

WESTERN SCHOOL JOURNAL

— INCORPORATING —

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

From A HYMN OF EMPIRE.

Strong are we? Make us stronger yet;
Great? Make us greater far.
Our feet Antarctic Oceans fret,
Our crown the polar star;
Round Earth's wild coasts our batteries speak,
Our highway is the main,
We stand as guardian of the weak,
We burst the oppressor's chain.

Great God uphold us in our task,
Keep firm and clear our rule,
Silence the honeyed words which mask
The wisdom of the fool.
The pillars of the world are thine;
Pour down thy bounteous grace,
And make illustrious and divine
The sceptre of our race.

—Frederick George Scott.

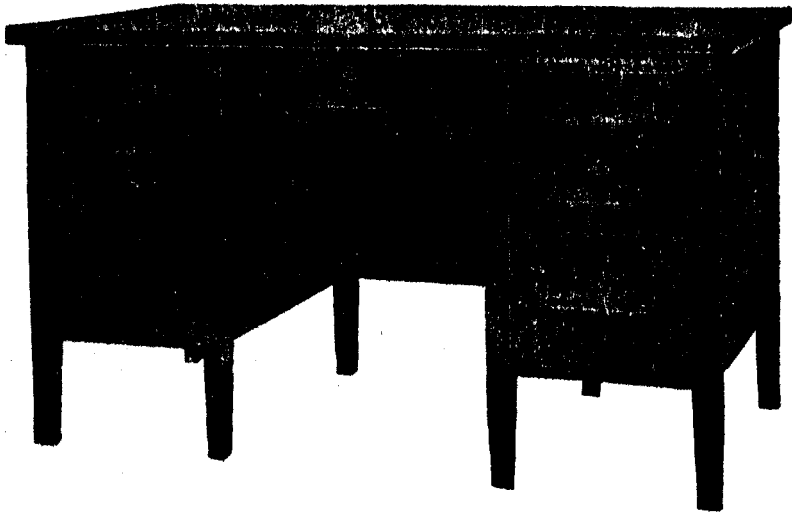
Winnipeg, Man.

December, 1917

Vol. XII—No. 10

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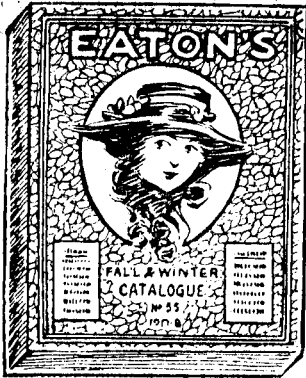
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CANADA

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Christmas, 1917

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Head Office: WINNIPEG

The Western School Journal

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

VOL. XII

WINNIPEG, DECEMBER 1917

No. 10

Editorial

Lessons from Outside

Two notable conventions have been held in Winnipeg during the month of November. The first was the annual convention of the Manitoba Sunday School Association and the second the Social and Moral Reform Congress.

The Sunday School Convention was remarkable, chiefly from the presence of Dr. Soares, of the University of Chicago. His message consisted of the presentation of a complete outline to guide those who are attempting to direct religious education. It is interesting to note that in everything he recognized the necessity of adapting matter and method to the needs of the pupil. Most day school teachers will appreciate this in relation to the teaching of lessons. It will be a new thought to most to apply it to worship, to singing, to giving, to service and to living. And yet the principle applies all around.

Day School teachers have much to learn from this. Indeed, most of them recognize the principle in its application to teaching and government in a general way, but it has yet to find recognition in multitudes of minor matters such as receiving pupils in the morning, coming into school, posture in class, devotional exercises, selection of songs, choice of pictures and the like.

It will be a good thing for all teachers to grasp another principle enunciated by Dr. Soares—namely, that adult life is entirely different in its thinking and its manifestations from child life, but is at the same time a natural evolution from it. A child who enters into the spirit of story-telling will naturally

enter into the spirit of history later on, but it does not follow from this that children should study history which as to thought and expression is suitable only to adults. How illogical we are at times may be understood from reading the text-book now used in schools—perhaps, however, just as suitable a text as most. Imagine a boy of ten reading something like this:

“It is a great pity Charles was not worthy of all the adoration showered upon him by the people, but he cared for nothing except his own amusement. If he had wished for innocent enjoyment, that would have been a different matter, but he was shameless and immoral in his pleasures. He surrounded himself with the most profligate companions. Anyone looking on would have thought the whole court gloried in being as wicked as possible.”

Now this is not important as an historical fact. It is not a thing in which a child mind takes interest. It gives rise to no living picture. And the language is beyond the comprehension of nine out of ten. We require in history a book in which child interests are prominent and in which the language is simple without being stilted. To be specific; there is nothing to be gained by asking little children to study religious and political struggles, but they will be deeply interested in reading about men and about social conditions. It is about time we gave up talking about getting a suitable text in history for little children. If there is one to be had let us get it. We need not worry about the texts for older pupils since they may be found in abundance. But

why commit the crime of attempting to make the clothes of a man fit a child?

It will be interesting for teachers to examine other texts as to their suitability for school use.

Social Betterment

Perhaps even more interesting to teachers than the meeting of the Sunday School Association was that held under the direction of the Social and Moral Reform Council. This Council is a composite body made up of representatives from churches, schools, philanthropic and social organizations of all kinds. It aims to promote betterment of the people. It is a clearing house for all ideas and plans aiming at social welfare. It gives workers an opportunity to know and appreciate one another in their aims, spirit and methods.

It is found that the school is the very centre of this movement. There is practically nothing in the aims of the Social Welfare Congress that does not find its expression in some school. Physical, intellectual, social and moral betterment are the aims of the school. They are likewise the aims of Congress. Naturally enough the school—that is, the elementary school—cannot attempt work that can be done only among adults, and it should not attempt to do what naturally falls to other organizations. It unfortunately happens, however, that more and more the burden of promoting the welfare of the people is being thrown upon the schools. This cannot go on forever. Yet the temptation for social workers is in every case of need to plan out big schemes, and then turn to some existing organization for their execution. That is an easy way out, and the originators of the schemes can enjoy all the joy and comfort that comes to great reformers. It is very pleasant to have the feeling of being a great reformer. We all pass through that stage some time or other.

The school, however, in all seriousness is in a rough way covering the whole field. All that we can hope for is that the best in school procedure shall

become universal, and that there shall be continual adaptation to meet conditions of time and place.

In its endeavor to promote social welfare the school will be drawn in many ways at the same time. There are those who emphasize intellectual attainment, others who think in terms of morality and so on. The man to-day who is most to be feared is he who gives prominence to the improvement of commercial and industrial conditions. In the long run we want not better farms and better railway facilities, but better men, and the school is hopelessly astray when it places anything in the scheme of education higher than moral character. It is important to have school gardens, but more important to have a garden in every heart. It is good to have a hot lunch, it is better to have a fervent spirit. The spiritual and the material are not contradictory. They may develop together. But there is a noticeable tendency in a wealth-producing country to glorify all that is concerned with material production. Let us as teachers not play to the galleries in this matter.

Christmas Morn

The bells ring clear as a bugle note,
Sweet song is thrilling every throat,

'Tis welcome Christmas morning—
Oh, never yet was morn so fair,
Such silent music in the air;

'Tis merrie Christmas morning—

Dear day of all days in the year
Dear day of song, good will, and cheer,
'Tis golden Christmas morning.

The Hope, the Faith, the Love that is,
The Peace, the Holy Promises,

'Tis glorious Christmas morning.

—Joaquin Miller.

By-and-by is a very bad boy,
Shun him at once and forever,
For they who travel with By-and-by
Soon come to the house of never.

For the Month

The Christmas Tree

The following can be used as a song by adapting it to any ordinary march song:

To the trees we are coming with drum and song;

Full of joy are our hearts as we march along,

For the branches are bending with gifts so rare,

And we are sure that for each there's a generous share.

There's a muff I am sure in that package, there,

For it's round, and no doubt in this one that's square,

There's a book or a game. Did you ever see

Such a beautiful and heavily laden tree?

Oh, we greet with our happiest song our friend

That has come from its home in the forest to lend,

For our service, its branches so strong to-night.

See, we've decked them all over with candles bright.

Chorus

Oh, our Christmas tree! Oh, our Christmas tree!

We hail thee! We greet thee! We welcome thee!

Memory Gems

Little wishes on white wings
Little gifts—such tiny things—
Just one little heart that sings—
Make a Merry Christmas.

Richest gifts are those we make
That we give for love's own sake.

There's none so poor but he may give,
None so rich but may receive.

O hemlock tree! O hemlock tree!
How faithful are thy branches!
Green not alone in summer time,
But in the winter's frost and rime.
O hemlock tree! O hemlock tree!
How faithful are thy branches.

—Tennyson.

I said it on the mountain-path,
I say it on the mountain stairs;—
The best things any mortal hath
Are those which every mortal share.

—Larcon.

The Holly

In summer nobody cares for me,
But as soon as the leaves are dead
They call me the beautiful holly
With berries so shining and red.

My boughs are so tough and my
prickles so strong
They keep little fingers away,
But some will be gathered before very
long,
For soon 'twill be Christmas Day.

The fullest and prettiest bough may go
But some will be left for store,
To feed dear birds through frost and
snow,
Till summer brings sunshine once
more.

A Carol

Christmas winds are blowing
Freshest lullabys;
Christmas love is shining
In each baby's eyes—

Christmas songs are ringing
Thro' the world to-day,
For our hearts are singing
Let Christmas live away.

THE OLD CURIOSITY SHOP

Scene I.

Characters:

Miss Monfather
Nell
Teachers
Girls

Stage set to represent Miss Monfather's Boarding and Day Establishment. Little Nell, with a bundle of handbills, advertising Mrs. Jarley's wax works, in her hand, approaches the door just as it opens and out comes a long file of young ladies, two and two, all with open books in their hands, and some with parasols. Miss Monfather and two teachers come at the end of the line. The girls pass Nell; Miss Monfather approaches her; Nell curtesies and presents her the package of handbills, Miss Monfather commands the procession to halt.

Miss Monfather: You are the wax-work child, are you not?

Nell: Yes, ma'am.

Miss Monfather: And don't you think you must be a very wicked little child, to be a wax-work child at all? Don't you know that it's very naughty and unfeminine, and a perversion of the properties wisely and benignantly transmitted to us with expansive powers to be roused from their dormant state through the medium of cultivation?

(Teachers smile at Miss Monfather and then glare angrily at each other.)

Miss Monfather: Don't you feel how naughty it is of you to be a wax-work child, when you might have the proud consciousness of assisting to the extent of your infant powers, the manufactures of your country, of improving your mind, by the constant contemplation of the steam engine; and of earning a comfortable and independent subsistence of from two-and-ninepence to three shillings per week? Don't you know that the harder you are at work, the happier you are?

Teacher: How doth the little busy —

Miss Monfather: Eh! Who said that? (One teacher points to the other.)

Miss Monfather: Hold your peace. The little busy bee is applicable only to genteel children. "In books, or work, or healthful play," is quite right as far as they are concerned; and the work means painting on velvet, fancy needle-work, or embroidery. In such cases as these (she points with parasol to Nell) and in the case of all poor people's children, we should read it thus:

"In work, work, work—in work always
Let my first years be past,
That I may give for every day,
Some good account at last."

(Hum of applause follows from pupils and teachers. Nell begins to weep. She drops her handkerchief, which is picked up by one of the pupils.)

Miss Monfather: It was Miss Edwards who did that, I know. Now I am sure that was Miss Edwards.

(All the girls say "It was Miss Edwards.")

Miss Monfather (puts down parasol): Is it not a most remarkable thing. Miss Edwards, that you have an attachment to the lower classes which always draws you to their sides; or rather, is it not a most extraordinary thing that all I say and do will not wean you from propensities which your original station in life have unhappily rendered habitual to you, you extremely vulgar-minded girl?

Miss Edwards: I really intended no harm, ma'am. It was a momentary impulse, indeed.

Miss Monfather: An impulse! I wonder that you presume to speak of impulses to me. I am astonished! I suppose it is an impulse which induces you to take the part of every groveling and debased person that comes in your way. But I would have you know, Miss Edwards, that you cannot be permitted—if it be only for the sake of preserving a proper example and decorum in this establishment that you cannot be permitted to fly in the face of your superiors in this exceedingly gross manner. If you have no reason to feel a becoming pride before wax

work children, there are young ladies here who have, and you must either defer to those young ladies or leave the establishment. Miss Edwards, you will not take the air to-day. Miss Edwards, have the goodness to retire to your room, and not leave it without permission.

(Miss Edwards passes Miss Monfather, without saluting her.)

Miss Monfather: She has passed me without any salute! She has actually passed me without the slightest acknowledgment of my presence!

(Miss Edwards turns and curtsies.)

Miss Monfather (turning to Nell): As for you, you wicked child, tell your mistress that if she presumes to take the liberty of sending to me any more, I will write to the legislative authorities and have her put in the stocks, or compelled to do penance in a white sheet; and you may depend upon it that you will certainly experience the treadmill if you dare to come here again; now ladies, on.

(Procession of pupils and teachers file off the stage.)

Scene II.

Place: Room in which are the Clergymen, the Schoolmaster, Nell, and the Grandfather.

Characters:

The Clergyman
The Schoolmaster
Little Nell
The Grandfather
The Bachelor
The Boys

Clergyman: Well, well. Let it be as you desire. She is very young.

Schoolmaster: Old in adversity and trial, sir.

Clergyman: God help her! Let her rest, and forget them. But an old church is a dull and gloomy place for one so young as you, my child. (Takes Nell by the hand.)

Nell: Oh, no, sir! I have no such thoughts, indeed.

Clergyman: I would rather see her dancing on the green at night than have her sitting in the shadow of our mouldering arches. You must look to

this, and see that her heart does not grow heavy among these solemn ruins. Your request is granted, friend.

(Clergyman leaves. The Bachelor enters.)

Bachelor: You are Mr. Morton, the new schoolmaster?

Schoolmaster: I am, sir.

Bachelor: You come well recommended, and I am glad to see you. I should have been in the way yesterday, expecting you, but I rode across the country to carry a message from a sick mother to her daughter in service some miles off, and have but just now returned. This is our young church-keeper. You are not the less welcome, friend, for her sake, or for this old man's; nor the worse teacher for having learned humanity.

Schoolmaster: She has been ill, sir, very lately.

Bachelor: Yes, yes. I know she has. There have been suffering and heart-ache here.

Schoolmaster: Indeed there have, sir. (Bachelor takes Nell's hand.)

Bachelor: You will be happier here; we will try, at least, to make you so. You have made great improvements here already. Are they the work of your hands?

Nell: Yes, sir.

Bachelor: We may make some others—not better in themselves, but with better means, perhaps. Let us see now, let us see.

(They go about the house, and then the Bachelor goes out; to return in a few moments accompanied by a boy bearing all kinds of objects needed in a house: rugs, shelves, blankets, etc. These are all properly placed about the room.)

Bachelor (to boy): Run off and bring your schoolmates now to meet their new master.

Bachelor: They are as good a set of fellows, Master, as you would wish to see, but I don't let 'em know I think so. That wouldn't do, at all.

(A number of urchins enter, clutching their hats and caps, and making all manner of bows and scrapes. The

bachelor seems greatly pleased with them.)

Bachelor (aside): This first boy, schoolmaster, is John Owen; a lad of good parts, sir, and frank, honest temper; but too thoughtless, too playful, too light-headed by far. That boy, my good sir, would break his neck with pleasure and deprive his parents of their chief comfort; and between ourselves, when you come to see him at hare and hounds, taking the fence and ditch by the finger-post, and sliding down the face of the little quarry, you'll never forget it. It's beautiful.

Bachelor (pointing to another boy): Now, look at that lad, sir. You see that fellow? Richard Evans, his name, sir. An amazing boy to learn, blessed with a good memory, and a ready understanding, and, moreover, with a good voice and ear for psalm singing, in which he is the best among us. Yet, sir, that boy will come to a bad end; he'll never die in his bed; he's always falling asleep in church in sermon-time, and to tell you the truth, Mr. Martin, I always did the same at his age, and feel quite certain that it was natural to my constitution, and I could not help it.

Bachelor (pointing to another boy): But if we talk of examples to be shun-

ned, if we come to boys that should be a warning and a beacon to all their fellows, here's the one, and I hope you won't spare him. This is the lad, sir; this one with the blue eyes and light hair. This is a swimmer, sir, this fellow—a diver—Lord save us! This is a boy, sir, who had a fancy for plunging into eighteen feet of water, with his clothes on, and bringing up a blind man's dog, who was being drowned by the weight of his chain and collar, while his master stood wringing his hands upon the bank, bewailing the loss of his guide and friend. I sent the boy two guineas, anonymously, sir, directly I heard of it; but never mention it on any account, for he hasn't the least idea that it came from me.

(Bachelor gives them all a small sum of money.)

Bachelor: Now, walk home quietly without any leapings, scufflings, or turning out of the way.

Bachelor (aside to Schoolmaster): I couldn't have done that at their age, to save my life.

(Boys steal out, with awkward bows, and immediately a great noise is heard outside, as they run shouting towards home.)

“The most colossal improvement which recent years have seen in secondary education, lies in the introduction of the manual training schools; not because they will give us a people more handy and practical for domestic life and better skilled in trades, but because they will give us citizens with an entirely different intellectual fibre. Laboratory work and shop work engender a habit of observation, a knowledge of the difference between accuracy and vagueness, and an insight into nature's complexity and into the inadequacy of all abstract verbal accounts of real phenomena which, once wrought into the mind, remain there as lifelong possessions. They confer precision; because if you are doing a thing, you must do it definitely right or definitely wrong. They give honesty; for when you express yourself by making things, and not by using words, it becomes impossible to dissimulate your vagueness or ignorance by ambiguity. They beget a habit of self-reliance; they keep the interest and attention always cheerfully engaged, and reduce the teacher's disciplinary functions to a minimum.”—James.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

FIRST CLASS—GRADE A.

The Advisory Board has decided to fix the topics in English, History and Pedagogy for the essays to raise a certificate from Grade B to Grade A. Topics in Pedagogy will be announced later. Those in History and English follow:

History

1. The Growth of Democracy in England in the 19th Century.
2. Sectional interests in Canada as a barrier to National Unity.

English

1. What Shakespeare saw in Nature.
2. The Charm of Oliver Goldsmith.

PART C, FIRST CLASS PROFESSIONAL COURSE

Candidates in the First Class Professional Course must select one of the following topics for the essay, which represents Part C of the course:

1. The Junior High School — in Theory and in Practice.
2. Educational Measurements and Standards.

3. Secondary Education for Rural Communities.
4. Methods of Supervision on the American Continent.
5. Adaptation in Education.

The Department is taking steps to secure a list of reference works in connection with each topic and will be glad to supply to any candidate such information as it possesses.

ELEMENTARY SCIENCE — GRADE XI.

Grade IX candidates at the examination in June next will be given a written paper in the subject of Elementary Science, in addition to the present requirements in that subject. The writ-

ten paper and the note book will be considered two independent papers. The pass mark in the written paper will be 40 per cent.

IMPROVING SCHOOL GROUNDS

The Department is advised that the Agricultural College has on hand in its nurseries a surplus of some 2,500 Manitoba Maples and 800 Ash, which they will be pleased to furnish to school boards or to individual settlers in the Province at a nominal rate of 50c per tree. They also have an unlimited num-

ber of cuttings of the Golden Willow, which they will supply at 5c each. We are asking the teachers to bring this to the attention of their trustees as it is an excellent opportunity to secure trees for beautifying and improving their school grounds next Spring.

OPTIONAL ENGLISH IN GRADE XII.

The first paper in the Optional English for women students in Grade XII will be based on the following works by Milton as found in pages 51 to 100 inclusive of the text by Gayley and Young:

L'allegro
Il Penseroso

Lycidas

Comus

Sonnets, No. 2, 16, 19 and 22.

This work is substituted for the Elizabethan Drama which was first prescribed, and which appears on page 54 of the Program of Studies.

BRITISH HISTORY EXAMINATION

The examination in British History, Grade X, in June next, will be based on the syllabus submitted by the sub-examiners in July last. This Syllabus was published in the September issue

of the Western School Journal. A copy of the Journal is supplied to every school and no other distribution of the syllabus will be made.

IMPORTANT!

Library requisition forms for 1917 were sent out to secretaries of schools September last. These should have been filled in and returned by October 15th to the Librarian, Department of Educa-

tion. Teachers who have not attended to this matter should ask their secretaries for the forms, and if necessary write for a new set to the Librarian, Department of Education.

“To repeat a point made above, the motor interests and inclinations of the young lie in the direction of reproducing by the use of suitable materials the activities which are occurring in their environments. The child is ever seeking to adapt himself to his surroundings through imitation, and he strives then to copy the work of the carpenter and the blacksmith and the farmer, and others with whom he comes in contact. He has here valuable motives given him by his imitative tendencies, to be realized through motor activities; and manual training ought to start at this point. It ought not to begin with logical abstractions which have not become meaningful to the pupil because of his experience and his native interests. It ought not to start with the theory of the use of tools, but theory, here as elsewhere, would be gained largely through actual experience. I cannot see that the theory relating to the manipulation of a saw, for example, can be apprehended any better when taken by itself apart than the theory of arithmetic without weighing and measuring and buying and selling, or the theory of language without speaking and writing correctly and effectively.”—Dynamic Factors in Education, O’Shea, pages 65-66.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

ANNUAL ADDRESS

By Wm. Iverach, Hamiota.

It is somewhat less than a year since we last met here in convention, but when we look back we have passed through enough events of importance to have made a good record for any ten years, previous to the outbreak of the Great War.

In educational matters we have all been busy adjusting ourselves to the conditions brought about by the abolition of bilingualism and the introduction of the School Attendance Act. The opponents of these two measures, prophesied that when they were put into force they would mean revolution, and if not revolution, certainly they would mean that large communities of non-English speaking peoples would abandon their homes and say goodbye forever to Manitoba, and perhaps to Canada. As a matter of fact, neither of these things have happened, because of the sane, sound, sympathetic method by which these acts have been administered. We have had school after school built and equipped among our non-English speaking citizens and filled to the doors as soon as completed. Instead of organized resistance we have had the heartiest kind of co-operation, and instead of the demand for the bilingual teacher, the cry is for the English-speaking, resident teacher. As time goes on we have reason to look for great results from the placing of these two Acts on our statute books.

Another great change in the educational world is the establishing of the Provincial University. Most of us have not realized the importance of this. We should never more think of the university as an institution away up yonder, amongst the aeroplanes and zeppelins, far beyond the reach of common mortals; an institution only fit for the sons

and daughters of the millionaires, whose sole ambition is to acquire a system of culture which would allow them to mingle with the titled snobbery of other lands. We should think of it from not on as something right down amongst the common people, serving them in every way it can be found of use to them, carrying out research in every department of our common life, determining the value of our vast mineral deposits in our newly acquired Northland, investigating the cause and prevention of such things as rust in wheat. Did it ever strike you what it meant to Western Canada when some one discovered the cause of smut and a means of preventing it? This did not come to us by accident but as the result of careful research on the part of someone. I have just gone to my encyclopaedia to find out who it was. It does not tell me and I doubt if anyone in this hall can. The process of treating grain for smut has become so old and commonplace that we do it as naturally as putting the harness on our horses or cranking our car when we take them out to work; but let us stop and think a bit. If our 1917 crop of wheat had suffered from smut to the same, or perhaps to half the extent, the 1916 crop suffered from rust, it would have cost Western Canada more than it would cost to run the Manitoba University for more than two hundred years on its present basis, and with the assistance of the man or woman trained in scientific research we shall as surely conquer rust, as we have already conquered smut. I said the process has become old and commonplace, but it is still so new that most of us can well remember when we were amongst the honest doubters and did not become

firm believers until we were convinced in the expensive school of experience. I will leave the subject of the University here as it will be dealt with ably, later on, by one who is a most creditable product of that institution himself.

The year that is just closing has been rather an eventful one for our association, both local and provincial. At our last convention, after the business of the morning and afternoon were disposed of, we sat down to an excellent banquet, as the guests of the Hamiota School Board, and before rising from the table we had the privilege of listening to a number of addresses which were just as inspiring as any of us have had the pleasure of listening to in some of the larger centres, and of course it is always fully understood that a Hamiota supper has never yet been excelled, so don't go away home before everything is over this evening.

The next event in our history was the preparation for the provincial spelling match. We had three municipal contests within the district that our association embraces. I was only able to attend one of these, which was held in the largest hall in the municipality of Miniota. The municipal council very kindly secured the use of the hall for us and had the satisfaction of seeing it filled to its capacity. These three municipal councils, namely, Miniota, Hamiota and Blanchard, deserve our hearty thanks for so very generously providing silver medals for their local champions and assisting in other ways. A great many of our school districts also provided bronze medals for their own champions. Altogether this event awakened more interest in our schools than anything that has taken place for a long time. In our municipality the older people got competing, district vs. district, and only the advent of a belated spring put a stop to it. It certainly was amusing to see grey haired men and women lined up with youngsters of grade V. upholding the honor of their respective school districts, and the results went to show that if Manitoba did at one time, through some mistaken educa-

tional policy, fall behind in this subject, the present generation of pupils are rapidly recovering the lost ground, and evidence also went to show that it was efficiently taught in some other countries and provinces away back in the dim, distant past. A certain amount of criticism has been offered as to the educational value of it all, and as to the methods of selecting the winners, but if we try it again we have to do the best we can, as we did before, always remembering the fable of the man who tried to please everybody and eventually fell over the bridge.

Following the precedent of 1916, your executive arranged for a midsummer rally in the west end of our territory. This time in the town of Beulah, where we got a right royal reception from the people of that town and district; a house filled to overflowing; drills and musical programme provided by the teachers and pupils of the Beulah school; and excellent addresses by Dr. W. A. McIntyre, of Winnipeg; Mr. G. H. Malcolm, M.P.P. for Birtle; Mr. J. H. McConnel, M.P.P. for Hamiota; Mr. J. W. Mitchell, Reeve of Miniota; Dr. Frazer, of Crandall; Mr. C. Frazer, Vice-President of this Association; Mr. John Murray, Chairman of the Hamiota School Board. The results of the discussion opened up there have come down to us here and formed part of our programme for to-day. It augurs well for the future of our local association when we have such a strong body of public men to come in with us and lend us their assistance and co-operation in this great work.

It is easy to review the past and count our successes, but when we look into the future we have to say with the Patriarch of old, "There remaineth yet much land to be possessed."

The problem of the support of our High Schools is still with us and is becoming more acute all the time, and it is one of the problems we as an association have to face. The government has for a few years back looked to our association for recommendations, and if we are going to justify our existence we, who are actively engaged in

the administration of school affairs, ought by this time to be able to crawl out of our shells and look beyond the boundaries of our own districts and see that we are depending on a few of the larger towns, in which High Schools are situated, to pay the lion's share of the cost of providing the teaching staff for the whole province. You can also see, if you give a moment's thought to the situation, that its continuation must result in a demand for the raising of the tuition fees which, in turn, will throw the burden of expense on the individual, and if it is raised to the individual, he is not going to shoulder it. The consequence will be a shortage of teachers and a consequent lowering of the standard of education. Any one can see that the rural districts will be the first to suffer in this case, not only from having a poorly educated class of people on the land, but also because our best families will move to town or probably leave the province altogether. It is unthinkable that we should come to the place where we will have to depend on the outside world to furnish us with elementary teachers and, I may say here, that the districts that have tried the experiment for the past year or so have not been entirely satisfied with it.

At the Provincial Convention last spring we passed a resolution recommending largely increased grants to High Schools, but the government in turn says, "Tell us where to get the money to pay those grants; you have already taken away from us about three or four hundred thousand dollars we used to get from the liquor licenses. Tell us how you want us to raise the money for these grants."

Resolutions have been introduced in the Winnipeg Convention, recommending that the province be blocked into High School districts, with a special taxation for the support of High Schools. This was not acceptable. Another, asking for a small levy on all the assessable land in the province, was introduced. This also was turned down. Then when the provincial treasurer

sought to make a levy on some of the institutions in Winnipeg who, he had good reason to know, were escaping their just share of the cost of the upkeep of our public utilities, he was assailed by a body of men who posed as the representatives of agriculture, but who were at the same time busily engaged creating another monster, which they hoped to be able to steer as clear as possible from the shoals of taxation. So we go on demanding impossibilities from the men we elect to represent us. Things have changed since the days of old Pharaoh. In his day the government demanded that the people produce bricks without straw, while in our day the case is reversed.

Another problem we have to face is that of the re-arrangement of our units of administration. This will come to us in the form of one of the resolutions coming down from Beulah. I have no desire to forestall any discussion that may come up on this subject, but will take the liberty here to suggest that we are willing to take a municipality as a unit as already provided by the statutes. Then we will have less difficulty in coming to a conclusion.

I would like to draw your attention to another question that will not down. It is that of the teachers' retirement fund. We are already a long way behind the rest of the civilized world in this matter. It comes to us, not from the young girl who expects to spend only two or three years in the profession, and in her migrations from one district to another eventually expects to land permanently in a home of her own in one of them. No, the demand comes from those who have already given the greater portion of their lives to the children of this province, and who expect in return that the province they have served so faithfully and so long will co-operate with the school boards and the members of their profession to create a fund that would at least be some guarantee against actual want in their declining years. Without committing ourselves to details we might put ourselves on record as favoring some such plan.

I do not need to remind you of the fact that at Beulah last summer we organized our school visitors. We trust that those bodies will get together at the proper time and organize for the work for which they were created.

I have already trespassed on your time longer than I intended, and will now take this opportunity to thank you for your cordial assistance, your kindly forbearance and your hearty good will which you have shown to me during the time you honored me by allowing me to act as your president, and I only

ask you to extend the same to my successor. I also want to say before sitting down that towering above everything else at the present moment is the winning of the war. But no matter what sacrifices we may be called on to make financially, let us not neglect our schools. Let us keep our school finances up to the high mark. Let us follow old France, where we are told their schools are in operation within sound if not within range of the big guns, always remembering that the chief business of a democracy is its education.

MINIOTA ASSOCIATION

The eighth annual convention of the Miniota, Hamiota and Blanchard Trustees' Association was held in the Hamiota school on Tuesday, November 20th.

Mr. W. Iverach, Isabella, presided, and about 35 trustees attended. The morning session was devoted to routine business, and a visit of the delegates to the Hamiota class rooms.

The afternoon's programme consisted of the President's address, address of welcome by Mayor Bennett, reply by Mr. R. Lynch, Arrow River, and an address by J. H. McConnell, M. P. P. The speakers touched on many of the important problems of educational work.

After discussion the following resolutions were passed:—

That, in the opinion of this convention, the efficiency and general usefulness of the Manitoba Agricultural College would be vastly increased by having the affairs of the college administered under the Department of Education, rather than under the Department of Agriculture, both in regard to the college work proper, but more particularly the college extension work.

That this convention warmly approves the policy of the Department of Education in the direction of consolidating the educational facilities of the province, and disapproves of the forma-

tion of further rural school districts, excepting in territory where no other course is open.

That the Secretary of the Provincial Association be requested to write all trustees, advising them to take advantage of the special rates for the Western School Journal.

Resolved, that it is expedient for the general good of the community, and especially the children attending the schools, that the study of the Bible become a part of the public school education, and that definite portions be set for examination, in which it will be necessary for each student to secure a pass.

The following officers were elected:

Hon. Presidents, J. Murray, W. Iverach.

President, W. C. Fraser, Hamiota.

Vice-President, R. Lynch, Arrow River.

Secretary, J. B. Morrison, Hamiota.

Directors: E. Vance, Crandall; R. F. Middleton, Viola Dale; P. W. Thompson, Hyndman; R. Warren, Isabella; W. W. Hayes, Oak River; Jas. Fraser, Beulah; R. W. Cochrane, Lavinia.

Auditor, A. Atkinson, Hamiota.

The first lady member of the association attended in the person of Mrs. Shier, Crandall, who was warmly greeted by the delegates.

At 5.30 the ladies of Zion church served a fowl supper to the delegates and their friends. Mr. W. C. Fraser presided and the toast list brought out short addresses from prominent trustees, the clergy and others.

A most important feature of the convention was the public meeting in the evening. Mr. W. Iverach was chairman, and the program consisted of a

duet by Mrs. Reid and Miss E. Woods, and two excellent addresses. Rev. Geo. Lockhart spoke on the "Essentials of Education," and I. Pitblado, K.C., Winnipeg spoke on "The University As Related to the Educational System of the Province." Both addresses were thoughtful and instructive and were thoroughly appreciated by those present, and both speakers received a very hearty vote of thanks.

MONEY IN HOGS

I purchased a pair of hogs on the 2nd of April that were six weeks old, just taken from the mother. I commenced feeding them on shorts and then started them on barley screenings, which I fed until Sept. 25th with an occasional sugar beet during the last month and I kept the chop soaked a day ahead all the time.

Cost of feed was as follows:

140 lbs. shorts.....	\$1.75
175 lbs. barley screenings.....	1.50
1450 lbs. barley chop @ \$1.25.....	18.25
100 lbs. sugar beets	1.00
Swill water 50 cents a month.....	3.00
	<hr/>
	\$25.50
Cost of pigs	\$10.00
	<hr/>
	\$35.50

Weight of pigs to date, 542 lbs.

Present price of pork, \$17.50 per 100 lbs.

Value of Pigs.....	\$94.50
Total cost	35.50
Net profit	\$59.00

Gain of pigs each month:

Weight April 2,	14 pounds each
May 2,	33 and 37
June 2,	82 and 86
July 2,	140 and 145
Aug. 2,	187 and 194
Sept. 2,	251 and 252
Sept. 25,	270 and 272

FRED W. ORROCK.

THE SCHOOL AND THE CLUB FAIR

By C. K. Rogers.

The Boys' and Girls' Club movement has become so general that it is hard to believe that it has been in existence only a very few years. In one form or another nearly every part of the Dominion is doing this work, but I believe from the information I have received from the Agricultural Gazette that Manitoba is second to none among the provinces in this work among the boys and girls. This movement then is not a local fad. It has been tried and proved. No modern school can afford to be without it.

The schools in newly settled country, and even in foreign settlements, are grasping the opportunities given by the Department of Education and Agricultural College, and in many cases are outstripping the older districts. The reason is obvious. I need only to mention Camper, Teulon, Arborg, to show what these schools are doing.

Every teacher must be prepared to pay a certain price, of course. The price is not equal to the benefits, or it

would be no bargain. There is a sacrifice, to a degree of what teachers have always called **regular** school work. The teacher must be prepared to do an infinite number of things that never had to be done in the good old days, when the teacher's hours were 9 a.m. to 4 p.m. Nowadays the teacher must be on duty all the time, for at 7 a.m. Johnny Pratt may ring up to say that his calf won't drink milk, but prefers to eat paper, old rags, etc., and what will he do (I had a case just like that this summer)? At 9 p.m. Mary McTavish may call around to ask how long she should sterilize the jars before canning peas.

The teacher can so regulate the work, though, so that there will be less sacrifice of school work proper than one would think; more of that later. The bulletins and the club secretary should relieve the teacher of many of the details of club work.

The reasons for the existence of the School Fair and the Club Fair are numerous. I notice that the programs gave one a slightly different topic than I was given by the executive, but I consider that the Club Fair and the School Fair are so closely bound up with one another that there is practically no difference, so that the reasons for the existence of one stand good for that of the other.

The great reason for the Boys' and Girls' Club, I take it, is the interest it creates among the boys and girls in the farm and farm work. The tendency hitherto has been for the boy and girl from the farm or country village to drift to the city. Food Controller Hanna said recently that one of the greatest reasons for the high cost of living was the large number of middlemen—by middlemen he means a large portion of the population of the cities—those who make their living by handling the products of the farm, mine, forest and sea (many professional men are middlemen). Boys' and Girls' Clubs are going to be the means of reducing the number of middlemen and increasing the number of producers.

From now our best are going to the farms, where the best are needed most.

The appeal to the boy and girl is financial to a great extent. The novelty of the movement appeals to a certain extent, but this is slight, as fairs get better from year to year. The competition encouraged by the fair is a big factor in the interest taken by boys and girls in this work. I suppose this is a practical age, and "Money talks," so we cannot appeal in a stronger way than through the prize money and financial benefits.

The club gives the opportunity, and in many cases furnishes the material for doing something which is considered worth while. There is a chance to make some money too, which is readily grasped by some. Joe Sharpe, of our club, got 1 doz. B.R. eggs from the Extension department a year ago last spring, costing him nothing. Last spring he sold quite a number of dozens of eggs at \$1.00 per dozen. Now he has 40 B.R. roosters, which he sells at \$2.00 each. Stanley Watson got 1 dozen B.R. eggs from the Extension department for 70c last spring. Eleven chicks hatched. He sold five roosters at \$2.00 and is keeping five pullets and one rooster as a nucleus of a flock of his own.

The club work brings the home and the school together. In my memory of school days the home was apart from the school. I never told of anything concerning the school at home if I could help it. Now, through the school organization, the boy is doing something at home, and it cannot but bring the two together.

The best methods of doing many farm duties are brought into practise. The boy feeding his pigs on proper food in proper quantities, the girl putting the excess of summer vegetables away for the lean months in a clean and scientific manner. These may reform the whole conduct of the home and farm and over turn the traditions of years of wrong methods. Many fathers are to-day taking lessons from their 12-year old sons.

The club teaches that success may be attained by effort only and reward—

the joy of work well done, and the prize money—follow.

If the boys and girls of our province learn industry, that alone will pay for our efforts, for modern life with its luxuries does not tend to make the youth of to-day independent and efficient. There is the difficulty of the child whose parents or older brothers and sisters will do the work for the child, and show it as the work of the pupil. There the school and the teacher can bring in the proper influence. Fortunately, cases of the above are rare, for most parents realize the injury to the child, and I might add—don't be too quick to suspect a child. I was brought to suspect a child who had grown 149 lbs. of potatoes from 4 lbs. of seed this year. I gave the child her first prize without question, though two weeks later I met her father. He told me how he had shown her how to cut the eyes out and plant them, one in each hill, three feet apart each way, and how she had thus secured a good yield in spite of the unfavorable year.

That half-heartedness earns no reward is forced strongly home to the pupil who wins no prize or a low one, at the fair, and I think the shame of a poor bit of work will remain long in the memory.

Many boys, and girls, too, are finding in the chickens, or in the garden or kitchen, something interesting to do which will save idle moments, worse than wasted, on the street.

The reasons for the splendid composition work in describing the work done by the pupil comes from the first-hand knowledge the pupil gets in doing the work.

That arithmetic of the kind we want is being taught is shown by the enclosed record card taken from the *Treherne Times*. This boy was sweepstakes winner at our fair this year.

The club brings manual training and domestic science to the country district.

The directors and entry clerks as well as branch club secretaries learn business methods and business correspondence. I have been much impressed by the splendid work of all these officers,

especially the branch club secretaries.

Now I come to the Fair day. This is getting to be a great big event in the lives of the school children. The boys who used to organize and carry out the Sports Day in the country town and village are at present engaged in more serious business over there in France. The sports day has almost completely gone from Manitoba towns. This fair is destined to take its place, at least till the boys come back. It can be made to include all that the sports day did, and more, too.

It is a get-together day for schools. It drags schools from the ruts of monotony, gives them new ideas, and new ambitions, it brightens up dull routine, and creates an activity, the results of which are something tangible, and can be seen on fair day. Competition in school work, club work and sports must have the very best of results.

It is a get-together day for pupils. It enlarges their acquaintance. They find that such a nice day as fair day is connected with school work, and that, after all school means a great deal to them. Of course we must not forget the refreshments which every youngster connects with a real good time.

It is a get-together day for the grown-ups. A lady was heard to remark at the fair this year, "I thought this was a children's fair; it seems to me the older ones are taking even more interest than the children." A young man took his father to the fair in September. Rain came up and he went to get his father, for they came in an auto. The father was enjoying the fair so much that the young man had to wait, and as a result went home with his chains on the car. There is nothing like a school fair to bring the parents into touch with the school and its work.

This work is grouping the districts around central points. These are ideal consolidation groups, and it is only a step to consolidation from this grouping.

And now I come to my last point: I believe this work is making the place in the district for the teacher that should have been hers long ago. Too

often the teacher has nothing in common with the people she is working among. Even conversation is difficult because of this lack of common interest. The modern teacher who intelligently undertakes this work must be familiar

with many things that are of vital interest to the people. This common interest will make the teacher one with the parents of her pupils, and will give the teacher her own place in the community.

C. K. Rogers.

Special Articles

HANDWORK AND THE ARITHMETIC LESSON

By B. Hodkinson, Principal of St. Andrew's.

Practical work in the arithmetic lesson is becoming more and more general, and any suggestions for widening the scope of such work should be of use to the teacher. The following examples of the use of clay or plasticine in arithmetic lessons are meant primarily for Grades IV and V, but the ever watchful and enthusiastic teacher will find them of much practical use even in Grades VI, VII and VIII.

1st Fractions.—Pupils of all grades and ages take a keen delight in dividing and sub-dividing a slab of clay or plasticine. They soon get used to the fractional names and their values; and the theory of fractions is much more easily explained than by blackboard diagrams. It is a good plan to let neighboring pupils divide equal pieces or slabs of the clay into a different number of parts. For instance, one might have thirds, another sixths and another twelfths. Then one pupil may be allowed to exchange one of his parts for the right number of parts of another. By this means the pupils soon learn that $\frac{1}{3} = \frac{4}{12}$. The alert teacher will see how applicable this is to practically all fractions.

In the absence or want of a plastic substance the writer has often used equal sheets of paper, but this is not so adaptable, as once the sheet is torn up

it is not of much use for other denominations.

2nd, Square Measure and Plans.—In dealing with this branch of the work the class can use clay or plasticine from the first, then, as their knowledge increases, they may make plans of gardens, rooms, etc., each pupil having for use at the time paper, rule and pencil then, as he sets out the plan in clay, he should measure each part and make a record on the paper of all the dimensions. At the end of the lesson the paper should show the area of each straight lined figure used in the plan. When dealing with clay it is easier to measure a plan than to draw a plan according to measurement, i.e., to scale.

Of course, such operations form interesting exercises in the use of "The Scale," and each measurement made by the pupil should be converted into the dimensions of the actual object of which the clay is the plan according to the scale named by the teacher.

3rd, Cubic Measure. — Pupils may learn the meaning of "Cube" and "Cubic Measure" by constructing and dividing cubes of all sizes. They may work examples on paper, and work them afterwards in clay or vice-versa. By constructing a cube, using inches as the unit, and then removing one line of cubic inches at a time, they will learn, from a practical standpoint, why height

x length x breadth gives cubical contents.

These remarks are merely suggestive, as will be seen how the uses of clay or plasticine in making arithmetic practical may be extended as occasion requires. Several kinds of problems are easily demonstrated by means of clay,

and when the pupils make the illustration as well as work the problem, they are getting an intelligent and reasoning grasp of their arithmetic and are not working mechanically according to rule. Accurate results cannot be obtained in clay, but accuracy can be looked for in the paper work.

SCHOOL DECORATION IN A RURAL SCHOOL

By Felice Hryniewiecki.

The majority of our teachers are endowed with an artistic temperament, an instinctive love for beauty and congenial surroundings. It therefore stands to reason they exercise and educate this feeling in order to assist them in a great measure with their work of teaching. Those lacking these attributes are in duty bound to develop this one gift which lies dormant. In rural districts especially the decoration of a schoolroom depends chiefly on the efforts of the teacher and pupils.

For a moment let us enter a classroom. The room itself is neat and clean, but something is lacking. Before us the blackboard stretches on two sides, dull, unattractive, bare, save for a few examples, and spellings primly written. The neatness itself emphasizing the bareness. Two maps are hung on the back wall, old and tattered; several pictures quite dilapidated, add to the generally forlorn appearance of the room. The uncurtained windows give the schoolroom an uninhabited air. Take a seat and imagine yourself a pupil for a day.

Another school house, though in far poorer community, verily spelled out its welcome as we entered. Curtains of scrim, and potted plants brightened the windows. Colored borders, a suitable calendar, a cheery verse, besides the work, gave a life-like tone to the board. Pictures hung on the walls. Handiwork was proudly displayed in an appropriate place. A collection of seeds, pressed leaves and flowers filled the

room with interest and a home-like atmosphere.

Perhaps some will say, "There are so many disadvantages to contend with in a rural district." "Time flies with the many classes, even thoughts of decoration are a waste of time." A teacher need only stop and consider a moment to find that opportunities are many and varied, and as for time, a few minutes each day will help greatly to accomplish various decorations.

For instance: Blinds are a necessity, but curtains greatly add to the finished appearance of a classroom. They can be made by the children at very low cost. A few plants can be grown and tended by the children. In cold weather these can be replaced by artificial ones made by pupils. Flowers are such a bright tone.

Good pictures should be in every school. They may be obtained at reasonable prices at any good book store. When money is the obstacle, pictures may be collected and cut out of magazines, and pupils just delight in framing them.

An outdoor lesson in nature study is productive of both instruction and a means of decoration. Insects, pressed flowers, leaves, seeds and nests can readily be collected and arranged in a schoolroom corner with decided effect. It will prove to be a nook of beauty and education. Drawings to illustrate lessons, an honor roll, a calendar, are decorative and useful. School handiwork, such as sewing, moulding, raffia

and weaving should have a place of their own. Being an encouragement and incentive for better work, it greatly adds to the decoration. Do not mistake my meaning and have a motley display. Classification and distribution of work is essential in decoration.

A child is like a bud or a flower which thrives and develops best in a bright, cheery atmosphere. Make the

school a home-like place for the strange, timid child. Exert your utmost powers to surround the children with the best and most appealing things in Nature, and the results will be indeed gratifying. Foreign communities, principally, require that the school should be a place where the best in it brings out the best in a child.

THE NON-ENGLISH

After reading the letter discussing the foreign school problem in last month's Journal, I thought there must be some misunderstanding as regards the aims of the non-English schools. Up to that time I thought that the non-English school was to teach the non-English children what the other schools of the province teach the other children. Now it seems that Mr. D. H. Maly considers that English is of less importance to the non-English than it is to the English-speaking people.

If anything at all is to be strongly emphasized it is the importance of teaching more English and, above all, speaking English in the non-English schools. The school is the only place where the children hear English spoken and if the teacher speaks other than English the children have no other chance of learning to speak.

In the course of life nothing that is taught in our schools is of greater importance than speaking.

When they grow up very few will have to write anything more than an ordinary letter, but every one of them will come in contact with people who speak English, and then the knowledge of English will prove its value.

And it is quite obvious that unless the child is spoken to and has to speak English he never will be able to speak properly, and only when he goes out into life later on he finds out that he has been taught English as a foreign language.

I found the Ruthenian children very intelligent and attentive. They need a little studying—as all children do—and they can do splendid work if they want to. Most of them are eager to speak English, and speak it well too.

Trusting that my information may be of any value,

I am, yours sincerely,

I. S.

Moose Bay, Man.

October 23rd, 1917.

TEACHING ENGLISH CONVERSATION WHEN THE PUPILS SPEAK ANOTHER LANGUAGE AT HOME

One of the most wonderful aids in lightening the teacher's work and securing good results from the pupils is one which was seldom used in days gone by, but the strength of which is now beginning to receive adequate recognition.

This wonderful aid is conversation in school. Genuine teaching is largely

conversational. Conversation, or better oral speech, predominates in life and with the exception of an occasional letter or memorandum very little writing is done in social life. Hence the importance of conversation.

A child therefor must learn early to express his thoughts in a free and clear manner. But how can he learn to ex-

press these thoughts in an unknown language when he can hardly express himself in his mother tongue? How are the rudiments of English—the manner of expressing himself in that language—to be imparted to him with success?

This is one of the great difficulties facing a young teacher without any previous experience.

It is mostly a local condition and one which is just beginning to receive the attention it deserves.

It is a well-known fact that a teacher, in order to be successful, must love her work; but in teaching English conversation, where the children speak another language at home, she must, more than anywhere else, put her whole heart into her work if she wishes to have English-speaking pupils within a reasonable length of time. The teacher, in a mixed community, on account of the limitation of her time and of this extra and most important subject of her program, must render her ordinary class work effective in producing in the pupils the habit of thinking and expressing themselves in English. She should start by imparting to the pupils a favorable impression of English, a liking to speak it and a longing to master it.

Considering the very little attention which English has received in some districts, the teacher should not lose sight of the fact that the language of the Empire may not occupy, in the eyes of the local community, the standing it has a right to.

The class should be conducted in English as much as possible, translating only when absolutely necessary, and then only a part of a sentence. Use gestures and actions whenever possible instead of translating. In speech the voice should be assisted by bodily expression. The movements of the speaker's arms and hands and the expression of his face often convey more meaning to the child than the word spoken to him. Hence a gesture or a look may be more expressive than a word. The face and the hands are the silent partners of the tongue in the art of expressing thought. This method will achieve

results which could never be obtained by translating, especially during the period of elementary schooling. Translating, however, might be advantageously used in story telling or oral composition. It should also be used in memory work, such as recitations, poems and songs, which should prove very effective in increasing the pupil's vocabulary.

The ability to express oneself in clear and correct language is the best result of good school training. Every teaching exercise should therefore have in view the enlargement of the pupil's vocabulary, the increase of his power to express what he knows in clear and correct English.

Require fulness and clearness of expression in both lesson and recitation, correct errors, secure accuracy, in short make your class-work a drill in the use of the English language. Go further and provide, in addition, a separate and systematic course of training in conversation, with skill in its use as the distant end.

Fruitful training in conversation embodies the principle that thought must first come and then proper expression. Hence you must conduct class and play so that your pupils will have something to express. The teacher should also advocate the principle that the pupil's power of expression is worthy of his most earnest efforts. Her aim should be to make him appreciate this fact.

Stories are the delight of young children, and they like to hear them many times. It is a capital oral exercise to tell a simple story and teach the children to repeat it well.

Story telling can be made a great help in teaching English conversation. The pupils will make many an effort to tell a story so as to please the teacher and win her approval.

Pictures are another constant source of child delight. He likes to see and talk about them. Hence they afford excellent subjects for language lessons. They appeal not only to the eye, but afford wonderful imagination and observation training. Have the child make a description of the subject of the pic-

ture, the incidents, the scenes. By skillful questions make the picture the basis of little stories. Encourage the pupil to use the imagination freely. However, the teacher should see that the pupils understand the story. Mere memory work is not educative. Repeating is good enough for the phonograph.

Intelligent pupil-study characterizes the efficient teacher. She studies the little ones for herself. She lives close to them, and she finds that love of children is the divine key to child nature. She is their wise and loving friend, and lovingly she leads them in work and play.

Play characterizes childhood, and should be important means of education in the lower grades. The teacher should study to make the play of her pupils educative. Here is her most fertile field to teach English conversation. She will see that children not speaking English associate with the ones speaking it. She will direct their games, make all and each of her pupils take part in them, encourage good manners, clear expression in their speech.

Her sympathies will go to those who do not meet with success as readily as the others. She will pay particular attention to mispronunciations, use of wrong word, poor construction of sen-

tence, slangs, and above all she will be very tactful in correcting the mistakes so as not to wound the feelings of her pupils and not restrain their efforts.

The child's interest in the games arouses his enthusiasm and he gives expression to his speech more freely. Lead him unconsciously to do so.

Summing up what has been said on the teaching of English conversation in districts where the pupils speak another language at home, I believe that a teacher who loves her work will always get good results, for she will take the means to get them.

All those here mentioned are the ones which I believe will bring success to my class.

It might seem difficult to apply all of them in a rural district, but I think it is harder to put it on paper than in action. These different ways are not much more than the ordinary methods applied to the teaching English conversation. They are not always systematized and often are used by the teacher unconsciously, but they are nevertheless there as a foundation for the higher grades.

Kindly be indulgent for the lecturer, who herself speaks another language at home.

THE TIME TABLE

F. G. Parsonage.

The class-room is the unit of the educational system. The management therein is a vital factor of the educational process. Class-room management is a business problem having two interests. 1st. How to give the children in masses, an effective training. 2nd. How to secure the best possible results without expending too much nerve-energy, time and money. The rural school time table and its effective use will help to solve these two very important interests. Every teacher should realize the value of system and organiz-

ation. The waste of time induced by confusion and lack of system. System and organization are represented first by instincts and secondly by habits. Instincts are organized reactions inherited from past generations while habits are organized reactions built up in the course of a person's life-time. Therefore every teacher must concentrate his or her attention upon that which they would make a habit, make it known to their pupils at once and drill it upon them consciously and repeatedly, until all impulse to act otherwise is over-

come. A habit will then be formed which shall form part of the pupil's character. These routine factors should not be allowed to become the crisis of effective teaching. It is merely an appendage to allow instruction to be given.

From my own experience I find the following factors must be reduced to routine:—

1. Have the children line up in front of the school so that they will pass in quietly and orderly.

2. Train the pupils to sharpen their pencils at recess and noon.

3. Appoint pupils in each of the higher grades to collect scribblers for correction and distribute scribblers for the week.

4. Train the pupils not to disturb your classes by the raising of hands to ask questions. Quicker and better work will be done if you answer questions between classes. This is a very important point.

5. Always assign the next lesson at the close of the last. This saves time.

6. Do not perplex your younger grades by putting work on the black-board in different places. Let grades I., II. and III. know where their arithmetic is by always putting it in the same place. Likewise with their other subjects.

7. Teach your pupils positions so that you can have the attention of your whole class by a word or two.

These are a few of the ways we can save time. We will then be in a position to work out a daily program in which every minute of the day will be well employed.

We first get the total number of teaching minutes for each day. Then subtract from that the time devoted to recesses, noon intermissions, and general exercises. You will then have the number of minutes available for actual school work.

You must then consider the number of grades and the number of pupils in each grade, giving most time to the larger classes. When you have the time allotted to each grade you must

then divide that time among the subjects in each grade.

Another point to consider is how you can group your respective grades so as to lesson your classes in certain subjects.

I group grades I. and II. for language lessons; grades III. and IV. for composition, writing and drawing; grades V. and VI. for composition, writing, drawing, agriculture and mental arithmetic. I believe grades VII. and VIII. could be grouped in most all their subjects.

The next difficulty to solve is how to get all the subjects in.

This can only be done by the alternation of the subjects. First of all we will consider grade VIII. They have thirteen subjects which must be given their place on the time table. By alternating arithmetic with bookkeeping—grammar with agriculture—and literature with composition, one will have reduced six subjects to three, and these can be taken up before the noon hour of each day. Then for the afternoon work, one can alternate geography with geometry—Canadian history with English history and writing with drawing, making three subjects for this period. Spelling and mental arithmetic should be taken daily. The time given to each one of these subjects will vary with different classes.

With my grade VI. class, I alternate Canadian history with geography, English history with composition and writing with drawing. These subjects with spelling can be taken up in the afternoon session. In the morning I take arithmetic daily and grammar three times a week. Then in the same period on Tuesday I take agriculture, and on Thursday hygiene. This only gives one period a week for each of these subjects, but one can cover the work in that time. I also take literature and reading before noon.

With grade V. I follow very much the same order except that I alternate English history with geography and hygiene with composition.

In these higher grades, arithmetic seems to be the best morning subject.

One can give quick work in formal addition, subtraction, multiplication and division alternated with mental arithmetic. This only takes from ten to fifteen minutes and is a splendid prelude to book arithmetic. Less time can be given to this subject in the winter than summer on account of the school day commencing at 9.30.

With grades I., II., III. and IV. there will be no difficulty in getting all the subjects in. The only alternations I make are quick arithmetic with drawing and geography with composition. Every lesson must be a language lesson, but one can give special language lessons to grades I. and II. on Tuesdays and Thursdays and to grades III. and IV. on Monday, Wednesday and Friday afternoon. This gives a splendid opportunity to work in manners and morals, Nature study and verses of songs.

Many valuable lessons in manners and morals can be taught through the medium of stories, and I believe the Story should have its place on every time table. Directly after nine o'clock is an excellent time, or at one o'clock immediately after the roll call. In these five to ten minutes you will have a group of eager, intensely interested little faces before you and the lessons learned will not be quickly forgotten.

Physical training must also be given its due place. What a splendid thing it is to be able to throw open the windows and have from three to five minutes of hearty physical exertion; then

settle back to work again refreshed and strengthened. The best period is in the afternoon between one o'clock and recess. Even with a few minutes sacrifice of some other subject, physical training could be well taken several times a day—the teacher using her own judgment as to the time. Class exercises requiring steady nerves such as writing and drawing should not follow.

Lessons in handwork of all kinds can be given as a Friday afternoon exercise. This provides an opportunity for applying the doctrine of substitution through the week and proves to be a valuable incentive to good and quick work. Children look forward to this all week and love to put what they have learned in practise.

We cannot expect to make a school time table in a night. It will often take several weeks of careful thought; but once made, we should adhere to it as much as possible. If we do so we will form the habit of adjusting our work to fit the period for which it was intended. We will be able to designate at once the point at which the work is varied and we will not be so liable to lengthen our favorite periods.

Just as Nature in all things follows a thorough and systematic order, we, as teachers, must realize that our work will reach a higher plane if we, too, will follow a systematic order through the medium of the school time table.

TEACHING THE HABITS OF NEATNESS AND ACCURACY

H. Koester.

While not an outstanding feature on the program of studies, this subject is the base of all good work. Every teacher realizes that this subject has the greatest scope for individuality, and through this medium every teacher can leave her impression on the child, whether for good, or otherwise, and we all know the kind of impression we like to leave.

Only those whose work has been carefully guided and supervised along these

lines can hope to become useful members of society. I feel that there is very little that I can say that will be of much benefit, but I hope that in the discussion which follows, we shall all learn something very helpful.

How to teach the habits of neatness and accuracy is a very comprehensive subject, and a very important one, every teacher realizes. It must begin the first day a child enters school and continue until the last day. It includes

all he thinks, says and does. It has a far-reaching influence on his life outside of school, and after leaving school.

To say that the very first task a child is taught to do, should be taught with the finished product neatly done, is not beyond practise. This theory of neatness observed in every task, even the caring for his baby toys, makes its imprint on the child's future life. His childish tasks, if neatly done, will shine through his later life work. However, the child's life before school age is a problem beyond the teacher, but I mention it merely to emphasize the importance of beginning his training early.

Perhaps the most outstanding characteristics of any person, to an onlooker, is their neatness of appearance. This in a child can only be hoped to be gained by example, talks on the subject, and never failing to remark on improvement. In speaking of example, it is obvious that the child must always have before him an example of these habits well formed in the teacher. If on going into a class-room we see a teacher neat and fastidious in her person, carefully cleaned and decorated blackboards, order and cleanliness prevailing everywhere, we may be sure that teacher is teaching the habits of neatness and accuracy in all her school work. So much for example. Cleanliness and simplicity are the foundations of neatness in dress. The teacher should acquaint herself with the child's home surroundings in order that she may best help him. Incidentally, under this head may be brought in many important matters on personal hygiene, such as care and use of hair, eyes, nose, lips and teeth.

The following plan was adopted by a very original mother. There were several children in the family. They were all inclined to be slow and untidy in the morning. She tried several means to stimulate them to activity and neatness. Rewards failed. Those who hurried to receive the reward generally came with teeth untouched, hair badly combed, boots unbrushed, or left very untidy rooms. Instead of the usual rising bell, with its commonplace "ding! dong!"

she struck forth a few notes of alarm. Her children were the fire brigade, this was the alarm, and their sleeping rooms were the fire hall. As they hurried down stairs, they were inspected as a brigade, their sleeping rooms were also inspected, marks of merit and rewards were given the brigade. I must say just here, that class praise always appeals more to me than individual praise. We can readily understand why.

Neatness of work on the other hand is wholly under the direction of the teacher, and mainly the primary teacher. Children are prepared to undergo a complete change when they enter school. They are very receptive and easily led; therefore give them neat examples of work to follow, and neat methods of putting down work. I do not think time is ever wasted in the primary grades, ruling, making boxes, fences, yards, or whatever else we may call our devices, in order that the child will produce a nicely written page. Untidy work is entirely new to him, therefore help him to remain foreign to it. Give them the idea that only neat work could be correct. Untidy work can never be correct. From the first the child must understand that only its best work will be accepted. Hence he learns to be careful in writing every letter, and in making every figure. Neat work becomes a pleasure, and that is the aim to make the child have a passion for thorough work. This of course necessitates constant watchfulness on the part of the teacher at first. The child knows that the teacher is going to see his work, and that if it is not done accurately, it will have to be done over and over until it is his very best. The child soon knows how much the teacher demands of him. It may be some time before he does his work well from pure love of doing it, but never the less the habit is under way.

Some of the devices which may be used with good results are: Praising the child before the class. Written work collected and best work put on top. Children who have done the best work distribute books. Have best work

in writing or drawing done on loose paper and hung in room. Have neat work exhibited in another room. Have children care for blackboard. Spelling mistake, diagrams in history, maps for class use, etc. Remarking on the conditions of boards.

Lastly, neatness of surroundings.

Desks. Have the desks inspected frequently by pupils, allowing only those with neat desks to be inspectors.

Floor space around their desks. Have each child inspect the space around his seat for waste paper, etc., then have a monitor take around the basket previous to dismissal for intermission.

Room. Give each child the idea that his aid is necessary in keeping the room tidy. Have monitors. Always try to teach this motto, "A place for everything, and everything in its place." Encourage the children to spread their neatness over the community. Have them gather any stray paper that may be flying in the street, and in no case scatter any. Neatness in the school yard is very necessary.

So much for securing neatness. How about retaining it? Never be in such a hurry for work and results that any kind of work will do. Take plenty of time for neatness. How many teachers go into a room at the beginning of a term, and in the rush of getting your classes made up, and everything running smoothly, you forget about neatness. After a couple or three weeks you have everything arranged. In the meantime the child has read you as you appear, in too much haste to care for neat, tidy work. Any kind of work has been accepted, so he thinks you are not particular, and he certainly will not be. In your breathing space you are wondering why children are permitted to do such untidy work, picturing in your mind your predecessor. Ask yourself "Who is guilty?" Do not give the child the impression that neatness is a secondary consideration. It is the first.

Accuracy is another important factor in the make up of useful members of society. What is the value of work if not accurately done? Why do we hear

business men of today condemning the schools? Simply because we find boys and girls going into offices and responsible positions, who have not been taught to do neat and accurate work, and it is out of the question to trust them with a set of books, or a position of trust where accurate accounts must be kept.

In the senior classes we frequently find children spending hours at a simple problem when they understand the solution, their stumbling block being inaccuracy in some simple operation which should have been mastered in grades II. and III. While this is more noticeable in arithmetic, it is equally true in all subjects. A child must learn that no writing lesson that has one mark left out, one letter badly made, or a figure incorrect, will not be accepted. A reading lesson is not prepared if one word is unknown. Teach the child to observe accurately, that he may be the better able to express himself accurately.

I have found it a very good plan when the children are learning formal addition, subtraction, multiplication and division to have the children prove their answers. They know if their answer is correct and will work at it until it is correct—thus accuracy becomes a habit.

Too much cannot be said on the value of handwork and busy work, as agents to promote neatness and accuracy. For example, a child is shown a basket well made. He desires to reproduce the model. He knows that only by being neat and accurate can he hope to do this. Every form of handwork is a double aid to the child, first in overcoming any clumsiness of his fingers; second in securing neat, accurate work.

Lastly, we have accuracy of speech. Have the children answer in full sentences, and avoid the absurd answer resulting from short, choppy answering. Do not permit the child to say, "I think," rather, "I know"; and encourage oral composition, debating and story-telling, even in the junior grades.

In conclusion, I would ask that you treat this paper, not as a hard and fast

rule for the subject, but merely to encourage discussion. Following the old proverb that two heads are better than

one, surely the ideas of a number will be given to aid the teachers gathered here.

PUBLIC AND PRIVATE MORALS

By W. A. McIntyre.

The responsibility of the school in this matter is very great. It must give instruction, and very careful instruction, because ideals of conduct are so varied; it must supply motive, because knowledge alone does not always ensure right performance; and it must provide opportunity for right action, because impression is perfected only in expression, and because the thing done rather than the thing talked about is what becomes part of the life.

The instruction will cover the whole field of duty. It will be suited to age and conditions. It will be given in a language and according to a method that appeals to the pupils of the various grades. It will be incidental always, and direct and systematic on occasions; that is, the experiences of each day will furnish an opportunity for the presentation of some moral truth, and in addition to this there will be formal lessons according to a prearranged and carefully planned system. In other words, the teacher will follow the same plan of procedure in discussing moral health as she does in discussing physical health or hygiene. But ideals of behavior are established in the minds of children not through instruction alone. The teacher's example, her attitude in dealing with offences, or in referring to people and their actions, their choice of memory gems, her teaching of maxims of behavior, her choice of music, art and literature, her care of the grounds and building, her manner of conducting lessons, her earnestness, fidelity and thoroughness—all these and a thousand other things set up ideals of action, so that the teaching of morals is not the simple little trick it is sometimes thought to be. It is the life of the school, as illustrated in its spirit, its

methods and its personalities that is important.

This fact explains why the word "motive" was used. It is necessary that feeling accompany instruction. When a teacher in her life illustrates the truth she is endeavoring to impress, it is not surprising if pupils imitate her actions, but if precept and life are not in accord, the precept is forgotten. In a secondary sense biography, history, literature all have a living power. Formal instruction, didactic talks and even reading of sacred Scripture may often have little power to modify conduct. It depends so much upon the teacher, her earnestness, enthusiasm and sympathy. To put it in a word, instruction to be of value must be living. Dogma may produce formal mechanical obedience of a kind, but it will not develop that glad, free and willing action which is the essence of good conduct.

But instruction, even if given in the right spirit, must be accompanied and followed by right action. Impression is perfected in expression. Even Squeers understood the first principle of teaching when he said, "First boy, spell botany." Then after the spelling "b-o-t, bot; t-i-n, tin; n-e-y, ney," he said, "Now, go weed the garden." It is the honesty in the daily lessons that counts; it is the courtesy in the ordinary tasks that is remembered; it is the cleanliness of the floor and desks that is significant. It is not the teaching of the school, but the actual living that tells. Even where there is little instruction, the practice may be excellent. It is the practice which is essential.

And so it comes to this, that a little school may be a small heaven on earth if teacher and pupils live in sweet harmony, following the Golden Rule.

It may be the very opposite if there is ill-will, deceit, injustice or cruelty, even though there be much pretension and even insistent calling upon the name of God. But in a school where the teacher believes in God, and lives in Him, the mention of His name and the teaching concerning Him will have the highest value.

A schoolmaster in England advertising for pupils gave as his rates sixpence

a week, with twopence extra for manners. In the same way some people would tag on moral instruction to the general scheme of culture. We must give us this idea. The whole work, play and study in school must be saturated with morality. This is the solution of the problem insofar as the school is concerned, and it is just as true of the high school and the university as it is of the school of the little children.

THE NON-ENGLISH

The Western School Journal:

After reading Mr. Maly's article in the October issue, I was prompted to give my views regarding the teaching of non-English pupils. The arguments are based on experience in teaching in a foreign district where Swedish is the vernacular.

Certain sounds are quite difficult for Swedish children. They are inclined to use "v" for "w"; for instance, "wine" and "vine" are pronounced "vine." "y" is used in place of "j"; "John" is pronounced "Yon." Simply the "t" sound is used instead of "th"; "think" is pronounced "tink." Some children substitute "sh" for "ch" and say "share" for "chair." In place of giving the suffix "ed" the "t" or the "d" sound, as the case may be, they want to make "ed" a syllable; "call'd" is pronounced "call-ed"; "flapt" is pronounced "flap-ped"—(this is also an argument for more sensible spelling). Scandinavian children want to give every letter a sound and to spell according to sound; the Swedish language has very few words with silent letters and the silent letters are rapidly disappearing from the language. They are also inclined to place the accent on the last syllable. That each of the vowels has so many sounds seems to confuse them. These difficulties show that phonics and simple word study are necessary.

They frequently make mistakes in use of the preposition. Invariably they say "afraid for" instead of "afraid of"; "on" is used in place of "in"; for ex-

ample, "He is on the post office" for "He is in the post office."

Swedish children are plodding and persevering; they are slow of speech but steady in work. Teachers who speak rapidly will not be understood and, if they expect a quick answer, they may be disappointed. The more the teacher knows about the language, habits, customs, industries, history and native land of the Scandinavians the better he will understand the nature of the Scandinavian children. The teacher who has a writing and speaking knowledge of Scandinavian is better fitted to teach English to Scandinavian children than the teacher who has no knowledge of their language. But, above all, he must be able to speak English fluently and without the foreign accent; he must know the aims and ideals of the English-speaking people; not only know but also feel and act like one of them; he must be able to appreciate the thought of English literature and not be antagonistic to the political ideals of the British Empire.

In teaching English to these foreign children in the first five grades the conversational method should be used, clear and distinct enunciation and pronunciation should be insisted on, dramatization may be employed, and pupils should reproduce simple stories found in the readers, or supplementary readers, of first and second grade. Teach them common, everyday English.

Perhaps the ideal teacher for Scan-

dinavian children in Canada would be the teacher born in Canada of Scandinavian parents, educated in the common, high and normal schools of Canada—and of Western Canada if he intends to teach there. I feel equally as confident that the fully Canadianised descendant of Ruthenian parents would make the best teacher for the Ruthenian

children. Surely a Ruthenian will understand these children better than one who knows nothing about this nationality.

Yours truly,

A. L. LINDBORG.

Fairy Glen, Sask.

October 27, 1917.

A FINE ACCOUNT

The Editor,

The Western School Journal:

Dear Dr. McIntyre,

The composition herewith is the work, absolutely unedited, of one of my Grade X pupils, aged fifteen, an Icelander.

I think that as the matter is so well handled and the details of our lake fishing industry, so little known, you may like to have it for your Journal. I have verified the facts which Thordis Eyolfson, the writer, has given, as far as I can by questioning the fishermen actually engaged in the business, and they seem absolutely correct.

I am, yours very sincerely,

ARCHIBALD W. HEADLAM,

Principal Riverton School.

Lundi S.D. No. 587.

Fall Fishing on Lake Winnipeg

Lake Winnipeg, the largest lake in Manitoba, is the home of a countless number of food fish, and fishing, therefore, is a very important industry in our province. The fish provide cheap but good food to those who live in the vicinity of the lake, and also to those living farther away, while the fishing industry gives employment to hundreds of men at all seasons of the year, and although they are not always successful, those that are engaged in fishing usually make good money, and gain muscle and strength from their strenuous outdoor work.

Fall fishing lasts from the first of September to the fifteenth of October,

and the chief fish caught during the season is pickerel. Throughout the week previous to the opening of the season, the villages near the lake present a very busy appearance. Shopkeepers are busy at all hours of the day, and men are seen in the stores with a closely written sheet of paper in their hands, giving order upon order to the shopkeepers. All this buying proves



that the fisherman is getting his "outfit" ready.

The principal items in a fisherman's outfit are the nets and the boat. The outfits cost from three hundred to one thousand dollars for each man, providing that he is buying everything new, but if he has nets or a boat left over from the previous season the venture will not prove as expensive.

Nets are very seldom made by the fishermen themselves, but are usually bought in the stores, and range in price from ten to twenty-five dollars, accord-

ing to the material, those made of cotton being the cheapest, but seldom lasting for more than one season, while those made of linen, which most fishermen buy, are more expensive and last for three or four seasons. Nets are from forty to one hundred fathoms in length, according to the size of mesh, and about three yards in width. Meshes vary according to the kind of fish to be caught. The law requires a mesh of five and a quarter inches for whitefish (stretched measurement), three and three-quarter inches for tulibeas, and four and a quarter inch mesh for pickerel.

Before going out all the nets must be "hung," a laborious process which requires many days of work. The top and bottom of the net is run on strong twine and is then knotted to strong ropes (size 72) at regular intervals, there being usually five meshes between the knots, while loops, six feet apart, are left for the sinkers and the floats. The floats are made of varnished or oiled wood, while the sinkers have been made of lead, but more recently of concrete.

The boat is of no fixed size or shape, varying from a large sailboat to a small rowboat. It is stoutly built of lumber about one-quarter inch in thickness, and is equipped with two sails and two pair of oars.

After the fisherman has supplied himself with the nets and boat he has the most essential articles, but no one, not even a fisherman, can live without food, and therefore he has to provide himself with everything that is needed in the "shack," such as a camp stove, pots and pans, cutlery and crockery, flour and other necessities. These are all packed in boxes and sent to the steamer.

At a given date the fishermen all assemble at the nearest point of shipping, that is, all who are in the vicinity of Riverton gather there, and are taken by tugs and steamers to the fishing grounds.

On the morning of the day set for sailing, wagons containing the outfits are seen coming from all directions.

Three or more dogs are often seen tied behind the wagons, although not used in fall fishing, but they are taken in order to be "fed up" or fattened on the refuse fish in camp.

When fishermen leave for fishing there is sometimes as much excitement in the lakeside villages as when a regiment of soldiers leaves for overseas. Wives, mothers and relatives gather on the wharf to see the men off on their voyage.

Some of the fishing boats are placed on board, but many are towed behind the steamer. I remember seeing, at one time, a string of eight large fishing boats being towed out on the lake. Some of the boats contained three or more dogs and we could hear their homesick howling almost until the boat had disappeared.

The steamer takes the fishermen to the fishing grounds. They settle at Washon Bay, Fisher Bay, Bullhead, Grindstone Point and elsewhere along the shores of the lake, north of Big Island and as far north as Tamarack Island, where the fishing boundary is set, prohibiting fishing north of this boundary.

During the fishing season the men live in log shacks, and the foreman usually hires a cook, who looks after the food, takes care of the shack, and feeds the dogs. In some cases many fishermen live together in one shack, but sometimes there are only three or four men in each shack. When a number of them live together they always manage to have a good time, often spending the evenings at playing cards or narrating stories. Sometimes one of the gang discovers that he is a cartoonist, which affords much amusement, judging from the cartoons that are brought in from camp.

After the fishermen have their outfit in camp, they proceed to set the nets. Large, heavy sinkers are attached to the lower end of the nets, and strong floats, or "bouees," are placed on the upper end, so that the nets are securely fastened. They are set from one-quarter to five miles from shore.

A fisherman believes in the proverb, "An early bird catches the worm," and therefore gets up every morning at five, and after having breakfast he launches his boat, which had been securely fastened the night before, and he rows or sails, according to the weather, out to where his nets are set.

The fisherman puts his boat on the windward side of his nets, so that it will float along easily without becoming tangled. The net is lifted over the boat, and as soon as it is emptied, it slides over the other side of the boat. The fish is usually caught in the net by the gills, and is pulled out head foremost, but sometimes they get badly tangled and break the nets. If any fish not supposed to be caught during the season become tangled in the nets, the fisherman is allowed to take them, but he cannot pack them in boxes and sell them.

When they have emptied all the nets, it is usually late in the afternoon. As soon as they reach shore, the fish is sorted and packed in boxes. The boxes hold one hundred and fifty pounds, and a layer of crushed ice is placed on top, bottom, and in the centre, so that there is practically one-half box of fish and one-half box of ice, for when the boxes reach Riverton they are only about one-half full on account of the ice melting.

The ice is provided by the different fish companies, and is distributed at every trip made by the companies' tugs. The ice is put up in large ice houses in the winter-time, and is kept there until distributed to the fishermen in the summer and fall. The fishermen usually

have a building of some kind in which the ice is stored.

After they have packed the fish in boxes, they store it until the tug comes and takes it to the nearest railroad and from there it is shipped to Winnipeg, United States and elsewhere.

To carry on a large industry like fishing requires a large capital, which the fishermen do not always possess. They are therefore, in the employ of companies that lend them their nets and outfits, and the fishermen pay for their outfits at the end of the season.

Lately there has been a discussion amongst the fishermen as to co-operation in transporting their fish, and they have planned to buy a tug, in order to take their fish to market. This would greatly lessen and practically do away with the middleman's profits. As soon as the fishermen have finance enough to carry their plan through, it is probable that they will put it into execution.

The risks and dangers of a fisherman's life are numerous, and probably the most serious mishaps are the loss of nets through storms and the lack of fish. Storms often cause accidents and the loss of life. The men risk a great deal each season, for all their success depends on whether fish is plentiful or not, and also upon the weather. They are engaged in one of the most important industries connected with the food production in our province, and therefore a great deal depends on their success or failure.

Long may they fish!

THORDIS EYOLFSON.

"Has not all education this one purpose, that the pupil shall do consciously, and with free self-decision, what moral instruction impresses upon him, what in the beginning, however, he does only by compulsion from parents or teachers, as well as from habit? Education should create a will which harmonizes with the insight determined by the moral ideas. The intelligence formed by instruction should not be an idle one, but should pass into the will, and therefore education does not want a will so much as a will proceeding from the moral intelligence. 'Education must enable the youth to enjoy the liberty of self-decision.'"—Habit in Education, Radestock, page 101.

Children's Page

The Christmas Tree

You come from the land where the snow lies deep
 In forest glade or mountain steep,
 Where the days are short and the nights are long,
 And never a skylark sings his song.
 Have you seen the wild deer in his mountain home,
 And watched the fall of the brown pine cone?
 Do you miss your mates in the land of snow,
 Where none but the evergreen branches grow?
 Dear tree, we will dress you in robes so bright
 That ne'er could be seen a prettier sight;
 In glittering balls and tinkling bells,
 And the star which the story of Christmas tells;
 On every branch we will place a light
 That shall send its gleam through the starry night;
 And the little children will gather there,
 And carol their songs in voices fair;
 And we hope you will never homesick be,
 You beautiful, beautiful Christmas tree.

—Mary A. McHugh.

EDITOR'S CHAT

My Dear Boys and Girls:

Perhaps some of you have heard an old saying which may or may not be true, but here it is, "Shakespeare never repeats." Now, unlike Shakespeare, the Editor of this page feels it necessary sometimes to repeat because there are no new words that will tell just what we want to say any better than the old ones. And the old ones are the words of the Christmas resolution we made in 1915: "I will buy nothing for Christmas that is not useful, and I will give no unnecessary gifts." Act on this motto and the other one we had last year, "Be cheerful, and be kind," and you will have the best receipt there is for a Happy Christmas.

This is not a very happy world now, and even quite little boys and girls have to know about sorrow and trouble and death. It is not like it used to be,

just a world full of sunshine, play, good things to eat, parties, new toys and pretty clothes. No, it is a world full of dreadful war; of death and sickness; of pain and sorrow. It is a world where hundreds of little children have not enough food to eat; not enough clothes to wear; no homes to go to; no fathers or mothers to love them. It is a world where a terrible nation have killed little Belgians and French and Serbians; a world where children studying their lessons quietly at school in the great city of London have been killed by bombs dropped from the German aeroplanes, and where great ships on which little girls and boys travelled have been sunk by enemy submarines. It is a world where cruel men are fighting against children as well as against everything that is brave and beautiful, and into all this pain and trouble, into

all this wickedness comes Christmas Day, the birthday of the little King of Peace,—of whose coming the angels sang, "Peace on earth, good will to men."

This is the fourth war Christmas, and knowing what we do know now about the war, what can we do to prepare a place for the little King of Peace? Can we form a children's Crusade under the banner of the star of Bethlehem to try to fight a battle against some of the sorrow and pain that the Germans have brought into the world? Will we sign up now as recruits in this army and do our best, even the wee ones, to get the world ready for the Great Peace that shall some day come? And now little army, Attention! **Right face!** Heads up, shoulders back, Forward, March! And where will we march to? Shall we go first, to see the little girl whose daddy died in one of the great battles last summer? Shall we take her a book or a doll, or a few candies? Shall we make her smile because she loved to have us come? Now right turn! and forward march! down to the Red Cross office to give our ten cents or five cents or perhaps twenty-five cents to help some man who has been wounded fighting for you and me. And again forward march! down to

the house where a mother with her sons in France has no one to cut her wood, or bring in a pail of water. Right about face! and all around the neighborhood to collect magazines for the Y.M.C.A. or the I.O.D.E. or some one, to send to France. And now little army dismiss and go home, and each little soldier write a letter to a Canadian soldier or help to pack a parcel, and you will have begun the great battle against sorrow and helped to make the world more ready for the little Christ child.

Don't let your army fail when Christmas is over. Remember an enlisted man is always under orders until he is discharged, and you can never be discharged from the Army of Kindness unless you have forgotten how to be kind. This is your part in the war, your way to fight, your chance to do your bit. And what a splendid thing it will be if this children's army of kindness can make a bright place in the world where there is so much that is wicked and unhappy! Let your army march with the motto: "A Happy Christmas to everyone we can reach." These are only hints to you. Your bright young minds will think of hundreds of things to do; and all the editor can say to you is, "Go and do them!" And may you all have a Happy Christmas and a Glad New Year.

OUR COMPETITIONS.

Our January story—"The Story of a Snowstorm."

Our February story—A letter to the Editor on "What 'Id like to see in the Children's Page."

The "Christmas Letter to a Soldier" brought us in lots of answers, and they were particularly good. We must make special mention of those from St. Joseph's School, St. Joseph, Man., which were models of neatness and careful writing.

The prize story was written by Lily Tirling, age 10, Grade V, Tenterfield S.D. 653, Wawanesa.

Special mention given to Emilienne Berard, Timothy Donahue, Eleonore Gooler, St. Joseph's School.

Hon. mention to Gladys Scott, Stella Campbell, May Chartrand, William Creak, William Ursel, Prairie School, Marquette, Man.; J. Eugene Berard, St.

Joseph's School; Margaret Fleming, Wawanesa; J. M. Laycock, Gertie Cooper, Frank Denham, Foxwarren.

Wawanesa, Man.

Nov. 11th, 1917.

Dear Dick,

It is a long time since we heard from you, and as Christmas is coming on I thought I would write.

They have got up a club called the Tenterfield Community Club. There is a meeting held at the school and every month we have a social, but at the week-ends we just have a short programme and debate. The next meeting we are having a paper on "Why the Colonies Came Into the War."

On Saturday we went up to the bush with Sadie. At first we went to the spring, but as Sadie said there was an Indian mound in the hills we went up to it, and it proved very interesting. We found many queer stones, also a human tooth, which we think is an Indian's. The mound is twenty-eight yards by ten. It was round with a sunken top.

I drive to school now and I am in Grade V.

I guess you don't have a very good Christmas in the trenches when you have to fight, but I hope you get quite a lot of letters and parcels and that will cheer you up. I was out riding the other day. My pony came home last night and I was riding more this morning. I wonder if the ground will be all white with snow by Christmas? I expect it will, though it does not look very like it just now.

We are constantly reading in the papers how the Canadians are doing their "bit" so well. In fact, all the Allies are doing well, both on land, sea and air, and I hope as everyone else that the war will soon come to an end and the British, of course, victorious and the Germans sent back to their own country.

Good-bye, wishing you a Merry Christmas,

Your affectionate friend,

LILY TIRLING,

Age 10, Grade V.,

Tenterfield S.D. 653,

Wawanesa.

THE STARS AND THE CHILD

By A. H. Proudfoot

Long, long ago—so long that even the old gray hills have forgotten—the beautiful stars in the sky used to sing together very early every morning, before any of the little people of the world were up. Their songs were made of light, and were so clear and strong that the whole heaven would shine when they sang.

One morning, as the stars sang and listened to each other, they heard a beautiful music coming swiftly toward them. It was so much louder and sweeter than their own that they all stopped and listened and wondered. It came from far above them, from out the very deepest blue of the sky. It was a new star, and it sang an entirely new song that no one had ever heard before.

"Hark, hark!" the stars cried. "Let us hear what it is saying."

And the beautiful star sang it over and over again, and its song told of a lovely babe that had come to earth—a babe so beautiful that it was the joy of the whole world. Yes, so beautiful that when you looked at it you saw real light streaming from its face.

Every little child in the world has light in its face if we but know how to see it; but this little one had so very much that its mother wondered as she looked down upon her lap and saw it there. And there were shepherds there to look at the babe, and many other people saw it and could not understand.

But the one beautiful star knew—yes it knew all about it; and what do you think it knew? Why, that this

child was God's own child, and was so good and loving that the whole world when it heard of it would want to know how to be so, too.

This one beautiful star travelled on and on, telling all the way what it knew of the child, and its light fairly danced through the sky, and hung over the very place where the little one lay.

All the other stars in the heavens were puzzled. They heard the song of the wonderful star that had come such a long, long way, and saw its brightness.

The words of its song were, "A loving child, a loving child is on the earth."

And as they listened these stars all looked down to find the child, but they could not see so far. And the strangest part of it all was, they could not sing their old songs any longer, the sweet new one was so much more beautiful, and so they sang that: "A loving child, a loving child is on the earth."

It is said that although they did not find the beautiful babe of which the great star sang, they are still seeking and listening and waiting. Every quiet

evening they look down upon each little child, right down into each little heart, and ask, "Is this the child that is really loving?" They peep out of the sky just as the dear little babes are being tucked into bed, and down they peer, right into the windows.

That is why the stars come just at bedtime, for then they know where they can find the loving child. It is in its dear mother's lap, the light is shining in its face most of all, for it laughs up into the sweet eyes, and love seems all over everything. The stars know, for they have watched for many long years, and some day they will surely be satisfied.

And when they do find the truly loving child, a child with a shining face, a trusting heart and gentle ways, they will shine out brightly and sing with joy over and over again, "A loving child, a loving child is on the earth"; and again the heavens will light up and the wise men come and the manger be filled with shining, and the whole world will listen over again, and remember about the wonderful child that was born and is come again.

SOMETHING TO MAKE FOR CHRISTMAS

A post-card holder.—Cut four pieces of thin cardboard, two $5\frac{1}{2} \times 3\frac{1}{2}$ inches, and two $4\frac{1}{2} \times 3\frac{1}{2}$ inches. Cut four pieces of linen, two $6\frac{1}{2} \times 4\frac{1}{2}$ inches, and two $5\frac{1}{2} \times 4\frac{1}{2}$ inches. On one of the smaller pieces embroider a design in cross-stitch, or darning, or squares of different colors, using coarse embroidery thread. After the design is worked press the linen on the wrong side with a hot iron. Cover one of the smaller pieces of cardboard, drawing the opposite sides together

with long cross stitches of strong thread. Cover the other pieces of cardboard with the linen. Put the two smaller pieces together with right sides out, and sew together with small "over-and-over" stitches. Do the same to the larger pieces, over-and-over the ends of the two finished pieces. Catch them together at the top with several long loose stitches. Make a button-holed loop at the top or sew on a small brass ring to hang it up by.

A CHRISTMAS GAME

Turn the Trencher.—All the players sit in a circle. Each one chooses some article of a lady's toilet (brush, neck-lace, handkerchief, etc.), or a flower, or food, which ever may be decided on. Then one of the players stands in the

centre of the group and spins the trencher, plate or saucer, and says, "My lady's going out and needs her necklace" (or whatever he chooses to call for).

The one who has chosen the article

called for must catch the trencher before it falls. If successful he spins it again, calling for another article. If he fails to catch it before it falls he has to pay a forfeit. Sometimes the spinner says, "My lady is going to a ball and needs all her things." All the players must then change places before the trencher falls. The last to get a place spins the trencher again. If the trencher is down he must pay a forfeit. At the end of the game all forfeits are cried as in other games.

The forfeit held over the head of a blindfold player is cried as follows:

"Here's a thing, a very pretty thing,
And what shall be done by its owner?"

The blindfold player then asks, "Fine?" (meaning boy) or "Superfine?" (meaning girl). The crier says to whom the article belongs and then penance is given. Some of the common forfeits are: Blow out a candle blindfolded. Stand in each corner of the room; sigh in one, cry in another, sing in the third; and dance in the fourth. Make a speech. Kiss your shadow. Imitate some animal. Stand on a chair in whatever attitude is suggested.

The Sacrifice for Peace

Into the dawn of the early world,
Under the singing stars,
Into the arms of a Mother mild
Unto earth-love came a heavenly child,
Came to heal Hate's deep-cut scars.

Into the simple love of a home,
Into a life that was calm,
Set in a world that was filled with
strife,
Like a hush in a storm, was this beautiful life,
Or the chant of a low-sung psalm.

And now that the years have passed
away
To the twilight days of the earth,
Through the dense pall of the battle
smoke,
To a people who bend under sorrow's
yoke,
Comes the message of that fair birth.

Far o'er the heavens the angels' song
Flashes to us in our pain,
"People of Earth The Peace will come,
Victory will silence the battle drum,
And the Christ-child reign again."

"Soldiers who fight that all war may
cease,
Women who work and sorrow,
Christmas still means to us. 'Peace on
Earth,'

It was no dream—the Savior's birth—
There will be peace—to-morrow."

To-morrow, when earth is re-born again
Born through your courage and sorrow,
To-morrow, when men who are children
now,
Men who bear marks of the war on
their brow,
Live in the peace that we long for now
—to-morrow.

And so in the dawn of this Christmas
Day
Count not the cost as a loss,
For the brave spirits who fought their
fight
Offered their all for a Truth and a
Right,
Willingly bore their cross!

Bore it, that once more the angels' song
Might ring o'er a peaceful earth,
Bore it, that we who suffer and long
Might live in a world that was cleansed
of wrong,
And in peace, make our lives of worth.

OUR SCHOOL FAIR

By Marian Sawyer.

Dear Editor,

I generally read the children's page in the Western School Journal and I thought you would like to receive an account of our School Fair.

Omar, Uno and Thoona, as well as Beulah, schools took part in the fair, but the fair was held in Beulah School. The date set for the fair was the 11th of October. The day was clear and sunny, but there was a nasty cold wind which made it very unpleasant for standing outside to watch the stock. The two rooms were well filled with exhibits. The senior room held the cooking and canning, preserving, butter vegetables and most of the schoolwork. The rows of desks were covered with planks, on which was brown paper, and the exhibits were set on these. The maps, drawings and paintings were put on sheets of brown paper and tacked up on the walls. In the junior room the needlework and baskets and raffia work took up a great deal of space.

Outside we had a ring, in which Mr. Roberts, from the Agricultural College, judged the stock. There were eighteen calf entries, while eight showed colts and twenty-five showed poultry. The calves came in for special praise from Mr. Roberts, who admitted he had a strenuous task in placing the prize winners.

One may judge of the number of exhibits when one knows that it took seven judges from eleven to five o'clock to do the judging.

At two o'clock there was a large crowd waiting to be admitted to see the exhibits in the school. Before long the door was opened and in we rushed to see if we had won any prizes, and indeed before long the rooms were so crowded that there was very little chance of getting from one room to another. The boys won much praise for their woodwork. The judges of the maps and other schoolwork said they did the hardest work in those few hours that they had done for a number of years, because everything was so well done they did not know whom to give the prizes to.

The ladies served tea and cleared \$50. The girls sold candy and received nearly \$7.00. On the night of the fair some of the children gave their exhibits to be auctioned off and \$23 was realized. This made a total of about \$80 for the Red Cross.

At the fair there were over six hundred entries and about sixty competitors.

Josephine Whitelaw carried off the honors of the day with 122 points. She got prizes for canning, cooking, sewing, weeds, essays, vegetables, candy making and writing as well as a few other things. Janella Strachan and Diana Clifton were second and third respectively with 89 and 82 points.

MARIAN SAWYER, VIII.,

Beulah, Man.

A TRUE STORY OF FORTY-SIX CENTS

During the year 1916 Colonel Williams, General Secretary of the Navy League for Canada, was addressing a meeting in a small town in Ontario. Now to begin with, we must tell you that Colonel Williams is a soldier and a sailor. He has spent weary months with the Grand Fleet in the North Sea. He has watched through

the long icy nights of winter with the men on those monstrous gray Dreadnoughts that have saved the world. He has peered with them through the thick fog that rolls in dun clouds around our Fleet as it rides tirelessly through the gray waters. He has shared with them the terrible anxiety of watching always for the dread sub-

marine and the flash in the water that means a rending torpedo is on its way to work death and destruction among the splendid sailors who guard our shores. He has seen these men in danger and he knows their needs and their trials.

He has been on nearly all the great battlefields of Flanders and he can tell wonderful stories of the soldiers who are pushing their way through the terrible German lines with a steadfast purpose and a bravery that has never been equalled in the world before.

With all this knowledge in his mind and heart, and with a wonderful power of eloquence, Colonel Williams spoke before an audience in this little Ontario town. As he left the building he felt a tug at his coat, and turning saw a little boy standing beside him, holding out in a tightly clenched fist forty-six cents. "Please, Colonel Williams, I would like to give this to the British Navy." "Why, my boy, can you spare it; what were you going to do with it?" said the Colonel. "Well, sir, I was going to save up to buy a pair of skates, but I think I can go without the skates if it will help our sailors." Greatly touched the Colonel accepted the gift. Shortly afterwards he wrote a personal letter to Sir David Beatty, the admiral of the fleet, describing this little inci-

dent and enclosing the forty-six cents. When the letter reached the great sailor he assembled all the men of his ship together on the quarter deck and he read them that letter, and among those hardy men accustomed to face danger from the air and the sea every day of their lives, there was hardly a dry eye.

When the little boy had almost forgotten about his gift, a letter and a package arrived for him one day, and there was a pair of silver-mounted skates inscribed on the blades, "A gift from Admiral Beatty." You may well imagine that there is now no happier boy in the Province of Ontario than the proud possessor of those wonderful skates, and there is no doubt that there is not enough money in all Canada to buy that generous gift from its owner.

That little boy who gave because his heart was touched has helped to make history. It is such deeds as this at home that make it possible for our men to go into the perils of the Army and Navy, face discomfort and hardship, terror and death. It is boys like this who grow into the men who make possible such a wonderful inscription as that on a monument erected to the memory of a thousand brave Canadians who fell at one great battle in Flanders, "Pause, all ye who pass by—
And tell Canada, we lie here—content."

"To sum up in a sentence or two:—What I have chiefly desired to impress upon you is that the primary, even more than the secondary school, must be sacred to the humanistic in education; and, further, that realistic subjects should be so practically taught as to relate them to the uses of life, and in this way contribute to humanistic education. If these two ideas are given effect to, you accomplish two things. You give the so much desiderated practical foundation for subsequent technical and commercial instruction, while at the same time you prepare the ground for the culture of life which must, if it exist at all, be for the great mass of those who are likely to seek it—literary, historical, aesthetic, ethical; rarely scientific, and then only in a very popular sense."—Addresses on Educational Subjects, Laurie.

Selected Articles

THE PROBLEM OF ORDER

The teacher is constantly given to understand that he is responsible for order in his school; if there is disorder it is because of what he does or neglects to do. He should at the outset have a correct ideal of an orderly school. Stillness is not to be regarded as an equivalent of order. A school where each is actively and cheerfully engaged in carrying forward according to a plan the needed work and yet not interfering with others presents the essentials of order to one who is merely looking on. To the thoughtful teacher this would not be enough; the question of motives would present itself to him; he would ask, Why are they orderly?

The aim of the teacher must be something larger than to produce a still school, valuable as that may be; it must be to produce a self-governing being. Let one who is "good at keeping order" ask himself: "Is the order good when I leave the room?" If not, there is something wrong with his aim.

When we enter a schoolroom and find it orderly we naturally conclude that it is due to something in the teacher; that he has done something, said something, has plans, rules, methods, or modes of operation that produce the condition we find. It is probable that one who was not successful would, on visiting such a school, ask: What do you do that causes this order? The belief would exist that the teacher was the cause of the order. If this enquirer is a thoughtful student, capable of carrying on an analytic process, he will conclude, after some days spent in such a school, that the production of its order is not dependent on one single quality in the teacher, but on several.

It is believed that one who is not successful in maintaining order may acquire the power if he will devote himself to a thoughtful analysis of the problem. Where there is an absence of order the teacher is apt to charge it to the pupils. But his human opinion notwithstanding, the source of order is in the teacher. Observe the order-producing teacher and endeavor to understand him, to find those qualifications he evidently possesses that operate on others and bring about the condition we term order.

To begin with, he has arrived at a just idea of what order is. This is essential. Many a well-meaning teacher has a very nebulous conception of the orderly state of a schoolroom. We define it here as a condition of progress in the school, to which each pupil contributes cheerfully and actively by doing or not doing; it is the result of a moral and physical co-operation.

An analysis of the order-producing teacher will show that he possesses these elements or characteristics:

1. A decided but pleasant manner.
2. Self-possession and self-confidence.
3. Perceives and employs the natural leaders among the pupils.
4. Follows a plan known to the pupils.
5. Considers school management; drills to form habits of obedience, paying strict attention to details.
6. Evokes public opinion to support his course.
7. Aims at the imaginative side of child life; idealizes the school.
8. Aims to elevate, refine, harmonize and delight.

THE TEACHER

By Dr. Frank Crane.

Teaching is the most honorable occupation in which any one can engage.

It is the most self-respecting business on earth.

In it one knows he is earning his salt,

if he is faithfully fulfilling his duties; he is justifying his existence among men, he is doing his bit for the state, and he is serving the Lord.

No profession offers such constant in-

ducements to be honest, truthful, humane and intelligent. **The teacher has the most admirable of all opportunities for the development of high character.**

There are probably fewer immoral, shady, devious or hypocritical persons in the teaching business than in any other, not excepting preachers and reformers.

The school teachers I have met in my time grade higher I deliberately assert, than any other class of workers. (The non-workers do not grade at all).

Good teachers are born. When a boy finds one, the kind God makes, the kind that inoculates the pupil with the love of learning, he has found a real pearl of great price.

I had, I suppose, a hundred or so teachers during my school days. I remember only two as being of the divinely ordained kind. The rest of them were holding their jobs.

The teacher's influence I reckon to be the most far reaching of all. No reform is of much value that is not begun with children.

It is more honorable to teach school

than to make money, or to hold high office, or to lead an army.

"The durable satisfactions of life," says a recent article, "come faster, in greater variety, and stay longer for the live and growing teacher than for any other human being except the teaching person called by some other name."

The teacher has the greatest opening for intellectual advancement, for we learn more by teaching than we do by studying.

The money reward of teaching is not large, but the wise person will prefer to teach at half the salary he could get in any other calling.

Teaching is hard work. But it is the kind of work that strengthens and constantly refreshes life, and not exhausts life, when pursued in the right spirit.

Everyone should do a little teaching if only to find himself, for it is the best of all kinds of work for self-revelation, self-development, and self-discipline. Teaching is an excellent preparation for any other career.

Take off your hat to the teacher. He is a personage.

KICK IT AND RUN

Here the teacher or some other responsible person acts as umpire, and a football is needed (an ordinary ball will serve instead if no football is available).

A chalk ring is marked out on the ground to represent a clearing, and the boy who is "it" or "he" takes up his position in the middle. The umpire kicks in the ball. The player in the clearing immediately kicks it outside, and rushes out to "tag" any other player he can catch; but directly the ball is kicked back into the clearing by any one he must return and kick it out again. No player may be "tagged"

while the ball is lying still in the clearing.

The umpire watches the ball, and directly it comes to a standstill inside the ring he blows his whistle. "He" must then return at once, though almost in the very act of "tagging," to kick it out.

Children who are caught tie handkerchiefs round the arms and help their captor to catch other players, but they must not kick the ball, and must return to the clearing each time the whistle is blown.

The winner is the boy who is caught last.

School News

PRIZES FOR SCHOOL GARDENS

On October 4, there was great excitement in St. Laurent School, for it was the day on which the prizes for the best garden plots were to be awarded.

The school board had appointed as judges Rev. H. Peran, O.M.I., Mr. H. Hepworth, Mayor, and Mr. J. Durocher. Mr. H. Hepworth, however, was unavoidably detained and the task of judging was left to the other two.

When this was over, the school board

4th. A prize of 75 cents won by Bernadette Coutu, aged 14 years.

5th. Two prizes of 50 cents each, won by Marcel Boyer, aged 12 years, and Yvonne Hamelin, aged 9 years.

6th. A prize of 25 cents won by Ann Fidler, aged 8 years.

All the above except Bernadette Coutu, who was absent, are represented in snapshot No. 1.

The owners of the next ten best plots



accompanied by the judges proceeded to the principal's room, where all the pupils were assembled and the names of the prize winners were read out and prizes given accordingly. They were as follows:

1st. A prize of \$2.00 won by May Dickson, aged 10 years.

2nd. Two prizes of \$1.50 each won by Marguerite Mougin, 13 years, and Agnes Fidler, aged 11 years.

3rd. Two prizes of \$1.00 each won by Eva Bruce, aged 11 years, and Edmond Coutu, aged 10 years.

received honorable mention. They are placed according to age.

Alphonse Lavallee, aged 14 years.

Herve DeLaronde, aged 13 years.

Annie Lavallee, aged 12 years.

Delia Lavallee, aged 12 years.

Jeanne Chartrand, aged 12 years.

Marie Chartrand, aged 10 years.

Lucien Coutu, aged 10 years.

Ida Fidler, aged 10 years.

Alexander Boyer, aged 10 years.

Cecilia Kinsella, aged 8 years.

These are represented in No. 2 with the exception of Jeanne Chartrand and Delia Lavallee, who were absent.

Those who were fortunate enough to get a prize felt that the efforts made during the hot summer months had not been in vain, while the others, no doubt, took a firm resolution of being more careful of their plot next year.

A certain number of pupils who are anxious to help win this big war gave their potatoes to the teacher, who sold them and sent the money to the Red Cross Society, and they were all very well pleased to take the rest of their vegetables home to their parents.



ASHERN DISTRICT

The annual convention of the teachers of Mr. Brunet's Inspectoral Division No. 24, convened in the Ashern school house, opened its first session at 10 a.m., October 18th, 1917, with Inspector Brunet in the chair.

Inspector Brunet opened the session by an address of welcome, explaining the purpose of the convention, after which the report of last year's convention was read by Mr. F. L. Bell, the secretary.

The following departmental officials addressed the teachers: The Hon. Dr. Thornton, Inspectors Brunet and Watson, and Mr. Ira Stratton. We were also favored with an instructive address by Bro. Joseph of Provencher Academy.

The keynote of the convention as emphasized by the various speakers was "Sympathetic Co-operation" between teacher, pupil and parents.

It was moved, seconded and unanimously carried that the following constitute the officials of the Teachers' Association in Mr. Brunet's Inspectoral Division No. 24 for the ensuing year:

Hon. Pres.—Mr. G. R. Brunet.

President—Geo. B. Poole.

Vice-President—Miss Halldorson.

Sec.-Treas.—Mr. F. L. Bell.

Executive Committee— Mr. J. T. Quinlan and Misses Robinson and Westmann.

Reception Committee — Executive committee and Misses Campbell, Compayre and Peterson.

Resolutions.

1. That inasmuch as the population of Mr. Brunet's Inspectoral Division No. 24 is of a mixed character, emphasis should be placed on those subjects which tend to furnish a practical rather than a cultural education.

2. That as a body of teachers, we declare afresh our allegiance to the British Empire and to the ideals of Right and Justice for which it stands and for which it is now fighting.

3. That this convention of teachers realizes the urgent necessity of better hygienic conditions in the average rural school, and urge upon the proper authorities the need of providing the same.

4. That the idea of converting the rural school into a social centre for the district be fostered and promoted by all possible legitimate means.

5. That the Department of Education and the various Trustee Boards be urged to provide, as far as possible, facilities for furnishing a hot lunch in all rural schools.

TEACHERS' CONVENTION, INSPECTOR PARKER'S DIVISION

On the 15th and 16th of November 105 teachers of Inspector Parker's Division met in convention at the Bannatyne school, St. James.

Mr. Parker presided and at the first session introduced Mr. E. A. Stutter of the Bannatyne School Board who welcomed the teachers on behalf of the board and informed them they were to be the guests of the board at a banquet in the evening and at noon luncheon the next day; also that the services of Miss Edna Sutherland had been secured to entertain them with her inimitable interpretation of the "Blue Bird." All these arrangements were duly carried out and the members of the convention will long have an appreciative remembrance of the kind hospitality of the Bannatyne School Board and staff.

The programme of the convention was varied and practical. Among its numbers were several musical selections from the pupils of Charleswood, Sturgeon Creek and Bannatyne schools.

Among the subjects discussed were: "The Educational Value of Music," by Mrs. S. E. South, musical instructor of Bannatyne school; "Nature Study in Relation to Composition," by Miss Innes, of Prairie Star school; "The Time Table," by Miss C. A. Dohaney and Miss Ethel McArthur; "Primary Department Devices," by Miss L. S. Douglas, Miss K. Learned, Mrs. L. T.

Fry, Miss F. N. Ness, and Mrs. C. O. Boyd; a review of Klapper's "Teaching Children to Read," by Miss M. Harper; "Boys' and Girls' Clubs," by Miss I. J. Broadport; "School and Home Gardens," by Mr. G. H. Blackwell; "Hot Lunches," by Miss A. C. Willett; "Hand Work," by Mr. L. J. Watts and Miss M. Taylor. Animated discussions followed every paper and many divergent views were expressed. As was to be expected, "methods" received a great deal of attention, but all through the discussions it was noticeable that the feeling predominated that the personality of the teacher was more important than the particular method employed in presenting any special subject. This was well brought out in the discussion on "Primary Devices," and the "Personal Touch" might well be taken as the keynote of the convention.

Mr. Fletcher was present on Thursday afternoon and addressed the teachers on recent changes in the departmental regulations. In the evening Mr. Fletcher and Dr. Fraser were present at the banquet and gave instructive addresses.

Resolutions were passed approving the retirement fund scheme, but suggesting that an equitable arrangement should be made for dealing with those who might temporarily leave the profession. Another resolution asked that

the operations of the Attendance Act should be extended to include all pupils enrolled in the school.

Officers for the ensuing year are: Hon. President, Inspector E. D. Parker; President, Mr. E. A. Ross, of Britannia;

Vice-President, Miss C. A. Dohaney, of Sturgeon Creek; Secretary-Treasurer, Miss J. Morton, St. James; Executive Committee: Misses M. Kelly, M. Taylor, M. Harper and A. C. Willet and Mr. G. H. Blackwell.

EXPENDITURE FOR LABORATORY

The Journal has been requested to publish the following letter:—

J. C. Anderson, Esq.,
Carberry, Man.

Dear Sir:

Referring to your favor of the 24th instant, I beg to say that it is really understood that the money spent upon the laboratory for the purpose of earn-

ing the school grants in Secondary Schools, must be spent upon equipment. The money spent for reagents and other supplies which are required in the ordinary operations, is not counted in making up the expenditure for the purposes of earning the grant.

Yours truly,
R. FLETCHER,
Deputy Minister.

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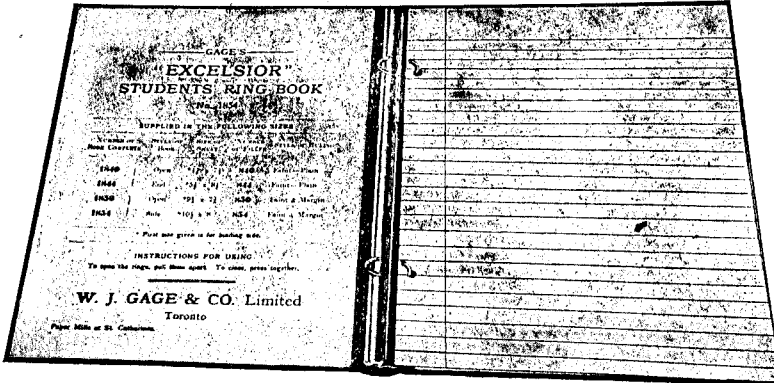
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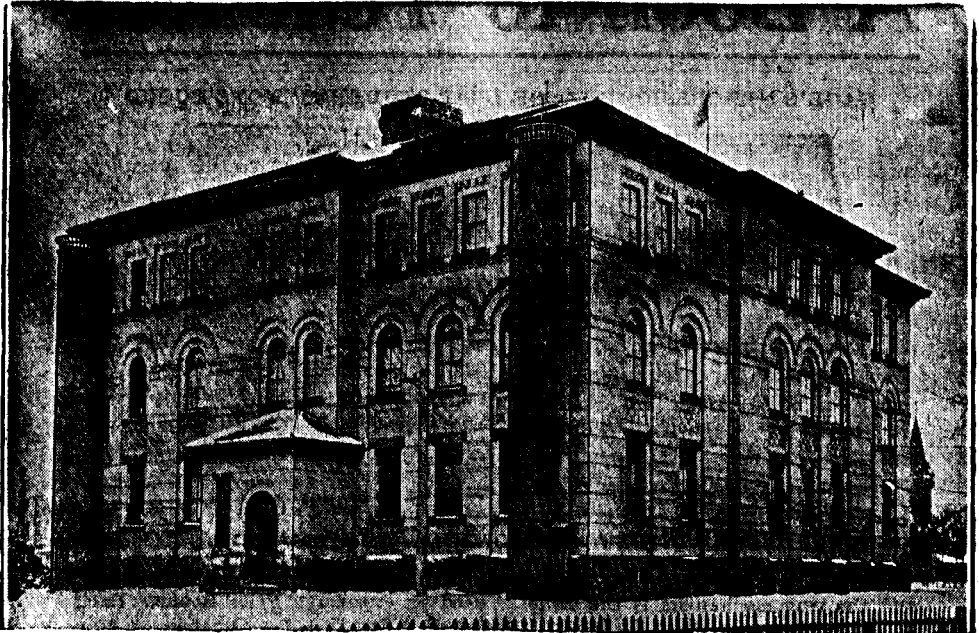
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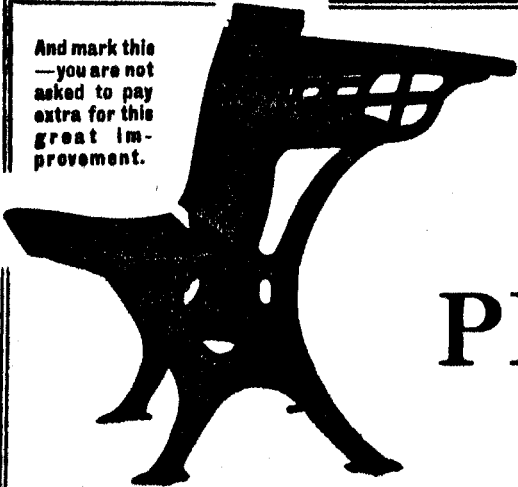
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