variation in details. Once a week I inspect note-books, but I do not pretend to read the whole of what is in them. I frequently get one or two pupils to read their reports to the class. I do not find it difficult to get these notes done.

I am by no means sure that I shall adhere to my present methods in my teaching. I was led to adopt them because I became con-

vinced that the text-book was not really intelligible to the great majority of the students, and that the good students wasted their time over unimportant details. I feel, however, that the educative value of my work would be greater if I could take the text-book as it stands, and show the class how to use it and how to supplement it. But its sins both of omission and commission have always prevented me from regarding it as a safe basis for study. Perhaps next year I'll experiment with it.

My practice, I must repeat, falls far short of my theories, but with all due allowance for human frailties I try to co-ordinate my methods with my ideals, I have a lively appreciation of the value of ideals, and it is good to raise our heads from the ground occasionally and see in what direction we are travelling.

The outstanding features of my methods are perhaps these:—

1. The use of biography to develop an appreciation for greatness.
2. The persistent tracing of cause and effect.
3. An ever-present recognition of the truth that one of the main uses of history is to explain the present in the light of the past.
4. The development of an historical perspective.
5. Last, but most important, the inculcation of a real liking for the subject.

Modern Language

Minutes

Meeting held on Wednesday morning, Prof. Osborne in chair.

Miss Rowell gave a talk on "Summer Courses."

A Round Table Conference was conducted, the subject for discussion being "Matriculation French."

Mrs. Le Neven gave an account of teaching of French in Channel Islands.

Miss Jones gave an account of some work done in Welsh Schools.

Prof. Muller urged the importance of ear and tongue training.

Miss Reany urged an oral examination.

The following resolutions were adopted:

"Whereas the Department of Education

has expressed a desire to have the pupils in our High Schools able to speak French at the end of the course, and whereas the teachers of French sympathize warmly with this idea; Whereas, however they recognize the impossibility of accomplishing such desire if the time of the study is confined to three years of the high school and to classes of over forty pupils, therefore be it resolved that we recommend that the study of French be begun early in the grades, and that twenty-five should be the maximum number of pupils in a French class."

Miss Baker's class from Kelvin School then gave a demonstration of French oral Composition, singing and dramatization.

Mathematics

Minutes

Met on Wednesday with Mr. Neelin in the chair.

Mr. Johansson read a paper on Algebra.

Prof. Warren gave an address on Mathematics for Secondary Schools.

A committee consisting of Messrs. Loucks, Johnson, Pincock, Schofield, Cornish,

Campbell, McDonald and Professors Warren and Kingston and Messrs. Dudley, England and McDougall was appointed to consider the correlation of Algebra, Geometry and Arithmetic. The committee to report to this section in 1919.

Industrial Education

Minutes

Meeting on Wednesday at 9.30. Mr. H. J. Russell in the chair.

Officers for the year were elected as follows: Chairman, Mr. Mulock; Secretary, Mr. A. Beech.

The chairman welcomed the members. A summary of his remarks is printed later.

Mr. Warters gave a talk on Technical training.

Mr. Foye followed, and then Mr. Beech. Their papers are printed.

It was suggested that the two associations should meet during the year.

INDUSTRIAL EDUCATION

By H. J. Russell.

A little girl, who had been with her mother, to a meeting, said on her return home, "Mother, now I know the secret of how to be a great orator. You say two or three sentences very slowly and then you wait for the applause." I can, of course, make no pretensions to oratory and I can promise you that I am not going to attempt a real speech.

There are, however, a few little items that the programme requires me to present, and if I shall hesitate unduly in the telling of them, it will not be because I am waiting for applause, but rather because I lack that happy facility of expression that a chairman might justly be supposed to possess.

I notice in the audience a number of visitors whom we are very glad to welcome and we hope that they will feel free to contribute their experiences to our discussions here today. For their information I might say that the Industrial Education Section of this Convention comprises those members of the teaching staffs who are engaged in the several departments of Manual Training, Technical and Commercial education.

As I understand it, the teachers in those departments are endeavoring to plan an education suited to the needs of an industrial democracy, that is to say, an industrious democracy, and if we require justification for our efforts in matters technical we need not look far for the signs. During the past year dozens of associations of standing in the Dominion have declared their belief in the necessity for renewed efforts in the furtherance of technical training. Among these, I might mention the Retail Merchants' Association, the Industrial Bureau, municipal organizations, the Canadian Manufacturers' Association, boards of trade and civic research leagues. Several of the members of the Royal Commission on Technical Education have repeated their convictions of the importance of this work and we are all familiar to some extent with the great efforts that are being put forth on behalf of our returned men. On that point, Mr. Warters will speak with authority.

It is gratifying, too, to note that our Provincial University has successfully introduced a scheme of higher business training in which already one hundred and twenty-five retail merchants of Manitoba have taken part. In the negotiations leading up to this work, President MacLean put the situation very happily when he said that we wanted not only a State University but a University State.

As educators, our duty is two-fold: we have first a duty to the student, but we have a further duty to the business, industry or profession that is to receive that student, and the problem before us, briefly stated, appears to be this: "How can we best bring together our industrial, commercial and human resources so as to produce the maximum results?"

I know that it has been said, and said frequently, and perhaps it will be said at this convention, that in providing our future citizens with a practical education we are in danger of neglecting the cultural and idealistic side of educational endeavor. That, ladies and gentlemen, is a fallacy that has gone too long unbranded. It is a theory that has worked to our sorrow in the great struggle that today engages our efforts. We need good citizens but we need citizens who are good for something. Teach a man to do something well. Help him to become a master of his art and he, above all others, is the one most likely to acquire an increasing respect and reverence for his Maker and his God. It is a point that I would like to enlarge upon, but I must give way to those better able to occupy your time, and without more ado, I will direct your attention to the programme before us.

You may, and I hope that you will, hear this morning some theories with which you do not agree. You may hear of plans that you have not yet tried. I am sure that you will not reject them summarily. May I remind you of a phrase in a letter that Lincoln wrote to an editor during one of his strenuous presidential campaigns. "I shall," said he, "adopt new views as fast as they shall appear to be true views."

Permit me also to quote from the writings of David Grayson, the beloved philosopher of the country life: "Is not the prime struggle of life to keep the mind plastic? To see and feel and hear things newly? To accept nothing

as settled; to defend the eternal right of the questioner. To reject every conclusion of yesterday before the surer observations of today?"

ARE WE TAKING ADVANTAGE OF OPPORTUNITY?

By Thos. Foye.

Lord Kelvin said, that the first object of an education is to enable a man to live, and the second, to assist other men to live. No one will doubt the truthfulness of this statement. However, Lord Kelvin did not mean that a man lives who receives enough to eat and drink, and has clothes to wear and a shelter from the elements. No, millions receive all these things and yet do not live. Lord Kelvin was too big a man to be satisfied with less than Herbert Spencer, who defined education as preparation for complete living. Are we taking advantage of the opportunity given us as teachers to prepare our boys and girls for complete living? Bishop Hunt said that opportunity with ability makes responsibility. There is no other profession that offers such wonderful opportunities as does ours. There is no other profession that assumes as great a responsibility. What greater responsibility could anyone assume than that of teaching our young boys and girls, for that which we teach today will affect generations yet unborn? The charge assumed by a teacher is second only to the sacred office of parentage. I take it for granted that all who undertake to teach have the ability and the desire to do so. I hope that what a young lady told me some time ago is not true of many teachers. Her statement was that among her acquaintances were some who confessedly had no interest in the work and actually disliked it. For herself she said that nothing could be more interesting than teaching. She went on to say how wonderful were the children and recounted some of the sayings of the little ones. I did not need to be told that she was enthusiastic. All that was written on her face.

Since coming to the City of Winnipeg some nine years ago, I have had the privilege of working in several of the schools. In fact the first work I did here was to take charge of the electrical installation at Greenway School. During these nine years I have talked with many teachers and have always been impressed with their enthusiasm for the work. True, teachers have complained not because of the work but because they believed that under certain conditions they could do more and better work.

We hear nowadays a good deal about what some term a "broad education." What a broad education is, I do not know, but I feel quite sure that if such an education means a smattering of everything, it is not only wrong but mischievous. What could be more dan-

gerous than a superficial knowledge of electricity? In fact, it is universally recognized that such is the case and laws have been enacted all over the world prohibiting anyone from tampering with or installing any electrical device, except proof can be furnished of a working knowledge and understanding of the basic principles of the work.

I have no doubt that a little knowledge of any profession or trade is just as dangerous, although the danger may not be so apparent. It is not possible to learn to do more than one thing well during our stay on this earth. The greatest asset to a nation is the man who is master of his work. We must specialize if we are to hold our own with the nations of the world. No nation can long deserve respect that allows the material for a good artist, engineer or scientist to be thrown away because his parents could not afford to provide what the nation itself, in its own interest, ought to have provided—a good education. I am sure every teacher here knows of some boy or girl who is now engaged in work for which he, or she, is not fitted.

This great country will offer undreamed of opportunities for technically trained men. Amateur work is no longer of any value. We need a corps of young, scientific men trained in all the knowledge upon which the great basic industries of the world have been built. Are we turning out men capable of developing this—the last great undeveloped country? Some of our leading men claim that the time is near when we will be forced to electrify all our railroads. They should be electrified now because energy to the extent of millions of horsepower is going to waste. Conservative estimates place the undeveloped water forces of the Dominion at 25,000,000 h.p. The use of 25,000,00 h.p. for one day is equal to the energy that would be produced by 300,000 tons of coal. It is foolish to talk about a shortage of fuel in the face of such conditions.

As teachers, we are well aware that our work does not and cannot stop at four o'clock and if we are to live up to our opportunities I would like to venture the suggestion that this Section and the Associations represented in this Section voice publicly their approval of such measures as are attempted from time to time in the interests of the community by way of the development and conservation of our natural resources.

SOME ASPECTS OF MANUAL TRAINING

By Arthur Beech.

In the manual training room there are several features that are absent in the ordinary classroom and consequently the conduct and management are on different lines.

There is an atmosphere of freedom that is very attractive to the manual training boy; he feels he can move around and does not see the necessity of keeping quiet as he does in his ordinary classroom. This fact brings one of the greatest difficulties a manual training teacher has to contend with, and that is how to minimize the talking in the manual training room. I do not believe that it is desirable to prohibit talking, because it is impossible to prevent it. There are so many legitimate opportunities for a boy to speak to his neighbors that to prohibit it entirely would lead to greater difficulties than its sufferance brings about. It should, of course, be reduced to the lowest minimum. We have to distinguish between talking about the work and the talking of outside subjects. Often I find the talking results from the pleasure they feel in the work, and they are discussing how far they have advanced and what they are going to do next.

Whistling is very often done unconsciously and is an outlet of feeling from the boy who is deeply interested in his work.

Many times we misjudge the mental attitude of a boy and think that he is not trying, when possibly his very awkward manner may be due to nervous agitation. I had a boy of this character who was always getting into trouble. Apparently through carelessness he spoiled everything he started to make, and I had almost lost patience with him. I told him in a grieved voice I would give him another chance. I said, "Cut a new piece and don't spoil it this time." As he turned away I heard him say to himself, "I'll kill myself if I do." I saw he was serious, though I knew he would not commit suicide. I gave him a little extra attention, and he made good on that model and has done better work since.

Occasionally a boy will go the wrong way. I had one who did good work and his conduct was exemplary, and then a gradual change took place in him. He became less attentive and his work deteriorated very rapidly. I thought, here is a case that needs attention. I found it was due to the influence of companions outside. I took him aside and told him I was very sorry he was not as good a manual training boy as he used to be, and asked him to remember certain models he had made that were really good, and how it was he was not doing as well now. He said he did not know, but the recollection of the models he had made had a big effect and he set to work and worked hard all that afternoon. His case is still undecided, but I believe he will come back.

I give these instances to show that the mental attitude has very direct bearing upon

the work in the manual training room. Many of those whom we call lazy boys are of a passive nature, their desire soul is small, so the incentive to work is lacking.

This type is very difficult to deal with and exasperates the active teacher. I think persistent prodding, with an endeavor to create a desire for something is the best corrective. There is of course the opposite type, he desires models but does not like exertion. He is the real lazy boy. His desire soul may be large enough to tempt him to appropriate other boys' models, but to work for them does not appeal to him. He belongs to those who become social parasites if their tendencies are not checked. It is gratifying to know there are few of this type. There are other types of boys, the dreamers, the mischievous, the discontented, the selfish, and so on, each having their own particular psychology for the study of the teacher.

Most manual training teachers will have noticed that each class has a character of its own. One will be noisy, another restless, another enthusiastic and occasionally one that is all that can be desired and give us joy in handling. The psychology of a class is more or less regular and does not change rapidly, although each class has its moods that raises or lowers the pitch of psychological expression, and the observant teacher can detect the changing mood just as he can detect the slightest variation from the usual noise in the room, whether it is the tapping on the bench with a square or the jingling of a rule against the plane. There are two attitudes a teacher may assume. One of complete dominance, he may be a thorough autocrat, compelling strict obedience to a cast iron system he has created. Or he may adopt, which is a more scientific attitude, that of changing methods to suit the psychology of the class he happens to have at the time. For instance, a class will come and show they have come to work, although he may have planned a variation of the work owing to the state of the class the week before. Shall he conform to the psychological attitude of the class or insist that his own plan be adhered to in spite of that attitude? Often it is wise to humor the class and indirectly draw them towards the plan he has in mind. The mental state existing in a room has a direct bearing upon the presentation of the subject, the imparting of knowledge and the supervision of the work. It is just as important to choose the right moment to demonstrate as it is to have the matter well in hand, and the time to demonstrate in the manual training room is when the teacher realizes that the calling of the boys from their work will disturb the least the receptibility of their minds toward the demonstration. Very often we are disappointed at the immediate results of our demonstrations. They seem to be of less value than we expect, but we must re-

member our pupils learn not by isolated demonstrations alone, but by general association with the work. Only half the boys may catch the full meaning of a demonstration, but those few pass it on to the others in the class. The fact that those boys can do the work impresses the slower boys even more than the demonstration of the teacher. After a demonstration has been given, time should be allowed for the impression to be fully recorded on the mind. A sudden interruption of any kind will almost destroy any impression received, even if it takes the form of a re-demonstration.

The knowledge imparted in the manual training room is more general than specific, and this is the difference between manual training and technical education. The boy learns certain facts about tools, their use and application, material and its value. He acquires a certain amount of dexterity in handling himself in working and gradually works naturally and with ease at the work in hand. If he can be induced to enter into the right frame of mind towards the work in the manual training room he will have the right attitude towards work in general, and this is a very valuable asset in his life. From a psychological standpoint, the excellent work we get from our pupils is not so much the work of the pupil as the work of the teacher, although the pupil may have done all the marking, sawing and planing and putting together of the model. The pupils' minds are more or less surrendered to the teacher, and he is the medium through which the plans of the teacher are carried out. In the process, however, he receives and absorbs a residue of information that remains with him. The proof of this lies in the fact that if you give a class of boys a piece of wood

and tell them to make what they like out of it, a sudden slump in the quality of the work takes place and originality is conspicuous by its absence.

To see some of the work at exhibitions almost leads one to believe that a race of supermen is growing up, and is because we associate a model with a particular boy; but really speaking it is community work, for no one lives to himself, and it goes to show that here lies the secret of progress, whether in the school workshop or nation. A general movement toward helping one another in school in the acquisition of knowledge or the developing of a particular trade or industry, and it should be the aim of the manual training teacher to encourage the community spirit, so that the boy who leaves will fill his niche in life a little better for having passed through his hands.

To sum up the disjointed statements I have made, I have tried to bring attention to the psychological aspect of the work. Behind all activity is the mind, and if we can influence the mind, we govern the body to a very large extent. It is the privilege of the manual training teacher to link up with the rest of educationalists in influencing the minds of his pupils for their future welfare by understanding their feelings, their emotions and their aspirations and directing them in the right channels for their future well-being. The teacher's calling is a high one and has tremendous responsibility and demands high ideals, breadth of mind and patient application. The manual training teacher, although working in a practical branch of education, can contribute not a little to the building up of the coming commonwealth of good citizens that is near at hand.

Intermediate and High School Principals

Minutes

Met on Wednesday morning, Mr. Elliott in chair.

The first subject discussed was "The High School and After the War Re-construction." Suggestions were made touching beekeeping, the getting of unemployed to work, the practical value of Manual training.

The next subject discussed was "Credits for out of school work." After a prolonged conference, a committee consisting of Messrs.

Plewes, Russell, Anderson, Snider, was appointed to take up the matter of extending the system of credits for outside work to the High Schools of the province. The committee is asked to make haste and report directly to the Secondary Section.

Officers for next year were elected as follows: Chairman, J. H. Plewes (Russell) and Secretary J. G. Anderson (Carberry).

Classes of Instruction

Color Work and Drawing

30 teachers took advantage of the course instruction. Miss Hewitt was in charge.

Class on Paper Folding and Cutting

Enrolled, 37. Instructor—Miss Mary Reid. Brandon.

Basketry

13 teachers attended the demonstration. Mrs. ——— was in charge.

JUDGES' REPORT

The following schools made exhibits for competition:

A. **Graded**—Sturgeon Creek, Beulah, Gonor, Binscarth, Gimli.

B. **Ungraded**—Ralph Connor.

The second prize for ungraded schools was awarded to Ralph Connor School.

The prizes for graded schools were awarded as follows:

1. Gonor; 2. Sturgeon Creek; 3. Beulah.

W. J. PARR,

A. A. HERRIOTT.

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She doeth little kindnesses,
Which most leave undone or despise;
For nought that sets one's heart at ease,
Or giveth happiness or peace,
Is loss esteemed in her eyes.

—James Russell Lowell.

Cowards are cruel, but the brave
Love mercy, and delight to save.

How to Carry Money

The first consideration of intending travellers should be towards arranging to carry their funds safely and in such a manner that they will be readily negotiable. With the development of banking facilities it has come to be generally recognized that Travellers' Cheques afford complete safety, while at the same time travellers who carry them will find that they can obtain funds by this medium in all countries which they may visit. These cheques will be found most useful and convenient, as the exact amount of foreign money which will be paid in each country is plainly stated on the face of the cheques, thus preventing loss in exchange and obviating the necessity of providing oneself beforehand with the currency of the country visited. In a few foreign countries a trifling deduction is made for stamp duties. By referring to the cheques the traveller can also ascertain the currency in use in the country through which he is passing.

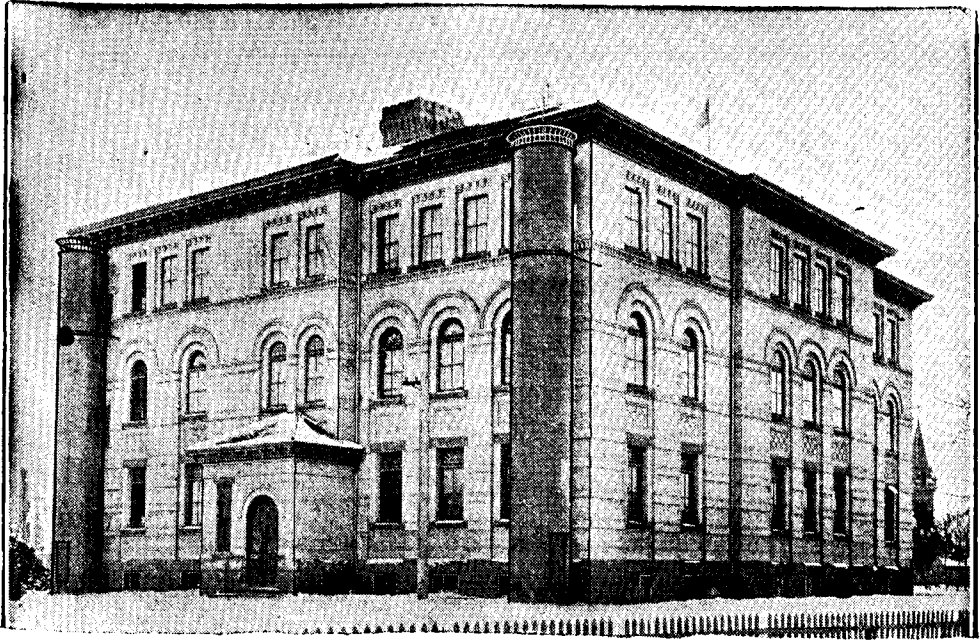
These cheques, which are issued by all branches of the **Canadian Bank of Commerce**, who have an office at 2 Lom-

bard Street, London, E.C., are enclosed in a neat leather pocket case, occupying no more space than a small purse, and are accompanied by a booklet in which is inscribed for identification the signature of the purchaser, authenticated by an officer of the bank. The book also contains a list of the banks and various institutions where arrangements have been made for their encashment, and to insure safety it should be carried in a different pocket to that containing the cheques.

To the average traveller is recommended the purchase of \$20 and \$50 cheques, with a small number at \$10, to provide a sufficient currency for the requirements of a day or two in any of the smaller foreign countries. The charge for these is 50 cents per \$100, which in view of the facilities accorded is a most reasonable one.

The cheques are in such general use that they are cashed without hesitation at practically all large hotels, as well as on board ship, etc., and those who carry them have invariably expressed their satisfaction through their use.

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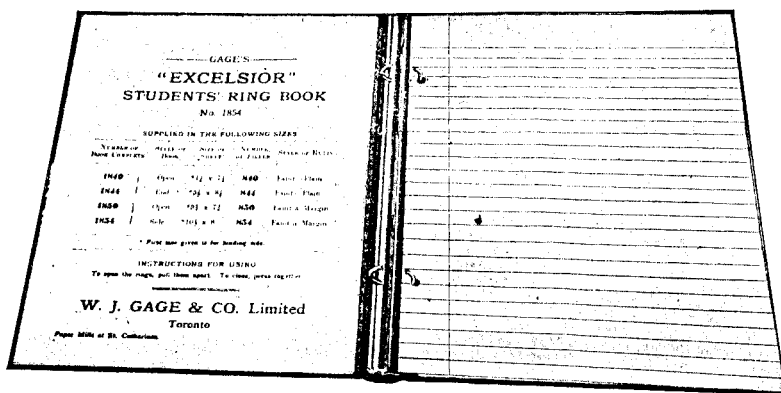
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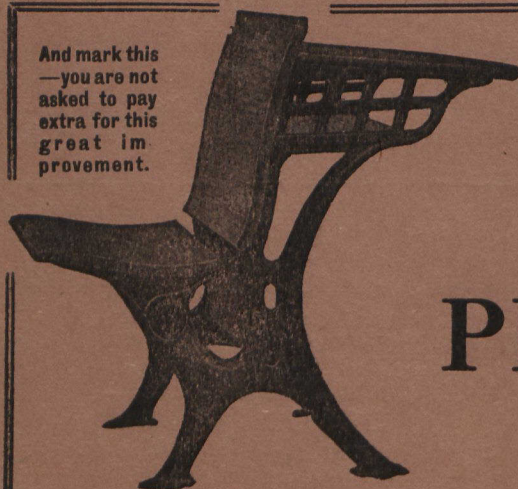
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