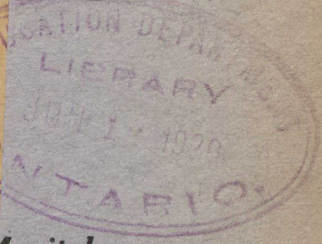


The
**WESTERN SCHOOL
JOURNAL**

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— INCORPORATING —

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

"I look a thousand years ahead and I see not men, ships, inventions, buildings, poems, but children, shouting, happy children, and I keep my hand in yours (little child) and smiling dream of endless days."

—Patri.

Convention Number

Winnipeg, Man.

May, 1920

Vol. XV—No. 5

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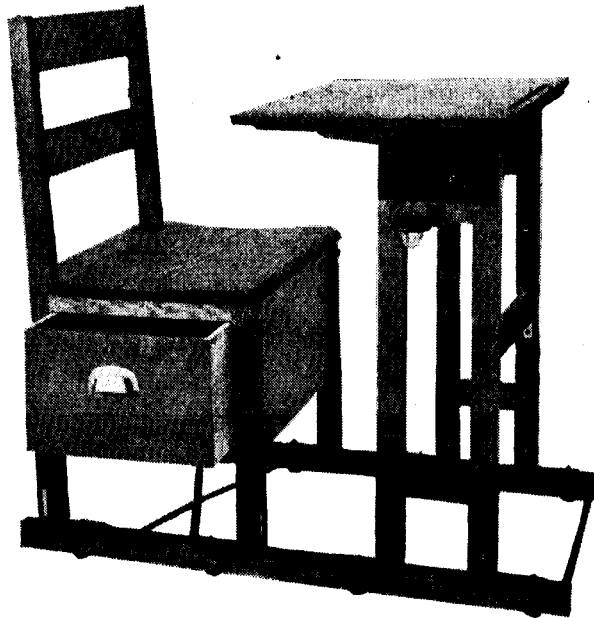
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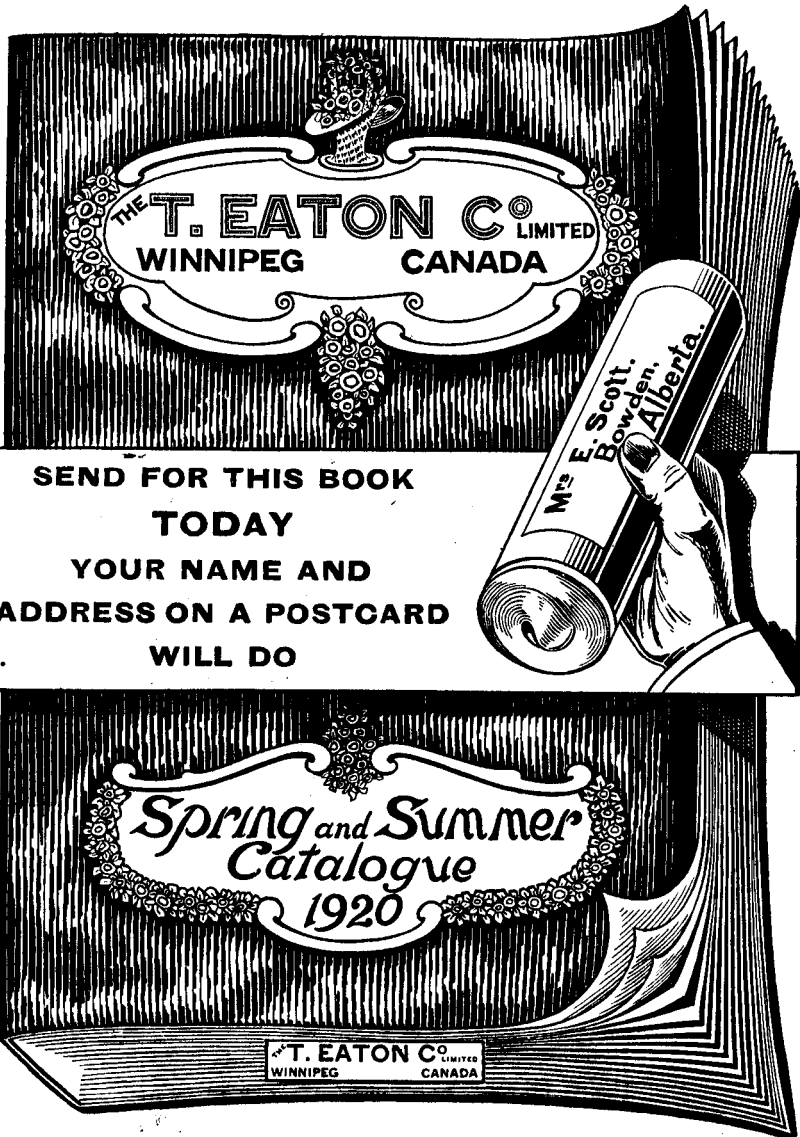
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WARNING!

Teachers! School Officers!

There is going to be a very, very Serious Shortage of Text Books and Supplies next Fall and Winter. We make this statement in all sincerity after carefully examining the whole situation. **There is one method you can adopt to save your School from the ill effects of a Shortage of Books and Supplies**—and that is—Make up your order **NOW** for what your school and scholars will require for the Fall term and send it in to Russell-Langs, Winnipeg. **NOW we will take care of your needs and the prices will be right.**

Already the big Suburban Schools near Winnipeg have acted and have handed us their orders.

If you let things drift and trust to luck then don't blame us if your pupils clamour in vain for text books when Schools reopen.

Our plan to protect you is—to tabulate all advance orders, lay aside the books and supplies and ship each order complete on the date specified on the order. It will simplify things for you won't it?

If adopting our plan please use the coupon below—cut it out and pin it to your order. Such orders will have first consideration.

To RUSSELL-LANG'S School Supply House, Winnipeg.

We desire to protect our school against a shortage of Books and Supplies in the Fall and enclose a preliminary order for Books and Supplies. It is understood that this order will be filled at best current market prices. We agree to remit on receipt of the goods.

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Name of Principal

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The Western School Journal

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VOL. XV

WINNIPEG, MAY, 1920

No. 5

Departmental Bulletin

SUMMER SCHOOL FOR TEACHERS AT THE MANITOBA AGRICULTURAL COLLEGE

D. S. WOODS, B.A., Director

The Summer School for Teachers will be held this year at the Manitoba Agricultural College. The school will open on Monday, July 5th, 1920, and the ordinary courses will last four weeks.

The purpose of the school is three-fold. In the first place it aims to give qualified teachers an opportunity of preparing themselves to carry on with the modernized curriculum. To this end courses are arranged in Basketry, Wood and Metal Working, and Home Economics.

In the second place the school aims to make possible the better teaching of the old line subjects, and courses will be arranged in History, Geography, Nature Study, Music, Drawing and Primary Methods. Special courses will also be provided for high school teachers of French, and in Physics and Chemistry for intermediate school principals. A course will be planned to assist those teachers who are working in non-English communities.

The third function of the school is to assist teachers in improving their academic standing. A course lasting six weeks will be arranged for those who desire to take the Science subjects of Grade XII. Teachers intending to take this work should obtain the authorized text books (i.e. Physics—Ontario High School Physics, Parts V, VII and VIII; Chemistry—Elements of Inorganic Chemistry. Remsen's Briefer Course) and do what reading they can before school opens.

Beginners' courses in French and Latin will be provided for those who hold second or first class certificates and who desire to complete their standing with a view to entering the University.

In addition to the above, attention will be paid to Social and Playground Activities, Boys' and Girls' Club Work, and to Child Welfare and Home Nursing.

If a sufficient number of students desiring to take first class professional work will present themselves, a course will be arranged to cover Part A. Those wishing this course must send in their names promptly.

All students will live in residence and arrangements have been made whereby board and room may be secured at the College at a flat rate of \$7.00 per week. Each student must bring towels. The Department of Education will pay return fare and necessary livery hire to all Manitoba teachers who complete satisfactorily the term's work. Single fare tickets should be purchased and a receipt taken from the station agent for the money paid. All moneys expended for livery must be vouchered, that is, the receipt must be taken and this handed in together with the account. When students arrive in Winnipeg they should proceed promptly to the College and register; this they may do on the Saturday preceding the opening of the school. They will then present themselves to the Bursar prepared

to pay board in advance. Baggage checks should also be handed in at the Bursar's office where provision can be made at a nominal fee for transportation of baggage from the station.

All courses, save French for high school teachers, Physics and Chemistry for Intermediate school Principals, Grade XII Physics and Chemistry and Matriculation French and Latin, which are considered as specials and which will take all the student's time, will be regarded as either major or minor. A major will entail a forenoon of study daily for the four weeks; a minor will represent the work of the afternoon session. Students enrolling for special courses will not be able, unless on receiving special permission, to take any other work.

Majors are as follows:—

- Domestic Science (1)
- Household Art (1)
- Manual Training
- Teaching of English in non-English communities,
- Primary Methods,
- Nature Study,
- Professional First Class Certificate.

Only ONE of the above may be selected.

Minors consist of the following:—

- Domestic Science (2)
- Household Art (2)
- Basketry
- Blacksmithing
- Drawing
- History
- Geography

Only ONE of the above may be selected.

Special Courses

(A) GRADE XII SCIENCE, (Physics and Chemistry)—6 weeks. Those choosing this course must at once obtain the text books and begin reading. This work is heavy and unless prior preparation is made it will be impossible for a student to cover it fully. Examinations will be held at the close of the term and successful students given their credits on first class work.)

Physics—Ontario High School Physics.

Chemistry—Remsen's Briefer Course.

(B) MATRICULATION LATIN—Beginners' course, 6 weeks.

(C) MATRICULATION FRENCH—Beginners' course, 6 weeks.

(D) FRENCH FOR HIGH SCHOOL TEACHERS—Beginning July 19th, lasting three weeks.

(E) PHYSICS AND CHEMISTRY—Laboratory course for Intermediate School Principals. Beginning July 19th, lasting three weeks.

Students may choose only one Special Course and must give the course chosen their entire attention.

Grade XI Algebra

The Advisory Board and the Board of Studies of the University have decided to eliminate chapters 24 and 25 of the text from the programme laid out for Grade XI Algebra.

This action has been taken on account of the fact that Grade X last year in many schools was unable to complete the programme laid down for that year and in consequence Grade XI this year in many cases started under a handicap.

Science Note Books

It has been decided also that students need not hand in their Elementary Science Note-books for examination this year.

Special Notice

The attention of teachers having pupils in Grade XI is requested to the paragraph at the bottom of page 46 of the Programme of Studies. This requirement in Spelling being new, it is

Re Grade X Physics

feared that some may not have thought to remind their pupils of it.

Teachers are requested to note that a special Canadian History and Civics paper will be set for students having a supplement in this subject from Grade IX in previous years. This paper will be written on the morning of Tuesday, June 22nd, by Grade X students. Grade XI students who are still carrying this subject as a supplement may make ar-

rangements to remove it by writing the Department of Education.

RE GRADE X PHYSICS

All teachers are requested to advise the Department immediately of any pupils who are taking the full course in Physics this year in Grade X so that a sufficient supply of question papers may be prepared for all.

Entrance Time-Table, 1920

Monday, June 28th.

9.00 to 9.10.—Reading Regulations.

9.10 to 10.40.—Composition.

10.45 to 12.15.—Geometry.

14.00 to 15.30.—History.

15.40 to 16.10.—Spelling.

Tuesday, June 29th.

9.00 to 11.00.—Arithmetic.

11.00 to 12.30.—Geography.

14.00 to 16.00.—Grammar.

Wednesday, June 30th.

9.00 to 11.00.—Elementary Agriculture.

11.00 to 12.30.—Drawing.

1. No practical test in Reading or Music this year.

2. The Pupil's writing will be judged on his Composition Paper, and valued at 100 marks as usual.

"HANDS ACROSS THE SEAS" MOVEMENT — PROPOSED ITINERARY OF WESTERN CANADA TOUR, SUMMER 1920

The following tentative programme has been drawn up to provide facilities to enable Teachers to see Western Canada and the Pacific Coast under the best of conditions possible this summer. The increased cost of transportation, hotel accommodation, meals en route, has naturally added considerably to the cost of the whole tour, in comparison with those arranged previously under the auspices of the Movement. It is thought, however, that the opportunity now presented is one which will be welcomed by a large number of teachers who have not yet seen the country embraced in this itinerary.

Special trains.—Even at this date it is practically impossible to secure hotel accommodation at several of the places to be visited. For this reason it has been decided to provide a special train throughout the entire tour, making stopovers possible wherever desired. The provision of this train obviates all difficulties in connection with hotel reservations, etc., and facilitates arrangements generally.

Cost of tour.—The estimated cost of the tour, to include all transportation, berths and meals on the boats on the Pacific, breakfast and dinner on the train throughout the journey, together

with sightseeing excursions, is approximately \$175. It will be noticed that the actual sleeping berth is not provided for, as this will naturally depend on the accommodation taken. The average cost of this item should not exceed \$25.

Programme. — Sightseeing tours, where special arrangements are considered desirable, will be provided. Entertainment en route is also being organised, details of which will be issued from time to time.

Registration and Deposits.—Intending members will be required to deposit the sum of \$185 with the Honorary Organiser, together with a registration fee of \$2, by June 15th. At the end of the tour a properly audited statement will be rendered each member, any balance remaining in hand then being refunded in each case.

Proposed Programme

July 14th-16th—Westward—Special train, Canadian Pacific Railway, leave Winnipeg, stopping en route at:—Regina, 4 hours; Moose Jaw, 4 hours; Medicine Hat, 2 hours; Calgary, 1 day; Banff, 2 or 3 days; Lake Louise, 2 or 3 days; Field, 1 day; Glacier, 18 hours; Sicamous, 12 hours.

It is hoped to arrange for a trip up the Arrowhead or Okanagan Lake, but difficulties in the provision of the necessary transport make either of these excursions uncertain at the moment.

Vancouver and Victoria, duration of stay not yet decided on account of the difficulty being experienced in securing hotel accommodation.

July 29th, Eastward—Grand Trunk Pacific Steamer and Special Train leaves Vancouver for Stewart, via Prince Rupert.

August 2nd, Leave Prince Rupert for Winnipeg, stopping en route at:—Terrence, 2 hours; Usk, 3 hours; Kitwanga,

2 hours; New Hazleton, 2 hours; Mount Robson, 4 hours; Jasper, 1 or 2 days; Edmonton, 12 hours; Wainwright, 6 hours; Saskatoon, 4 hours.

The foregoing is but a rough outline of the proposed tour, the details of which are being supplied as quickly as possible. The size of the party is limited to 160, (20 parties of 8) conditions of membership being identical with those laid down for previous tours.

Immediate application should be made to the Honorary Organiser, "Hands Across the Seas" Movement, Department of Education, Winnipeg, Manitoba.

MOVIE THEATRES AND MUSIC

That the general public will flock to hear the best music if it is well played and administered in doses that can be assimilated is proven by the success achieved by the better class of moving picture theatres in the larger cities of Canada and the United States.

These theatres are primarily amusement enterprises. They were not established as philanthropic or idealistic enterprises, but as business undertakings in which an appeal is sought to be made to the best that is in us. And the manner in which the public has re-

sponded is the best proof of their worthiness to exist.

From the first the silent drama wanted a musical setting, but particularly now when fiction has taken such a hold on the "movie" public. This idea took hold somewhere, and now we have large symphony orchestras filling a long-felt want and giving a classical musical setting to most of the newer picture dramas. In doing this the public are being educated musically and given a taste for the better areas from the world-renowned music masters and their masterpieces.

PLAY! PLAY! PLAY!

A very neat little pamphlet on Games and Drills has been prepared by the Dept. of Education for distribution in the schools. Inspector Woods is the author and he has done a very creditable piece of work.

Play is carried on systematically in

some of our schools, and competitions are arranged that are of great value. Yet play and games should enter more largely into the lives of children if their powers are to be fully developed. This little bulletin may be the beginning of better things.

DEPARTMENT OF EDUCATION
TIME-TABLE—EXAMINATIONS, 1920

Before Candidates at any Examination begin writing on their first paper, the Presiding examiner (at 8.45 or at 13.45 to 14.00) shall read and explain to them the regulations

DATE	HOURS OF EXAMINATION	GRADE IX.	GRADE X.	GRADE XI.	GRADE XII.
Monday June 21st	9.00—12.00 14.00—16.00	Geography Drawing	—	Composition Chemistry (14.00—17.00)	Poet. Lit. A. Poet. Lit. B. (14.00—17.00)
Tuesday June 22nd	9.00—12.00 13.30—15.30 15.40—17.00	History Elementary Science Music Option (Theory)	Canadian History and Civics (Supplement) — Music Option (Theory)	Literature Physical Geog. (13.30—16.30) Music Option (Theory)	Hist. of English Literature — Composition (14.00—17.00)
Wednesday June 23rd	9.00—12.00 13.30—14.00 14.00—15.00 15.10—17.10	— — — —	Arithmetic Writing Spelling Music (Teachers' Course)	French Lit. and Composition (Teachers' Option) Algebra (14.00—17.00)	Rhet. and Prose Literature French Authors (14.00—17.00)
Thursday June 24th	9.00—12.00 14.00—17.00	— —	Physics History	Physics Home Economics (Theory)	Physics Chemistry
Friday June 25th	9.00—12.00 14.00—17.00	— —	Botany Grammar	German Grammar Icelandic Grammar Swedish Grammar German Authors Icelandic Authors Swedish Authors	French Grammar — — Optional English A. Optional French A.
Monday June 28th	9.00—12.00 14.00—17.00	— —	— —	Geometry Latin Grammar	Algebra Optional English B. Optional French B.
Tuesday June 29th	9.00—12.00 14.00—17.00	— —	— —	History Latin Authors	Geometry History
Wednesday June 30th	9.00—12.00 14.00—17.00	— —	— —	French Authors French Grammar	Trigonometry

NOTE.—Students writing Physical Geography and also the Music Option (Theory) will commence the Music Paper after they have finished the Physical Geography Paper or at 16.30 on Tuesday, June 22nd.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

ANNUAL ADDRESS

By Mr. S. H. Forrest, of Souris, President of the Manitoba Trustees' Association at the Annual Convention held in Winnipeg February 24, 1920.

It is my duty and privilege to call to order the Fourteenth Annual Convention of the Manitoba School Trustees' Association and initiate a three days' session, which, I trust, will be of interest to ourselves and of benefit to the people we represent. A year ago my good friend Mr. Iverach in his opening address remarked that the preceding three years had been the most momentous in the world's history. The statement was entirely true, but it is only in the first year of peace that we are beginning to realize how important these years were or how far-reaching were the changes they had wrought. The world has found that the task of beating its swords to reaping hooks and plow-shares was a more difficult matter than it had thought. Not only has it found material difficulties of which it never dreamed, ascending prices, diminishing dollars, shortage in production and fluctuations in rates of exchange, but it has found that the very minds of men have been thrown out of the usual channels by the tides of war and that ways of thinking which had satisfied us for generations are cast aside like old shoes. General Smuts, the South African statesman, has summed up the mental unrest in one of the great phrases of the century. "Civilization again has struck its tents and once more is on the march." We do not know where this march will lead us, whether the new world will be a better one or worse, but we do know that it will be a greater world and one in which it will be more difficult to perform our duties as citizens.

It is obvious that in this rise and development of new mental life, EDUCA-

TION must TAKE ITS PLACE in the forefront of disaster is certain. If Canada is a nation of intelligent and educated people we need fear neither the Bolshevik nor the reactionary. Education is the best national insurance. During the past year education has received more attention from the public at large than at any previous time. In Canada the most outstanding event of the year was the NATIONAL CONFERENCE ON EDUCATION held in Winnipeg in October of 1919. It was unique in that although the most ambitious and successful educational gathering ever attempted in Canada it was initiated and organized by laymen, by persons who had no direct connection with education and no special training in those lines. The very fact of the attempt was proof of the unusual interest in the subject among Canadian citizens generally. The conveners called it the National Conference on Character Education in relationship to Canadian Citizenship, a broad and difficult subject and splendidly adhered to all through the proceedings. The founders realized that character and moral purpose were the most important things in life.

But as Dr. Soares said at that conference, "moral purpose arises in a specific situation," and the organizers probably realized that the moral purpose of the average Canadian citizen towards his duties as a citizen was weaker than towards any other duty he acknowledged. We are a nation individually honest and well meaning, who manage to conduct our national affairs in a manner, narrow, bigoted and somewhat dishonest. A man is known by the company he keeps, but the Canadian citizen cannot be judged by the politician

he elects or the methods of election and government he tolerates. Not that the Conference dealt with a topic of outstanding importance at any time but of supreme importance at this time of mental disorder and unrest.

The treatment of the theme both in the principal addresses and the discussion was worthy of its dignity and importance. The addresses of Dr. Suzzallo, Dr. Soares and Peter Wright were particularly noteworthy, but it would be unfair to single them out from the rest of the speakers all of whom were of a very high order. The resolution committee, and the conference generally performed its work with outstanding excellence.

The resolutions were models of their kind. They were neither trivial, impractical nor vague, and few public gatherings meet without committing themselves to resolutions falling within one of these three categories. The lack of vagueness was particularly noticeable in view of the wide diversity of elements represented at the conference.

But probably the most outstanding feature of the conference was that Christian and Jew, Protestant and Roman Catholic, employer and laborer, Liberal and Conservative, attended the meetings and parted not only without open rupture, but having done an immense amount of useful work on the many points they all had in common. I have had more hope of a real Canadian nation in my generation than ever before because I did not know that Canada had so many men of broad and sane outlook and such wide sympathies.

The Conference resulted in a National Council on which Manitoba has six representatives, one of whom, and a worthy one, is our former president, William Iverach. The Council has just held its first meeting and has gone vigorously and effectively to work and perhaps for the first time in Canadian history the account of its proceedings, of a purely educational character, and without any contentious matter under discussion, has caught a place on the first pages of our newspapers and under conspicuous headlines. And I think

you will agree with me that when a controversial subject of real importance gets on the front page of a newspaper there must be a body of public interest behind it.

We see in other matters a growing public interest in the matter of education. The Commission appointed in 1918 to enquire into matters of Assessment and Taxation submitted its report some months ago. The Commission was composed of representatives of every class and interest in the province and their report is probably the most exhaustive and authoritative pronouncement on the subject ever printed in Canada. The Commission dealt with the subject of school taxation among other matters, and it is interesting to note that their report is unanimously and strongly in favor of Municipal School Boards. Let me quote their opinion:

"The present system is a relic of pioneer days, and was inevitable in the unorganized territory when and where education had to be taken care of by the readiest means at hand, but it should never have been carried into the present organized municipal units. The abolition of the boundaries of the small, independent rural school districts and the creation of Municipal School Boards are first essentials in removing the barriers which prevent education from spreading properly in those areas. Such steps will open the way for the establishment of efficient educational methods, supplying to our rural children through the medium of larger and better schools, all the advantages enjoyed by those in urban centres. From the standpoint of finance, having no regard to prospective increases in the requirements of schools, a great deal more, in our opinion, could be accomplished by present expenditures if the taxation units were enlarged, and other reforms made along the lines suggested."

This is the way our present system appears to intelligent men looking at it from the outside and with no prejudice either way.

The Rural Municipality of Miniota has during the year organized the first Municipal School Board in a purely rural district and is now perfecting its

organization and grappling with the difficulties which naturally confront it. I must point out, however, that the formation of Municipal School Boards is only a matter of organization and of machinery, and it is possible to perfect machinery of government, and still have no results if the efficient machinery is conducted by narrow and bureaucratic men. But the Municipal School Board of Miniota has issued one of the best, if not the very best, salary schedule in the province of Manitoba. They have fixed a minimum of \$1,000 and have provided a series of graded advances, depending on successful work by the teacher, rising to \$1,500. By fixing a reasonable initial salary and recognizing that a teacher becomes increasingly valuable each year she remains, this School Board has taken its stand in the forefront of the Manitoba rural schools and has justified the hope every intelligent man had that the formation of larger boards would bring in better men and enable members to take a broader view of matters before them.

This school board has made its attempt towards the solution of the huge unsolved educational problem perplexing the English-speaking world, the scarcity of competent and trained teachers. The difficulty is world-wide. It was felt first in Great Britain where the over-whelming need for man-power and woman-power and even child-power in the first years of the war was so great that schools were left without teachers, drafted to the firing line or the munition works and often schools were left without children, doing the work of men who had left. But even before the end of the war it was seen that this policy was fatal and every effort was made to remedy the situation. A Commission was appointed to examine the situation, and its report was the basis of radical improvement in school conditions and especially in the salaries of teachers. The view of this educational committee is expressed in the following quotation: "National efficiency is primarily a matter of educational efficiency, and educational efficiency is ultimately a question of adequate remuneration." The government at once

dealt with the problem and fixed a schedule of salaries which fixed a minimum, and also a provision for regular increases for successful service. I may say that the increases provided were more radical than any even suggested at any part of the North American continent. At the time of the opening of the schools of the United States in September, 1919, the shortage in teachers was 50,000, and the number of unqualified teachers was 120,000, a total of 170,000 teachers short of the demand. No wonder the National Educational Council of the United States speaks of the threatened collapse of the teaching profession. In Canada the situation is at least as bad. Not one province had a full supply of qualified teachers. Some were enabled to keep all their schools running with permit teachers and some were not. One situation is not much better than the other. A permit teacher may be defined as a person authorized by law to collect the salary of a teacher without the power to perform the duties of one.

One of the Winnipeg dailies last week had a front page headline reporting a meeting of the National Council of Education of Canada in the words "TEACHERS UNDERPAID THROUGHOUT CANADA" The statement was quite true, but missed the important aspect of the situation. If it had read "SCHOOLS UNDERMAN- NED THROUGHOUT CANADA" or "CHILDREN UNDERTAUGHT THROUGHOUT CANADA" it would have emphasized the serious aspect of the situation. The teachers are not greatly to be pitied, except in isolated cases. They are usually young and fairly competent persons and industrial conditions are such at the present time that any young and competent person can command a living wage at almost any other occupation. If they cannot make a living teaching they can easily pass to an occupation where they can, and this they do constantly. Of course for a few—unfortunately for us, too few—teachers who have made a life-work of the profession and are now too old to enter other lines of work, the situation is truly serious, but they are the exception. For the rank and file of the teach-

ers the situation is not personally serious. But for the school of the province and the trustees of the province the situation is far more serious. Can we in the next few years fill our schools with competent teachers, and give the children a fair start, or can we not? When we get the teachers, can we keep them until they approximate to their maximum usefulness, or will we let them go after teaching a year or two as at present and before they are worth their salt? On December 1st of 1919, 259 schools in this province were taught by permit teachers; 18 schools in this province in one inspectorate and 14 in another were without teachers at all, and we have no figures for the province. We know, however, that somewhere between 100 and 200 schools were unable to start last September for lack of teachers. The present situation is illogical. We find parents who do not send their children to school, but we do not provide schools to which these children may be sent. We cannot yet boast "A school for every child and every child at school." What is the remedy? The same as in England, the United States, France, Italy, South Africa and Australia. To quote the report of the English Commission, it is a question of adequate remuneration.

The whole difficulty is that the salaries of teachers have not kept pace, first, with the increased cost of living; second, with the rise of wages in other occupations.

Since 1914 the increase in the cost of living in Canada, according to the Dominion Labor reports, is between 60 and 70 per cent. In the same period the salaries of rural teachers have increased much less than one-half that percentage. Even in 1914 salaries were too low so that now it is evident that they must be close to starvation point.

But the greatest error is not in the amount of the initial salary. In many cases it approximates to the value of the teacher, especially in the case of a permit teacher. The failing in our Manitoba system is the neglect to pay for the increased efficiency owing to experience. Winnipeg has a schedule providing for annual increases and the

average experience of the teachers is over 14 years and two-thirds of them are at the top of the schedule and drawing the maximum salary. In rural schools and most town schools the teachers drift from one school to another in the most aimless way because few or no districts recognize that the teacher is more valuable the second year than the first. The duty of every trustee at the end of a year's service is plain—he should dismiss the teacher or increase her salary. There is no middle course. You may let your teacher go and engage another, possibly just as good a teacher, but she will not be as good in your school for the first year. Efficiency is largely a matter of experience and knowledge of local conditions and the minds of the pupils.

If anything is necessary to show the need of a radical increase in teachers' salaries a comparison with earnings in rival employments would do so. Here is a list with earnings in rival employments placed at the lowest possible figure, with allowance for board and washing where these are supplied:

Professions	Variable
Skilled trades	\$1500
Male Clerks	1200
Nurses	1000
Agricultural Laborers	1000
Stenographers	1000
Dressmakers and Milliners	900
Section Men	925
Female Clerks	900
Telephone Operators, 3 years experience	\$810 to \$870 cities
Teachers outside of cities for half year ending June 30, 1919	791
Domestic Servants	700
Inexperienced telephone operators	\$640 to \$700 cities

It anything further needed to show why the Manitoba schools are short of teachers?

Between the schools of the city of Winnipeg and the schools of the rest of the province there is a great gulf fixed. The city minimum is \$1,000, and the salary increases regularly to \$1,500. These two facts, in addition to the more desirable living conditions in the city, gives it the choice of teachers in every

case and your school and mine are merely training grounds for city teachers or the dumping ground for the teachers they do not want. The report of the National Council of Education for the United States in 1918 expresses the case very well when it says: "Because a boy lives on the outskirts of the country is no reason why he should have only the outskirts of an education." I do not blame the teachers for going to Winnipeg and I certainly do not blame the Winnipeg School Board for the inducements they offer, but I do blame ourselves for our folly in permitting it.

The great majority of the children in the schools we represent are Canadian by birth, blood, and at least two generations of Canadian citizenship—a heritage of which no child need be ashamed. But the poorest Ruthenian, Jew or Russian in the north end of Winnipeg has his children taught by better paid, better qualified, and more experienced teachers than our rural Canadians by blood and training. And remember, I believe that it is to the interest of the Canadian nation that every one of these foreign born children should be educated, and educated well, but I ask for an equal chance for our own children. Why is it that Jewish students usually stand high in the University and other tests of scholarship? Not because they are more clever but that they are better taught. The student goes from the

country or the country town to the university or other educational institution and competes with Jews and Ruthenians who have been better taught from the time they entered school than he has. If the country boy has ever had a good teacher she is quickly drafted to the city and her place is taken by the immature and the inexperienced. To quote the words of a Manitoba authority: "Teaching is too important a matter to be left to amateur adventurers or juvenile pretenders."

Our districts are as wealthy man for man as the city of Winnipeg, and our children equally as good; let us see that we give them an equal chance.

It is worthy of remark that Dr. Foght in his survey of conditions in Saskatchewan in 1918 laid down three requirements for one-roomed rural schools. (1) A school plant equipped to provide an education related to rural life and its needs. (2) A course of instruction and methods of teaching in accord with the needs and nature of agricultural people. (3) Teachers with specialized preparation and **WILLINGNESS TO MAKE RURAL COMMUNITY TEACHING THEIR PERMANENT OCCUPATION.**

The few teachers intending to remain permanently in the profession practically without exception look forward to going to the city. The class Dr. Foght desires does not exist.

Editorial Note

Owing to pressure limitation of space it is impossible to print all of the Convention papers in this issue. The balance will appear next issue and will include papers by Miss Burke, Miss Rowe, Mr. Walsh, Mr. J. Gordon Scott, Report of Class Teaching, Report on Programme of Studies, Mr. Riter, Miss Nethercut, Miss Turner and W. A. McIntyre.

Children's Page

The Robin

When father takes his spade to dig,
Then Robin comes along;
He sits upon a little twig,
And sings a little song.

Or, if the trees are rather far
He does not stay alone,
But comes up close to where we are
And bobs upon a stone.

—Lawrence Alvia Tadema.

Extract from "The Cloud"

I am the daughter of earth and water,
And the nursling of the sky;
I pass through the pores of the ocean
and shores;
I change, but I cannot die.

—Shelley.

EDITOR'S CHAT

Dear Boys and Girls:—

This is the month when no one else in the Journal loves us and we might just as well go out in the garden and eat worms, for the grown-up people crowd us out this month and we may have only a little page of our own, and all the other pages are taken up with learned papers. We must, however, be content and try next month to get a little more than our four pages.

You will have found in the April Journal many helps for Empire Day, and I hope you made good use of them, but I cannot let this month go by without saying a few more words to you about this day. Empire Day is essentially a Boys' and Girls' Day, when in the schools all over the great British Empire we think, and sing, and read and study about the family of nations to which Canada has the honor to belong. Do you remember not so long ago that Canada had a visit from the Prince of Wales? Those of us who were fortu-

nate enough to catch a glimpse of this happy-faced prince will never forget the thrill we felt when we saw him. It was not just because he was a tall, straight, fair-haired boy with a wonderful smile, or even because he was our future king that we were thrilled, but chiefly, I think, because behind him we saw the wonder, the greatness, the power, and the glories of the British Empire. He seemed the idea of Empire incarnate. Born in England of English blood, he never seemed happier than when taking part in Canadian sports, fighting with Canadian soldiers, or chumming with Canadian boys. He loved Canada and showed it in every action. And now in his far southern trip to Australia and New Zealand I have no doubt he will feel and show the same love towards those cousins and the same interest in all that concerns them. This all means something that we can all understand, for it means a drawing together of all the countries of the Empire who hold

a common love for the young prince who will one day be king—and not a king who rules blindly and without knowledge, but one who knows personally not only the dominions in the Empire but thousands of people in those dominions. And so on this Empire Day make use of every help you can to learn more of our Empire and its proud history, and make up your minds that every one of you will try to live such lives that you may be worthy of the great men of all ages who have helped to make the empire on which the sun never sets.

And while we are on the subject, there's a little piece of work you can do

yourselves—very ordinary every-day work, but that's the kind that really amounts to something. There are only a few people who can invent machines, play marvellously or cook wonderfully, but everyone can tidy up a back yard, and make a shed clean and neat; so "Company shun! Shoulder rakes, hoes and brooms. Forward, march!" Do your part on clean-up day; make your tiny corner of the Empire a better and healthier spot to live in. And now I think, for people who nobody loves, we've taken up a good deal of room, and if I don't stop writing soon the editor certainly will drive me out, so remember—**Empire Day, Clean-up Day,** and one more you all know: **Arbor Day.**

OUR COMPETITION

June competition: Original verses on Summer to be in before May 15th.

Come! Wake up all you lazy people! No stories from any school but Stonewall this month just because the "Life of Lord Selkirk" meant a little work—I'm ashamed of you! Don't let Stonewall overwhelm you all. You can win prizes just as well as they can, and you never know your luck. All the girls

who sent in menus got receipt books—and they didn't expect them either!

Prize won by Mary Van Dusen, Stonewall, Man.

Special Mention to: Ellen Anderson, Dorothy Chambers, Alice Rutherford, Stonewall.

Honorable Mention to: Mary McNeill, Margaret McNeill, Helen Montgomery, John Montgomery, Stonewall.

LIFE OF LORD SELKIRK

All know of the Black Douglas, the man who wrought such valiant deeds in the time of Bruce, and was to carry Bruce's heart to Jerusalem and there deposit it in the Holy Sepulchre. He failed, not because of any lack of bravery on his own part, but because of the resistance of the Saracens. Another brave man was Archibald-bell-the-cat, who was the only man brave enough to go to the weak, tyrannical James III and tell him he was not acting rightly.

Such were the ancestors of Thomas Douglas, fifth Earl of Selkirk. He was born on June 20th 1771, in St. Mary's

Isle at the mouth of the River Dee. Because he was the seventh son, he did not expect to become an earl. So he had himself well educated. He went to Edinburgh University to finish, and there became the close friend of Sir Walter Scott. He was also visited by that other great Scotch poet, Robert Burns.

When twenty-six he unexpectedly received the title of Lord Daer by the death of his older brothers. Two years later his father died and Thomas became Lord Selkirk.

He noticed the wretched conditions in which the poorer classes were living, owing to the fact that large spaces of land had been enclosed for sheep-raising by the English, and he resolved that his life-work should be to lessen the suffering of the poor. He saw at once that emigration would be the most successful method; he tried to gain the support of the government, but, although it recognized the scheme as a good one, it could not help him because of being engaged in the Napoleonic Wars.

Lord Selkirk's first experience in colonization was in 1803, when he brought to Prince Edward Island eight hundred settlers. He planted another colony, Baldoon, in Ontario. He had nine hundred and fifty acres of land, and one thousand Merino sheep with which to stock the land. This farm was a failure because of the swampy nature of the land. It was practically destroyed by the United States in the War of 1812.

Selkirk's heart was set on having a colony in Manitoba and to this end he bought the controlling interest in the Hudson's Bay Company. Then when he wanted to purchase some land no one could hinder him. He obtained one hundred and sixteen thousand square miles of land, for which he paid 10/ or \$2.50, and to which he gave the name Assiniboia. He then issued a pamphlet telling of the glories of the new land, and at the same time the North West Company issued a pamphlet telling about the terrors and dangers of the new country.

The first group of settlers, seventy in number came across on the ships Prince of Wales, Edward and Anne, and Eddy-stone. After a two months' voyage they reached York Factory and wintered there. They went down the river to Point Douglas, making thirty-six portages on the way, and wintered at Pembina or Fort Daer, which was a great buffalo ground. The second winter passed at Fort Daer was one of great hardships, because the Nor'-Westers would sell hardly any food to them.

Meanwhile, Lord Selkirk had not forgotten his colony, and he sent fresh settlers from Kildonan to their aid.

But so fatal was the fever that attacked them that of the ninety-seven who set out, only forty-one reached their destination in 1814. Food was very scarce about this time, so Governor Miles Macdonell issued a proclamation forbidding anyone to take food from the country. The North West Company made no attempt to obey him so he seized their supplies at Fort Gibraltar. Then followed a season of fighting. In the Governor's absence at Fort Daer, Duncan Cameron, a crafty member of the North West Company, persuaded many settlers to desert, foremost among them George Campbell. They even handed over their cannon.

When Macdonell returned, great was his consternation to find his every means of defence gone. Cameron drilled his men and, when a few stragglers ventured from the fort, fired on them. Then ensued a skirmish in which a few settlers were wounded. With the enemy at his mercy Cameron could dictate what terms he willed. He ordered Macdonell to surrender, promising to leave the settlers unharmed. But no sooner had Macdonell surrendered than he broke his promise and told the settlers to leave as soon as possible. Most of them went to Norway House.

Only forty or fifty now remained. Their leader was a brave resourceful man, John MacLeod. The half-breeds had been stirred up by Alexander MacDonald and they now attacked MacLeod. The settlers had an old rusty cannon, but no bullets. What were they to do? Just now MacLeod had a bright idea. He found some chains and took them apart, using the links to fire at the enemy. Cameron burnt all the buildings except the smithy. That he was afraid to approach.

Lord Selkirk heard of the distress in Assiniboia, sent Colin Robertson who immediately brought back the people. And what a pleasant surprise they had. They had come back expecting to see everything in ruins, and what they really found was fifteen hundred bushels of wheat, some hay, their houses partly built, and even a Governor's house begun. All this had the indus-

trious MacLeod accomplished in their absence.

Lord Selkirk sent a new Governor, Robert Semple, along with ninety others from Kildonan. Semple was a courageous, honorable man, but rash in dealing with the Nor'-Westers, as his predecessor had been. He in 1816, attacked and captured Fort Gibraltar, captured Duncan Cameron, and sent him to England for trial. Enough evidence could not be furnished and Lord Selkirk was fined £3,000 for keeping Cameron in prison against his will.

Then arose rumours of a "New Nation," the name Cuthbert Grant and some half-breeds had given to themselves. A battle took place at Seven Oaks, where several settlers were killed. Semple was killed by a half-breed.

Lord Selkirk had not been idle meantime. Finding he could not obtain protection for his settlement, he obtained power to act as a magistrate. Then he gathered together some of the de Meuron regiment and started for the Red River. On his way he seized some of the officials at Fort William and captured the fort. Once at his destination, Selkirk made everything right. He

started a school and a church. He also gathered the Indians together and tried to get them to give up their claim to the land. The Indians were devoted to Selkirk. They had named him the "Silver Chief," and everything was satisfactorily arranged.

A unique method was used in surveying land. As far as a man could see under the body of a horse was the length of each farm.

Lord Selkirk was called to Montreal to answer false charges, and he had to pay an enormous fine. He left Canada in 1818, never to return. His health was slowly declining, owing to the anxiety and strain of his colonies; besides, he felt he had not had a square deal. A journey to the south of France failed to restore his health, and he died at Pau, exactly one hundred years ago. His death was really due to a broken heart. As Sir Walter Scott said of him, "I never knew in all my life a man of more generous and disinterested disposition."

Mary Van Dusen,
Grade VI., age 11,
Stonewall School,
Stonewall, Man.

SUGGESTED BOOKS FOR MAY

"The Great War in Verse and Prose"
—Wetherall.

"Songs and Ballads of Greater Britain"; "The Peterkin Papers"—(very funny)—Lucretia P. Hale.

"We and the World"—Mrs Ewing.
(A book for boys.)

"Spanish Gold"—Birmingham.

"Menotah"—Henham. (A story of the Riel Rebellion.)

Nonsense Verse

"If half the road were made of jam,
The other half of bread,
How very nice my walks would be,"
The greedy infant said.

SUGGESTED OUTLINE IN DRAWING FOR UNGRADED SCHOOLS

581

June

Grades II., III., IV.

Railway Track. See diagram in Feb. Journal. Lettering. Practise printing. See diagram in Feb. Journal.

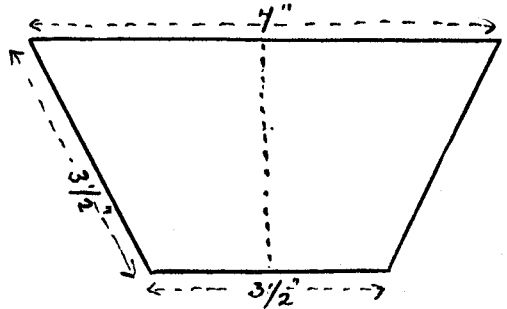
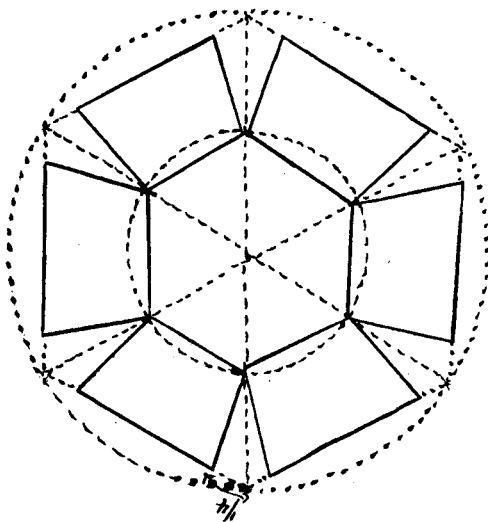
Grades V., VI.

Groups of two objects based upon models already studied. Lettering. Prac-

tise printing. See diagram in Feb. Journal.

Grades VII., VIII., IX.

Continue groups as previously studied. Practise printing. See diagram in Feb. Journal.



DRAWING OUTLINE BY THE CITY SUPERVISORS

Grade II.

June 1. (a) Make a brush drawing of a spray, grass, flower or single leaf.

(b) Review.

(c) Review.

Grade III.

June 1. (a) Prepare paper for cover of booklet. Measure spaces and rule desired lines for decoration. Tint.

(b) Review above, aiming for exact measurements and neat execution. Refer to booklet made at Xmas.

(c) Complete booklet cover.

June 2. (a) Complete unfinished pages of Acrostic Booklet.

(b) Construct Booklet.

(c) Review nature lesson in either pencil or brush work.

June 3. Write a composition, in answer to questions about color, placed upon blackboard, e.g. What are the three primary colors? What are the names of the secondary colors? How is green made, etc., etc.

Grade IV.

June 1. (a) Review Railway Track, varying by making a fence as well as telegraph poles, trees, etc.

(b) Review.

(c) Review.

June 2. Write a composition telling the story of color to the making of tints and shades.

Grade V.

June 1. Problem. (a) From observation draw a chair based upon the square prism in parallel perspective, front, back, or side view.

(b) Review.

June 2. (a) Write a composition telling the story of color from the three primaries as far as tints and shades.

(b) Review.

Grade VI.

June 1. Practice. 1. (a) From observation draw a group of two objects, one of which is cylindrical and the other hemispherical or conical. Work in outline only aiming for soft lines.

(b) Repeat the above lesson attempting shading.

June 2. Problem. (a) From observation draw a group similar to the above, working in light outline at first, then shading so that outlines disappear.

(b) Make a drawing of a group of two objects, finished in light and shade.

June 3 and 4. Write a composition

telling the story of color, from the primaries to the hues.

Grades VII., VIII.

June 1. (a) Finish basket plan.

(b) Finish basket plan.

June 2. (a) Composition. Write a composition telling the story of color beginning at the primaries, to the making of complementary and analogous color schemes.

Make up a booklet containing the following:

1. Sheet of leaves.

2. Sheet of Nature work showing parts of plants.

3. Corner turning with unit.

4. Chalk box.

5. Memory drawing of object based on square prism.

6. Drawing from memory or observation of object based upon horizontal cylinder or cone.

7. Umbrella.

8. Group.

9. Plan of basket.

10. Book cover.

Manitoba Educational Association

GENERAL SESSIONS

MINUTES

A. The opening session was held in the afternoon of Friday, April 6.

Community singing was led by Mrs. F. H. Hughes. Music was provided by pupils of the Provencher School, St. Boniface. Mr. Ferguson, on behalf of the Mayor, extended greetings from the city.

President White spoke on "Education for Democracy." Hon. Dr. Thornton delivered an address on "The Gramophone in Schools."

B. A session was held on Wednesday evening with Hon. Dr. Thornton in the chair.

Community singing was led by Mrs. F. H.

Hughes. Recital was given by Miss Edna Lowe.

C. A session was held on Thursday morning for the transaction of business.

D. A session was held on Thursday afternoon.

Community singing was led by Mrs. Hughes. Music was provided by pupils of Machray School. A Report on National Conference was presented by Mrs. McWilliams. Address was given by Miss Lowe, "How the teacher may Keep Physically Fit."

PRESIDENT A. WHITE

EDUCATION FOR DEMOCRACY

One of the most impressive lessons of the great war grows out of the great pre-war effort of Germany through its educational system to prepare its people for world dom-

ination. The Junker class had a very definite objective. They aimed to make Germany supreme in the world. They demanded military domination which could only be

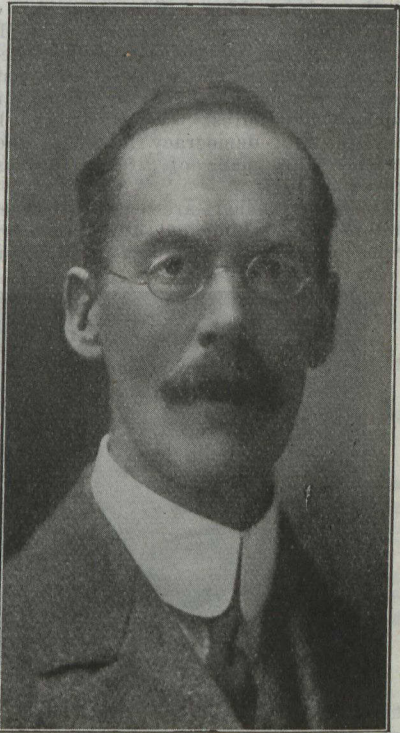
achieved by military obedience to themselves. Hence the whole machinery of the educational system from kindergarten to university was controlled from above to this end, and obedience to authority and supremacy of the state were taught and experienced by every pupil and teacher throughout their educational career. Autocracy and the spirit of militarism reigned supreme in these schools. They achieved their purpose.

On the other hand, perhaps one of the most serious defects in our own education is the lack of a definite, conscious objective. We still teach subjects mainly, and our aim is usually to pass pupils into the next grade or to teach students to pass the public examination. We are more concerned with immediate than with ultimate ends. This is our common **practice** whatever our **theory** may be.

To be possessed of a great and worthy objective that we enthusiastically believe in, would have a powerful effect upon our teaching. At present, as a provincial body, I think I can safely say that we have none. I know of no province in the Dominion that has behind its educational system the impelling force of a great, central purpose—a national objective. Germany demonstrated what could be accomplished by a unified effort concentrated in one direction. What Germany could accomplish in a wrong direction Canada can accomplish in a right direction, provided the purpose be equally strong. But do our people believe as sincerely in democracy as Germany did in militarism? I fear not. If we did we could achieve as great a measure of success. I wish, then, first of all, to bring to your notice the great possibilities that are open to us as teachers to mould a people through education, provided the effort is impelled by a definite objective.

Is Education for Democracy an objective sufficiently impelling to command our enthusiastic support? First, what do we understand by that term Democracy? It has been bandied around for all sorts of purposes till we hardly know what it does mean. It has usually been understood to refer to form of government in which the people are supreme. Of late, however, the term Democracy has come to have a broader and deeper significance. When President Wilson spoke of "Saving the World for Democracy" he must have had in mind something more than a mere form of government. Many writers have sought to define it and their definitions are extremely interesting and suggestive. I will not burden you with them. May I suggest, however, that democracy represents a spirit rather than a form of any kind? It denotes an attitude of mind or soul of which the outstanding qualities are represented by the terms: Brotherhood, Good will, Co-operation. If these are the words that most truly represent the spirit of democracy, are they worthy educational objectives that we can enthusiastically adopt as our own? Are we prepared to give our lives to making the spirit of brotherhood in its broadest sense

prevail in Manitoba, yes! and throughout the world? Are we prepared to teach that a life of business, of labor, or a professional career can be most successfully worked out on a basis of good will? Are we enthusiastic believers in co-operation as distinguished from the kind of competition that allows the weak to go to the wall? Perhaps the great majority of you, living as you do in a democratic country (where democracy, however, is only practised to a limited degree), will be already giving your silent assent to my query as to whether we are prepared to accept democracy as our objective. To give merely a willing



SUPERINTENDENT WHITE
Brandon

assent is worse than useless, because it is self-deceptive. What I ask is not: Do you assent to it?—but: Do you **believe** in it, with all your heart, and all your soul and all your strength? It was during the war an objective considered worth fighting for, worth dying for. Is it now worth living for?

I contend that it is, and I am going to take this opportunity to outline briefly what seem to me to be some of the essentials in this process of Education for Democracy.

Let me say at the outset that I am convinced that we shall never accomplish our purpose if it be merely a process of teaching. Through such subjects as history, civics, literature, hygiene, opportunities will occur to teach the principles underlying democ-

raey. It is folly to imagine, however, that we can transform a people merely by talking or teaching. "What you do thunders so loud that I cannot hear what you say." I would like to say with all the conviction that I am capable of expressing, that the spirit of democracy can only be made a part of the lives of our children when it becomes the prevailing spirit of the school itself, and I might also add, of the home and the church. When democracy is supreme in these three agencies then children will be educated for democracy by the simple process of being educated in democracy. So far as our schools are concerned this is the essential principle of the whole thing. Education for democracy simply means "Education in Democracy." As one of the speakers at the N. E. A. convention at Milwaukee said last summer: "We learn to live by living and the quickest and surest way of fitting children for life in a democracy is to let them experience this mode of life as far as they are equal to it."

Since the teachers are necessarily the prime factors in carrying out this great work it seems necessary to indicate a preliminary



MR. HARRIS

autoeracy, they will hardly be in a frame of mind to carry out in the school room the spirit of democracy. It may be possible but conditions would certainly not be the most favorable. Such are the conditions that are more or less prevalent at present. The program is imposed from above, the salaries have been till recently imposed absolutely from above, the conditions of service and promotion and advance are all imposed from condition to effective work by them. So long as teachers themselves in their relations to principals, inspectors, supervisors or school boards, live under conditions approaching without. Teachers have little or no say as to the nature of the work they are going to do or as to the conditions under which they are to do it. This exemplifies admirably the spirit of autoeracy, benevolent autoeracy it is true, but never-the-less autoeracy. The first reform should come just here. The teachers who are to do the most vital work of all, should be

themselves vitalized through an active participation in the work of administration, in so far as it affects the particular work they are doing. Co-operation is absolutely essential in any portion of the work, where co-operation is possible. Even experts or specialists have no right to arbitrarily impose their views without the approval of the workers themselves. Any plans for work that cannot command the confidence of those who have to do it, should be discarded till they can justify themselves by winning that confidence. Those of us who are in administrative and supervisory positions may find such a policy hard, but I am convinced that it is essential to the complete success of education for democracy within the school.

When administration and supervision have been made thoroughly democratic in spirit, then we may consider that conditions are distinctly favorable for procuring the spirit of democracy within the school itself.

Immediately we face the problem of educating children for democracy, we are compelled to consider very specifically just what qualities are necessary to a successful democracy:

1. Without doubt we want intelligent citizens, for as McGiffert says: "The need for popular intelligence is axiomatic." We need people who can understand the everyday affairs that have to do with the welfare of the people. An intelligent citizenship would half solve the problem of democracy.

2. With intelligence we would like to add good judgment, a capacity to weigh both sides of a question and form a reasonable opinion. A capacity to make a deliberate choice. It may not always be right or the best, but it should be reasonable and fair.

3. We need citizens with initiative. This was the quality that distinguished our men overseas. Autoeracy requires implicit obedience to order and abhor initiative in any save the leaders.

4. We need citizens who have been trained to co-operate in worthy purposeful activities. Purposeful activity should characterize all work and leisure in a democracy. The spirit of co-operation in the complex activities of our present world should be the most notable feature.

5. We need citizens with Christian ideals, for Christian idealism is the only sure antidote to self-interest. If democracy cannot succeed where people are ignorant and illiterate, no more can it succeed where people are selfish and interested alone in their own private good. Where men are so varied in their capacities, it is impossible to prevent the strong from tyrannizing over the weak except by a power greater than self-interest. Personally I am convinced that the only sure and permanent source of such power comes from living out those principles set forth in our Christian religion.

Let us consider now whether our schools at present are doing much to develop: (a) intelligence, a capacity to understand things; (b) judgment, a capacity to make a deliber-

ate choice; (c) initiative, a capacity for independent action; (d) co-operation, a capacity to work or play with others; (e) religious idealism, a capacity to work joyously towards a high and noble end. I think we must be perfectly honest and perfectly frank and confess that while there certainly is some training in these directions, the whole trend of our work is rather away from the development of these qualities that we believe are so essential to a successful democracy.

In saying that I am deliberately assuming as suggested above, that the way to develop these qualities in a citizen is not to talk about them merely, nor to leave them to be developed incidentally, but that the only sane and reasonable way to secure these qualities in manhood is to develop them by experiencing them through childhood.

If we consider that it is important that citizens in a democracy should be able to give intelligent judgment in public affairs, we must give embryo citizens an opportunity to exercise intelligent judgment of affairs within the range of their capacities. There is, I am convinced, no other way.

If we value initiative, or the spirit of co-operation or of willing service, in citizens, we must provide opportunities for children to develop initiative, co-operation and service by exercising these qualities.

How is this going to affect the work of our schools? If it is true that the general trend of work in our schools is still anti-democratic, and I believe that this is true, in spite of the progress that has been made, then there are some radical changes that will have to be made.

First. The spirit of democracy must be made a part of our whole system. In its administration by the Department, by the Inspectorial and Supervisory staff, by principals, by School Boards and by teachers themselves. What does this involve?

1. The broadening of the control of education till it becomes the conscious co-operative effort of the vast body of teachers, principals and inspectors and supervisors with the Department of Education.

2. The introduction of this same spirit right into the school itself so that our children growing up may have a graded course of training in the practice of democracy.

Second. Emphasis in our instruction must be upon the humanistic side of education. This is the first essential, if the ethical ideal is to be foremost, if character is more important than material interests, if self-interest is to give place to the general good. Hence such subjects as History, Literature, Art and Music must be given prominence with the addition of Religious education in the home and Church School.

Third. The discipline of our schools must undergo some changes. The point of view must be altered. The whole purpose of discipline must tend in the direction of self-control in the interests of the general good. Retributive punishment should give place to

constructive development in citizenship. May I indicate in outline the nature of the training through school discipline that pupils need to prepare them for democracy? In suggesting these I want to acknowledge my indebtedness to Dr. Coe. Some of the essential features are, I believe, as follows:

1. Pupils must have experience growing out of normal school life in acting together and also with adults. They must also experience the consequences of their common action. Already many children have had some measure of this experience through organized play and Friday afternoon entertainments. In regular school work it is usually absent.

2. Pupils must have experience not of acting together merely, but of thinking together; of deliberating over matters of importance relating to their own group. This provides for the necessary training in judgment, in breadth of view, in appreciation of others' rights and opinions.

3. Pupils must have some experience in making the laws of their group and of being compelled by them. This is necessary since democratic experience involves being ruler and ruled at the same time.

The application of this principle can be adequately safeguarded against extravagant and foolish applications by ordinary care involving:

(a) The presence of adults and the careful use of deliberate methods.

(b) A limited sphere in which compulsion might be used by the group upon its members.

4. Pupils must have experience in graded rights. After the opening grade, rights should be achieved only by proved competence. As pupils advance through the grades they should secure increasing capacity for self-government. As individuals prove their capacity, they should advance to places of higher responsibility.

Fourth. Our education must provide experience in still another direction, viz., in service for the common good. The most effective and valuable form of this service is the industrial production (hand or brain).

The war activities provided us with the incentives that compelled us to give training of this kind, though many were ignorant of its bearing as a training for democracy. Girls in our school knitted, crocheted, made garments and Red Cross supplies; boys made bed rests and other useful articles during their manual training period; war gardens were cultivated; patriotic acres of wheat were grown besides many other activities too numerous to mention.

These, it seems to me, are some of the essentials of education for democracy within the schools. Let me sum them up again:

1. The spirit of democracy must pervade administration, supervision and instruction in our schools.

2. A strong emphasis must be placed upon the humanistic side of education.

3. The discipline of our schools must be constructive rather than retributive. Its aim should be to develop citizens with a right social outlook.

4. The altruistic spirit must be inculcated by service for the common good.

It is rather a striking fact that our most advanced and progressive educational thinkers such as Dewey and Montessori seek educationally ends that are distinctly parallel to these indicated above as characteristic of democracy. Those of you who have read Holmes' "What is, and What Might Be" or Dewey's "Schools of To-morrow" will recognize that in the progressive schools described in these books, the teachers in their every-day work were evidently working towards ends that might well be considered training for democracy. This from both points of view of educational progress and education for democracy, the same objectives are being sought.

In conclusion I would like to consider a moment whether such an objective as I have indicated is within the realm of the practicable. It is well to have vision but not to be visionary. Is it, or is it not, practicable? I contend that it would be eminently practicable if our belief in democracy were only as strong as, say, the German belief in militarism. Our belief, however, needs to have behind it something at present lacking—the enthusiasm of a great and noble purpose. As McGiffert says: "Its forward look must be to the steady progress of the race toward a juster and better world."

We might well ask if such a "Forward Look" possesses our souls when engaged in our great calling. We may at any rate have the satisfaction and confidence of knowing that our success in Education for Democracy will bear a very definite relation to our individual enthusiasm for this great and worthy objective.

HON. DR. R. S. THORNTON

ADDRESS BY THE MINISTER OF EDUCATION

Hon. R. S. Thornton expressed his great pleasure at meeting so large a number of teachers assembled in annual convention.

Valuable as the papers and formal discussions must be, the reviewing of old friendships, the association with other teachers and the informal talks about the many difficulties that arise in every teacher's experience, must prove of still greater value.

It is an encouraging sign to note that as year succeeds year there appears to be not the slightest diminution of interest in the meetings of the M.E.A., for the attendance this year bids fair to prove a record one.

The year 1920 is a year memorable in the history of this province. Two hundred and fifty years ago, Charles II gave to the Hudson's Bay Company the sole right to this western land. Rupertsland it was then called in honor of Prince Rupert, the first governor of the Company. Shortly after the charter was granted, the Hudson's Bay Company sent out its factors and employees, some of whom entered Manitoba by way of Norway (north-way), House as it is now called.

For two hundred and fifty years this company—probably the oldest incorporated company in the world—has carried on business, and from 1670 dates the coming under British jurisdiction of this northland—Manitoba and the Western Provinces.

The Northwest Company was formed later to engage in the profitable fur-trade of the West. Many conflicts took place between the rival companies, the last of which was fought at Seven Oaks, just outside the city limits, in 1820. The two companies were united after this contest and the methods of the younger were adopted.

It was Lord Selkirk who was the first to realize that this western land was suitable for settlement, and the settlers he brought over, chiefly from Scotland, were the real pioneers of the West.

These settlers believed that the greatness of a nation depends not so much on the material resources as on the physical, mental and spiritual qualities of the people. They might be termed The Pilgrim Fathers of Western Canada.

Fifty years ago the Province of Manitoba became an integral part of the Dominion of Canada, one of the first acts of the Dominion government being the purchase of the land from the Hudson's Bay Company. It might be well to note some of the wonderful changes that have taken place in this province during the last fifty years.

Fifty years ago Manitoba had a population of 17,000, today there are at least 617,000 people within its borders. Winnipeg, or rather Fort Garry, was a trading post with only a few houses; to-day it is a modern, up-to-date city with a population of 200,000—the third largest city in the Dominion, with a great future before it. Manitoba has taken a foremost place in agriculture, in industrial activities and in education.

It was in 1818 that the first school was founded in this province—in St. Boniface, under Bishop Provencher. Two years later a second school was opened under the direction of Rev. John West. Since then educational interests have been fostered as most essential in the upbuilding of a nation.

To-day there are in Manitoba 3,200 teachers, 700 of whom are in Winnipeg; 115,000 pupils are enrolled in the schools with 31,000 in this

city. Many have been the difficulties that have beset the authorities in giving schools to the people, but perhaps the greatest factor against which they have had to contend is the great distances between the people living in the rural communities.

It has been no light task to build roads, to supply telephone communication and to build school-houses convenient for the pupils. One way of overcoming the latter difficulty has been in the erection of Consolidated schools, of which there were 99 in June, 1919, with commodious vans to convey the pupils to and from the schools.

The interest of the Rural Municipalities in trying to overcome this difficulty of distance is a most hopeful feature.

The Empire Day pamphlet has been devoted this year to a history of the growth and development of the Province, so that the children may realize how much Manitoba has done towards the upbuilding of this part of the great British Empire.

As a factor in national development there is nothing greater than national songs and national poems. What we need in Canada to-day to a great extent is a spirit of national self-consciousness. Canada as a nation occupies a more prominent place than ever before.

In one sense Canada hardly came into existence until the year 1885 when the Canadian Pacific Railway linked the West with the East. Then came the development of national spirit. This feeling was crystallized when, during the war, men and women so freely gave of themselves to fight for their hearths and homes. Then the name of Canada became known all over the world. And as we have passed on to the status of a nation, it is our duty to accept the position with all its privileges and responsibilities, we must thrust down the selfish boundaries of the various provinces. We must become one country from East to West.

In education there are all sorts of barriers in the forms of examinations, etc., which prevent the free interchange of teachers. A teacher should be a teacher, not for one province only, but for all Canada. There must be an effort to co-ordinate the educational

standards of the various provinces. Our schools should not be Manitoban schools but Canadian schools situated in Manitoba.

A child is a citizen as soon as he is born and the children in our schools should be taught that they are Canadian citizens now.

What is meant by "Citizenship"? Many answers have been given to this question but one of the best is: "A Spirit of Mutual Service."

The man who is self-centred in his own affairs, who is not interested in any of the activities of the community in which he lives, is not a good citizen. Citizenship means service that we must do for the community—something over and above what one does for oneself.

The Prince of Canada—our Prince—has as his motto: "I Serve." He strikes the keynote of true citizenship, for the real essence of citizenship is mutual service.

Fourteen and one-half per cent. of our population—66,000 men—enlisted from this province in the Great War—a larger percentage than from any other part of the Dominion except the Yukon. We are gratified that they have thus displayed the spirit of true citizenship.

Through the splendid service of the teachers of this province much may be done to inculcate the high ideal of service for others.

We must look, however, beyond the limits of the Province, we must break down the barriers that separate province from province. We must break down the barriers between ourselves and the citizens who have come to Manitoba from other lands. There are thirty-eight different nationalities and thirty-eight different languages represented in our province.

We must speak of one nationality, and one people—Canadian.

All our social and church activities should tend towards this end, but no factor is of such importance in bringing about this result as the Canadian teacher and the Canadian school.

You must impress on the minds of the boys and of the girls that they are Canadian citizens and that they must preserve the heritage that is theirs as members of the great British Empire.

J. MILNER DOREY

THE USE OF THE GRAMOPHONE IN SCHOOLS

The war has taught one great lesson—that the influence of music in the school and in the home is going to do more for the nationalization of the country than any other single agency. Proofs of this statement will be found in community singing, in the increased numbers of music pupils and in the amounts being spent in schools for musical equipment.

Music can mean a great deal more than it

has in the past. It is just as right to teach our boys and girls musical appreciation as it is to teach them literary appreciation.

A great deal of thought must be given to adapt the music to the age and appreciation of the pupil. Much money is spent on manual training, etc., that our pupils may know how to use their hands. Our obligation is surely just as great to cultivate the aesthetic side

of their nature. Music may be made to play an increasing part in the other work of the school.

(a) The gramophone may be used to march the pupils into and out of school.

(b) It will be found of use in Penmanship exercises. A freer arm movement is obtained by counting rhythmically.

(c) The phonograph will be found useful in connection with such subjects as Geography, English, Nature Study.

(d) Folk Dances and Songs may be

taught most readily with the aid of suitable records.

(e) Physical Drills will be performed with better spirit if accompanied by selections on the phonograph.

In many other ways the records will be found useful but the most important use will be the teaching our boys and girls an appreciation of the great musical masters.

Mr. Dorey gave numerous selections on the gramophone to illustrate the various uses to which might be put in the work of the school.

MRS. McWILLIAMS

REPORT OF THE MEETING OF THE NATIONAL COUNCIL ON CHARACTER EDUCATION.

It is impossible to give you, with any degree of adequateness, a report of the work of the National Council of Character Education at its recent meeting, without first recalling to you the Winnipeg Conference—a gathering which was for many of us the greatest single social experience of our lives. For unless we can revive in ourselves something of that spirit which brought fifteen hundred of the country's busiest men and women from their widely varied activities to Winnipeg in response, to what was, perforce, a somewhat general call to work together for the realization of the Golden Rule, it will be most difficult to have a sympathetic understanding of what this council—the creation of the conference—is seeking to do.

You know, of course, what the idea back of the conference was. How it was felt that just as a nation across the sea had, through false ideals of education ardently pursued, been seduced from its former greatness, so by an equal ardent pursuit of the great ethical ideals of Jesus our country might become a great moral force. Out of the generally accepted ideals of the ethical teaching of Jesus were to be made actual standards of national conduct, whether for individuals making up the nation or for the nation itself.

You know, too, how the idea was born. How it occurred to Mr. W. J. Bulman that with the active co-operation of all the people of good-will the schools could accomplish this great purpose. You know how he took his idea to our two great educationists, the Drs. Intyre, and how together they very carefully nurtured the idea till a national committee was entrusted with giving it actual form. Something of the service given by Professor W. F. Osborne and Rev. Dr. Leslie Pidgeon in arousing the enthusiasm and securing the financial support of the business men of this country, you also know. Within your knowledge is the overwhelming success which attended that conference whether viewed from the viewpoint of attendance or of the remarkable spirit which animated it.

The conference confined itself to general resolutions, creating a council of fifty men and women to work out the wisest methods of accomplishing the purpose of the resolutions. You will not be surprised that many of us went to Ottawa to the first meeting of that body with some trepidation, feeling that something very precious, yet without form, had been committed to our care.

Before describing in detail the work undertaken, may I ask you to bear in mind two things? The first is that this is not a council of educationists. With set purpose the majority of the members were chosen from the laymen and women of the country. The reason is not far to seek. It is not necessary to interest educationists in education. What is sought is to secure for them the active support of education, when they have thought of it at all, as a matter for the school men only.

And the second thing is that this is a council on character education. Our field is, thereby, limited to those means through which the character and will to good citizenship of our children can be developed.

Now when you come to consider education from the viewpoint of this council three divisions force themselves on your mind at once. I will give them to you in the order in which we discussed them. They are, first, the text books, the tools with which the teacher works, and, lastly, the public behind the teacher.

Coming to close quarters with these problems, we found there was among us an astonishing lack of knowledge as to actual conditions. It rapidly became apparent that, if we were to proceed with wisdom, preliminary careful enquiries were necessary. Our first step, therefore, was to provide for a survey of the texts generally used in Canada in the teaching of the three subjects by means of which it seems most possible to convey indirectly ethical teaching. These are literature, history and geography.

It was when considering who should make

these surveys that we came face to face with a condition existing in this country of which we are little conscious. It is that in those things which are within the legislative scope of the provinces we think and act provincially. You will no doubt think, as many of us thought, that it would be a simple problem to select some man or woman for the work of each survey. The fact we discovered was that, except a very few very overburdened men, we have no educationists of national repute. In this dilemma we turned to the universities, deciding to ask the three great universities which have become practically national in scope, to undertake this work. Each of these universities has a faculty of education through which it is kept in touch with the primary and secondary schools. Each is asked to associate with its department men and women throughout the country engaged in the actual work of teaching. May I ask earnestly that when this help is asked of you, as it will in time be asked, you give of your knowledge and experience generously?

Queen's University is asked to undertake the survey of literature, Toronto University the one in history and McGill university that in Geography. You will no doubt be interested in the exact terms of the surveys. May I read them to you from the minutes.

SURVEY OF CANADIAN TEXT BOOKS

(a) Literature (including Readers.)

Aspects: Ethical content.

Style.

Suitability of stage of development of pupil.

Possibility of including in prescribed literature a generous number of Scripture selections.

(b) History.

Aspects: Ethical content.

Adequacy for presenting landmarks or stages in social progress.

Style.

(c) Geography.

Are the present texts so conceived and written as to emphasize understanding all:

- (1) National aspirations.
- (2) National manners and customs.
- (3) National contributions to civilization.

Having finished this division we came to our second problem, the training of the teacher. This subject falls naturally into two divisions, the first relating to the preliminary training, and the second to opportunities for further training for the teacher who has gained experience in actual teaching. Exactly the same lack of knowledge was found here and consequently further enquiries are necessary. The work of arranging definitely for those enquiries was left to the executive. Quoting again from the minutes:

"1. Inquiry into what is now being done in Canadian institutions where teachers are trained to prepare them to develop the per-

sonality, and influence the character of the pupil.

2. Inquiry into methods at present employed in the continued education of teachers in service, and consideration of means for extending and improving the same."

No inquiry was necessary in the third division of our work. No proof is required that the public has been neglectful of the supreme interest of education in our national life, nor that those who have given themselves to this work have not received the support to which they are fairly entitled. Our way was, therefore, quite clear for immediate action and a campaign of education was determined upon in the terms of the following:

(1) That a campaign of education be undertaken for the purpose of impressing upon the public the vital importance of giving effect to the opinion expressed by the Winnipeg conference, that to obtain the highest educational results for our people the community must provide enlarged opportunity for the education and training of teachers, raise the standard of education for admission to the teaching profession, taking measures at the same time to attract men and women of special gifts for this service by raising the social status of the teachers and providing a scale of remuneration so liberal as to free them from economic anxiety; and that to this end the Council endeavor to secure the assistance of the press, the pulpit and of the various community and welfare organizations.

In this connection particular emphasis was laid by members of the council on the feeling that this campaign was to be part of the sphere of the laymen in the movement, regret being freely expressed that it should have been left to the teachers themselves to call attention to the low economic status of their profession.

This then is the definite work undertaken by the council. Naturally many other things were discussed, and other important pieces of work marked for future effort. Some delay in the actual beginning of the work determined upon has been occasioned by the necessity of securing some one to act as executive secretary for the council. I have every hope that we shall soon have secured a very able man for this work.

For all that we have undertaken the way is clear before us. The enthusiasm which was created among the business men, particularly the members of the Rotary clubs, in the conference of last fall has provided sufficient funds for the work in hand. What further support we shall have depends upon the public estimate of the work of the council. That estimate will in turn depend in large measure upon the confidence which bodies such as yours feel in our work.

This is the first national movement, outside of the field of professional educationists, in the matter of education. There has been opened a path along which we may hope to move with great success and benefit beyond calculation to our country. But we can only

so move if we all, educationists and laymen, move together. Much as I hope from this council I have no belief that it will always act in the way that will seem best to you all. No group of people in Montreal or Toronto would start at any given reform, in the same wise way that you and I would. That is human nature. But may I suggest to you that all the efforts might none the less be genuine efforts of reform? If only I could leave with you the sense of the spirit which animates the council, of the desire to proceed wisely and honestly; of the eagerness to listen

to all suggestions and the equal determination to be dominated by no interest sectional or otherwise; if, above all, I could convince you of the sincere, single-minded, desire to serve in the cause of making the ethics of Jesus the controlling force of our national life, and you could accept that service with the same sincerity in which it is offered, then I could leave you feeling that we had all contributed a little to the realization of this greatly conceived plan of raising our country to a higher moral and spiritual plane than it has yet attained.

MISS EDNA E. LOWE

HOW THE TEACHER MAY KEEP PHYSICALLY FIT

It is hard to get people to pay any attention to the right laws of health till sickness has actually overcome them.

Two propositions were enunciated:

1st. If the laws of nature are kept—there would be little serious sickness.

2nd. Ill health seldom comes without warning—there are always danger signals. If these are noted severe illness will not attack one.

1. Mental attitude to one's work.

Do we see in our pupils only boys and girls or do we see the men and women of the future? The teachers should avoid living in the school atmosphere all the time. The best that the teacher has to give should be put into the work while she is at it—but should afterwards be laid aside absolutely. The best remedy is the assuming some work for the good of the community.

2. Healthful dress.

Among other suggestions, Miss Lowe emphasized the danger of wearing high-heeled shoes—the effect of which, was very often nervous derangement.

3. Nervousness.

There are three ways in which we manufacture energy—the food we eat—the water we drink and the air we breathe. Much energy is wasted in worry, perhaps more than in ordinary work. As soon as one uses more energy than she can spare nervousness will result.

There are several danger signals of nervous disorder.

(a) Muscular rigidity.

If we wish to keep young, let us keep our muscles limber.

(b) Restlessness.

The restless person is wasting energy that might be saved for something worth while.

The days when many little things go wrong are usually days when the teacher is troubled with nervousness.

Some suggestions were made with a view to remedying or preventing nervous disability.

(a) Deep-breathing.

Most people are only **gasps**. The average woman uses only one-quarter of her lung capacity and the average man only one-half.

“He lives most life who breathes most air.”

Every function of the body depends on the blood. The purity of the blood depends on the air. If one is only a gasper, only a part of the poisonous matters is expelled and the blood is not purified as it should be.

(b) Diet.

(c) Plenty of water should be drunk.

(d) Plenty of sleep—eight hours not too much.

Again teachers should learn to conserve vital force. When tired, one should lie down—relax all muscles—breathe deeply. Then one should stand on his feet and stretch his arms at full length. The effect will be very noticeable.

Daily physical exercises are a necessity if one is to keep physically fit.

BUSINESS MEETING

The annual business session opened at 9.45, President White in the chair. About 100 were present at the opening of the meeting, but before the meeting had been in progress for very long, twice that number were present.

The president called for the minutes of the meeting of one year ago. The meeting decided that the secretary should read only such portions of the minutes as he thought necessary, as the minutes of that meeting were

quite long. The secretary then read extracts from the minutes, which were then adopted.

In the absence of the treasurer through illness, his report was read by Mr. A. E. Hearn. It is as follows:

RECEIPTS

Balance	\$ 330.00
Membership fees and admission to Evening Meeting	1191.25
Grant from Dept. of Education	300.00
Trustees' Assn. for Executive Mtg.....	17.00
	<hr/>
	\$1838.25

EXPENDITURE

Registration at Convention	\$ 61.50
Music	63.00
Dr. Anderson of Regina	25.00
Classes of Instruction	39.60
Caretaking	35.00
Exhibits	38.37
Car fares for children who sang.....	26.35
Rent of St. Stephen's Church	35.00
Secretarial help, Telegrams, Stationery, Long Dist. Tel. etc.	70.00
Postage	42.00
Honorarium to Secretary	325.00
Printing	240.58
Russell, Lang & Co.	25.75
Executive meetings	215.50
Western School Journal	252.50
Delegates to Conference on Moral Education	37.04
Preparation of Evidence to lay before Commission	56.00
Guarantee payment to Canadian Passenger Association	25.00
Balance on hand in Canadian Bank of Commerce, March 31st	224.56
	<hr/>
	\$1838.25

The treasurer's report was adopted as read, except for some explanation of certain items on the part of the secretary.

Mr. Willows then reported for the Committee on Retirement Fund. Mr. Willows reported that the Committee had met with three members of the Provincial Cabinet, the Premier, the Minister of Public Works and the Minister of Education. The Committee were accorded a good hearing and were able to present the case quite fully. The Premier felt that no action could be promised at the current session, since the proposition involved the setting aside of a rather large sum of money. To undertake an entirely new expenditure on the eve of an appeal to the province was in his opinion inadvisable.

The Committee recommended as follows:

1. That the Committee be continued and kept at work with the addition of representatives from the Federation.

2. That an effort be made to have candidates at the approaching election pledge themselves to favor the plan in the legislature.

3. That an interim scheme of some sort be put into operation by the teachers themselves.

Mr. Harris, Chairman of the Committee, then outlined an interim scheme, which had

been before the Committee for consideration. After some discussion the meeting decided to accept the report of the Committee, leaving the working out of a voluntary interim plan to the Committee as reconstituted by the recommendation as stated above.

Mr. Hearn then reported for the Committee that was in hand the preparation of certain alterations in the programme of studies for the lower grades of the elementary schools. Mr. Hearn did not read the report in full but indicated the general nature of the report. The full text of the report is to be published in the Convention issue of the Western School Journal.

Mr. J. W. Gordon reported for the committee appointed last year for the purpose of dealing with the relations that should exist between the M.E.A. and the Manitoba Teachers' Federation.

The report is as follows:

1. That there is work for the two associations though each is composed largely of the same membership as the other.

2. That while at this early stage it is impossible to specifically define the sphere of activities of each association your committee is of opinion that roughly, the sphere of the M.E.A. should be inspiration, through conventions, and the sphere of the Federation should be to deal with matters that specially concern the interests of the teaching body.

3. That the President and Secretary of the Federation should be ex-officio members of the executive of the M.E.A.

The report was adopted on motion of Mr. J. W. Gordon and Mr. Roger Goulet.

Mr. J. B. Morrison presented the report of the Committee on Resolutions. The resolutions are as follows:

1. That the Secretary of this Association be instructed to convey the hearty thanks of the Convention to those who contributed to our programme, to the Women Teachers' Club and to the Winnipeg School Board for the privileges and courtesies extend to the Manitoba Educational Association and to the Winnipeg press for the publicity given to the proceedings of the Convention.

2. That the thanks of this Association be tendered to the Department of Education for acceding to the request of the Association in the matter of appointing a Commission to investigate the salary and status of the teaching profession, as set forth by resolution at our last annual convention.

3. Whereas it appears desirable from an economic as well as from an educational point of view, that Canadian products be used in our schools:—Resolved therefore that we recommend Boards of School Trustees to purchase whenever possible, Canadian or other British made school furnishings, supplies and apparatus.

4. That the attention of the Department of Education be called to the unsatisfactory nature of the "Public School Speller" at present being used in Grade V., and that the Department be requested to remove it from

the list of authorized text-books, and replace it by a more suitable book before the opening of the fall term.

5. Whereas we realize that the schools of the Province cannot utilize all the energies of the boy; and

Whereas we believe that the Boy Scout Movement is one of the most valuable adjuncts to our Educational System, and distinctively an asset for the advancement of virility and good citizenship; and

Whereas we believe that citizenship can be effectively taught only in practices that appeal to the pupil,

Therefore be it resolved:—

That the Manitoba Educational Association recognize and endorse the Boy Scout Programme as an out-of-school-time form of parallel activity for the pupil which provides him with healthful environment and character-building activities as well as a definite training in citizenship; and further,

That our teachers and others interested in education be encouraged to co-operate out of school hours with the officers of the Boy Scout Association whether acting with Wolf Cubs or Boy Scouts.

6. Whereas under the present system, the school district as a unit of administration has not proved very satisfactory,

Therefore be it resolved:—

That, in the opinion of this convention it would be in the interests of education in this province that the unit of administration should be the municipality rather than the school district, as it would give every child in the municipality an equal opportunity to obtain a public and high school education, and would also raise the status of the teachers and ensure them more permanent positions.

7. Whereas there are immense possibilities in the moving picture as an educative agency in the life of the community its resources in this respect have been comparatively unused up to the present time,

Be it resolved therefore:—

That a strong committee of nine be appointed by this convention to investigate the available and potential resources of the moving picture, to confer, co-operate and advise with the Department of Education or other organizations, and to take whatsoever action may be deemed advisable and expedient with a view to as complete a utilization as possible of the moving picture for educational purposes in this province;

That said committee keep the executive officers of the M.E.A. in close touch with its activities;

That the committee submit an interim report of its work at the meeting of the executive committee of the M.E.A. in December;

That the executive committee of this association be authorized to render such financial assistance as it may deem advisable and necessary for carrying out the aims of this committee, and that a full report of its findings and

activities be given to the convention of this association next year.

The following persons were named as a committee to work along the lines indicated by the resolution:

Mr. F. H. Schofield, Bro. Joseph, Miss S. Colwell, Miss T. Fox, Mr. A. White, Mr. H. W. Cox-Smith, Mr. S. T. Newton, Mr. H. W. Huntly, and the President of the M.E.A. The report on Resolutions was adopted.

Mr. J. W. Gordon, Chairman of the Committee on Nominations then presented the report of the Committee, which was as follows:

Honorary President, Hon. R. S. Thornton, Minister of Education.

President, P. D. HarrisWinnipeg
 First Vice-Pres. Miss Ethel Cadman...Dauphin
 Second Vice-Pres., E. KnappBrandon
 Secretary, H. J. RussellWinnipeg
 Auditor, R. H. SmithWinnipeg
 Treasurer, E. J. MotleyWinnipeg

Additional members of Executive:

A. White, Ex-PresidentBrandon
 J. A. Glen, President of Manitoba Trustees' Association Russell
 H. W. Cox-Smith, Secretary of Manitoba Trustees' AssociationHigh Bluff
 H. W. Huntly, President of Manitoba Teachers' FederationWinnipeg
 J. M. Nason, Secretary of Manitoba Teachers' Federation Deloraine
 Prof. W. F. OsborneWinnipeg
 Prof. C. MartinWinnipeg
 S. T. NewtonWinnipeg
 Prof. S. C. LeeWinnipeg
 Miss K. McLeodWinnipeg
 B. J. HalesBrandon
 J. B. MorrisonHamiota
 S. E. LangWinnipeg
 T. G. FinnMorden
 E. H. WalkerDauphin
 Miss E. G. HewtonWinnipeg
 Miss E. S. ColwellWinnipeg
 Miss O. H. DuftonNeepawa
 Miss B. CoatesElkhorn
 H. L. AlbrightManitou
 Miss McIntoshTreherne
 Miss F. RawsonLenore
 Miss F. OrmondPortage la Prairie
 Miss K. E. SmytheNarol
 T. E. ArgueWinnipeg
 W. T. GoughWinnipeg
 C. J. FournierSt. Boniface
 Miss MagneSomerset
 W. J. KeyesWinnipeg
 Major D. M. DuncanWinnipeg

The report of the Committee on Nominations was adopted, and the Secretary was instructed to cast a ballot, balloting by the members present being considered unnecessary as there were no other nominations.

The meeting then adjourned.

During the progress of the meeting there was a short recess in which Mr. Mewha, Secre-

tary of the Humane Society, presented the claims of the Society, and asked the interest of the teachers in the aims and objects of the Society. Mr. Mewha made a good presenta-

tion of his subject and was well received by the meeting.

The following is the report of the Committee on Programme of Studies:

Elementary Division

MINUTES

A.—Non-English Schools.

Mr. Sisler in the chair. The attendance much too great for the room. Hon. Dr. Thornton and Mr. Stratton both present and took part in the discussions.

Three papers read, 1st, "Business Relations of the School"—Mr. Tomlinson; 2nd, "Community and the School"—Mrs. Burge; 3rd, "Gramophone in the School"—Mrs. Halstead. Mr. Willows was elected chairman for the following year.

B.—Rural Schools.

The program as arranged was carried out. T. A. Neelin occupied the chair. An address was given by Inspector G. W. Gordon on "The Use and Abuse of the Text Book in Arithmetic." Mr. S. T. Newton gave a demonstration of team work in dyeing; this was followed by a series of papers on "How to Make the Rural School Attractive." Among those contributing were Messrs. A. Bailey, Geo. Simpson, A. L. Swanton and Miss B. Wood. The attendance was very gratifying.

C.—Grades I, II and III.

Miss F. Ormond took the chair. The program was carried out as arranged. Miss Ida Burke gave a paper on Story-telling and told three stories: "The Pussy Willow"; "Mother Toby" and "The Gingerbread Man." The children dramatized the cast. Miss Elder gave a paper on "Economy of Time." Miss Pilkington and Miss. Nethercut of Winnipeg

gave papers on "Valuable Forms of Text Work." A discussion followed the reading of the papers.

D.—Grades IV, V and VI.

Inspector R. Goulet in the chair. Room too crowded to hold all who wished to be present. Miss Egan read a well-planned and patriotic paper on "The Study of Geography in its Relation to British Citizenship." This was followed by a discussion led by Mrs. Sweet and Miss Berry. Mrs. Stevenson then gave a paper on "Character Building." Discussion was led by Miss Fortier and Mr. McNeill of Dauphin. Miss Brown of Souris followed with a paper on "Difficulties of Grade V Arithmetic." The discussion was participated in by Messrs. Stevenson, Warkenton and Scholes.

E.—Grades VI, VII and VIII.

Inspector Hatcher in the chair. Very large attendance. The morning taken up with a demonstration of legislative procedure and dramatization of History. (See detailed statement later.)

F.—General Session.

Music was provided by pupils of the Greenway and Dufferin schools. Address was given by Miss Dobson (chair). Address by Miss Lowe: "Physical Efficiency of the Pupil."

Officers were elected for next year—President, Miss Teresa Fox; Secretary, Miss Gladys Goulden.

MRS. D. HALSTEAD, PINE RIVER

THE GRAMOPHONE IN SCHOOL.

The place of music in the school curriculum is being recognised as never before. Hitherto, the accepted method of teaching music in the schools was, first of all, in primary rooms, by rote—the teacher singing the pieces, usually to a piano accompaniment, and the little ones memorising them by constant repetition; and, later, in the senior grades the songs were learnt partly by rote singing, partly by reading and singing from tonic sol-fa or staff notation.

Where a teacher could sing, or in schools the public has been neglectful in the supreme it were to be found, these methods were more or less of a success. But what of the schools where a teacher could neither sing nor play, and where there was no instrument even if she could play? Many of these existed, and, as a result, many Canadian boys and girls grew up without any knowledge of music; they claim that they cannot sing; they enjoy music but have no idea of singing.

How much enjoyment they miss!

We all know what a great part music played in the recent world war; how much benefit 'the boys' over in France and Belgium and other battle fronts derived from music and singing. And experience has taught me that there is nothing that does more towards securing good results in a school than singing. Saturate your pupils with song! A singing class can accomplish anything! By singing, I mean the spontaneous, whole hearted singing that carries one out of oneself. **There** lies the secret of the whole thing!

We, as teachers, are continually striving to draw the children out—to secure self-expression, to banish self-consciousness and develop spontaneous thought and action.

Make them sing and you can do it!

What is more—during over thirteen years of teaching in public schools I have never yet found a pupil who cannot sing! And the pupils who passed through my hands have included children of all ages and of many different nationalities.

We as teachers in Canadian schools need to pay particular attention to this phase of our work. Many of us teach children of Slovak descent. The Slav is one of the most musical of all peoples. Through this means we may exert more influence than almost any other. Those of us who are not gifted with wonderful vocal powers (and how few teachers are, especially after some years of teaching!) can no longer make that the excuse for not teaching music in our schools; even if we cannot play we are no longer seriously handicapped.

Through the use of the Gramophone we are able to bring the music, whether vocal or instrumental, into our schools, and the advantages of so doing will be found to be innumerable.

The Gramophone may be used in connection with almost any subject in the course of study. The various Gramophone companies are paying particular attention to the production of educational records for school use, and to the publication of books of instruction to be used in connection with these records. Let us consider briefly a few ways in which the gramophone has proved helpful.

In school life, as in anything else, a good start goes a long way towards success in the end. Begin by having the pupils march into the school to the accompaniment of a brisk, vigorous march. There is vim and energy right at the beginning! In order to keep good time, the pupils must listen to the music and must step lightly and quietly. So order and discipline are secured without effort on the part of the teacher. If the tune be a familiar one, have the children sing or whistle softly as they march, and they will obtain better time. As they take their seats—if the piece is not ended—practise writing movements or time exercises, or counting. No pen or pencil need be used for these exercises.

The music may be wonderfully helpful in securing a free, easy movement in writing, together with evenness of stroke, conformity in size, etc., of the letters. Special records have been made to assist in the teaching of writing, and a complete course of instruction has been outlined for the guidance of the teacher. I usually adapt the marching tunes to the writing exercises and obtain good results.

In language lessons, the value of the Gramophone cannot be estimated; and we are particularly interested in teaching the language to our pupils.

Carry your minds back to the earliest recollections of your childhood days! You will find there memories of the first pieces you learnt to speak—the "Mother Goose Rhymes." They possess the same fascination for children of to-day that they had for you; and the same value of language helps also. Many of these have been set to music and reproduced in the form of records. A number of them, and a number of "Singing games have been arranged to the "Bubble books"—the 'books that sing—in a way that is very attractive to the little ones. Even the Grades VII and VIII pupils cannot refrain from joining in when the record, "Mary Had a Little Lamb" is put on and played. The words, written on the Blackboard, provide an interesting and excellent reading lesson for the younger pupils. The story, "Mary and the Lamb" led to a series of lessons. The story was reproduced orally, then written on the Blackboard for composition.

The pupils were eager to relate stories about their own sheep. We had talks about wool, and one boy brought samples of fleece snow" as on Mary's lamb—and black fleece. Another boy gave an account of the washing and shearing of the sheep; a girl described the combing of the wool, etc. The descriptions were given from actual experience, and by children who had hitherto held back during language lessons. We had discovered a point of contact and we have never lost the influence so gained.

Sheep were drawn on the Blackboard and in books for drawing lessons; were cut or torn from paper for hand-work, and we realized there were many more ways of making use of that one record. (In Upper Grades connect with "Industries" in Geography lessons.)

Many of us have experienced great difficulty, when reading lessons with "Non-English" pupils, in getting them to understand the thought expressions, as well as to say the thought expressed, as well as to say the words. The majority of my pupils could "read" in this way most of the lessons in the Readers, but the words appeared to convey nothing whatever to their minds. I took Lesson I in Book I with the words "see," "ball," "cap," "tree," etc. The pupils could say the "cap," "tree," etc. The pupils could say the words, but when they were re-arranged in

sentences, the children would say "tree" for "ball," etc.

I banished the Readers for awhile, borrowed a Gramophone and, putting on the record, "I See You" taught the Swedish singing game. From that I led them to see objects of different kinds and to tell me about them. The written or printed names, or both, were placed on the Blackboard, with drawings of the objects. Then sentences were constructed, being given both orally and in writing by the pupils. This lesson could lead to talks on "Children of Oother Lands." (Sweden.)

For reading in the higher grades we introduced the "Thornton Burgess stories" of "Buster Bear," "Mr. Toad," "Johnny Chuck," etc. As these animals are all familiar to the pupils in our district, they enjoy the stories immensely, and the pupils never tire of telling their own original stories of the animals referred to by Mr. Burgess. One boy discovered that other stories by Mr. Burgess are printed in one of our daily papers, and now the children look eagerly for these stories; they read other material also and are becoming greatly interested in the newspapers, even following fluctuations of grain, etc., in the Winnipeg markets.

FOLK SONGS.

Next to the "Mother Goose Rhymes" in value for language teaching and self-expression come the Folk-songs—the natural song literature of children.

The Gramophone companies are paying special attention to these, and the teacher is well repaid for doing so, too. The possibilities in the teaching of folk-songs are endless. They may be correlated with almost any subject; in the Primary grades they supply material for singing, language lessons and drills, drawing, writing and seat work generally. In the Senior grades they may be correlated with History and Geography, as well as Literature.

Music expresses the national and individual characteristics of various peoples; and we have so many nationalities represented in Canada and contributing towards the nation of the future.

Study the folk-songs and folk-dances of different nationalities. (Examples of nearly all are placed within our reach on gramophone records.)

They are the original melodies of a people—the spontaneous outpourings of the deepest and tenderest emotions of the heart—part of the lives and thoughts of the people, therefore characteristic of them. They reflect the environment as well as the characteristics.

The folk-songs of Scotland—strong, virile and passionate, suggest rugged mountains and grand scenery; those of Ireland, while still passionate, are more varied; like the people themselves they are imaginative, emotional, irresistible, and the dances are light and poetical.

The music of the South, as in Italy, Spain or Mexico, reflects the grace and languor so

characteristic of the people, and so to be expected in these warmer latitudes. The songs and dances of the Slovaks vary according to their districts; the Bohemians love the cheerful, lighthearted polka; the Polish prefer the more ceremonious polonaise and mazurka, suggestive of a proud and free people; the Russian music is either melancholy—with grandeur, however, or permeated with a mad gaiety; that of Scandinavia suggests elemental strength, the mystery and awe of Nature, and the dances are angular rather than graceful.

And so one might go on indefinitely. In using the gramophone in school, however, care must be exercised. It must be used, not abused; it is not intended to be a means of passing the time; it must be used with definite purpose, even though its use is often spontaneous. When interest flags and spirits droop,—on dull, depressing days,—introduce music for a minute or two, ill-humor vanishes and the class becomes alert once more.

Teach the children to listen to the music, to enter into the spirit of it. In so doing, they forget themselves, and quickly lose all self-consciousness and embarrassment.

Music appreciation is becoming an essential part of the study of music, and it begins in the lowest grades.

As the pupils listen, they learn to appreciate difference in tone, in time, in tune.

These differences they seek to emulate if rightly guided. They may listen and try to distinguish whether male or female voices are being reproduced; or in instrumental music, to recognize the various instruments used to appreciate the value of each one in producing the desired effect.

They quickly learn to feel the emotion being expressed and to center into the mood of the piece. Try to make the scene and the subject as real as possible. A few words from the teacher after such a lesson may draw many helpful thoughts.

The pupils learn to appreciate the harmony of the different parts, the blending together of what may appear to be crude, discordant, individual sounds, to create a wonderful and perfect harmony; and from this may be led to realize the greater and more wonderful harmony in nature; and to feel distaste towards all that tends to produce discord—in school, at home, or at play. Thus they learn one of the first essentials of good citizenship—**Co-operation.**

Many ideas for the Lessons on Manners and Morals arise as the records are being played. "The Dance of the Goblins," put on for Music Appreciation and language teaching led to an interesting discussion that we hope may help to counteract the superstition so strong in the people among whom we work.

The Slav has strong belief in the activity of spirits. We talked of goblins and ghosts, and finally agreed with the sentiment expressed by the small boy in the poem placed on the record—"It's almost always when I'm bad that I see things at night"—thus leading

once more into the realm of Literature. in Connection with this subject many good records exist. Last, but not least, think of the Patriotic Songs that may be taught with the help of the gramophone—songs inspiring the pupils with pride in their country, with an earnest desire to appreciate and uphold the highest traditions of our land and its people. With regard to these, I have noticed that we seem to have very few records of really Canadian Patriotic songs. We appreciate the

songs of other lands—they have their time and place, but at the present time particularly we need more songs breathing forth the pride we wish to foster in the hearts of the growing "Canadians" in this our most glorious land. Let us urge that this matter may receive the earnest attention of the gramophone companies, and when such Canadian songs are produced, let us encourage the children to sing them and to sing them with all their hearts.

A. BAILEY

GAMES

Games are for recreation and act as a change from usual occupations. While actual school-work is proceeding, children are subject to restraint which is foreign to child nature, and one of the objects of school years is to train children to bear with restraint so that in later years they will be better able to obey the laws of the country in which they live. The process of training, however, to be enduring must be gradual so that in schools time is allowed during the sessions for the children to throw off restraint and give play to their natural inclinations. This time is called a recess. When I was teaching in England we called this period "Playtime" and I like this term better than "recess". Playtime may have a childish sound, and if it has, I like it all the better as it is children in whom we are chiefly interested, and the more we keep the viewpoint of the children the better teachers we are going to be.

This time, then, is to be a time of freedom from restraint, a time when the children can take wholesome air into their lungs and reciprocally give out wholesome noise into the air; too much supervision, therefore, is going to defeat the object. A thing perhaps well to remember is that the two words "supervision" and "interference" are not synonymous. Shakespeare uses the word "supervisor" as meaning "spectator" while the modern dictionary meaning is "overseer" or "overlooker." both these meanings could be suitably remembered by the teacher; she should be a spectator and should also be prepared to overlook a good many things.

Organized play can also be abused. Play is natural to children, and in the short periods allowed for this, children should be allowed to play in their own way. There is possibly no harm in showing children how to play a certain game, but if afterwards they wish to play it in a different way, as long as this does not spoil the game for some of the children, I don't think it is wise to interfere. In the case of younger children the teacher can profitably take part in the games, but as the children get older I think they prefer to have the games to themselves. There is no doubt that the teacher taking part in the game, checks, to some extent, the free-

dom of the children. Where a teacher has been used to playing all the games with the children, the children get to rely on her direction with the result that if, for any reason, she is not there, they are at a loss, and play stops altogether. What the children like best is to have the teacher watch the game. They will usually play harder and extract more enjoyment from the game if they think the teacher is interested. This especially applies to those children who may be a little backward in school work—how they do love to show the teacher that they are good at something.

Notice the children while they are playing. There you get the true characteristics of each child. The dispositions of the children are before you. The agreeable or the disagreeable, the kind or the mean, the good-hearted or the selfish, these are all to be observed in the playground as nowhere else, and though perhaps this would hardly be considered as coming under the heading of games, you also have a great aid to your discipline. The teacher who, through laziness, disinterestedness, or, I am tempted to add, a doubt as to the consequences, stays in the schoolroom during recess, is losing one of the greatest opportunities of learning how to discipline children and I mention this in direct contradiction of the often heard statement that a teacher mixing with the children during their relaxation period, undermines her discipline. Mixing with children, laughing, talking, and playing with children never encourages that familiarity which breeds contempt, we must look elsewhere for the cause of that fault.

Playing games properly also has a high educational value. To be thoroughly enjoyable, a game necessitates agreement among the children, they learn to play together, adjust their little differences, bow to certain agreed-upon rules, condemn, in their own way, the child who will not play properly and even pass judgment and punish by expulsion the child who wilfully persists in disobedience to the general wish. Thus by joining in a game the child quite unconsciously is being prepared for the future democratic rule under which he is going to live. He learns that if he is to extract enjoyment out

of life it will be necessary for him to keep within certain lines of conduct as agreed upon by the majority. As he grows older he appreciates this fact more and more as more intricate games are entered upon. He eventually begins to play games that have rules already laid down with which he had nothing to do but which still must be obeyed. He instinctively obeys them and thus by the time he has entered life's competition he has learned to play the game, and what better character can a man have than to be known as one who "plays the game"?

Playing with his fellows also teaches him co-operation. He learns to play for his side and does his best, not to gain personal commendation, but because he knows that unless he does his best his fellows are going to suffer. In a game such as baseball or football he learns that he has an appointed place and he must do his best in that position. This position may not be spectacular but it is his and he knows his fellows are relying on him to be there when called upon. This knowledge gained in youth while learning to play properly is bound to affect his future life, making him happy in his own position and envying no one else theirs.

Before closing I would like to call your attention to one thing where teachers can be of inestimable value. A teacher watching a game should act as a model to other spectators. While a certain amount of partizanship is perhaps to be expected I would like children to be trained to watch a game

and not a side. They should be encouraged to appreciate the good points of the opposing side. There is nothing more disgusting than to go to a game and hear the visiting side abused, many times with the direct object of preventing the team from doing its best. It is this sort of thing that makes boys grow up into men who howl down a speaker who is trying to put forward views with which some do not agree. I honestly believe that right in the playground we have the opportunity of making our country a better country by trying to stop this blind partizanship. Let us train children to see both sides in a game and then later they will see both sides in more important matters.

Besides the points mentioned I am going to leave for discussion the opportunity games afford for training for leadership and responsibility, and in addition will suggest a few questions.

1. Should boys and girls play together, and if so, what are the most suitable games?

2. What steps do you consider advisable to prevent younger children getting hurt by playing among older ones?

3. Have those of you who take an active interest in the children's games found it has increased your attendance, or improved its regularity?

4. Do you, as teachers, firmly believe that it is the teacher's duty to be in the playground during recess?

GEO. SIMPSON

CARETAKING IN THE RURAL SCHOOLS (A Summary)

1. Keep room tidy by keeping waste-paper basket.

2. Have the school scrubbed out at least once a month.

3. Have the broom to be used on muddy days placed at the door.

4. Wash off blackboards once a week.

5. Have school yard cleaned up in spring and fall.

6. Supervise the work of the gardens and have the school borders of perennials looked after.

7. Have the children and yourself take turns in sweeping off the floors daily.

8. Have the boy or girl that has the contract to light the fires see that the fires are kept in over-night and going in plenty of time in the morning to have the school comfortable in time for school to start.

9. The teacher's residence, with the teacher taking the responsibility of janitor and taking a pride in the school as possessor, will answer the problem of the cleanliness of the school.

B. WOOD

THE SCHOOL ROOM BEAUTIFUL

It is the teacher's privilege to decorate the school room so that it will be as a home beautiful for the pupils. It should not only attract them but it should influence their acts and turn their thoughts toward an appreciation of the beauties of art and nature. On entering a school room our attention is at once attracted to the walls. Dark walls

and ceiling are very bad as they absorb all the light and make the room very depressing. White walls and ceiling reflect too severely and are hard on the children's eyes. White ceiling and tinted walls in pale shades such as blue or green are highly recommended.

We should, in the first place, try to have a simple and harmonious color scheme through-

out the room. No teacher for her own and for her pupils' sake can afford to be careless in the decoration and care of her room.

Pictures in the school room are among the most important factors in decorating.

In my school room at Teulon there are six large pictures in sepia tones, framed. The frames are of dark oak. These pictures are hung as near the level of the eye as possible. Pictures should be hung flat on the wall, never tilted, and with wires extending upward from the sides to two hooks on the picture moulding.

Current magazines are producing reproductions by the great masters, many in color, well worth framing. By framing these they make charming and valuable school decorations.

In arranging pictures on the wall be careful not to hang a masterpiece among inferior pictures. Try to avoid hanging too many calendars in the school room. One is all any room requires, and let that one be of a decorative nature.

Besides pictures for wall decorating purposes, we have "Bird," "Flower" and "Nature" Observation Charts, Bulletin boards, Posters, Rack for Birds' nests, Mounted Butterflies and Moths in case, Pressed Leaves mounted on white cardboard.

In February we make our new charts for the year. They are made of heavy white cardboard, thirty-six by twenty-four inches. We usually sketch a landscape for border at top of bird chart in water colors, showing a tree, a bush, a fence, some birds and some water. We then divide the chart into four sections: 1st Section—Name of Bird; 2nd Section—Date; 3rd Section—Reported by, and 4th—Remarks. The flower and observation charts are made in much the same way.

We have two bulletin boards. One is used chiefly to exhibit work, such as writing, drawing, handwork, etc. The other is used for pictures, illustrating lessons or passing events. Bulletin boards prevent the jabbing of pins or tacks into the woodwork or plaster.

The Bulletin board is made by making a frame any size you wish. Ours is three feet by five feet. Then inside this frame we tack green or brown felt. If felt is not obtainable, sateen may be used, of some quiet tone, as that is for the background. (Avoid bright colors and strong contrasts with color scheme in room.)

The Bulletin should be changed at least once a week as children grow tired looking at the same thing day after day. In hanging Bulletins be careful in arranging them. Mass hanging is regular rows always looks bad.

Bulletins should be considered from four standpoints, namely: Color, Material, Hanging and Arrangement. They should be hung where pupils can stand and look at them without crowding and, like pictures, should not be hung high. There is sure to be a space on the wall where the bulletin board will fit nicely. Use nice brass hooks to hang boards on.

In each room a well-kept library adds to the decoration. The books should be care-

fully arranged according to size, color, etc.

Blackboard decorations are very important as they are in the pupils' view constantly. In the first place, before work is put on the board, the board should scrupulously clean. If boards are old we can remedy this by the use of liquid slating which makes them look like new. Work should be put on the board attractively, and where possible, in color. Every word and every figure should be carefully written. Sentences should be written in straight lines, and carefully capitalized and punctuated. If we wish attractive and correct work from our pupils we must put attractive and correct work before them.

Blackboard borders may be stencilled, but why do that? The children are very fond of making borders such as tracing, cutting out and coloring flowers, animals, sunbonnet babies and borders suitable for the seasons; Christmas, Easter, Spring, Autumn, etc.

The teacher's desk should be a model for the pupils. Twice every day the waste-paper basket is passed around to gather up any scrap paper which may be on the floor or in the desks. Pupils should be taught to keep their desks tidy as this is really one of their first responsibilities in house-keeping.

To keep a tidy and attractive cloak-room, a good scheme is to write each child's name on a label and paste the label above a hook. In this way the pupil knows where he is supposed to hang his own wraps, and you are able to detect any carelessness.

For the birds' nests which the pupils gather in the fall, we have chicken wire, three by four feet, with a narrow wooden frame around it, and hung in some suitable, but not too conspicuous, place. Each nest is securely fastened on this wire and the name of nest written on a tiny piece of wood and fastened below the nest. With some good specimens of nests this makes a very nice decoration as well as being educative.

Posters found in school magazines, if cut out, colored and mounted according to directions, make bright and cheerful decorations for the room. Original posters according to season are also splendid.

Last year the children gathered moths and butterflies. We gassed them, then put them on the stretching-board and after they were thoroughly stretched and dried we arranged them in a case with a glass front and hung them on the wall.

Every Autumn we gather leaves, press them and mount them on white cardboard. Each child is given a cardboard one by one and a half feet and some pressed leaves and asked to try to make a pretty arrangement of leaves. Some of them are very beautiful and are arranged as a border along the top of the blackboard. These Autumn leaves are left hanging till we have our Christmas decorations ready.

Decorations should not be left up or on show in the school room out of season or after a holiday has passed.

We are very fortunate in having a manual training room in our school, and the boys do so many things in the line of book cases,

tables, stools, etc., to make the room look home-like.

Plants in the school room add very much to the decoration, and with a little care every teacher may have bulbs blooming in the school room at this season. Later we will be

planting our window boxes for decorative purposes. (Avoid having a variety of flower-pots in windows such as tomato cans, etc. A small pot of green paint and a brush will add greatly to the beauty of plants.)

LUCILE ELDER

ECONOMY OF TIME IN SCHOOL-MANAGEMENT

Herbert Spencer in his work on "Education" quotes the old song:

"Could a man be secure
That his days would endure
As of old, for thousand long years,
What things might he do!
And all without hurry or care."

and continues:—

"But we that have but span-long lives must ever bear in mind our limited time for acquisition. And remembering how narrowly this time is limited, not only by the shortness of life, but still more by the business of life, we ought to be specially solicitous to employ what time we have to the best advantage. In education, then, it is the question of questions, which it is high time we discussed in some methodic way."

Economy of time, therefore, being an essential element in teaching, one is necessarily impressed with the importance of having a definite system, adhered to daily, by which the mechanical round of duties found in the school room can be accomplished with the least loss of time. When the teacher has once reduced the daily routine to a habit with the children, she finds herself free to devote more time to the actual work of teaching.

The basis upon which this economical management of the schoolroom rests is that of discipline. Teachers know from experience that unless they have complete mastery over the room much valuable time which should be devoted to instruction is wasted in maintaining order. In the end much time is saved if, at the outset, the teacher carefully explains to the children the manner in which she wants certain things done, as for instance, the passing to and from the board, etc. If the teacher is patiently persistent in seeing that the pupil does precisely what is required at the moment it is required, the pupil will soon acquire the habit of definite obedience.

The teacher should never argue with a pupil. The greatest lesson children of today require is that of prompt and unquestioning obedience. Time is the consideration, it is of the utmost most importance that this habit of prompt obedience be early acquired. Moreover, the children find real delight and vie with one another in responding quickly when they once know what is expected of them. If on the other hand, a child allows paper to remain on his desk after desks have been directed to be cleared and the delinquency is overlooked, the teacher will soon find such a pupil not

only heedless of other orders, but will find others following his example until finally the time of the class must be taken to repeat instructions to those few from whom prompt obedience had not been exacted. More especially with large classes and small children is discipline a primary requisite.

Teacher's Preparation

When one has charge of a class of children for five hours daily, it is one's duty to use every minute of that time in the best interests of the pupils. That teacher is certainly an exception who can daily appear before her class without preparation and accomplish the best results. If, on the other hand, a teacher seriously desires to accomplish the best results, she will find it necessary to give careful thought to a daily outline of work. This preparation is just as necessary for primary teachers as for those engaged in senior work—more so in fact. A help to the teacher in planning the work for the day is to divide it according to that which must be done, and that which she would like to do, but which could be left over until the next day. By so arranging her work the teacher wastes no moments in deciding what to do first when she has a minute to spare from class-work.

In regard to the class-work, matters are facilitated if, at the close of each day, the teacher jots down in a book for the purpose, the subject matter to be taught, the time allotted to each subject, the method of presentation, and the exact pages upon which the following day's lessons are to be found. Such a plan faithfully adhered to is beneficial not only to the teacher but also to the substitute who need spend no time in speculating and inquiring of the children the nature of the day's work. Likewise the seat work should be well outlined in order that no delay occur in the assignment of such work. It is not enough that the teacher know merely the substance of the day's work, but she should also know exactly how she intends to present the facts in order that the work may be covered within the allotted time. The necessity, therefore, for this daily preparation on the part of the teacher, is most evident as a main factor in the systematic management of the class-room.

Materials

All teachers know what a time-saver it is to have ready for instant use all materials necessary for the day's work. Of course, the

materials differ according to the grades, but in the primary grades where so much is supplied for the children, there is a greater necessity for having everything in readiness. For instance, the writing paper should be cut into the proper size before school, ready for distribution. In the grades where much written work is done but where many pupils have no pencils of their own, it is a good plan for the teacher to have on hand a supply of sharpened pencils for the use of those who have none, or who break their own. One or two children could take upon themselves the responsibility of seeing that all pencils are sharpened before school, and in the senior rooms the ink wells should be filled before the session opens.

If reading is on the program at the beginning of the session, the supplementary readers should be passed and placed upon the desks before school. In fact, all materials needed for the first period, be it paper or books, should be distributed to all classes before the opening of school. If possible it would be well to have painting or handwork at such a time as would permit everything being placed in readiness during a recess period. Before dismissing for recess, paints and pans could be placed upon the desks so that during the intermission each pan could be filled with water. The drawing paper should also be distributed or placed in readiness for monitors to pass later. As far as possible, written work should be placed upon the board before school. By having the seat work in arithmetic and spelling on the boards, the class can at the set time begin work immediately and if the teacher wishes to conceal the work until class time, she can easily do so by drawing over it a map or curtain. No doubt some of these things seem trifling in themselves, but when one realizes the amount of time which must be spent in doing these very trifles, it is obvious that right here is the place where system and economy must be exercised if even a fair amount of time is to be given to actual teaching.

Starting on Time

One of the best ways to save time, however, is to start the day right. With what enthusiasm and interest the pupils enter upon their work, and how smoothly the machinery moves, if at the ringing of the bell both teacher and pupils are ready to start promptly to work. The five minute bell should be the signal for pupils to put all work away and to take their own seats. By never allowing the work to drag and the pupils' attention to wander, good intensive work is assured. If on the other hand, five minutes are allowed to elapse before pupils are even at attention, another five minutes occupied in marking the register, and still five or ten minutes more in starting pupils to work, is it any wonder that the children lose interest at the outset and the morning is finally gone with nothing worth while accomplished? Taking the attendance can be greatly expedited by the use of a seat chart which enables the teacher instantly to see who are absent.

What an interruption and consequent loss of time it is for children to come trailing along five or ten minutes after school is called! However, a teacher can often do much to break this habit, for habit it is with either the parents or children in cases of habitual tardiness. It is in the primary grades especially that the habit of punctuality should be formed. Each teacher has her own devices for overcoming this difficulty which vary according to circumstances.

Such a simple device as merely keeping an honor roll of perfect and punctual attendance is a reward well worth wroking for. A still more simple plan is to award a white star to the rows in which all are present and at attention when the bell rings. Five white stars may be replaced by a red and five red ones be the equivalent to a gold star. It is sometimes remarkable how punctual some children can be when they are given an incentive. There are, however, objections to this practice of awarding favors to children in recognition own reward. The child should be taught that right action should be his natural behavior rather than something which merits special recognition.

Changing Classes

In the primary grades where there are three or four classes and where frequent changes are necessary, care should be taken to have such changes made quickly and without disturbance, if the work is to proceed rapidly. If the class is to pass to the front for a recitation, have it go there in the **most direct** way and not waste time going around to the back of the room first. To secure quick action, a few simple commands are the first requisite. For example, the direction, "Work down! Ready, stand, pass!" should be obeyed to the letter by every child. In the case of little children the command for passing can be varied, as for instance, counting three for the pupils to find their places and it is surprising how quickly and quietly they respond. The response is even more enthusiastic if while counting, the teacher closes her eyes, expecting upon opening them to find her directions carried out. She is seldom disappointed. At the close of the recitation, the class should return promptly to their seats when so directed and remain standing until directed to sit. If pupils are allowed to come to and from class at their own pleasure, not only is such a method disastrous to the order of the room but it is also certainly no inducement to alert thinking. It is not too much to expect the class to remain at attention until the assignment is made and the order to work is given. If while the class is at attention, the teacher gives her instructions slowly, distinctly, and clearly no time need be spent in repeating. Although there are times when the teacher feels it necessary to prolong a recitation, as a rule it is not a good practice as it shortens the time for other work.

The Child's Share

The teacher's time is too valuable to be spent in distributing and collecting materials, therefore the use of monitor system is of

is of great advantage in the school-room. To be of the greatest benefit, however, the work of the monitors must be well done and shared in by as many as possible. Quick and quiet work is secured by the element of competition between these monitors. Their responsibility should extend also to the neat arrangement of any collected materials, in order that the teacher need devote none of her time to this. Corrected papers may be passed back by one or two children before school as they soon learn the names and seats of their classmates.

It may be well here to speak of the bearing which the neatness of the room has upon the question of time economy. All know how quiet, orderly surroundings facilitate concentration of mind upon the work and since the child's mind unconsciously works in harmony with its surroundings, how important it is that his school-room reflect neatness and order. And it is no small part which the child can take in helping to maintain this condition. The pupils should be encouraged to feel a responsibility in any matters pertaining to the appearance of the room, such as the blackboards, erasers, floors, desks, window-sills, care of flowers, etc.

But if the teacher expects to inculcate habits of neatness in her pupils, she, herself, must set the example. The blinds should be evenly drawn, the plants well cared for, the window-sills kept free of books and papers, and most important of all should the teacher's desk and cupboard be a model of neatness. "Is your desk a model of neatness or does it resemble the celebrated hurrah's nest!" as one teacher has expressed it in *Pri. Ed.* "Do you have a periodical attack of house-cleaning? Do you keep your desk in order from day to day? Is there a mass of uncorrected paper shoved into one drawer, and confiscated treasures into another? Do

you use your large blotter as a cover for all sorts of odds and ends? Are there wads of paper around the waste basket? Are your books arranged attractively according to subject and with some reference to size or piled upon the desk any way? Keep the machinery well oiled, as it were, and possibilities of friction reduced to a minimum."

A place for everything and everything in its place, would indeed avoid much irritating confusion and save many precious minutes.

Dismissal

The few minutes devoted to the dismissal of the class can be made an important part of the school training. Dismiss promptly and if possible allow all children to go home on time. In order that all be ready when the second bell sounds, children should be encouraged to dress quickly and help each other with their wraps. The opposite method of allowing children to dress themselves leisurely not only countenances slowness on their part but causes interference with the work of the teacher after school.

Conclusion

Economy of time in school work is so big and important a subject that it has been possible to deal with it in this paper in only the most cursory manner. In fact it has been impossible to do more than suggest ideas and helpful methods. In summarizing I would emphasize the following vital points, viz.: that every minute of time spent in the school-room is valuable, and should be used to the best advantage; that the teacher should discipline herself as well as her pupils, and that thoughtful preparation before school opens is essential to the attaining of good results in economy of time no less than in the matter of instruction.

MISS PILKINGTON

A FEW NOTES ON BUSY-WORK. GRADE I.

Pupil's first day in school—After lesson on blackboard pupil watches teacher write a simple word, such as "in" on slightly wet desk, then pupil traces said word with one white split pea and two red ones or one oat and two grains of wheat, or one pine needle and to tickets, two and three another time with another word, and learns form of word and how to write it, and incidentally, something of "no's."

Pupil next copies a ball game or some simple copy from the blackboard, using straight lines and circles.

Pupil now writes word on desk, then a column of words on a slip of paper.

Stick-laying—Pupil makes posts, tents, chairs, tables, bird-houses, etc., with sticks. He likes to cut narrow slips of cardboard and paste these designs in a pasting-book. (Parents like to supply paste.) No-work.—Teacher with three strokes draws a leaf on

blackboard; pupil copies leaf, puts one after it then two leaves, three leaves, etc. Pupil next cuts figures from a printed page and draws leaves in pasting book and pastes numbers after leaves. Pupils copy Snake from blackboard—and all the letter S's in a strip of newspaper, cut them out and put in an envelope. Pupils, from a square of paper and a touch of paste make their own envelopes. Pupil then writes a column of S's the letter "A" picks it out from letter box on a slip of paper. Pupil, having learned and draws all the things he can think of, beginning with "A" and puts the letter "A" under each.

No-work—Pupil copies groups of apples putting No. after each. Pupil is then given a strip of cardboard. Measuring 1 inch, he cuts off from long strips 1 inch, 2 inches, etc., until finally he has a twelve inch strip and from this he makes a paper foot measure

marking off the twelve inches. Pupil draws picture of a watch. Writes "T" under it. Then draws three things beginning with "T," and writes "T" under each. Pupil then writes all the letters he knows. Next he draws something—a wagon or any simple thing he likes. Pupil knows the sound of "ck" from the tick of the clock.

Teacher has ready slips of paper with words beginning with "C" or "K" or ending with "ck." Pupil copies these words on blackboard or desk. Pupil then draws pictures of cap, cat, camp, tack, stack, and then writes name under each picture. Next pupil copies and learns words: Sack, pack, peek; peek seek, meek; cast, stack, mash, task, cash, mask.

Drawing—Cat, Rabbit, Hen, etc.

Ballgame—Pupil draws an orange; makes ten large "O's", ten little "o's"; draws a line under each "O" in lesson. Cuts out "O's" from a strip of newspaper. Next builds words with letter "h" before "am," "at," "ot," "op." and etc. Something to draw—hat, hen, etc.

No-work—Pupil makes dots . : in groups and from a long strip of paper with one domino folded at one end, folds and cuts domino forms, then marks dots on or pastes little white circles on to form dominoes.

Pupil makes a row of large and small "n's" then draws a nest and writes "n" in nest and writes all the words he knows beginning with "n"—Nell, etc.

Pupil tells the names of all those he knows beginning with large "E" and then draws a watch or locket for each putting the letter "E" on "each." Then cuts out paper ovals putting "e" on each.

Drawing—Draws three cherries and three cherries; three pears and four pears, five plums and four plums, etc. Draw five things beginning with "L," leaf, etc. After, a Thimble game. Pupil draws a thimble, thorn, thread, putting "th" under each. Make a list of words from lesson containing "th." Make words from letters in envelope.

Drawing and No-work.—Groups of cats, turkeys, etc. Pupil draws a spoon; gets the "oo" sound from it and writes words rhym-

ing with "spoon." Pupil draws a pigeon-house and gets the sound of "d" from "dove" then writes all the words he knows ending in "d"; "ed"; "od"; "id"; "ad"; "eed," and "ood." After, sound of "f," "ff," "fl" writes "flag"; draws flag from flag on blackboard. Draws two ladders, a girl climbing each. Numbers the steps and so one might go on indefinitely. About half-past eleven and half-past three my three youngest pupils say "please may I cut and paste?" They bring a great supply of material for cutting out, also cardboards for sewing cards, etc. They cut out very neatly what they like and paste in book if I approve. They then ask me to write the name on the blackboard which they copy very neatly. They also like to do No-work drawing in pasting-books. They also like to paste in books sewing-cards, dominoes, etc., and write name or sentences under each. I draw outline of apple, leaf, etc. on a piece of pasteboard and dot it, pupil perforates outline, colors apple, etc. and then sews the outline; pastes in book. If pupil cannot write name or sentence he wishes he asks to have it written on the blackboard and copies it.

During the last two years so much time has been lost through sickness that we have compelled to keep closely to the essentials: Reading, Writing, No-work and Spelling. My senior pupils are intensely interested in this kind of busy-work and have worked exceptionally well. They are enjoying their supplementary reading exceedingly, also No-work; in fact all the work. The Juniors are working like trojans too, still a child will come to me with the cardboard frame for a napkin ring and will say, "May I make a napkin ring?" which he does after other work is well done—often these are tiny boys. Then a wee girlie's voice says, "I'd like to make a hat for my doll" and forthwith begins to braid the raffia for it. A big girl will come back who has passed on two grades and ask to start a piece of raffia work or rattanwork at recess. I have brought a pasting-book and a few samples of raffia, rattan and woolwork done by grade I. if you care to see it.

MISS CHARLOTTE J. EGAN

GEOGRAPHY TEACHING

Sir Archibald Geikie says: "In the teaching of Geography, as in instruction of every kind, the fundamental condition for success is that the teacher has so thoroughly mastered the subject himself, and takes so much real interest in it, he can speak to his pupils about it, not in the set phrases of a class-book, but out of the fulness of his own knowledge, being quick to draw his most effective illustrations from the daily experiences of those to whom he address himself."

R. E. Dodge and C. A. Kirchway have also said: "We must bear in mind that we are

teaching children geography, among other things, and also that we are teaching **geography** to the children. Hence our plan must be organized from two contrasted points of view, always bearing in mind that while the work must be worth while at every stage, it must also be valuable as a whole in preparing pupils for the adult life they must meet out of school."

We define geography as "The study of the earth and its relation to man," or, better, "The phenomena of earth, air and sky as described in such a way as to lay the founda-

tion for an intelligent study of the continents as places where men live and work, plus the physical features to show how physical environment affects man socially, politically and commercially. In all this, the outstanding subjects are the earth and man." It is this casual relation that links our school geography with the great science of geography.

When we consider the vast field before every child and their quick ability of observation, of material at hand, we find even the smallest child laying up stores of information. No matter how limited their sphere they may observe the sun's apparent journey across the sky, and seasonal changes. They easily see that part of their food and clothing come to them from other countries or other parts of their own country. All this can be readily used to describe and explain conditions of life in countries to be studied.

The subject is a perfect unit and there should be no break in the programme from the primary to the end of High School. In fact every grade must build upon the knowledge acquired in the previous grades, and the wise teacher will not try to proceed until she is quite sure her pupils have fully grasped the necessary truths of the previous grades.

As the study proceeds, children should be able to establish a rule of **reason** for geographical facts, and be able to intelligently apply them to the changing conditions of the world. For instance, the change in the course of the Mississippi river. While a Grade Six or Seven child should very carefully give reasons for Distribution of population as dependent upon possibilities of productive occupation, the former destroying old cities and building new, while the latter would transfer large numbers of people from one hemisphere to the other.

Following this we must lay stress on the importance of a knowledge of geographical facts. When we consider that the greater number of children leave school at the end of the sixth year, we should be sure they have learned certain outstanding facts that are common language to everybody they meet in life. In my programme at this stage the child has been over the world twice, and by map-study and casual work has become familiar with some of the desired facts. But this is not sufficient, and in Grades Five and Six when the memory is most active we turn to map-study and memory work. The best test of this is the outline blackboard map and the small outline maps procured by the children.

Maps should play a very important part in the child's study of geography. In Grade Three the lessons are taught from the globe, while the teacher introduces small maps of the school-room, school grounds, and perhaps a few blocks around the school site. But in Grade Four the teacher introduces the map and the proper method of map study and reading; also the text-book and the proper use of the Table of Contents. I am very much in favor of the Dominion Geography

with its three sets of good maps, namely, physical, political and commercial. Physical geography should always be taught with the globe in front of the class. Much has been said about memory maps. I have not had marked success with the duller children until Grades Seven and Eight are reached. For Grades Four to Six I use traced maps or outline maps to impress the correct outline with relation to the interior, until they both become a part of the child's knowledge.

Every school should possess a set of geography readers. This aid coming from the school stimulates the child to obtain a store of knowledge through his own efforts as clippings from papers, stamp collections, coin collections, advertising matter, railway folders, samples of manufactured goods in all their various stages, etc. All this adds to the child's pleasure and interest, and it is only through his interest in our subject that we may hope to impress the desired knowledge.

The work done in Grades One and Two is mainly Nature study and observational work. In Grade Three the earth is studied as the home of man, his food, clothing etc.; this is the world geography and is taught by description and features. Nine regions are chosen and stories of children of these lands are given to the children. These regions are pointed out to the children on a small globe. For Observation, as Home and Out-of-doors geography, take, 1—Sun's apparent daily path across the sky. Children to collect "time of sunrise" from daily paper. 2—Seasonal changes and the change of occupation in the surrounding country. 3—Weather conditions. 4—Surface features. (Making trips to surrounding country.) Maps made by the teacher of school-room, school grounds, and perhaps a few blocks near the school. 5—Occupations and industries of the community as far as possible embracing agriculture and commerce. It depends on where you are located how much knowledge children of this grade are able to understand. Always have the children recognize a British possession. In Grade Four Home and Out-of-doors geography is continued but main stress is placed upon typical surface features. The children of the previous grade have become acquainted with life in regions wholly unlike their own, and this furnishes them with a ground-work for the study of the earth as a whole. We again divide the world into nine regions as in Grade III.—reviewing, adding new material and locating the various homes on the globe and map, also dealing with the characteristics of the country. In this study we aim to teach characteristics of peopled regions as in Grade Reviewing, adding terminated by geographical position; latitude determined by climate, nature of soil, etc. Trade.—mined by climate, nature of soil, etc. Trade. Means of communication between one part of the region and another; also communication with the world.

The nine regions are: Cold North Land, Hot Belt, Grassy Country, Desert, Northern Woods, Farm Lands, Fishing Regions, Mountain Region, Manufacturing and Trade cen-

tres. In the last mentioned, children bring wrappers of various canned goods or articles from their homes. The teacher might obtain a story picture of Spices from McCormick Co. or From Wool to Cloth from American Woolen Co. or pictures of Silk Manufacture from Belding Co.

Thus far we have had ten regional lessons on Canada. Followed now with detailed study. Always have children recognize a British possession when they study it. Review of Primary geography in Grade III and add lessons on 1—Direction; 2—Globe; 3—Day and Night; 4—The Seasons; 5—Zones; 6—Climate; 7—Forms of Land and Water; 8—Use of Maps; 9—Names of Continents and Oceans from globe first, then map; 10—Latitude and Longitude.

In Grade Five globe lessons must be continued to fix themselves well in the children's minds. 1—Continents and oceans. Children recall their previous acquaintance with children of other lands; climate, life, etc. Bring out general shape of continents, oceans, seas, rivers and mountains. This is your foundation for correct map drawing in this grade.

2—Directions on the globe, and direction symbols, ie., meridians and parallels.

4—Latitude and longitude.

4—Size of the Earth; Scale.

5—Motions of the Earth. Rotations and revolutions; do not attempt to prove anything in this grade.

6—Climatic conditions of the Earth. (a) difference between the steep and slanting rays of the sun. (b) Zones. The children might make collections of fruit, nuts, spices or woods grown in different zones. They might secure picture post-cards to illustrate.

The World geography for this grade will be North and South America and Europe taken regionally. Dividing these continents into seven regions: 1—Grassy; 2—Temperate; 3—Sub-tropical; 4—Tropical; 5—Highland; 6—Desert, and 7—Cold Northern, we proceed to our study of a region under the following heads:

I. Map study to show the geographical position and physical features.

II. Climate as determined by 1—Latitude; 2—Altitude; 3—Physical features; 4—Prevailing winds and currents.

III. Productivity as determined by 1—Climate; 2—Nature of soil and drainage; 3—Animal life, wild and domestic; 4—Presence of minerals, coal, iron, etc.

IV. Life the People. 1—Their industries; 2—Density of population; 3—Community life, cities and villages; 4—Food, housing and clothing; 5—Education and religion; 6—Amusements; 7—Wealth.

V. Means of communication, rivers, canals, railroads, caravans and other routes. 1—Between one part of a region and another; 2—with other parts of the world.

VI. Study of the principal articles of trade. 1—Imports where obtained; 2—Exports where sent. Always have the children recognize a British possession when they study it. Work done in Grade Six in physical geography is largely an introduction to the same work to be enlarged upon in Grades Seven and Eight. 1—Shape and size of the Earth with proofs; 2—Motions of the earth, (a) direction as a result of rotation, (b) longitude and time-standard time, international date, (c) Seasons, their explanation. 3—The Atmosphere. (a) Composition and pressure, (b) Water vapor, fogs, clouds, etc., (c) Air temperature. 1—How distribution of temperature over the earth is represented on a map by isotherm lines. 2—Cause of unequal temperature between the equator and the poles. 3—Cause of unequal heating of land and sea. (d) Winds. 1—Teach location, direction, cause and characteristics of Trade Winds, Doldrums belt, westerlies and horse latitude calm belts. 2—Monsoons due to the unequal heating of land and sea in winter and summer. 3—Cyclonic storms and how they control weather in the temperate zones. For regional geography in this grade: Africa, Asia and Australia are taught under the headings set down for Grade Five. Always have the children recognize a British possession and now that they are over the world the second time they should be able to make the list of the possessions for Grade Seven.

R. M. STEVENSON

CHARACTER BUILDING

Our school program is often the object of much criticism. The business man complains that his junior clerk fresh from the class-room cannot even add a simple column of figures accurately. The office man complains that his stenographer cannot spell. The High School teacher tells us that our public school graduate does not know Grammar. All seem to be agreed that we are failing, and heeding this we go back determined on a more insistent drill on Arithmetic, We search for more words to spell. We try to teach more Grammar, History and Geography.

Are our critics taking account all of our weakness or the main cause of weakness which is, in fact, the cause of many of these failures? Is it really because our graduates do not know Arithmetic, Spelling, Grammar, etc., that they fail? Is it not more often that they are lacking in those habits and principles which go to make up character? They are careless, inaccurate and thoughtless. They have no interest in their work, and no idea of service. Our critics have picked on the tangible weakness, in addition, spelling and grammar, but the intangible weakness in character is more than likely

to be the main cause of failure. If in the process of learning they have acquired habits of thoroughness, accuracy, faithfulness and other qualities which make for character, they will be able to add to their technical knowledge to meet the demands of their position. Men with no school education have placed themselves in the highest positions of trust because they have developed character; men with high school records have made dismal failures because in the process of school education they have not developed character. The most pressing question for the school is not how to teach so as to get more Arithmetic, Grammar, etc., but what and how to teach to better develop the character of our pupils. The National Conference was held last Fall because there was a feeling that we were not getting the results that we should get in this direction.

We are sometimes tempted to forget that character-building is our most important duty. The special abilities of our pupils are easily tested. We can demonstrate to the supervisor, principal or inspector that our pupils have made progress in writing, spelling, arithmetic, etc., but it is more difficult to demonstrate the effect of our school activities on character. There is no mechanical test. Besides, we have no monopoly in this field. Character is moulded by other influences—the home, the church, the picture show, etc. Is it strange that we are tempted to pay most attention to the development of those abilities which may be measured and tested and for which we may assume the whole credit?

We may comfort ourselves with the thought that in all teaching there is character development but the disconcerting fact confronts us that very often our one hundred per cent. pupils fail when brought face to face with the real problems of life. We may teach so that our pupils will pass examinations successfully but our subject matter may be so unreal and our methods so repressive and deadening that the greater our success from an examination stand-point the worse our failure from the stand-point of character-building. Our Universities in selecting their Rhodes Scholars do not consider the standing in examinations alone but also the character of the candidate as shown in the class-room, on the campus, in the literary society, and in other student activities. The principle is true in the public school as well as the university. The highest products of our schools may or may not be our one hundred per cent. pupils. They are the pupils who, in the process of learning and living, have developed physique, intellect and character so that they can, with the greatest satisfaction to themselves, and service to others take their place in the world's life.

Character development is not a separate department of the school program. It is developed through the whole life of the school. It is for the teacher to regulate the activities of the school so that physical, intellectual and character development will go hand in

hand, each contributing to the other. It is the problem of the teacher to work this out in details of class-room procedure. In this paper I wish to point out just a few principles of class-room procedure that seem to me important for character development.

1. Conditions are more favorable to character development when the body is in health. When the child is fatigued, where vitality is low the child becomes inattentive and irritable. Undesirable qualities manifest themselves which tend to become habitual. Healthful surroundings and fresh air are not unimportant. Why are windows often closed when they should be open? And in winter fresh air vents in furnaces shut off? Rest periods should not be neglected. Children should not be kept seated at their desks for long periods. Keeping in at recess is an irrational method of correcting lapses in conduct. If a child has become inattentive, restless and talkative before recess he is not apt to be better after a recess spent in the school-room where every nerve and muscle of his body craves activity.

2. Character is developed through the social relationship of the school. The child educated at home by the governess may learn as many facts as the child in school but is at a decided disadvantage because he has never been developed by social contact with other children. The more isolated children are kept the less fruitful will be the results. Those activities of the school where child co-operates with child in play or work are vital to development. The activities of the playground are obviously important in this respect. They are periods of recreation and relaxation, but they are more. They are periods when the child learns lessons of fair play, justice and co-operation, and develops leadership and determination. When its lessons are so important for life why is its direction so often considered to have a second place in class-room work? The Boys' and Girls' club is another social activity of the school. The development of character accomplished through this activity is probably more important than the technical knowledge of agriculture. The boy may never use his knowledge of farming but he has set for himself the task of growing the best possible kind of vegetables—if possible better than anyone else can grow. To do this he has to get all the information possible and to apply it to his work and the product depends on his faithfulness to his work; all of this has lessons greater than agriculture. An interesting fact, too, is that more agriculture has actually been taught through the Boys' and Girls' club projects which are social than was taught in the old days when we took our text books and read about agriculture. The same principle is true on other subjects.

The following incident came to my notice. A child was taking music lessons. The procedure was the common one of individual lessons. The child practised as children usually practise. After a time a duet was given. A new element of interest was introduced. The lesson was no longer important for the individual alone. Music became a social acti-

vity and its disciplinary value was increased as well as the technical ability. The duet had advantages over the solo.

We usually teach solos in Arithmetic, History, etc, rather than duets and choruses. Individual teaching is generally practised. The atmosphere of the school-room with its established traditions encourages it. It is hard for the teacher to give up the routine of class-room procedure and preparations for tests and examinations. Some teachers never take up work in class but go from seat to seat teaching pupils individually. I am willing to admit that there may be more text book covered in this way and this individual help must be given at times but if given continuously the pupil loses in the lack of contact with others.

3. The interest of the pupil is a third important factor in character development. Habits of care, thoroughness, persistence in overcoming difficulties are developed when children are interested. Habits of carelessness, inattention and indolence are developed when they are not interested. The teacher must relate the work of the school to the interests of the pupil. This is not always done. Spelling is taught when the pupils do not know the meaning of the words. Arithmetic is taught when the problem is altogether outside the pupil's interests. But more than this must be done—the child's interest must be extended. We must relate the school work of the farm boy to the activities in which he is interested, but we must go further if we would not have selfish and narrow farmers. We must extend their interests beyond the boundaries of the farm to the community, the nation and world.

I was asked to speak about neatness, accuracy and economy of time. I am afraid that I have wandered from this but I can best refer to that in this connection. We will all agree that neatness and accuracy are desirable habits. We realize that we do not get them. Our note-books, exercise books, pupils' desks, are untidy. Their work is inaccurate and careless. What shall we do? We have no doubt that they are developing bad habits. We may threaten them with punishment if they will not keep them neat. There is an interest then in keeping a book neat—to escape the punishment. Perhaps this is the only practical way and perhaps it is better that neat habits should be developed in this way than not at all, but there is a better way. If the pupil is interested in some kind of work and if neatness and accuracy are essential to his accomplishment he will try to be neat and accurate. If he is trying

to write a letter and is interested in getting his thought to his friend he will strive to be neat. If a class in drawing is making Easter cards to give to some friend, they will try harder to be neat and accurate than if they were doing some exercise to be consigned to the waste paper basket. If the arithmetic has to do with some problem in which the pupil is interested in the result, as the planting of his garden, the construction of a model in the manual training room, the feeding of his own poultry, he will be more likely to be accurate. I have attended luncheons prepared by domestic science classes. I have been struck by the neatness and taste in the arrangement of the table, the business-like exactness of the whole procedure. The girls were interested in having neat tables. They felt that the time spent in securing it was worth while. I wonder if the lessons they learned in neatness were not as valuable as those in domestic science. I wonder if their work in composition, arithmetic, etc., on their desks was as neat as those tables. If we wish to develop these habits we must have pupils doing work and interested in work in which they see that these qualities are essential.

Economy of time is involved in this too. The greatest waste in time probably comes through teaching that which is not in the child's mind connected with any of his interests. He dawdles over it and develops bad habits and forgets it as soon as the recitation is over. The net result is nothing but a bad habit. What is your starting point when you take charge of a class? The program of studies and text book or the child and his interests? I met a teacher who followed the program of studies so closely that he taught spelling in the morning because it came first in the program of studies.

4. The child's character is influenced by the lives of those with whom he comes in contact. He has his problems and he is on the alert to see how others deal with them. He watches the teacher to see how she acts when obstacles face her and she is annoyed. Does she lose her temper and become irritable? From books he finds how others act and think. Do we pay sufficient attention to what our pupils read? I have seen school libraries kept as if the main object were to preserve the books and keep them on the shelves. What ideals are taught by the pictures the child sees? What is the influence of the picture show? Can the teachers as a body do anything to prevent those pictures which are harmful from being shown to children?

MRS. S. WALLACE

HISTORY THROUGH DRAMATIZATION

Dramatization in the school-room is not a new thing. The acting of dialogues and plays by school children is as old

as the little red schoolhouse itself. The present attempt at dramatization, however, must be clearly distinguished from the

school dialogue because the purpose is entirely different. The object in view is not training in dramatic art but the learning of history, and it is because we believe there is no better way of fixing the truths of history in the minds of the children than by dramatization that this kind of work has been tried out as part of the regular lessons in history. The children who are here this morning come to the history room only twice a week for 40 minutes each time, and whatever work is done along this line must be done within the limits of this period, so it is easily seen that very little, if any time, can be given by the teacher in training the children to speak their parts. This is an important point because you may think the interpretation crude or unfinished, or imperfect, and so in a way it is, but if more time were spent in an attempt to secure a finished production fewer scenes could be played and the main object of the exercise—the learning of history—would be defeated. The same remarks apply to costuming. No attempt is made to dress the children for their parts beyond what can be done impromptu with the clothing in the room at the time.

The best time to introduce the dramatic work is after the study of a period is finished. The children have studied the principal events and written about them and have written sketches of the principal people in the usual way. Then the dialogue is introduced. A lesson perhaps is spent in becoming acquainted with the parts by reading the dialogue in class. Then parts are assigned to different

members, the parts taken home and memorized as homework, then when the class comes in for the next lesson the play is enacted. The first attempt will probably be unsatisfactory to both pupils and teachers alike and the act will be repeated by mutual consent but no attempt will be made to attain perfection by repeated rehearsals.

Scenes Represented

A—Elizabethan period.

Scene 1—Meeting of the Queen's Privy Council with the queen in attendance, when the possibility of war with Spain is discussed.

Scene 2—The Bowling scene. The war dreaded by many has become a fact and England stands ready to face the navy of Spain.

Scene 3—Queen Elizabeth holds a public reception of the heroes back from the fight after the defeat of the Armada. Characters represented are: Lord Howard, Burleigh, Sir Walter Raleigh, Drake, Queen Elizabeth and a lady-in-waiting. (Note: Owing to lack of time only the first of these scenes was given before the convention.)

B—American Revolutionary War Period.

Benjamin Franklin while on a visit to England appears before a secret committee of the British House of Commons and in answer to questions by the members gives his opinion on the causes of discontent in the Colonies.

Characters represented: Grenville, Lord North, Thurlow, Burke, Townsend and Benjamin Franklin.

MRS. M. DOBSON

THE WORK AND THE REWARD

While pondering over what I should say to you in the few moments at my disposal, the thought of the meaning of the convention came to me.

A year has passed since we met here, and each one of us has been absorbed in the duties of her profession—the teaching of children. The teacher's task is a very complex one. She is primarily a teacher, of course, but also to a certain extent the guardian of the child's physical well-being, the arbiter of his morals, his instructor in the ethics of school-room and playground, his adviser and his friend. To her is given the privilege of developing his innate love of the beautiful, and in many cases the only motherly care he is likely to receive comes from some good teacher who sees in her pupil a plastic shape to mould into an image of grace and beauty.

Would you not, then, be surprised if the teacher, thus feeling the heavy responsibility resting on her heart and brain, should not at times become discouraged, and feel the need of seeking renewed inspiration and help for her arduous task? Where can this be found? Not from the world outside the teaching pro-

fession. It sees her mainly as an instrument to impart a certain amount of definite knowledge along with a negligible portion of discipline necessary to assure the child's reception of it.

No, she must obtain her inspiration inside the sphere of her activities. And she is rarely disappointed, for among the teachers who gather here from year to year are many fired with the importance of their work and filled with high ideals and strong resolves that the childhood of this country shall receive its proper inheritance.

Place all the assets of our wonderful land side by side and the little child stands pre-eminent, towering, by reason of his God-given potentialities and eternal destiny, far above the shining splendor of our sun-swept prairies, the golden richness of our mines, the teeming treasure of our seas and lakes, or the boundless wealth of our pine-clad forests. We sing "O Canada! Where Pines and Maples grow, Great prairies spread and lordly rivers flow" but the heart of Canada beats in the hearts of its children and its destiny is linked inseparably with theirs.

The true teacher is a patriot, but no state can fully recompense her. Her services to

God and humanity will one day be rewarded. Let us live up to our high calling, fellow-teachers, and so train and encourage our pupils that we shall send them out into the world with a love of what is pure and right; a scorn of all that is base and ignoble; a tenderness for weakness and suffering, and a courage to resist evil in all its forms. If we do our part well, the youth of Canada will keep something of that "vision splendid" as they travel farther from that land where God breathed into them a part of Himself and they became living souls.

This, then, is what Convention should mean to us. Not only do we seek for saner, truer methods of imparting knowledge and developing the child's faculties, but it is here that we gain inspiration. Particularly from those who are giving their best thought and endeavor to help us, should spread a flame of enthusiasm which will kindle the tiny spark in your heart and mine.

So shall we return to our daily duties with a vision of what we may make of our chosen profession if we but live up to our privileges and opportunities. All that is greatest and noblest in this world of ours has been accom-

plished by men and women who had a wonderful vision not bounded by earthly horizons. It is good, sometimes, to leave the plains and climb the mountain-side. There the air is purer, the view lovelier and wider, and perchance we may share in some view which will lift us to a higher plane, making beautiful "the daily round, the common task" which we find in the school-rooms of this Canada of ours. Then we can teach our children:

"Be but yourselves, be pure, be true,
And prompt in duty; heed the deep
Low voice of conscience; through the ill
And discord round about you, keep
Your faith in human nature still.

"Be gentle: Unto griefs and needs
Be pitiful as (children) should
And spite of all the lies of creeds
Hold fast the truth that God is good.

"And when the world shall link your names
With gracious lives and manners fine
The teacher shall assert her claims
And proudly whisper, 'These were mine.'"

MISS EDNA E. LOWE

HOW THE TEACHER MAY PROMOTE THE PHYSICAL EFFICIENCY OF THE PUPIL

We are coming more and more to realize the need of physical culture. The war has emphasized this need. In the year 1917 it was found that four out of ten were unfit physically to serve their country at the Front. Millions of dollars were spent at the concentration camps in the United States in getting the others into proper shape to do the work for which they had enlisted.

That examination was surely an indictment of the conditions with respect to physical training in our educational system. All physical defects are due solely to ignorance. All needed to enable the men to be fit for service in Flanders should have been done in the school.

Two reasons are given for this neglect of so important a part of education. (a) Lack of time to spend ten minutes a day in physical training is anything but wasted time.

After such drill it will be found that the pupils' minds are far more active and that they more readily assimilate knowledge.

2. Inability to plan a ten minute period that may not do more harm than good. Miss Lowe then proceeded to give some methods of physical culture that would be most useful:

1. Exercises for the arms and legs. The teacher must have in mind the absolute need of muscular development. Such developments do not mean of necessity big muscles but rather muscles that will act promptly and perform with precision and grace all movements. Some teachers begin and stop after they have given muscular exercises for the arms and legs.

2. It is equally necessary to develop the muscles of the trunk: When bending move-

ments are being done the eyes of the pupils should be directed to the ceiling. In backward bending the knees should be bent as otherwise dangerous effects may result.

Deep breathing must be combined with all other exercises.

3. Pully movements: Be sure to have variety in the exercises otherwise the pupils will begin to hate the period of physical training. Give them a surprise.

4. Bicycle movements: Pupils should enjoy these exercises and look forward to the lesson in physical training.

Miss Lowe then spoke of Muscular control:

Get the pupil to obey the word of command promptly. It is a matter of drill—thorough drill. Do not have the pupils march with muscles tense; it interferes with the blood pressure and is decidedly hurtful—not beneficial.

Considerable attention should be given to muscular relaxation: If one notices children with set, drawn faces, one may be sure nine times out of ten that there is a tenseness of muscle which is affecting nerve centres.

It takes time to get children to relax their muscles but the training is good. Have them relax fingers, wrists, elbows, shoulders. Give them rotary motions of the head.

A doctor has stated that he has never been called to treat a case where the organs of the body were in proper place. Therefore there is need of corrective exercises. One of the first things is to teach our boys and girls to stand and to sit properly.

Stretching movements will be found useful. The breath should be held as long as it can

be without strain. One or two stretching exercises should be given every day.

Free movements were suggested as better than those based on muscular tension.

We are so keyed up most of the time that we need the free movements to relieve the nerve strain. They stimulate the circulation. Games come under the heading of free movements.

The measure of the chest from arm-pit to arm-pit should be from two to five inches more than the measurement across the back. Too often, alas, the opposite is the fact.

A few weeks of proper corrective exercises will work wonders. Try all such exercises as will bring shoulder-blades together.

If they receive the proper training the boys and girls will get rid of self-consciousness in movement and will acquire poise.

Tip-toe exercises and standing on one foot with the other raised were suggested as useful in this connection.

Give variety: Put energy into the lessons. Be enthusiastic—no good work will be done in any department of school activities without enthusiasm. A listless manner will be followed by listless exercises. Put snap, vigor, life into this work and the benefits to pupils and to the teacher will be incalculable.

Miss Lowe gave illustrations of all the movements suggested, a fact which added much to the value of her lecture.

A. L. SWANTON

WARMTH

In making our rural school attractive warmth is surely an essential and yet probably you have noticed that our school journals and magazines rarely publish any articles dealing with the heating and ventilating of our schools. The reason may be that the installing of proper heating appliances is only to a small extent under the control of the teacher.

Our educational system was originally modelled on that of Ontario and we have not yet completely recovered from the shock. There are those who tell us we should copy Denmark. This would probably be a greater blunder. For a long time we were told we should copy Germany but thank fortune we hear nothing of that now. What is true of other things applies equally well to the heating of the rural school. The systems advocated may have suited that particular province, but it will fail to work out satisfactorily on the prairies.

The best method can only be obtained by employing those who are actively engaged in the work and discuss it from different points of view, and thereby probably reach some conclusion as to the most efficient methods of heating our rural schools.

There is nothing in our school architecture of so much importance as the proper heating and ventilating in our northern climate, and in many of our neglected rural districts. The importance of this is so great particularly at this time when so many lives have been sacrificed in the war that conservation of lives is exceedingly important.

It is appalling when we read Dr. Frazer's report of 1917 that more lives were lost in Manitoba through tuberculosis and other preventable diseases than there were Manitobans killed in the war. The death rate in New York state is much higher than that of New York city and also public health was much more satisfactory than that of the rural districts. Also there is little doubt but that an investigation would prove that it was due to the unsatisfactory heating and

ventilating in our rural schools.

The healthful results produced by the maintaining of a proper atmosphere is not the only standpoint from which we should consider warmth.

Success cannot be obtained without interest in one's work. One of the essentials of maintaining this interest is to make the school attractive. The decorating may be grand, the caretaking good, yet if the school is cold and uncomfortable the interest will soon lag and school hours will become a drudgery in place of a pleasure, especially in a winter such as we have just passed through.

The question that now comes before us is what is the most efficient method of maintaining the proper warmth in our schools. Often trustees not fully realizing the importance of proper heating still insist on placing cheap antiquated methods in our schools. The methods or systems used may be divided into three classes.

The first system is the old box stove which has been almost discarded, although some boards still adhere to it. In these districts where the boards are reluctant about discarding the old stove for a hot-air furnace or a new ventilating stove, a cast-iron jacket may be improvised and a fresh-air conduit leading to it from the outside is a vast improvement. Children near the stove are usually very hot while those at the farther end of the room suffer much from the cold. The old box stove is the greatest vitiating agent in the room using up tremendous quantities of oxygen in the process of combustion, and has none of the appliances for successful ventilation. Let us sincerely hope that it will soon be thrown in the scrap-heap as it has served its purpose just as the little red school house has done in the past.

Then there is the ventilating stove which appears like a hot-air furnace. The principle of all these stoves is extremely simple being merely a gravity system. It comprises a cast iron stove enclosed in a sheet iron jacket which fits around the stove about eight or

ten inches from the floor and about five and a half feet in height. The air between the stove and jacket is heated and rises upward, this naturally causes an influx of air from the bottom which is heated and circulation takes place. A fresh air conduit is attached to the casing from the outside and usually a ventilator shaft is attached to the chimney. The vitiated air may be carried off through the ventilator shaft and fresh air from the cold air conduit heated and circulated in the room.

While theoretically this is a perfect heating system in numerous cases it seems to fall down in actual practice. In cases where it does not seem to heat the school satisfactorily the air around the ceiling is usually very hot while the lower part of the room remains cold.

Now I do not mean to say that these systems are a failure; there is room for vast differences of opinion and I think we might do well to make it one of the topics for our discussion.

In many cases the cause lies no doubt in the faulty construction of our school houses. Also in many rural schools one finds a partition at one end of the room about seven or eight feet in height. This seems to deflect the air to such an extent that a current of air circulates above the heads of the pupils, and as a result the lower part of the room remains cold.

During the month of February I conducted numerous experiments with two thermometers, one about four feet and the other about six inches from the floor. These two thermometers showed a difference of temperature varying from ten to twenty degrees. Surely the system or building is at fault, probably both, yet the fact that this is the case while it serves to make the school unattractive is a serious menace to the health of our children.

These ventilating stoves also have a serious fault in rural districts where children drive a long distance. It being impossible for them, when they arrive cold, to get warm quickly. I knew one teacher who used to let her pupils climb up and sit on the edge of the casing surrounding the furnace to get warm, but this does not seem to be exactly a proper attitude to develop in the children under our care.

In a few rural districts hot-air furnaces are being installed. This system seems to be an excellent one since the furnace must be placed in the basement and incidentally furnishing more room and doing away with an unsightly heating apparatus in the school room. It supplies the room with a constant supply of warm, fresh air through a fresh-air conduit attached to the furnace from the outside and takes the foul air away through a ventilating shaft connected with the chimney.

MRS BURGE, PINE RIVER, MAN.

THE SCHOOL AND THE COMMUNITY

We are told that the school is the greatest single power of our democracy. If that is true when speaking in general terms how much more does it apply when used in connection with non-English speaking districts? There, the school is the beginning of light and life. It is the main, and in some cases the only, source from which the members of the community can acquire intelligent knowledge of the Canadian customs and Canadian citizenship; customs which are almost diametrically opposed to those which they and their ancestors have for generations practised; and a citizenship with fuller, freer powers than they scarcely dared dream of in the old land. It is with the peasant people of eastern and southern Europe who have come here in the hope of bettering their condition that many teachers have to deal.

The problem of how to serve them best can only be intelligently solved by having some knowledge of the conditions under which they have lived for generations in their native land. In Europe, to be a peasant has for centuries meant a life-long struggle to obtain the barest necessities. The people have found that wealth and power invariably have been used unscrupulously to acquire more. It was essentially a life of the survival of the fittest.

Where the people from these countries have settled in large areas in Canada they still continue to live practically the same life that they lived in their own country. The men on account of having to go out of their own districts to earn money during winter months usually have a working knowledge of the English language. The women and children know literally nothing of our language. The women occupy a peculiarly unsatisfactory position, doing most menial outdoor tasks besides caring for home and families. Such are the conditions to be found in many settlements of the foreign born where there has been no school.

One of the first things to be done is to establish a feeling of mutual interest and confidence between teacher and parent. This, of course, can be most readily accomplished through the children. In some cases it is a little difficult to persuade the father that he can spare Mary or Mike from the bush or the plow, but Mother patiently takes on added burdens that her child may learn the English language and Canadian customs. Indeed, I am afraid the mother too often has to bear the brunt of the work which used to be performed by the children now attending school. It is ever a matter of remark how patiently the women accept the hard knocks of life. It

has been noticed that no matter how lowly the surroundings she invariably has a few flowers blooming in the window. I often think it is to those plants blooming in uncongenial surroundings that she turns for comfort, strength and courage.

It is a well-known fact that the greater the physical discomfort the less chance the child has of acquiring a maximum of knowledge. If you see a number of children bringing large thick slices of bread and literally nothing else for their mid-day lunch, you see children who are not going to be able to put forth their best efforts at their lessons. By having each one bring something, if only a potato, to be prepared and cooked by the pupils under the direction of the teacher a community spirit of giving and service is being aroused. The benefit to children of hot nourishing food for lunch is not easily estimated. The children also learn the proper use of the knife, fork and spoon, etc., and how to conduct themselves properly at the table.

The amount of community work waiting to be done in non-English speaking districts is not easily measured and it is only through school influences that it can be accomplished because in isolated districts no other community interests are at work. The school is a "Clearing House" through which all of the children have to pass and it is to them mainly that we have to look for help in the problem before us.

One of the first things to be taken up as soon as enough English has been learned is Sanitation. The advantages of cleanliness of person and the circulation of light and fresh air can be easily demonstrated.

School gatherings and concerts are a source of pleasure and benefit to the community. The parents are proud and pleased to hear Mike or Mary recite or sing in English, and at each gathering, if held at intervals, a marked improvement in dress, manner and language will be noticed. Many of the mothers learn a few words or phrases from the children and seem so glad to be able to understand and answer the simplest forms of English. The men also can be encouraged in making speeches in English and if, at each gathering, they can get a different viewpoint on some question of interest to them, something is gained. Community singing should be developed and emphasis placed on the teaching of patriotic songs.

The influence of a neat, well kept, cheerful school and teacherage is bound to react on homes in the community. A few bright pictures tastefully hung, curtains on the windows, even though of cheese cloth, flowers during the summer in windows and in window boxes on the ledges, lend an influence that is felt during every minute of the day. The school garden of flowers and vegetables affords beauty to the eye, lessons in canning, sustenance for present needs, and assurance of variety for the mid-day lunch during the winter months at a minimum of expense.

Sewing, knitting and different branches of needle craft may be taught in connection

with Boys' and Girls' Club work. I find children eager to learn and mothers most interested and pleased with any new work learned at school.

Another important work for school is simple instruction on home nursing for older pupils, and through them the mothers will gain much needed information. There seems to be a pitiful lack of knowledge of the simplest remedies required even for the minor ills. I found one mother giving a very objectionable form of headache wafer to a young girl suffering from pleurisy. I know of no place where medical inspection and district nurses are more needed than in the isolated new Canadian districts and especially so if the nearest doctor is twenty-five miles distant. A Red Cross kit is supplied to many teachers and I think every teacher keeps a supply of simple home remedies on hand. The deference to and confidence in the teacher's judgment makes one feel very responsible for them.

It may be there is a country cemetery which you have occasion to pass at intervals, a dreary, wind-swept tract. There is one in my district which appeals to me every time I pass it. It reminds me painfully of a cemetery near a progressive town in western Manitoba that I used to pass every time I went to town. Dreary, desolate, and unbeautiful to the last degree. To-day that cemetery is known as one of the most beautiful spots outside of Winnipeg, a veritable God's Acre, full of beautiful blossoms in season and well-kept to the last degree. We cannot all expect to accomplish anything like this much in our work, but through their natural love of flowers, we may encourage the children to cut the grass and plant a few flowers on the graves. You may think that we have plenty to do to look after those who are with us without turning our attention to those who sleep, but thus an opportunity is given us to direct the children's thoughts to that great beyond toward which we are all travelling and by beautiful associations rob their young minds of that natural fear which so often exists.

"After all, the greatest thing we can do to make the country a better place to live in is to develop to the utmost our own abilities. The work we join in for the uplift of our community will provide an opportunity for the development of the social and intellectual side of our lives, and enable us to be more self-reliant, and to make us a greater influence for good in the world, so that in striving to benefit others, we gain infinitely ourselves."

To raise the ideals of many new Canadian settlers and initiate them into the principles of Canadian citizenship has been the work of many devoted Canadian teachers for several years and as we look around at the work performed by many members of the profession we can say that right royally they are performing their duties. That the people for whom this work is being done are appreciative is shown by the following lines written by a young Ruthenian:—

"From ancient worlds by wrong oppressed
we swarmed

Many as ants, to scatter on thy land,
Each to the place you gave, aided, unharmed;
And here we fear not kings nor nobles
grand.

And art thou not, O Canada, our own?

Nay, we are still but holders of thy soil.
We have not bought by sacrifice and groan
The right to boast the country where we
toil.

But, Canada, in Liberty we work till death,
Our children shall be free to call thee theirs,
Their own dear land where, gladly drawing
breath,
Their parents found safe graves and left
strong heirs."

One thing to remember in our work is that
it is not a soul, it is not a body we are
training, but a man, and we ought not to
divide him. Our success depends upon the
height of our ideals. "Ideals are like stars,
you will not succeed in touching them with
your hands, but like the sea-faring men on

the desert waters, you choose them as your
guides and following them reach your
destiny."

To the teachers in non-English speaking
districts especially is given the task of carry-
ing on the work begun for us by the boys
in France. When we remember the thousands
and thousands who cheerfully made the
supreme sacrifice that their ideals might be
perpetuated unsullied, and the world made
safe for democracy, and then look around us
at the ignorance and vice, vice caused by
ignorance in most cases, we feel that to us
was flung that far-reaching challenge deliver-
ed by one who gave his all:—

"Take up our quarrel with the foe;
To you from falling hands we throw
The torch; be yours to lift it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders' fields."

This paper was read April 7th, 1920, at the
annual convention of the Manitoba Educa-
tional Association.

Secondary Division

MINUTES

A.—History Section.

Mr. Prowse in the chair. The programme
was carried out as prepared, excepting that
Mr. King was unable to be present. The
attendance was over sixty. Officers for next
year: Miss E. Moore, Kelvin Collegiate and
Miss P. P. Fox of Kelvin. A committee was
appointed to consider as suitable text "Allies,
Foes and Neutrals," by Sir Edward Parrott.

B.—Modern Language Section.

Professor Miller in the chair. Prof. Miller
reported the results of the Questionnaire. 45
minutes per week is the average time given
to reading aloud of text. Average time given
to sound practice 5 to 10 minutes each period.
Difficulties with the syllabus were given as:
1.—Too much assigned for the year. 2.—
Classes too large. 3.—Vocabulary unrelated
to fact. 4.—Text too idiomatic. 5.—Gram-
mar not definite enough. A long discussion
followed. Demonstration of the sounds on
the chart was given by means of the phono-
graph. Miss McManus then reported on the
work in the Junior High School. Officers for
1920: Miss McMorine, chairman; Bro. Joseph,
secretary.

C.—English Section.

Mr. Cowperthwaite in the chair. Attend-
ance 54. Miss Turner read an address on
"The Teaching of Shakespeare." An example
of dramatization from Shakespeare was given

by pupils from St. John's Technical School.
The programme of studies in English was dis-
cussed. Discussion followed as to the exami-
nations in grammar. Advisory Board asked
to make examination in English optional for
IX. and X. Officers for next year: President,
Professor A. J. Perry; secretary, Miss Janet
Chesnut.

D.—Science Section.

Mr. Anderson in the chair. Mr. Knapp
read a paper on "The Teaching of Physics."
Mr. Cummings discussed Botany for Grades
IX. and X. A discussion followed the reading
of both papers. A committee was appointed
to investigate the teaching of science in Mani-
toba. The committee consisted of Messrs.
Knapp, Scott, Hodgson, Sadler, Plewes and
Iverach.

E.—Mathematical Section.

W. F. Loucks in the chair. Attendance 25.
Mr. Riter read a paper on "The Original
Exercise in Geometry." J. C. Pincock read
a paper on "The Correlation of Mathemat-
ics." Decided to print Mr. Pincock's paper
for circulation. A committee appointed to
study mathematical works of the first year
at the University and report to the Advisory
Board.

G.—Home Economics Section.

(Minutes not provided.)

H.—Supervisors and Principals.

Meeting held in the Normal School. Mr. White in chair. Attendance about 60. Miss Lowe delivered an address on "Articulation." A helpful discussion followed.

I.—Principals of Intermediate and High Schools.

Mr. Hamilton in the chair. Attendance 35. Mr. Scott spoke on the subject "Democracy

in the School-room." Mr. Daykin read a paper "The Adolescent and His Athletics." Mr. Elliot introduced a discussion "The Articulation of High and Elementary School Curriculae." The meeting went on record as being in favor of promotions by the principal for Grades IX. and X. Officers for next year: President, Mr. Dakin; secretary, Mr. Rogers.

REPORT OF CLASSIC SECTION OF M.E.A.

The most successful meeting in its history was held by the Classics section this year. There was a large attendance and the members evinced great interest and enthusiasm.

Previous to Convention, circulars had been sent out to all schools of the Province to ascertain the status of Latin in each school. The results were highly satisfactory. Most of the schools replied at once and a summary of the information received was given as follows:

(1) Schools taking Latin only	2
(2) Schools taking French only	2
(3) Schools showing no change in Languages	19
(4) Schools taking more Latin	3
(5) Schools showing no increase in French	9
(6) Schools taking no language	1
Total	36

A few High Schools, of course, did not report, but the thirty-six which did represent a very great proportion of the total number in the province. The results, however, would indicate that even under the new regulations making Latin an option there appeared to be no danger of Latin losing ground in our curriculum.

An interesting discussion then arose, led by Mr. Stokes of Selkirk, and based on the following points:

1. How are the new regulations affecting the numbers taking Latin?

2. Is Latin holding its own or is the tendency towards French?

3. What can we as teachers, do to keep Latin in its rightful place?

4. Should there be any change in the methods or requirements?

The general opinion seemed to be that Latin was in no immediate danger of becoming extinct in our High Schools, but that its stability as a subject depended largely on the enthusiasm of the teacher of Latin in each school. It was also pointed out that in many cases the attitude of the Principal towards this subject had much to do with its status in the school.

Later, Miss Bissett of the University, ably demonstrated the interest that could be aroused in the Latin class by the use of the lantern. Pictures illustrating Caesar, Ovid, and Roman life in general were thrown on the screen and the interest which the members present showed in this demonstration left no doubt as to the interest that could be aroused in a class by the use of the lantern. The University has these slides in its possession and has offered to lend them to any school wishing to take advantage of the offer.

The officers elected for the following year were as follows: President, Mr. Stokes, Selkirk; secretary, Miss Vera Fox, Winnipeg.

G. R. F. PROWSE

SOME CHANGES AND CHANCES IN TEACHING HIGH SCHOOL HISTORY

History is becoming less a dead body of fact to be memorized and more a living organism to be understood, and this must sooner or later create several new problems for even high school teachers. An organism grows, changes and calls for an alert, sensitive interpretation.

In the main the matter of our text books is much of a kind, partly from inertia, partly the result of teaching experience, partly the legacy of great historic declarations of parliament. The body is permanent, the spirit is elusive and its appreciation by even the best minds is of transient value. The point of view is shifting continuously to meet the knowledge and needs of each new generation. This lays a heavy burden on the history teacher and he cannot evade it as the science man may, in similar circumstances, reasonably do by ignoring new theories—the consequences are too serious.

Again, our school histories are boiled down from compilations, themselves made at second or third hand. Few historians would accept their summary treatment of any event in its entirety—all historical generalizations are ipso facto false; it is easier to generalize from some of the phenomena than from all; economic doctrines could be built more simply on "economic" man than on human nature. I am thinking not of the conflict of opinion pupils will meet in the recognized reference books but of the confusion of history in the making. The record of any episode is, like consciousness, discontinuous. When all the available evidence is collated, gaps appear and statements conflict; these must be bridged and reconciled; imagination and judgment differ. Again, new evidence is continuously being disclosed calling for readjustments. Instances will occur to everyone. Problems of this type should be presented to the pupils

so that they may understand the incertitude and varied interpretation of detail. In passing I would suggest the study each year of one or two selected articles from the *Quarterlies* to give pupils an insight into intensive history.

A third problem, what may be called somewhat loosely, destructive criticism, is in its cruder forms at least hardly for the high school, though it has a distinct value for historians. A recent writer, by a voluminous array of evidence, has attempted to upset our whole conception of the French Revolution. All history is not in the melting pot. If the teacher considers it necessary to indicate generally that there are historians whose temperament leads them to form opinions at variance with the concensus of opinion, here, seems to me, one of the few occasions where teachers may wisely use their intellectual authority, for one should not allow pupils to go out into the world with a general scepticism of history. Pupils are certain sooner or later to encounter unbalanced minds, eager to exploit some fixed idea by means of a topsyturvy history. Opinion is sure to vary as to how this most difficult problem should be treated; probably the sanest thing to do is to laugh it out of court.

The study of school history is rapidly changing from the chronological to the topical, as illustrated by our Grade Ten syllabus. This is all to the good, though I wish it were supplemented by a chronology to scale, classified under dynasty, France, Economics, etc. Facts can now be weighed rather than counted. As history is assuming such unmanageable proportions a still more rigid selection may soon be imperative. However, with a background of general history for Grade Eleven their special topics can increasingly be discussed from the wider standpoint of comparative history. The prospect is most encouraging for a better type of teaching.

Viewed broadly the topics should include: The evolution of the executive, assembly, judiciary; the ethnical and territorial growth of the state; its safety; colonization; the special fields of central and local government; political and economical contact with foreign nations; respect for other peoples and customs; chivalry; public health and wealth; personal rights and duties; education, literature, art, science. Another generation may vary the emphasis to suit its own immediate needs but it can hardly get away from these fundamental problems. They are the kings and queens, bishops, knights and pawns with which every man and woman should be able intelligently to play the secular game of life. The particular mixture of the concrete and the philosophical with which they should be treated must depend upon the maturity of each particular class year by year, provided only the pupils do not fall between two stools—fact and opinion. It would be utterly foolish however while endeavoring to make history useful to overlook the dramatic element and the dramatic method.

A speaker last year suggested that too much emphasis is placed on kings and too little on the laborer of the XIV. Century. The circumstances of the small cultivator and the agricultural laborer are a permanent subject for consideration. Whether the stress should be placed in the XIV. or the XVIII. Century is a matter of opinion. Conditions of labor in that earlier period are still in the hands of the archivist and, when clarified, may be valued perhaps mainly for the insight they afford as to the growth of the artisan and middle classes, just as a better knowledge of servile Athens would be valued for its fuller light on Plato. No one topic can be allowed to usurp the whole field of instruction. We study kings to-day, not for their trappings, though these should not be overlooked, but mainly because they concretely embody, often unwillingly, the influences which shaped our constitution and common law and that of the United States and indirectly of the modern world. In January in England a judgment was based on Magna Charta. Further, these kings of old establish a firm time perspective and the emotions produced by the deeds, good and bad, of rulers of the past are largely passive and so the judgment has freer play.

Another charge against history as taught, inarticulate perhaps at present, is that it is unreal and that we ought to throw all our energy into civics and community work. This is only another aspect of the present struggle between vocationalists and the other—call it what you will: culture, happiness, balance. Civics is a subject of vital importance and the stress laid upon its teaching is made with the best possible intentions. The struggle for a particular emphasis arises from the fact that teachers are anxious to make the best use of the limited time allowed to history. It would be fatuous to ask for more. I cannot see, however, how civics can ever be a substitute for history; how, in fact, it can be intelligently studied without such a foundation. It would be a training in anarchy and be in the end destructive of good citizenship. The real solution appears to be in a further simplification of the syllabus, with civics implicit in all that is taught.

Lastly there is that insistent subject—the present economic unrest. The English Minister of Education calls the Industrial Revolution of the XVIII. Century one of the great watersheds of time. Myers says it is the greatest event since the discovery of fire. It would be safer perhaps to say it is the most important secular single cause for it would be dangerous to one's mental makeup to ignore the cumulative effect of printing, the Renaissance, inductive science, etc., to mention only recent causes. Its origin was obscure, eclipsed by the very dramatic French Revolution. It has been in the main a leaderless movement; a mute inglorious search of all classes for material happiness. To-day the two revolutions have coalesced. Watt and Rousseau let loose titanic forces which are remorselessly and inexorably reshaping Western

civilization and unsettling the world. These movements from one point of view have cut across the warp of time and destroyed the value of past history. They have created on a large scale, perhaps for the first time since Athenian days, a forward-looking mind, impatient of precedent, ready for any adventure. From another and saner point of view they have infused new life into most, if not all, the fundamental problems with which history deals. It seems to me, if teachers are to take their proper place in the community, they must have, remembering Russia, a sound knowledge of these revolutions. As subjects for Grade Eleven they present the most delicate problems teachers have to deal with. History is the truth about the past. It is not present day politics. These points should be always in our minds. We must never, however tempting it may be, allow our personal judgments, and we cannot avoid having them if we are real men and women, to obtrude in the presentation of the lesson. History does not repeat itself, we are not like Fabre's ants, so one need not be a pessimist to acknowledge that none of the problems of government have been solved or ever will be fully solved. But each generation adds something to the solution and the hope for a softening of our present antagonisms to a larger extent than the disputants care to acknowledge, lies, not in an absorbing passionate discussion of them, as in a more open-minded re-examination of the experiences and experiments of the past.

I have dwelt almost exclusively on the utilization values of history; but history has other and higher values: the ennoblement that comes from a study of former achievements; the humility that acknowledges we are the heirs of all the ages; the heroism engendered

from past deeds of daring, moral and physical; the happiness which is part of our inheritance from loving souls of yore; the balance which lifts us above the brute creation.

A word in conclusion. When I reviewed what I have written, I was very much distressed by the deadly contrast between the placid course of my remarks and the daily tenour of world news. There seemed also apparently no special reason for any allusion to the recent war. Canada has happily had no "history" for over a hundred years. With two brief interludes, she has been free to evolve a national constitution along peaceful, one might almost say, predetermined lines. She occupies today that position of splendid isolation which Britain enjoyed up to 1914. The Boer War and this recent one have not seriously affected her internal economy and she has been remarkably free from civil strife compared with the United States. Roosevelt pointed to China as the end of a country conditioned as we are. Balfour, on the other hand, sees no reason why our civilization should decline. The two arguments are no doubt not on all fours, but they bring forcibly to our attention the dangers of pure materialism. Owing to the extent of our country and its sparse population, provincial and inter-provincial problems hardly seem pressing to Westerners, preoccupied in carrying out a new civilization. The coming generation may have to face serious internal and external problems—we are a pacific power—which may challenge their statesmanship. These are mainly of course political, not historical, in their nature, but they can never be solved intelligently by a democracy devoid of the historic sense.

PROF. R. FLENLY

(SUMMARY)

1. Introductory: The term "Industrial Revolution" is a misnomer, a description of the whole by a part. To-day we should call it "The Social Revolution." Arnold Toynbee was the first to bring out the importance of the agricultural changes which accompanied the more obvious changes in industry. In agriculture the Revolution hastened the working of already existing tendencies; it was more violent and more rapid in part because those changes were overdue. (of French Revolution of 1789.)

2. Agriculture before the "Revolution": England in the first half of the 18th Century was an agricultural country, with the major part of her population engaged on the land; feeding herself and—to 1773—exported wheat. By the Revolution she became an "Industrialised State", no longer feeding her own population, the greater part of whom are employed in industry or trade. Her population grew from six and one-half millions in 1750 to twenty-five millions in 1830. She was at war from

1776-83 and 1793-1815, implying disturbance of trade processes. The agricultural revolution was thus an attempt to feed a rapidly growing population in time of war.

Early in the 18th Century three-fifths of the cultivated land in England was still farmed on the "Open Field System" of the Middle Ages. The unit was the village with its three large fields, one sown in the fall with wheat or rye, one in the spring with oats or barley, peas or beans, one left fallow; there was thus a three year rotation. The village landholders had a varying number of "strips" of land in these fields with rights in the hay of the field left fallow and rights of pasture over what meadow land there was, as over waste or woodland. Each village would, of course, have a garden. The "Lord of the Manor" or "Squire" would have "strips" in the common field and in addition his own enclosed portion of land. Often villagers working on the land, save the "yeomen," would possess enough land and stock to be

independent, and had been so for generations, others would depend in part on wage work, normally on the land of the squire. Both yeomen and laborers with their families would supplement their farm-work by industry, e.g.: spinning, for a local market or home consumption.

The system was suited to a self-contained and self-supporting community but it had outlived its usefulness by the eighteenth century. It checked production, reducing all the holders of "strips" to the pace and farming level of the lowest and slowest. It limited the range of crops sown, e.g.: root crops, hindered improvements, wasted land between the strips and lost time to farmers in working detached pieces of land. Arthur Tarig, the great Agriculturist of this period, shows conclusively by figures the low production on such land compared with that on "enclosed" land. It stayed largely because of the difficulty of changing it.

In part of England the change had already come. Towards the close of the fifteenth and early in the sixteenth century land was enclosed in the south-east and (less) in the midland and eastern counties, for sheep farming. And the growth of farming for profit brought some enclosures in the first half of the 18th century. Political and social conditions stimulated a demand for landed estates and a desire for improvements in farming inevitably brought home the advantage of enclosed land. New crops—clover, turnips ("Turnip" Townshend in early 18th century,) new system of rotation, more attention to stock breeding for meat (Bakewell the outstanding figure) all worked in the same direction.

3. Changes brought about by the Revolution: The stimulus to production given by the growth of urban population and war completed the process of Enclosure. This is seen from the large number of private Enclosure Acts passed (from 1700 to 1760—248 Acts, from 1760 to 1820 over 3200 with a General Act in 1801.) Over six million acres were enclosed between 1760 and 1820. The face of the country was changed; the England of fences and hedges came into being.

The large landowner or capitalist farmer gained. His production increased. The price of wheat was high and rents rose. The war helped him and he was given tariff protection

down to 1846. The number of farms, large for England, of 150 to 200 acres increased. The demand for land as a means to social or political position by manufacturers continued.

The yeoman class of small farmer suffered, decayed, and, as a class, became practically extinct. Enclosures whether just or unjust, cost money for legal and surveying fees. Fencing had to be undertaken, time was lost during the process. Enclosure of waste meant for him, as for the laborer, loss of pasture or wood-cutting privileges. At the same time the supersession of the "Domestic" by the "Factory" system of industry struck a fatal blow to a supplementary source of income. The capitalist farmer or manufacturer wanted land. The yeomen disappeared into the towns, or sank to the position of an agricultural laborer.

The agricultural laborer also suffered. He lost the hope of becoming an independent farmer and the gap between him and the landlord increased. He was hit, too, by the decay of the domestic industry, his pasturage rights, when capitalized, were useless. Prices rose more rapidly than wages, and a vicious "Poor Law" (to 1834) helped to pauperize him.

Thus the Revolution brought about the Agricultural conditions of nineteenth century England, conditions unique in Western Europe. "In Germany, as a whole, between two-thirds and three-quarters of the land is still owned and cultivated by peasants. . . . In France . . . quite one-half of the whole land is still in the hands of peasant owners. In England, on the contrary, by far the larger part of the cultivated area has come to be owned by comparatively few 'landlords.'" (Ashley—"The Economic Organization of England, 1912," pp. 2-3.)

It is easy to criticize such a result. Yet it is necessary to bear in mind firstly that the Agricultural Revolution did vastly improve agricultural methods (French and German observers of the middle of the 19th century put English agricultural methods first.) Secondly, by so doing it greatly increased production at a time when this was urgently needed, during the last great struggle with France. And lastly the disastrous results to the yeoman farmer were in part due to causes external to the strictly agricultural development of the period.

G. J. REEVE

INTERACTION OF THE FRENCH REVOLUTION AND THE ENGLISH INDUSTRIAL REVOLUTION

What was the French Revolution?

It is generally agreed that the French Revolution is the most important movement that has taken place in Europe since the Reformation. Its importance lies in the doctrines that formed its philosophical basis. In the main these doctrines were three:

- (a) Sovereignty of the people.
- (b) Industrial liberty.
- (c) Nationality.

The first of these exploded the theory of the divine right of kings; the second gave the death-blow to the feudal system which still governed the relations of lord to peas-

ant; the third was a corollary of the first since national consciousness must slowly emerge in any group of men when the popular will is the sovereign.

These three principles have exercised a profound influence on the thoughts and actions of mankind ever since the Revolution, and because of this influence the French revolution marks a definite stage in the progress of civilization.

Influence of the Revolution on England:

When we turn to the England of Revolution days, we find a strong reform movement already in existence. As early as 1870 we hear of proposals for annual parliaments, manhood suffrage and equal electoral districts. In 1785 Pitt, no friend of reform as later events showed, proposed to extend the franchise to copyholders in the country and householders in the town, and to abolish some rotten boroughs. He failed to secure leave to introduce his bill and his reforming activities ceased.

The news of the break out of the Revolution was received with enthusiasm in England, and gave a tremendous impetus to the cause of reform. In 1790 Burke's "Reflections on the French Revolution" brought about a great revulsion of feeling. The nation fell into a panic, which increased as time went on. The worst offenders were members of the government who, for political and party purposes, deliberately misrepresented the reform movement as revolutionary. Some color was lent to their representations by the activities of the Corresponding Society which included the extreme reformers. Meanwhile, Tom Paine's "Rights of Man" proved an effective counter-blast to Burke's "Reflections." Its enormous sale was a further source of alarm to the panicky government.

In 1793 war broke out, ostensibly because the Schelt had been thrown open to commerce; in reality, it would appear, to crush the ideas let loose by the Revolution. While the war was on, the English popular constitution was suspended. Gullible secret committees of the House of Commons discovered designs to subvert the constitution. The Habeas Corpus Act was suspended from 1794-1801. New

treasons were created. All unlicensed debating clubs were suppressed. In 1794 Priestley, Horn Tooke and other reform leaders were brought to trial for treason, but to the consternation of the government were acquitted by the government. Other leaders arrested in 1799 remained for three years in gaol before coming to trial.

These repressive measures met with a large volume of support throughout the country. To criticize or to suggest a change was as usual in war-time to earn the reputation of disloyalty. Luckily for England and the Whig party, Fox and his few adherents consistently exercised their constitutional right of criticism, and until the advent of Napoleon steadily opposed the war with the Republic.

The end of the war brought no relaxation of stringency. Indeed, as is often the case, repression was more vigorous after the war than while the war was on. Unrest was universal. I need not touch on the causes of this unrest except to note that they were mainly industrial. Secret committees of the House again discovered designs to overthrow the constitution by force. The Habeas Corpus Act was again suspended. In 1819 occurred the Peterloo massacre where a public meeting was ridden down by yeomanry who received the public thanks of the Regent and the execrations of the friends of the Reform movement. There followed the passage of the Six Acts which limited the freedom of the press and the freedom of public meeting.

But the fury of reaction had by this time spent itself. Five years later the reform movement is again under way. In 1824 the Combination Laws which made Trades Unions illegal were repealed. In 1827 the disabilities of the Non-Conformists were removed. In 1829 the Catholics received emancipation and the reform movement was travelling along in smooth waters.

These measures and the later and more generous acts which mark the growth of democracy in the last century are on the whole simply the application of the underlying principles of the French Revolution—instances of the "moral magic of French principles."

W. J. KEYES

INDUSTRIAL ARTS IN THE HIGH SCHOOL

In considering the progress of the last hundred years one is struck with the fact that progress is usually slow and that it is always sure. Also, that once an advance finds general acceptance, its development is rapid. These advances are brought about, not through any universal demand for the condition, article or service, but through the vision of some foresighted person who has the necessary patience and perseverance to educate a sufficient number of people to believe in the benefits to be derived from the adoption of the idea. Once this is accomplished development is rapid.

Take as an example the railroad. Its champions had a hard fight to establish its use. People did not believe it practicable. They looked upon it as the nightmare of a dreamer, and stoutly maintained that the estimated speed of thirty miles an hour would stop the circulation of the blood. Yet once the people were educated up to its possibilities, its progress was rapid, and it has become a dominating unit in our social system—in fact some economists maintain that one of the reasons for the present high prices is the lack of means of transporting products from districts

where they are plentiful to districts where they are scarce.

It was much the same with the steamboat. When Brunel drove the first boat by steam up the Thames, he became so unpopular that London hotels refused to give him lodging. Compare Brunel's wheezy tub with the modern floating palace with its telegraphic news service, theatre, gymnasium and bank.

Last July the people of Boston celebrated the hundredth anniversary of the birth of Elias Howe. It is less than sixty years since a mob in the same city broke up his first sewing machine, claiming it to be a device of the devil, craftily conceived to take the bread out of the mouths of poor seamstresses.

Many of the reforms and inventions which we now take for granted passed through equally trying ordeals before they gained a permanent place in our civilization.

The harvester is another example. McCormack preached his gospel of efficient harvesting for fourteen years before he sold his first hundred machines. To-day there is scarcely a town or village in Manitoba that does not sell a hundred harvesting machines a year, and farmers now are on the look out for improved, labor-saving machinery.

It is but thirty-six years since Bell invented the telephone through his efforts to make it possible for his wife to hear. The invention received scant consideration then. It was looked upon as a scientific toy of no commercial value. To-day there are more than fifteen hundred millions of dollars invested in telephone equipment on this continent. During the strike last summer many looked upon the operators who left their posts as criminal, maintaining that the lives of sick people were in danger because of the lack of telephone communication between their homes and those of their physicians. That is a great change, is it not?

There is just as great a change in the formative stage of industrial training. You will pardon me for taking printing as an example as I am more familiar with it than with the other branches, and I believe that what applies to one branch either applies now, or before long, will apply to all other branches.

In less than twenty years the old-time one-man print shop has become a factory, and with this change has come an important apprenticeship problem.

Under the old system many printing offices did not represent a great financial investment. A printing plant which turned out commercial work could be had for as little as \$600, and it could be operated by a journeyman and an apprentice. As it grew, one or two more boys were employed and later another journeyman.

The boys served an apprenticeship of from five to seven years and were given the opportunity of learning every branch of the trade practised by the shop. In those days men in moderate circumstances considered it desirable for their sons to learn a trade. As a rule, the boy who was graduated from a small shop had a firm grasp of the principles of the trade.

In the more pretentious offices, which were usually union shops, the number of apprentices was limited. For the first year of his apprenticeship the boy swept floors, ran errands, washed rollers, and sorted pi. In his second year he was allowed to learn the case and was given reprint copy to set. A little later he was taken charge of by a journeyman, and as a reward for lightening the labors of the journeyman, the boy was given homeopathic doses of advice. Towards the end of his third year if he were bright, industrious, and really interested in his work, the boy was used by his employer as a means of cutting the prices on work which his competitors were bidding for.

While the business methods of the trade were often bad, there was usually that pride of craft which makes good workmen, and the price rivalry between shops made for speed.

These conditions have been changed by the introduction of labor-saving machinery. The old-time printing office represented an investment of about \$500 per man. Today it may run into several thousand dollars for each man employed. Many of the operations are specialized. Where the printer was once a real craftsman he is now gradually becoming part of the machine he operates, and, owing to the heavy investment the machine represents, he is constantly urged to keep the machine in operation so that overhead expenses may be kept down. This results in a narrower knowledge of the trade. In departments where hand work is done the constantly increasing wages are also used as a spur for greater output, and the journeyman of to-day is too busy trying to earn more money for his employer to bother with boys.

So, between the present lack of craft ideal and the demand for output, boys are being attracted to the trade in constantly decreasing numbers, and the few who are dependent on the shops for training are not receiving the trade education their predecessors did. Neither the employer nor the employee under the existing competitive system is inclined to look after the welfare of the apprentice.

Then again, shops are inclined to specialize on certain kinds of work, which in turn limits the possibilities for the broad training which the old shop gave when it proudly advertised its ability to print anything from a visiting card to a three-sheet poster.

Specialized work is also bringing about an unlooked for condition. The old-time workman was thorough; he understood the business in every branch, and that knowledge enabled him to turn out a maximum amount of work with a minimum amount of effort when he was called upon to specialize.

The lack of that general training is now quite apparent to the employer who keeps comparative records of the cost of production. He finds that work done in five hours two years ago, required six last year and will take seven this, and he is faced with the problem of a steadily increasing demand for printing and a steadily decreasing supply of workmen. So he is beginning to look to the

public school and to the trade school for a solution of his difficulties. The secondary school that offers a properly correlated training in academic work and shop practice will not only relieve the situation by furnishing trained apprentices, but it will, when fully developed, furnish more skilful workmen in a shorter time. Under school and factory conditions the menial work has been eliminated so far as the boy is concerned, and the time once devoted to sweeping floors and sorting pi will be given to the study of academic subjects, the history and the theory involved in the various processes, and the products used in the trade.

Going back to my first assertion that industrial progress is slow but sure, I shall now apply it to this business of printing I have been discussing. Employers agree with me when I discuss the subject with them. They acknowledge the school to be the only solution of suitable training for apprentices, but when a little extra rush of work crops up in their shops they are very apt to say to the boy, "Well, we are busy this morning and we wish you would not bother going to school to-day; you can go an extra day some other time." They are like the lady John Burroughs tells of in one of his books. Here is Mr. Burroughs' story:

"I once spent a summer day at the mountain home of a well-known literary woman and editor. She lamented the absence of birds about her house. I named a half-dozen or more I had heard or seen in her trees within an hour—the indigo-bird, the purple finch, the yellow-bird, the veery thrush, the red-eyed vireo, the song sparrow.

"Do you mean to say you have seen or heard all these birds while sitting here on my porch?" she enquired.

"I really have," I said.

"I do not see or hear them," she replied, "and yet I want to very much."

"No," said I, "you only want to want to see and hear them."

"You must have the bird in your heart before you can find it in the bush."

Most employing printers are in much the same position as Mr. Burroughs' friend. They believe the school-trained apprentices to be their only supply of future workmen, but a little rush work keeps it out of their hearts, and for that reason progress is slow and will be for some time. But once it is fully accepted, the training of apprentices in secondary schools will make rapid strides to the lasting benefit of both employer and employee.

J. MONTGOMERY

HOUSEHOLD SCIENCE IN THE STONEWALL COLLEGIATE AND JUNIOR HIGH SCHOOL

Household Science is taken up in our School by four grades—VII., VIII., IX. and X., and the number in the classes varies from eight to twenty-four. As we have accommodation for only twelve pupils, at a time, the larger classes have to be divided and each half receives a lesson once in two weeks only.

The equipment in our school consists of a Domestic Science table, large cupboard, two three-burner coal oil stoves, with ovens, and a wood stove.

The table has places for twelve, with the drawers, cupboards, and accompanying utensils. The cupboard besides holding the supplies, is large enough to accommodate the wash-pans, draining-pans, and other large vessels which are necessary in carrying on the work.

Our oil-stoves, which have been in use for almost four years, have proved very satisfactory, but in my opinion, for country use, when it comes to baking, nothing can surpass the good, old-fashioned wood stove. A year ago our Board added one to our equipment, and when they did so they solved for us our problem as to how to heat dish-water and cook on our oil stoves at the same time.

In speaking of our kitchen utensils, I must not forget our "Steam-Cooker", which is certainly a "joy forever" when it comes to canning, steaming puddings, fish, etc., for a class of twelve.

Our supplies, such as sugar, flour, etc., materials which will keep, are provided by the

School Board; perishable ones, such as butter, milk, eggs, etc., are brought from home by the pupils themselves on the day that they have their cooking lesson.

Towels are supplied by the School, and the girl whose turn it has been to wipe the dishes takes it home and brings it back, clean, to be used at the next lesson.

The average amount spent in keeping our Household Science Department in good running order is between three and four dollars a month. Not much of an expenditure, when we consider what a far-reaching influence the work has.

As I have said before, the number of pupils in our Domestic Science classes varies, but the time does not and our longest lesson period is only an hour and a half, and the shortest but an hour. With so little time at our disposal, I realize that often our lessons are not what I should like them to be, but with so many subjects besides Household Science to be worked in, in one short week, it seems at present that is all that can be spared.

I try to divide my lesson period into three parts. The first ten or fifteen minutes is spent in marking equipment—that is, giving pupils marks for having apron, towel, holder and book with them, collecting towels which have been taken home and washed, assigning of work and giving instructions for the lesson of the day. The next half-hour is devoted to the **actual doing** of the work, and during this time we manage to snatch a few minutes

for the theory part of the work, which I know in my classes, is the part that, through lack of time, is most likely to go to the wall. The last fifteen or twenty minutes, often sadly reduced, is the washing-up period, and before this is done the pupils generally find time to dispose of the article cooked, or, as is more often the case, tenderly parcel it up to take home.

The work of dish-washing is greatly lessened by our having a cistern in the school, and a plentiful supply of hot soft water, I find, makes the task a great deal shorter and pleasanter. Then, when four girls do their dishes all together—one washing, one wiping, one putting away dishes and washing off the table, and the fourth putting away supplies, or looking after stoves or sink,—they do not take long. I am afraid, though, that no matter how you look at it. Household Science methods are not conducive to dish-saving devices. However, as was said before, "Many hands make light work," and after the nerve-racking anxiety of mixing a muffin, and the half-hour of torture in which it appears uncertain as to whether to rise or fall, the dish-washing period which follows is a pleasant relaxation, and, in many cases, a blessed relief.

To the pupils taking up Household Science in the four different grades, we endeavor to give a working knowledge of the composition, food value, preparation and combination of the different kinds of foods. The first year, the simplest way of caring for, and preparing of the principal foods is taught. The next year to this is added advanced ways of preparing the food, and some work in theory is given. In these first two years the pupil prepares but one dish at a lesson. In the next two years a more intensive study of food is taken up, along with the preparation of more difficult dishes, and two or more dishes are often prepared in the lesson, with the idea

of coming as close as we can, in an hour and a half, to preparing a meal.

I have tried in the above remarks to give as clearly and as briefly as possible, an idea of the work as it is carried on in our school, and as some of our disadvantages were also asked for I will now proceed to them, for I can assure you we are not without them.

Our greatest disadvantage is **lack of time**. I have mentioned it before. I couldn't help it—the thought that we **must** be through in such a short time is always before us, and I think it is not a good thing. I do not believe in dawdling over work, but I do believe in having sufficient time to do it properly, and I feel that here we have not.

The reason that we must be through so punctually, leads to our second great disadvantage, and that is our Household Science room is a class-room, too, and must be used immediately after our lesson by other teachers and pupils, and no matter how much we might wish to stay for five or ten minutes longer, we can't do it—we are interfering with someone else's lesson period. Also, on account of our Household Science room being a class-room, we are inconvenienced by lack of space. It seems to me, no matter which way we turn we bump into a desk, and that, as well as being trying to our temper, is detrimental to our bones, especially if they happen to be rather near the surface.

Then, too, if the teacher happens to teach English and several other subjects as well as Household Science, it's a far cry from fish-balls to "The Lady of Shalott."

But notwithstanding our disadvantages, and the many defects that are to be found in our work, I feel that our time is well spent, that though we may come far short of what we set out to accomplish, yet we have made a start, and have laid a foundation for something better in the future.

DR. G. F. BUSH

DIET AND DENTISTRY

In giving a talk on Diet and Dentistry, I take it for granted that you expect, and rightly so, to learn of some ways of so regulating the diets of yourselves and others that the visits to the Dental Surgery may not be as frequent as they otherwise would be.

The alarming increase of dental disorders leads us to look for the cause. Our modern mode of living has undoubtedly much to do with it and our modern foods must bear the blame for a considerable portion of dental troubles.

There are several dietetic theories of the cause of the prevalence of dental caries; one element, however, is common to them all, viz.; that the change brought about by up-to-date processes for preparing the refining food is answerable for the prevalence of the disease. It is maintained by some that the removal of the husk from the grain impoverishes the

amount of bone-forming salts, phosphates, etc. By others, again, that the removal of the coarse part diminishes the amount the jaw is required to be used and so lessens the blood supply to those parts, and the consequent lessening of the nutrition of the teeth. By still others, that the refinement of food causes the food-stuffs and bacteria to be special lodgeable in the crevices of, and between the teeth.

It is not my intention to enter into a discussion of the different views. The three I have just mentioned are probably to a great extent correct, and so, no doubt, are many others, but we will not take time to discuss them. At the present day, there is a positive craze for the elimination of coarse and fibrous matter from the food-stuffs, and thus, to a certain extent, real mastication can be but imperfectly performed, and its beneficent effects largely lost.

However, it would be, more or less, a waste of time to cry out against the modern foods—we are not likely to get the manufacturers to stop making them, nor are the people likely to cease purchasing, and using the same; so we must concern ourselves with making the best use we can of that which we have to hand.

Irregularities of the teeth are not only a disfigurement but a very potent cause of tooth decay. These irregularities can, to a considerable degree, be prevented, by the proper feeding of the infant and young child. The natural food is undoubtedly much the best for the infant, and the mother should keep herself in the very best health possible, while nursing the child. Statistics show that breastfed children have better developed arches than bottle-fed. When the first teeth appear, the child manifests a desire to gnaw and bite. In days gone by our grandmothers used to give the child a crust to cut its teeth on, as they say; it is obvious that gnawing such a food-stuff will tend to make the child place its lower jaw in a proper position and will also help in the development of the tongue, which is a very important factor in the development of the dental arch, and will tend to increase the blood supply by the continual exercise, and so help on the work of nature.

As the child's teeth increase in number, so should something be given which will require those teeth to be used. It is a fact worth remembering that when the child has cut all his twenty temporary teeth, he has a much larger masticating surface in proportion to his size than the adults have.

When the child is able to sit up to the table, he should be encouraged to form a habit of finishing his meal with a bit of dry toast, a rusk, a hard biscuit or anything crisp. If this is thoroughly masticated, it will soon be a source of pleasure to the child, and if

followed by a drink, will cleanse the teeth better than any tooth-brush can do.

And now we must pass on to those of an adult age, the same diet being largely suitable for children after they have passed the stage of infancy. The number of breakfast foods on the market is legion upon legion, and many of them would be excellent for the purpose of cleansing the teeth if they were not invariably soaked with milk or cream. If breakfast is made entirely of any of these articles or porridge, a piece of dry toast, as before, should be well chewed, in order to cleanse the teeth and gums. Recession of the gums is principally caused by the lodgment of soft foods and debris generally, around the necks of the teeth, and if something hard and crisp is taken and well masticated, there will be little recession of the gums and much less decay. We have a large variety of what we might call self-cleansing foods which can be used to advantage at the end of a meal, such as dry toast, which may be buttered after it has cooled, biscuits, crackers, rusks, etc., celery, olives, apples, lettuce, radishes, white cabbage, etc., etc., all kinds of nuts.

Now, a word about the tooth-brush, mouth-washes, etc., the tooth-brush should be used regularly and carefully—much harm can be done by rough brushing, a rotary movement with a brush, not too hard, and a tooth paste or powder which is known to contain no harmful ingredients.

Antiseptic mouth-washes are entirely out of place in a healthy mouth and should never be used by anyone without the advice of the physician or dentist. I have not time to enter into the reasons why they are harmful but suffice to say that nature has a way of balancing, and if antiseptic washes are habitually used, the field is only left more susceptible to infection.

MISS EDNA E. LOWE BETTER ORAL READING

Miss Lowe began her address on this subject with a criticism she had heard of the schools. We put in twelve years of intensive training and our product cannot stand, sit or walk correctly; he cannot read a newspaper intelligently; he is self-conscious.

She made a plea that the boys and girls should get special training in oral expression—a training that will mean much in after life—a training that is a necessity to success in business life and for the art of public speaking is almost a necessity at the present time.

One main fault in public address is Indistinct Speaking.

Too little attention is paid to the organs of speech. If practice is necessary for the development of the arm and leg muscles, practice is equally necessary for the muscles of articulation.

Ten minutes each day should be devoted to exercising these muscles.

Miss Lowe then explained at length her system.

1st. Emphasize the pronunciation of the lip consonants "b", "ni", etc. Real muscular effort should be made.

2nd. Lip and teeth consonants "f", "v",

3rd. Teeth and tongue consonants "th" in them and thine.

4th. Teeth, tongue and pallet consonants "r", "sh", "z".

A few minutes each day will bring good results.

Then should follow exercises in the combining of final letters—"old", "hold", "elf", "gulf", "elm".

After training of this kind, the pupils should be given words of many syllables—"multiplication", care being taken that every syllable is articulated distinctly.

Each word should be pronounced five times, with increasing speed. Next the "tongue-twisters" may be used with good results.

"A big black bug bit a big black bear."

"Surely slowness and slovenliness should be shunned."

Much time is spent in the study of foreign languages and so little time comparatively in the pronunciation of our own language.

How often we hear the following pronunciation "leven," "government," "cemetry," "childern."

Let us be careful to correct all such errors, for a refined pronunciation adds so greatly to our enjoyment of oral reading.

Miss Lowe then spoke of the proper pronunciation of the vowels:

(a) Long "e" as in weary, dreary, experience.

(b) Long "a"—Dairy, Mary, prairie.

(c) The much-abused long "u"—duty, Tuesday.

Some words are mispronounced owing to the accenting of wrong syllables: address, chastisement, irrevocable, etc.

The class should be asked to bring in lists of words that they hear mispronounced and they should be then drilled on the correct pronunciation.

transfer the thought.

Pronunciation matches should be held on lines similar to the old-fashioned spelling matches.

"18,000 words Commonly Mispronounced"—Fyfe, was suggested as a useful text. Next

it is essential to bring out the thought element in our reading. In this connection five suggestions were given:

(a) Have the children in the first grades tell in their own words what they have read. Self-expression is thus being cultivated.

(b) Teach them that there is a picture on the printed page. Children are always interested in pictures.

(c) Read the story to them. Have them visualize it and describe the picture to you.

(d) Have the pupil stand in front of the class and read to the others. At first he may be self-conscious but practise will overcome this defect.

(e) Get the thought, hold the thought and Too little attention is paid to the pauses in reading, the comma being frequently ignored with disastrous results to the meaning of the passage read.

Emphasis is essential. A good exercise is to require the pupils to read the lesson, underlining the important words. A little practice of this kind will help in securing force.

Teach the pupils to read more slowly. Have them read naturally, as they would speak, giving the natural inflection.

Lastly, words have color, and should be pronounced to bring out that color: merry, forlorn, whispered.

Color the word, put its meaning into it and reading will have far more expression.

(Choice Readings—Cummoek—was suggested as a useful text for teachers.)

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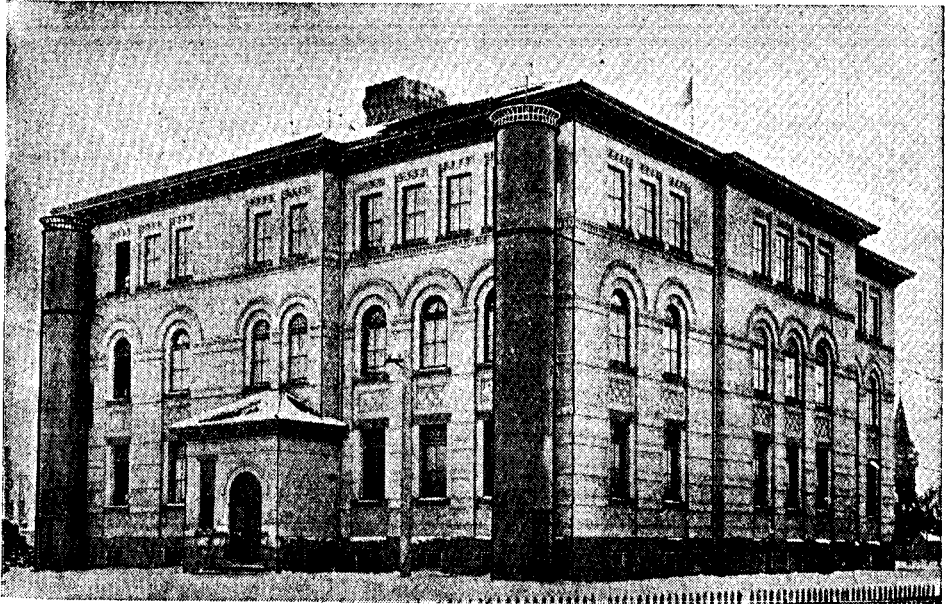
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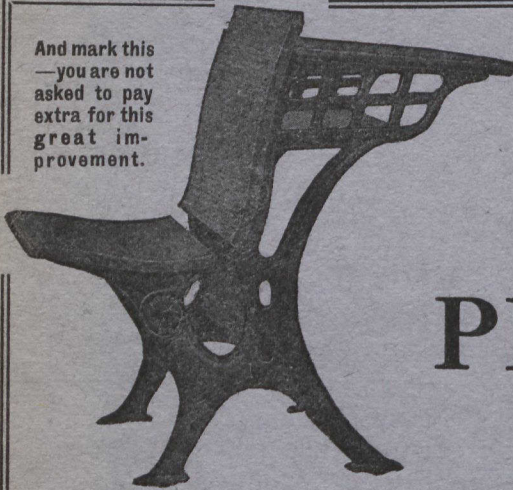
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