

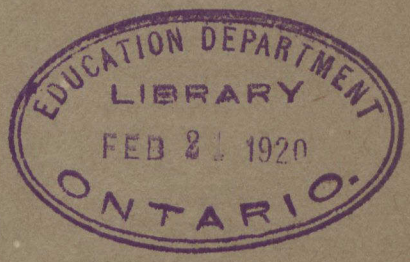
See page 50

# The WESTERN SCHOOL JOURNAL

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— INCORPORATING

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



## CANADA (Acrostic)

**C**rown of her, young Vancouver; crest of her, old Quebec;  
**A**tlantic and far Pacific sweeping her, keel to deck.  
**N**orth of her, ice and arctics; southward, a rival's stealth;  
**A**loft her, Empire's pennant; below her, nation's wealth;  
**D**aughter of men and markets, bearing within her hold,  
**A**ppraised at highest value, cargoes of grain and gold.

E. Pauline Johnson.

V



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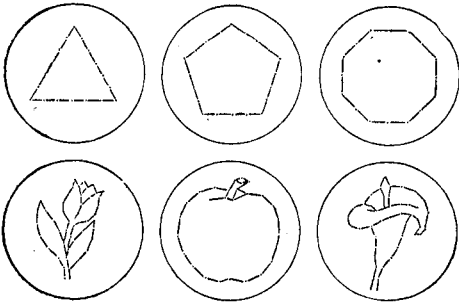
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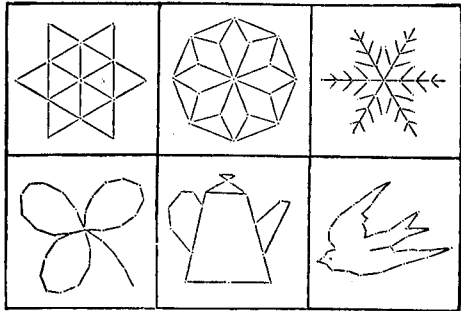
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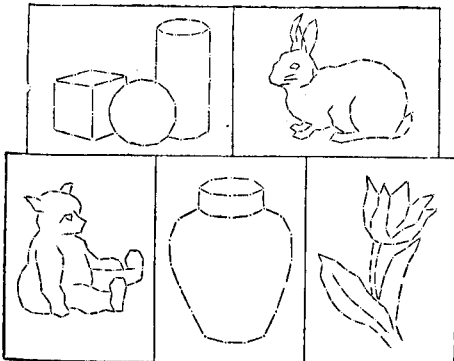
## SEWING CARDS



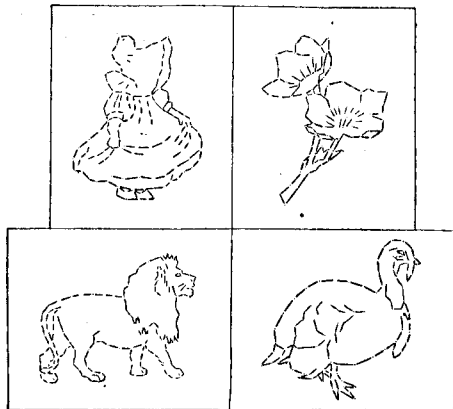
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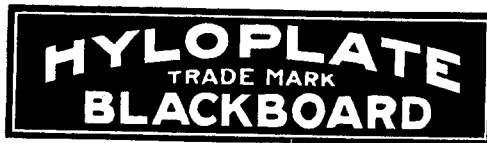


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# The Western School Journal

VOLUME XV

NUMBER 2

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# The Western School Journal

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

VOL. XV

WINNIPEG, FEBRUARY, 1920

No. 2

## Editorial

### PROGRAMME OR PUPIL

There are only two classes of teachers, those who think in terms of the subjects of study and those who think in terms of the pupils. Between these two classes a great gulf is fixed.

The ultimate purpose in teaching is not to give pupils a greater knowledge of English or Arithmetic or Science, but to develop intelligence and moral purpose. Study is only a means to an end.

The time was when pressure from parents demanded that teachers give all thought to preparing pupils to pass examinations. Parents as a class have outlived this attitude. They value a school in which manhood and womanhood are exalted above everything else. In many cases it is teachers themselves who are perpetuating the old belief.

A good teacher was asked recently, "Do you teach English, or Classics, or Science?" "No," he replied, "I teach children." Was his answer altogether irrelevant?

In one of our towns there was a notoriously bad boy. The teacher in the boy's school said that he was lazy, useless, rebellious. A leading citizen who had faith in the boy said, "It is not the boy who is wrong, but you. Give him a reasonable programme of activity and he will respond gladly." That boy now gives promise of being the most distinguished product of his town. He found something outside of

school that appealed to him, and he is making good. Pupils should not be made to fit programmes. The programmes should be built to minister to their necessities. There is yet too much study of texts and too little following out of "projects" in all of our high schools.

A teacher should take greatest delight not in making pupils know what she knows but in making pupils become just what they should become. The good teacher is always strong in leadership, but the good leader always considers the powers and dispositions of his pupils before he suggests a course of study or action.

"I can not eat tomatoes. I have tried a hundred times, but dislike them more than ever. Yet my health is good without them."

"I cannot study arithmetic. I have wearied my life by trying to pass examinations in the subject. Yet I enjoy life, am as intelligent as my companions, and I do not feel any need for further knowledge of mathematics."

"In Canada we try to do two things which are absurd. We place duties on goods coming into the country in order to foster industries that we have no natural right to carry on here. We place on our programme of studies as compulsory some subjects that should be optional. In this way we make the school a place of grim drudgery rather than a place of joyful work."

## PROGRESS

The Editor had the rare privilege last week of being present at the opening of the new Consolidated School at Oakner. Oakner is a station on the Grand Trunk Pacific about 158 miles west of Winnipeg. It is a village with one store, a church, and eight or ten homes. The new school cost \$25,000. It is a thoroughly modern building with electric lighting, water supply, play-rooms, laboratory, domestic science room and libraries. It has four fine class rooms, and the basement serves as an assembly hall.

The children come from the surrounding country in vans. The longest drive is six miles. The total attendance for three teachers is about 80.

The playground contains about nine acres and will be filled up with all necessary appliances. The teachers' residence is necessary and will be erected very soon.

It is a cheering sign when people in a purely rural community erect a building such as that at Oakner. Both parents and children are to be congratulated. "All good things in the way of building and equipment were not intended for cities." That is the slogan today. Oakner has adopted it. Why not other places? Oakner is on the map. Why not have other districts on the map? Nothing is too good for the children.

## THE ANNUAL CONVENTION

Teachers will not overlook the annual meeting of the Teachers' Association. The decision to make it an Educational Association in which all classes of people are interested and in which parents as well as teachers will be

heard, is bound to have far-reaching effects. The programme arranged for this year is an excellent one, and the attendance will be the greatest in the history of the Association.

## MARCH

The cock is crowing,  
The stream is flowing,  
The small birds twitter,  
The lake doth glitter,  
The green field sleeps in the sun;  
The oldest and youngest  
Are at work with the strongest,  
The cattle are grazing,  
Their heads never raising,  
They are forty feeding like one.

Like an army defeated,  
The snow hath retreated,  
And now doth fare ill  
On the top of the bare hill;  
The ploughboy is whooping—anon,  
anon,  
There's joy on the mountains,  
There's joy in the fountains,  
Small clouds are sailing,  
Blue sky prevailing,  
The rain is over and gone.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

## Departmental Bulletin

LIST OF SUCCESSFUL STUDENTS, DECEMBER EXAMINATIONS, 1919.

### Arithmetic

Margaret M. H. Anderson, Olive M. Armstrong, Charlotte I. Black, Jean Booth, Lillian Buchanan, Izara Mildred Butler, Lila Campbell, Edgar A. Carlisle, William Arnold Carter, Polly Cherniak, Bertha Louise Coates, Evelyn A. Code, Hannah Cousins, Gladys Mildred Craig, Robert Cross, J. Cruickshank, Clarence Cunningham, Roma Curtis, Alan Davidson, Hazel Dickie, Irene Dickie, Vivian Dodd, William Dodd, Lenore Isabell Donaldson, Anita Jessie Elliott, George H. Elliott, Margaret E. Elliott, Alice Farewell, Thomas Fish, Wilma Audrey Fisher, Bernice Franklin, Eunice Florabelle Fulcher, Helen Gourlay, Willa Alice Gunn, Emma Haggarty, Wahnetah Halliday, Rae Hankin, Arla Harkness, Lucy Gladys Harvey, Gerald F. Hemphill, Harrison Herron, Lydia Beck Hill, Max Hoffer, Jessie Huntsman, Vera Hutcheson, Cecil H. Jenkins, Gwendoline Mary Jenkins, Rebecca Irene Johnson, Jean Keating, Eliza Kelly, Annie Kerr, Jack Kiog, Eve Kiteley, Violet Lahey, Homer R. Lane, Kathleen Ethel Larter, Thomas O. Laughlin, Sadie Leslie, Marie Ange Letourneau, Percy Lever, Ruby Elizabeth Lobb, A. A. Lockhart, Nora Isabel Long, Isabel Lowe, Catherine Ellen McAdam, Nita McArthur, Ethel MacDonald, Walter C. MacDonald, Agnes J. McGhie, Isobel McGhie, James Russell McInnes, Kathleen McIntyre, Lillian McIntyre, Lloyd Everett McLaughlin, Mary Donalda MacLennan, Winnifred McLeod, Kathleen McMillan, Grace McNabb, Verna Isabel Mackay, Maggie M. Moir, Marjorie Metcalfe, Yolande Miller, Elizabeth Mitchell, Robert William Moore, Jennie Mullin, Marjorie Mulvey, Clifford Howard Munro, Heather Munro, Donalda Murchison, Alexander Ross Murdoch, Alice Mary Nicholson, Pearl Noe, Muriel E. Paterson, C. McKinnon Paul, G. Maxwell Peacock, Etoile Peterson, Philip Peterson, J. Harold Platt, Edna May Porter, Maybelle Poucher, James Preece, Flora Robertson, Jean Margaret Robertson, Spencer Rodway, Phyllis Grace Rogers, Dora Rathwell, Lorne Rzemoski, Marjorie Shortreed, Clara Siddons, Thorun Sigurdson, C. Gordon Smith, Mae Somerville, Ruby Spenceley, May Stephen, Harold Melville Stinson, Margaret Thexton, Chrisie P. Thomas, Mary Illa Thomson, Lillian Thorlakson, Lulu Thorsteinson, Jessie Gardner Tod, William Jacob Turnbull, Alexandra Margaret Walker, Campbell Ward, Daisy Pearl White, Muriel Wood, Ross Wright, Finlay Young, Ione C. Young, Muriel Abey, Henrietta Anderson, Libbie Anderson, Octavia Anderson, Ethel Armstrong, Raymond Arthur, Muriel Grigg Ballentyne, George Scott Belton, Ethel Bendit, Edna Grace Blakeman, Luella Bowman, Merrille E. Brigden, Marie Annie Brophy, Marie Brothers, Mary Grizelle Bruce, Wladimir Buchowski, Doris Mae Bulloch, Jeanette Cameron, Warner D. Campbell, Beatrice A. Cann, Wm. Rexford Caverly, Beulah Chapman, Ruth Chalmers, Evelyn Chatham, Edith M. A. Cheales, Sophie Cherry, Nellie Chorneiko, Katrine Clench, Mary Louise Clark, Mildred Caroline Couling, Edith Covernton, Elizabeth Craig, E. Annie Crawford, Harold Curl, Helen M. J. Dawson, Clarence R. Delgatty, Lyall R. Denike, Myrtle Dixon, Margaret A. Dodds, Marjorie Ella Dowsett, Margaret Alice Dougall, Lillian Dundas, Lillian Evelyn Edmison, Fred Elsasser, Muriel Evitt, George Evoy, James L. Fargey, Mary H. Forke, Doris M. Forster, Mary Ida Forster, Bessie Gair, Nora Gair, Della Mae Gorrell, Blanche Hagerman, Marion E. Hall, Florence J. Hammond,

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Fred E. Adolph, Effie Anderson, Annie Bailey, Murile Grigg Ballentyne, Olive Meta Begg, Petra Louisa Bemister, Gertrude Bigham, James Bolton, Jean Booth, Jean Blunderfield, Ruth M. Bowering, Vilborg Breckman, Helen Marguerite Brigham, Izora M. Butler, William Arnold Carter, Muriel Ivy Cammidge, Lily Edna Campbell, Lila Campbell, Peter Duncan Campbell, Teena K. Campbell, William Elmer Caven, Sophie Cherry, Frances Sarah Chisholm, Katrine Clench, F. Marian Collins, Gladys Corristine, Edith Catherine Cochran, Marjorie Cowie, Ernest F. Clifton, Gladys Mildred Craig, Stuart M. Craig, Jessie Craig, Gladys Craig, Margaret A. Cranston, Lucy Bertha Creelman, Annie Jané Critchley, Blanche Desaulets, Hazel E. Dickie, Irene Dickie, Lillian Dundas, N. Alexis Elder, Eileen A. Elliot, Thomas A. Elliot, Kathleen English, John Ferance, Thomas Fish, Clarence M. Fines, Elma Fines, Elizabeth Flanders, Mary Ida Forster, Catherine McQuarrie Fraser, Daniel Freeman, William Freeman, Bertha Frederickson, Eunice F. Fulcher, Eunice E. Fuller, Mary Gardner, Catherine Gibson, Emily Goodchild, Kathleen Goodchild, Opal May Graham,

Annie May Grier, Neil McDonald Gray, Peter S. Guenlher, Willa Alice Gunn, Elva Grantham, Beatrice Hadden, Emma Haggarty, Helen Hales, Thora Hallgrimson, Christie Haldorson, Wahnetah Halliday, Florence Jane Hammond, George Haywood, Helen P. Heinricho, Elonora Isabelle Henry, Marguerite Ruth Hetherington, Katherine Ellen Herbert, Mary Muriel Hawkin, Millie Holman, Gordon Holloway, Francis Hogeboom, Hellas Laverne Hood, Hilda Huddlestone, Charles C. Hunt, Eva B. M. Hysop, Margaret Jamieson, Cecil Jenkins, Frances Mary Jones, Rebecca Johnson, Lottie Johnston, James Mitchell Kennedy, Venal Presby Kirk, Annie Kerr, Conrad Lancueki, Dorothy Eleanor Lane, Leslie Leonard Langford, Maude Mary Lindsay, Roy Lobb, Mary Agnes Laronde, Andrew A. Lockhart, Albert Wilkinson Lonsley, Ethel MacDonald, Barbara MacDonald, Vera Mackie, Harvey Magic, Alexander Jay McCulloch, Laura Annie McCulloch, Hazel Irene McCormack, Ernest McCutcheon, Margaret McDonald, Evelyn Violet McFadden, Isabel McGhie, Kenneth McGaw, Etta Mac McLaren, Alex. McLachlan, Christina McGregor, Harvey McGregor, Melvin McMullen, Winifred Gladys McRae, Neil McTavish, John Hamilton Menzies, Mabel Mildred Merrell, Mildred E. Middleton, Mary Milovitch, Herbert Henry Moody, Jennie Mullin, Clifford Howard Munro, Heather Munro, Nita McArthur, Margaret Mitchell, Hilda Morrison, Edythe McLean, Arden Gwendolyn Newell, Alice Mary Nicholson, John Nazer, Minnie Elizabeth Oberlin, Olive Susan Orth, Muriell E. Paterson, Daisy M. Patmore, Joseph Palovitch, Helen Mae Penrose, Clara A. Peterson, Eva Marguerite Vickery, Edna May Porter, Eileen M. Power, Charlotte Armenah Powell, Hugh Proctor, Madeline Louise Proctor, Evelyn Rea, Jennie Euphemia Reid, Janet Isabel Reid, Dorothy E. A. Rhodes, William James Ripley, Fred Thomas Robertson, Mary Robertson, Olive Elsie Robinson, Charlotte Maud Roskilly, Grace Rowe, Michael Sadoway, Jean Margaret Scott, Jessie E. Mary Simmie, Robert Jas. Sanderson, Jennie Sherre, Frank Alexander Sher-

rin, Marjorie M. Shortreed, Cora Sinclair, Laura Skeeles, Muriell Ina Slack, Elsie L. Smith, Frank W. Snider, Mae Somerville, Frances Lovel, Gladys Sparrow, Catherine Stadnek, Rae Stephens, Alick Stewart, John Ronald Stewart, Norma Stonehouse, Edward Swartzman, Myrtle Maud Taylor, Laura Therrien, E. Marie Thompson, Mary Illa Thomson, Primrose Thomson, Jessie Gardner Tod, Victoria Lyons, Campbell Ward, Isabella Watson, Cybel Magdalene Wilkes, Gladys Willet, Florence Annie Winn, Eva Winter, Ella M. Winslow, Kathleen H. Winram, Ethel Winthrop, Audrey Williams, Evelyn Woods, Fraser Whiteside, Neil Mae Williams, Tanis Vaux, Dorothy Margaret Young.

#### Botany—Practical

Evangeline Best, Hamilton Bowes, Shirley Fairman, Clarice Fletcher, Jean Keating, Nicholas Kozar, Hazel Irene McCormack, Paul Merrett, Luella A. Nentwig, C. McKinnon Paul, Flora Robertson, Wm. Rosenfelt, Joseph Russell, Harry Shanks, Ruby Spenceley, Florence Tierney, Enid Winning.

#### Botany—Theoretical

James Anderson, Evangeline Best, James Chafe, Lucy Bertha Creelman, Lloyd Finch, Bessie Gair, Hilda Huddleston, Maggie Malkovich, Paul Merrett, Mike Michelovsky, Luella A. Nentwig, C. McKinnon Paul, Robt. Quattrough, Joseph Russell, Malick Spivak, Florence Tierney, R. Van Camp, Annie Florence Winn.

#### Music

Clifford A. Harris, F. M. Stewart, Luther Wallis, Earle Moxham, Wm. Rexford Caverly, Minnie Slack, Ruth Chalmers, Lester Stambuski.

#### Geography

Margaret McAdam, Laura Therrien, Verna Whitfield.

#### Drawing

Ruth Chalmers, Margaret Ekins, Francis Ada Heritage, Frances Mary Jones.

#### Canadian History

Eddie Kelpin, Gordon Mackenzie, Jas. McD. Johnston, May Stephen, Harry Cooklin, Albert Haldorson, Joseph Ilczyn, Edith E. Clarke, Hymie Rosenblatt, George Grant, Marie Brothers.

### TEACHERS' READING COURSES

The attention of teachers is directed to the regulation of the Advisory Board which requires all students who intend taking a course in Normal School, and all teachers who have not yet obtained permanent professional certificates, to read carefully certain books. The books to be read by prospective Normal Students and teachers in training are as follows:—

#### A.—For Students before attending Normal.

Students will be expected to read, and on coming to Normal School, show familiarity with any one of the following:

- (1) Jean Mitchell's School—Wray.
- (2) The Evolution of Dodd—Smith.
- (3) The Vitalized School—Pearson.

#### B.—For those who have taken the

#### Third Class Course.

Students will in the three years read two books the first year, and one each following year, if not taking the advanced Normal training. They are required to take one book from each group.

- (1) History of Canada—Roberts.  
Social Life in England—(Vol. 1 and 2)—Finnemore.
- (2) Kindred of the Wild—Roberts.  
Birds and Poets—Burroughs.
- (3) Improvement of Rural Schools—Cubberly.  
The Teaching of Arithmetic—Brown and Coffman.

#### C.—For those taking short course, Second Class.

Any two books from the following list:

The Schoolmaster in a Great City—  
Patre.

Educational Measurements—Starch.

Supervised Study—Hall-Quest.

Literature in Elementary Schools—  
McClintock.

Education—Thorndike.

Better Rural Schools—Betts & Hall.

Expansion of the British Empire—  
Seeley.

Teaching of History—Johnson.

**D.—For those taking long course**

**Second Class.**

During their first year will read any two from Course B, and during the second year any two from Course C.

The following regulation has been adopted to ensure that the work outlined above has been properly covered.

1. The Normal School will make provision for the examination of those entering teacher training classes for the first time.

2. Subsequent examination in the work will be conducted by the Inspector, either orally or in writing.

Upon taking over a school in any Inspectorate, the teacher pursuing the course will forthwith notify the Inspector regarding the class of her certificate, date of Normal School diploma, the books which she has already read, and the book or books to be studied during the then current year. The inspector will then make his own arrangements for the examination, whether oral or written. He will report his finding to the Department, where it will be entered on the record of the teacher.

WAR SAVINGS

The Department of Education has received the following letter from the Chairman of the National War Savings Committee. Teachers should note carefully the information in it.

Dear Sir or Madam:—

We are pleased to be able to announce that the Savings movement which was inaugurated by the National War Savings Committee through the medium of War Savings and Thrift Stamps, will be continued by the Finance Department of the Government, next year and on a more or less permanent basis.

The Divisional offices of the National War Savings Committee will be closed in January, and the work of the Committee officially concluded, as the Minister of Finance is of the opinion that the work done by the National War Savings Committee and its numerous voluntary workers all over the country, has been so far-reaching in its extent that it is not necessary for any extensive propaganda to be carried on throughout 1920, but that the Government can reduce its expenses in that connection and rely upon the patriotic

services of all true lovers of Canada, to not only practise thrift themselves, but as opportunity offers, encourage others to do likewise.

War Savings Stamps will be withdrawn on December 31st and replaced by Dominion Government Savings Certificates. The new Certificates will be ready early in January. The purchase price and maturity values are shown hereunder:

Purchase price at any time.	Value three years from date of purchase.
\$ 4.25 .....	\$ 5.00
8.50 .....	10.00
21.25 .....	25.00
42.50 .....	50.00
85.00 .....	100.00

The special features of these new Certificates are as follows:

1. The rate of interest is 5½% compounded half-yearly.
2. The Certificates will be the same price throughout each year.
3. The Certificates can be cashed at any time at any Bank or Money Order Post Office, but no interest will be paid

unless they have been held six months from date of purchase.

4. The Certificates are complete in themselves. They do not require to be affixed to any card or holder.

5. The Certificates are automatically registered at Ottawa immediately after they have been purchased. It is not necessary to take them to a Money Order Post Office for this purpose.

#### Thrift Stamps

Thrift Stamps will continue to be sold, but as the rate of interest on the Savings Certificates has been increased and the time of maturity decreased, it will be necessary to collect 17 Thrift Stamps (value \$4.25) to exchange for a Savings Certificate of a maturity value of \$5.00, but no additional cents will be required when a Thrift Card, containing 17 Thrift Stamps, is presented to a Money Order Post Office or bank for exchange into a Savings Certificate.

Thrift Cards having places for 17 Thrift Stamps will be available in due course: Meantime the present Thrift Cards which have spaces for 16 Stamps can be used as it is not difficult to find a space on them to affix the additional stamp.

The Savings Certificates will be on sale at Money Order Post Offices and banks, towards the end of January

next, and pamphlets giving full particulars concerning them will be issued in the near future. Meantime the information given in this letter is what we would like you to make known to your friends and all those who you know have been buying War Savings Stamps. Also to those who have been collecting Thrift Stamps, so that they will not lose interest, but rather be more eager than ever to practise Thrift and take advantage of the higher rate of interest offered on the new Savings Certificates.

Knowing the interest that you have taken in the War Savings movement this year, we are confident that the Savings movement as carried on by the Finance Department will receive your cordial co-operation.

We take this opportunity of thanking you for what you were able to do in connection with the work of the National War Savings Committee.

Yours faithfully,

GEO. BURN,

Chairman.

"I am not much of a mathematician," said Thriftlessness,

"but I can ADD to your troubles,

SUBTRACT from your happiness, and,

MULTIPLY your sorrows."

#### DISTRIBUTION OF NURSERY STOCK FOR 1920

The distribution of nursery stock will be made from the Brandon Normal School as early in the spring as weather will permit.

The material available this year is approximately as follows:

##### Trees and Shrubs

- 200 Russian Poplar.
- 200 Willows.
- 700 Manitoba Maple.
- 100 Green Ash.
- 1,000 Lilac.
- 50 Wild Plum.
- 100 Red Elder.
- 50 Red or Pin Cherry.
- 50 Tartarian Honeysuckle.
- 3,000 Caragana.
- 150 Virginian Creeper.

Willow and poplar cuttings can be supplied if required but we do not recommend schools to rely on cuttings except where the work is under the care of an experienced man.

##### Potatoes

Pink varieties

Northern Rose.

Early Bovee.

White varieties, (Green Mountain type)

Mortgage Lifter.

Breeze's Prolific.

About 50 bushels of pure seed is available for distribution.

##### Herbaceous Perennials

A collection of tall perennials including:



Delphinium, Dahlia, Columbine, Golden Glow, Sweet Rocket.

A collection of dwarf perennials and biennials including:

Dianthus, Sweet William, Pansy, Shasta Daisy, Iceland Poppy, Bridal Robe.

The varieties and quantities depend on how the plants come through the winter, but each collection will contain about fifteen roots and any school may obtain one or both collections.

### Shipping Instructions

Carriage charges must be paid by the school district receiving the material and when the shipment is to be sent to a station where there is no agent the amount of the express must accompany the order.

Except for the express this material is distributed free of charge and all requests will be filled in the order received. To avoid being late all orders should be put in before April 1st.

Address B. J. Hales, Principal of the Normal School, Brandon, Man.

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### MAKE IT DEFINITE

There is no greater need for definiteness anywhere than in the assignment of lessons and in the following work and recitation periods. We are asking the same thing for the child in the school that he asks for himself outside of school, namely: what he is to do, how he is to do it and to know when he is finished—tentatively at least.

At best a teacher can present only a few chief points in a given lesson. These points may be made to stand out

as principle objectives in assignment, study and recitation. They act as pivots or steps in progress. To be sure we cannot assign the lessons by pages or paragraphs and get desirable results either in study or recitation, but that definite assignment which clearly sets forth the few chief points of emphasis goes a long way towards making the study and recitation periods real exercises and not a parroting of bookish, meaningless phraseology.

—School News.

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### A UNITED TEACHING PROFESSION AND LIVING AND SAVING WAGE

The responsibility, then, for the solution of the many problems of reconstruction rests with the teachers of the next decade. Never was such a responsibility placed upon any class in any society, and how unprepared they are to undertake it has been repeatedly shown during the last four years. If this emergency is to be met and civilization enabled not only to endure but to

progress, it can not be done by immature, unprepared and underpaid teachers. These conditions will be removed when a united teaching profession can bring an interested informed public to demand the highest degree of educational efficiency, and as the essential to that efficiency, to provide for every teacher a living and a saving wage.

*THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION*

## Trustees' Bulletin

### THE MUNICIPAL SCHOOL BOARD

About ten years ago a movement began for the organization of consolidated schools in Manitoba. It was regarded with considerable discredit and received much opposition; today it is pronounced as an unqualified success in communities that are suitably adapted for such. Of recent years the onward march of civilization convinces many that the formation of one school board for an entire municipality will be a still greater improvement on the old educational policy.

The smallest rural civic body is the municipal council with jurisdiction over several townships. The smallest rural educational body is the school board with jurisdiction over from ten to twenty square miles. The municipal council consisting of reeve, two councillors from each ward and a secretary-treasurer invites the paid services of from ten to twenty of the most capable business men of the municipality. The same municipality may possess twenty school districts and invites the voluntary services of sixty men interested in education. It is quite evident that the average ability of the school trustee must necessarily be much below the average ability of councillor. Most will concede that the education of the rising and future generations of the race requires men of equal or greater ability than does the making of roads, digging of ditches, and construction of culverts or bridges.

If two councillors are sufficient in an efficient manner to attend to the civic interests of a ward of the municipality, one would reasonably suppose that two competent men could as efficiently direct its educational affairs.

If the council as constituted at present can best attend to the improvement of the whole municipality, why should not a school board elected in a similar manner be equally capable of administering an educational policy for the same area?

Of course, in many cases, school districts existed before municipalities, but there is no sound reason why such districts might not have been united under municipal administrations when the municipality was formed. In this enlightened twentieth century, there are many arguments in favor of enlarging the administration area, especially in older settled communities, to include the entire municipality.

1. The personnel of the board will be of a higher type, fewer men will be required and the position will be sufficiently important to enlist the services of the best men. One secretary-treasurer, adequately paid, will perform the duties more efficiently and be cheaper than twelve to twenty are at present.

2. In a larger, united board, several committees may be formed, viz., school management, buildings and sites, school supplies, each with special departments to supervise and duties therewith to perform.

3. Supplies for teachers, children and janitors; fuel, material for buildings, fences, etc., can be more economically purchased and distributed.

4. The teaching will be more uniform and should be of a higher standard. The inspector will become a superintendent or supervising principal, and as such will direct and assist the teacher in each school with her own particular difficulties, will have some

voice in the selecting and arranging of his teachers according to their experience, qualifications and success.

5. The closing of small schools, temporarily or permanently, and the conveyance of children to larger community or consolidated schools will then become an economic policy of the board and easily accomplished where deemed advisable.

There are many arguments in favor of the formation of community schools:

I. They cost less per pupil to maintain.

1. Fewer teachers are required, more children per teacher.
2. One building will accommodate more pupils.
3. An economy in the purchase and use of supplies, apparatus, reference and library books.
4. Transportation will save much on clothing and shoes.

II. Better teaching will be secured.

1. Our best teachers seek the larger schools with greater responsibilities.
2. Teachers will be better satisfied and remain more permanently.

3. Proper grading and better classification will be possible.

4. There will be greater competition among teachers and pupils.

5. There will be fewer classes and more opportunity for individual instruction.

6. Specialized teachers may be employed to greater advantage.

7. The discipline will be more uniform and should be better.

III. The social training of the children will be improved.

1. The teachers will be better educated, better trained and more mature.

2. The pupils will come in contact with more teachers and more companions.

3. There will be greater opportunity for socials, lectures, entertainments, etc.

4. There will be scope for a broader education on the playground, in the gymnasium, etc.

5. The school will be the centre of a wider social area.

## ANNUAL CONVENTION

The Fourteenth Annual Convention of the Manitoba School Trustees Association will be held in Westminster Church, Winnipeg, on February 24-25-26, 1920.

The executive have been very fortunate in securing the special Speakers for this convention.

The following is a rough draft of the programme. The completed programme will be sent out about the beginning of February.

Tuesday, February 24,—Morning Session: Chairman's Address, and address by Hon. Dr. R. S. Thornton, Minister of Education.

Afternoon Session: Address of Welcome by Mayor C. F. Gray, of Winnipeg.

Dr. Suzzallo, President of the University of Washington, will give two addresses, one in the afternoon, and one in the evening. Those who heard Dr. Suzzallo at the National Educational Conference last October will be glad of another opportunity to hear him in Winnipeg again, and the public are cordially invited to the evening meeting.

Dr. Grant, President of Upper Canada College, Toronto, will give an address on Wednesday morning, and Dr. Helen MacMurchy will address the convention on Wednesday afternoon.

Wednesday evening will be devoted to a general discussion of the advantages of the Consolidated School and present day methods of same.

Thursday morning there will be a full and free discussion on Municipal School Boards.

Ample time will be given throughout the convention for the discussion of resolutions and other matters that may come up.

The completed programme will be sent out shortly and we ask the secretaries of the various school boards throughout the province on receipt of same to immediately notify the members of their board and urge upon them

the necessity of making definite arrangements to be represented by a delegate at the convention.

The school trustee of today must keep himself posted on what is going on in educational affairs and no better place to find out than at the provincial convention of our association.

Further announcements will be made through the daily papers.

H. W. COX-SMITH,  
Secretary

### REVITALIZING THE RURAL SCHOOL CURRICULUM

A few months ago I chanced upon a class in advanced arithmetic in a tiny agricultural community. The class was struggling with some very difficult and, to them, perfectly meaningless and insignificant problems. Here are six of them:

(1) A hollow sphere whose diameter is 6 inches, weighs  $\frac{1}{8}$  as much as a solid sphere of the same material and diameter. How thick is the shell?

(2) How much alloy must be mixed with 2 lb., 2 oz., 15 dwt., 19 gr. of pure gold to make gold 18 carats fine?

(3) Three men bought a grindstone 20 inches in diameter. How much of the diameter may each grind off so as to share the stone equally, making no allowance for the eye?

(4) If 300 cats can kill 300 rats in 300 minutes, how many cats can kill 100 rats in 100 minutes? (!)

(5) There is a circular park 250 rods in diameter, and within it is a circular lake 125 rods in circumference. What is the area of the park exclusive of the lake?

(6) I can offer 6% stock at 84, and 5% stock at 72. Which investment is preferable, and how much?

Through the open window of the school house I could see a progressive farmer drilling an artesian well above his home, and faintly I could hear the chug-chug-chug of the gasoline engine as it drove the drill. What wonder that

one of the older boys in the class after grappling hopelessly with problem No. 3 for a few minutes, should whisper to his mate, "Who cares about the old grindstone, anyway?" and turn therewith to watch the flying wheels of the industrious little engine! That boy could not have given expression to the author's own state of mind more perfectly. Such mathematical absurdities as confronted these poor, mind-starving boys and girls bore no relationship whatever to the world which was theirs, and which ought always to be theirs.

Dr. Fletcher B. Dressler, in his monumental "Rural Schoolhouses and Grounds," gives us the right viewpoint from which to adapt mathematical problems to the rural environment thus:

"It would be poor policy for a joiner to instruct his apprentice simply in the manipulation of saw, chisel, or square, rather than to teach him the use of these tools through the cutting, shaping and fitting of timbers designed to serve a real purpose in life. Every country schoolhouse should have a workshop where boys and girls can put to test their arithmetic and reading and drawing, and all the other educational tools which they are supposed to learn to use.

"Here is a problem that will teach more real arithmetic, or at least make the subject more actual and interesting,

than all the puzzles found in the regulation text books:

"What will it cost to build in this community the sort of a barn needed on a good farm of 100 acres, with 75 acres under cultivation?"

"This is a practical problem for a country boy. Before answering it he will have to make drawings and plans for the barn. These drawings and plans will represent, if he goes at the problem intelligently, all his knowledge and ideas of that part of farm life which must centre in or about a barn. He will have to determine how many horses it would be best to keep, and how they should be housed. He will need to consider the number of cattle such a farm will need, and how best to care for them. Problems will arise in connection with the amount of storage space needed for hay and grain, and with the proper location of rooms. He will need to figure on shed room for wagons and farm tools of all sorts, and to consider how these can be cared for with the least trouble and the greatest economy. He will be forced to give thought to the building location, to the water supply, to the care of the comfort and all the included hygienic relations of the home.

All this will require calculation of the most painstaking sort. But he has not yet begun to build. When his plans are matured he will need to figure out the amount of material needed and the cost in the local market for this material. Here questions of local economics will come into prominence. The price of labor, skilled and unskilled, the expense of hauling—all of these will enter into the calculations. He will find before he has finished that he has in these and a score of other ways been brought face to face with the whole problem of the farm and home life that centers about the barn. . . . The arithmetic and other subjects involved in the solution of this problem might be extended to the planning and construction of a house. Here the girls will be more interested. The planning of a convenient, beautiful and sanitary home is about the last thing thought of in our rural school curriculum. . . ."

In all confidence in the decision, I leave it to the good sense of the reader to declare which is the more profitable type of problem for the rural school arithmetic, the one just given or the six taken from a text book in use in scores of rural schools in New England?

### THE HEALTH PROBLEM

Disease, deformity and ignorance stalk abroad over the land. In that particular sense, then, we are not free, and we shall hardly attain freedom by the usual and lazy phrases about human nature and what has always been.

The long list of preventable diseases, the inherited taints and stigmata of degeneration, the whole line of neuroses that hinder the efficient functioning of society, the inadequate regulations and controls in industry, the paucity of health education, the millions living selfishly below their best, the lack of social sense and attitude in those who are ill, the wholly inadequate physical training of children, the character and extent of our recreational facilities—all indicate with a clearness that should

arouse action the fact that we are slaves, that we are not free.

The health work in America, as in Europe, has been based upon medical inspection, disinfection, isolation, quarantine and school gymnastics. We have recently been following Germany and England in agitations for health insurance and old-age pensions. We, as they, have been dealing with the mere checks on disease and deformity. Such procedure alone is a failure. All the purely regulatory checks are in themselves insufficient. We have been trying to control the primary springs of action by drills, placards and newspaper illustrations of model tenements.

It is therefore stated that the health problem requires:

1. A new approach which shall consider motives. Nothing less than an interpretation of life, its aims and purposes, will satisfy. The fundamental purpose of health must be set forth and the possibilities of a magnificent life outlined.

This is so because the usual and traditional methods are not getting results and because this approach concerned as it is with motives is fundamentally right. It should be pointed out that this approach will also indicate the direction for solving so many of the perplexing social problems of the day. Education has informed people of the causes of disease, the dangers of certain practises and habits. The school naturally is the strategic place for launching the attack, but knowledge alone is not sufficient. The whole field of hygiene must be invigorated with purpose. The interpretation must be in terms of fine living and may well be made in terms of a magnificent life.

2. The health problem requires, in addition, adequate and effective provision in society for control of the factors that can not be or are not cared for by the individual and that influence health, so that all may have the fullest liberty and opportunity to live magnificently.

The checks and control now in existence have been incomplete and ineffective. Much of the success in this direction will come only with proper edu-

cation of the needs and desirability regarding control. In some instances it will be desirable to set minimum standards. Certain it is that congenital disease, sources of infection, light, air and food, working and living conditions in which groups are endangering health, recreation and education will come within the scope of the control that society should exert.

Because men and women of the modern world are submitting to an inheritance of disease, to a perpetuation of vicious custom, to a slavery of mediocrity in health and power, to preventable losses that hinder happiness, sincere and intelligent efforts must be put forth on the fundamental problem of national and individual health.

Ignorant and superstitious peoples still believe in the punishment theory. God's wrath in the form of sickness is to these simple minds a way out of the great world of unknown things. On the other hand intelligent and well-educated people constantly live below their best and frequently sacrifice health in the pursuit of selfish and altogether unworthy ends. Between these two extremes there are millions lost in the quagmire of physical weakness. To all must come the opportunity to live a magnificent life and therefore controls must be exacted everywhere; and to all the possibilities of fine living, with proper motives supporting individual effort, must be set forth.

### TRUSTEES' CONVENTION

The programme for the Trustees' Convention on February 24-26 has just been issued. It is one of the best that has been prepared since the Association was organized.

Among the speakers are:—Dr. Suzzallo, of Washington University, who will speak on "Economy and Efficiency on the Rural School Programme," and "The Three Social Functions of the Public School System." Dr. Grant, of

Upper Canada College, who will speak on "Part Time Education." Dr. Helen McMurchy who will speak on "Child Welfare."

There will also be general discussions on "Consolidation" and "Municipal School Boards." In addition there will, of course, be addresses by the President of the Association and the Minister of Education.

# Special Articles

## CHOOSE YOUR LIFE WORK

By Judge D. W. McKerchar

One of the most glaring defects in our social order is the absence of any means by which to absorb into life's activities the boys and girls as they grow up and leave school. The state provides education free to all. Heretofore this has been largely of the cultural type. It developed the latent faculties without any attempt at directing the use of these faculties and the application of knowledge acquired at school. It is a hopeful sign of at least slight progress in the right direction to find manual training and technical education finding a place in the courses of study even though the avowed object of their inclusion in such courses is not utilitarian but cultural in that they train the eye, the hand and certain muscles of the arm and other parts of the body. The state fails to link up the educational institutions of the land with the commercial, industrial and other vocational callings other than the professions. The overcrowding of law and medicine which are linked up with the educational institutions only serves to show what the effect would be if other callings were also related to schools and colleges by some connecting means of absorption. As matters are at present boys leaving school must shift for themselves in finding a place to utilize their energies for the remainder of their days. A boy leaves school and goes hunting for a job until he either gives up in despair or takes the first vacant place he can find in spite of the fact that the work is entirely foreign to his natural gifts, inclinations and tastes. We have not made much progress in this matter since the days of Swift who, writing over 175 years ago said:—  
 Brutes find out where their talents lie;  
 A bear will not attempt to fly,  
 A foundered horse will oft debate  
 Before he tries a five-barred gate.  
 A dog by instinct turns aside,  
 Who sees the ditch too deep and wide,  
 But man we find the only creature  
 Who, led by folly, combats nature;

Who, when she loudly calls—Forbear!  
 With obstinacy fixes there;  
 And where his genius least inclines,  
 Absurdly bends his whole designs.  
 • An American writer recently writing on this subject said:

"Half the world seems to have found uncongenial occupation, as though the human race had been shaken up together and exchanged places in the operation. A servant girl is trying to teach, and a natural teacher is tending store. Good farmers are murdering the law, while Choates and Websters are running down farmers, each tortured by the consciousness of unfulfilled destiny. Boys are pining in factories who should be wrestling with Greek and Latin, and hundreds are chafing beneath unnatural loads in college who should be on a farm or before the mast. Artists are spreading "daubs" on canvas who should be whitewashing board fences. Behind counters stand clerks who hate the yard stick and neglect their work to dream of other occupations. A good shoemaker writes a few verses for the village paper, his friends call him a poet, and the last, with which he is familiar is abandoned for the pen, which he uses awkwardly. Other shoemakers are cobbling in congress while statesmen are pounding shoe lasts. Laymen are murdering sermons while Beechers and Whitfields are failing as merchants, and people are wondering what can be the cause of empty pews. A boy who is always making something with tools is railroaded through the University and started on the road to inferiority in one of the "three honorable professions". Real surgeons are handling the meat saw and cleaver, while butchers are amputating human limbs."

This writer may have been using the loud pedal too freely but there is no question but that if the job which each one of you undertakes does not arouse your enthusiasm, hold your interest, and fall in with your ambition you will

either be a total failure or at least cannot attain to the position you are capable of filling in the life of the community, and you will become dissatisfied with things in general.

It is a well established fact proven by a scientific study of individual delinquents that the root cause of every delinquency is some irritation which produces an outgrowth of resentment, the fruition of which is the delinquent act. And just as surely would a close scientific study of all social unrest locate an irritant root yielding a growth of resentment producing fruits of revolt and revolution. If it were possible to make such a study of each individual labor unionist who took part in the recent strike in Winnipeg it would be found that the haphazard methods, economic conditions and uncontrollable surroundings which have forced so many people into occupations and positions for which they were never intended by their Creator, were the chief roots of their social discontent. The irritation caused by uncongenial environment produced resentment culminating in an attack on the social order.

Some palliative must be found to apply to the present widespread spirit of unrest. But so far as the present generation is concerned, the causes of unrest cannot be entirely removed. All that can be hoped for is some measure of relief. For future generations, however, a scientific method of allotting each individual to the place in society for which he is best fitted by nature, by training and by instinct, must be adopted if the root cause for social unrest and anti-social conduct is to be removed.

The results already apparent from psychopathic methods of treatment of juvenile offenders reveal the necessity of the introduction of applied psychology to the classification of the children in our schools and of the adults in industrial and other vocational lines.

The existing methods of classification in schools and colleges by examination tests of knowledge acquired have proven inadequate. Columbia University has been trying out a new method of classification by means of mental tests

along psychological lines which will no doubt prove satisfactory and to a large extent replace the old methods of classification.

When the United States Army was being mobilized for service overseas a large staff of psychologists under the direction of Major Yerkes endeavored to make a rough estimate of the mental capacity of each of two and a half million troops in order to enable the war department to place the right man in the right place. It has been stated that the effort met with pronounced success and that since the armistice many of Major Yerkes' staff have been devoting attention to similar work in industrial lines. Dr. Hinks, of Toronto, is authority for the statement that "an interesting experiment was recently conducted in this country that is worth recounting. A certain plant had been producing pulp of poor quality, had been a source of loss to its management, and the workers received inadequate wages. A psychologist was employed to study the situation and discovered, among other things that the employees were not interested in their work. This investigator then devised a method of making the production of pulp more interesting, and as a result the mill produced more and better pulp, the management began to receive handsome dividends, and wages rose 40 per cent. This brilliant success indicates that psychology may indeed play a very important part in the industrial realm of the future." Dr. Hinks also says:—"There is urgent need for a careful study of education from the standpoint of psychology. In this regard many of us believe that education does not accomplish its aim—the production of self-reliant, clear thinking, responsible citizens. Some of us suspect that the reason for this failure lies largely in the fact that the educational system has gone to seed by overtaxing the memory powers of our youth—the loading of mere information on the student's mind—and has largely neglected training that has as its aim the upbuilding of reasoning power, initiative, industry, enthusiasm and morals." "Evidence points to the fact that for every



backward child there is a child of superior mentality. We also know that the latter child is often unrecognized in school but makes good in after life, much to the surprise of his school teachers. There is therefore urgent need for a psychological estimate of each school child to discover, if possible, pupils of unusual ability, and to give them adequate opportunities for development."

The method of submerging the individual in the group and by means of a fixed course of studies for all forcing each child irrespective of his mental powers and bent through the same operation and at the same rate of speed as his forty or fifty associates in the same class room has made mediocre men and women out of geniuses, and developed men and women of mediocre ability to a stage where they feel that they are superior to the position nature intended them to fill, and does not qualify them to fill with any degree of success the positions they attempt to fill.

In the absence of proper facilities for psychological tests to enable each one of you to decide what his vocation in life should be, it will be necessary for one and all by a process of introspection to ascertain what are your intellectual qualifications, special capabilities, mental functionings and mental content, and then by observation, study and enquiry find out what occupations will best utilize the special qualifications of which you are possessed. If you are in possession of special proficiency in language, ideation and imagination your natural bent tends toward journalism or literature. If you are possessed of ideation and imagination but lacking in language power you should choose a vocation calling for performance without words such as invention. If possessed of ideation, imagination, observation and visual memory of the aesthetic type, art should be your forte, and so with other vocational lines and mental trades.

The psychopathic tests usually supplied are for the purpose of ascertaining the subject's language powers, memory powers, both as regards acquisition and retention of knowledge, and power to receive including visual, audi-

tory and motor memory. Powers of attention, of association of ideas, perception of form and color, ability to learn and to profit by experience foresight and planfulness, judgment and discrimination, ability to follow instructions and other qualities of mind are also tested for. Tests are also applied with a view of ascertaining special abilities such as artistic tastes and temperaments, latent ability in mechanical pursuits, and the quality and quantity of mental content and interest. Then there are those endowed with special capacity for solitude and hardship or for overcoming difficulties of nature, or with special ability for keen observation and reasoning on natural phenomena, and those possessed of desire for large freedom and for large stretches of muscular activity. All such should devote their lives to outdoor activities such as engineering, mining, exploring, scientific research, farming, ranching and other outdoor activities which readily suggest themselves.

Whilst we older men are dreaming our dreams you younger men are seeing visions. You get a vision of the ideal life for you and you at once start to build your aerial castle about it. But before you finally decide to occupy your castle in the air for life, bring it down to earth, examine all its parts at close range, fit it onto your physical, mental and spiritual equipment in order to ascertain if your equipment would be a proper foundation by which to sustain and support your castle for all the years you hope to live. Close scrutiny is necessary in order to remove the halo produced by the rarified air between you and your distant castle. Experience continually verifies the truth of Campbell's verse when he wrote:—

At summer's eve, when Heaven's ethereal bow  
Spans with bright arch the glittering hills below.  
Why do yon mountain turns the musing eye,  
Whose sunbright summit mingles with the sky?  
Why to those cliffs of shadowy tints appear

More sweet than all the landscape smiling near?

'Tis distance lends enchantment to the view,

And robes the mountain in its azure hue.

Thus, with delight we linger to survey  
The promised joys of life's unmeasured way;

Thus, from afar, each dim-discovered scene

More pleasing seems than all the past hath been;

And every form, that Fancy can repair  
From dark oblivion, glows divinely there:

But, if on close examination you find your ideal absorbs your whole hearted interest, arouses enthusiasm, is designed to employ all your physical and intellectual qualities and capabilities to the best advantage in enabling you to attain your ambition in life then that is the line of work you should adopt as a life vocation.

Once started on your career never look back. Press forward with all the concentrated energy, persistence, grit, industry, and courage of which you are capable. Whilst you should by observation ascertain what others are doing and how, you should never allow yourselves to envy any other man in his position. Whilst ever unsatisfied in the pursuit of your daily avocation you should never permit yourselves to become dissatisfied with it or to be discouraged by comparison of your position with that attained by one who has perchance been one of your early play-mates:—

Whose life in low estate began  
And on a simple village green;  
Who breaks his birth's invidious bar,  
And grasps the skirts of happy chance,  
And breasts the blows of circumstance,  
And grapples with his evil star;

Who makes by force his merit known,  
And lives to clutch the golden keys,  
To mould a mighty state's decrees,  
And shape the whisper of the throne.

And moving up from higher to higher,  
Becomes on Fortune's crowning slope  
The pillar of a people's hope  
The centre of a world's desire.

Whilst you are left as one of those  
Who ploughs with pain his native lea,  
And reaps the labor of his hands,  
Or in the furrow musing stands;  
"Does my old friend remember me?"

In all probability your friend who has become "the pillar of a people's hope" is filled with loneliness and envy as he "looks back on what hath been" and

Yet feels, as in a pensive dream,  
When all his active powers are still,  
A distant dearness in the hill,  
A secret sweetness in the stream.

And why should he not envy you your position at the plow? In the final analysis your occupation as the producer of that which sustains life is much more necessary and just as important as the occupation of the man who "moulds a mighty state's decrees." What use are decrees with no sustenance? Although human measurements may accord a place of pre-eminence to the statesman or other personage who looms large in the public view, the divine measurement may accord the higher place to him who in humble sphere is performing the task for which he was designed by his Creator.

So here shall silence guard thy fame;  
But somewhere out of human view,  
What'er thy hands are set to do  
Is wrought with tumult of acclaim.

Therefore in the choice of a vocation follow the advice of that American writer, Orison Marden, who says:—

"In choosing an occupation do not ask yourself how you can make the most money or gain the most notoriety, but choose that work which will call out all your powers and develop your manhood into the greatest strength and symmetry. Not money, not notoriety, not fame even, but power is what you want. Manhood is greater than wealth,

grander than fame. Character is greater than any career."

Or in the words of Sydney Smith:—

"Whatever you are by nature, keep to it; never desert your line of talent. Be what nature intended you for, and you will succeed; be anything else, and you will be ten thousand times worse than nothing."

No one need become discouraged or disheartened because of some defect of body or of mind. In every large structure the builder makes use of broken stone and in these post war days a great deal of the human material available for the construction of the new social order has been battered and broken on the battlefields of France and Flanders. Yet we know well

That nothing walks with aimless feet;  
That no one life shall be destroyed,  
Or cast as rubbish to the void,  
When God hath made the pile complete.

That not a worm is cloven in vain;  
That not a moth with vain desire  
Is shrivel'd in a fruitless fire;  
Or but subserves another's gain.

In human civilization we know that  
"the stone which the builders rejected  
is become the head of the corner."

And no matter how imperfect the body or mind, the spirit may be made perfect in your weakness until, like the apostle Paul, who thrice besought the Lord that his thorn in the flesh might depart from him, you may hear as Paul did, the Lord's voice saying unto you, "My grace is sufficient for thee; for my strength is made perfect in weakness."

Again it is fatal to success in life if you conclude that your education has

been completed when you leave school or college. The foundation only has been laid and the superstructure of your education is never completed while life lasts. "Each faculty must be educated, and any deficiency in its training will appear in whatever you do. The hand must be educated to be graceful, steady and strong. The eye must be educated to be alert, discriminating and microscopic. The heart must be educated to be tender, sympathetic and true. The memory must be drilled for years in accuracy, retention and comprehensiveness." You must learn to be observant, prompt, accurate; tactful, decisive, thrifty. Take advantage of opportunities as they present themselves, complete all tasks, acquire good manners and attractive appearance and pleasing personality.

Finally brethren have faith in yourselves, and in your power to achieve, and above all "be strong in the Lord and in the power of His might." Always remember that

More things are wrought by prayer  
Than this world dreams of. Wherefore,  
let thy voice  
Rise like a fountain for me night and  
day.

For what are men better than sheep or  
goats

That nourish a blind life within the  
brain

If, knowing God, they lift not hands  
of prayer

Both for themselves and those who call  
them friend?

For so the whole round earth in every  
way

Bound by gold chains about the feet  
of God.

## THE TEACHER

B. Hodkinson, Gretna Intermediate School.

The science of teaching may be summed up as follows: The teacher should devote all his or her skill to making all phases of work as easy as possible. The concluding remarks, as well as those which precede are but specific appli-

cations of this fundamental principle.

There should be no useless or unnecessary labor. The teacher should stand just so far from the class, as to focus the whole in one view; employ just sufficient voice to make all the

class hear, and insist on the pupils doing the same whenever they take part in a lesson, give the fewest possible orders, and habituate himself or herself to glance around the class, and make sure that each command is obeyed by all. Keep the pupils fully occupied: Prepare the lessons so that there is no ineffective use of time, and no futile work.

Leave no exercise uncorrected, and maintain a high standard of excellence in all that the pupils do.

Good classification, good time tables, good schemes of work, and good methods are necessary for success, but these will be all in vain, unless the teacher has:—Insight to realize the special difficulties of each pupil; sympathy to humanize and adapt the processes according to circumstances; perseverance to foster confidence and stability in the formation of habits; high principles to inspire loyalty and esteem; and that happy mean of temperament that brightens even the most arduous and tedious duties.

### SUGGESTED OUTLINE IN DRAWING FOR UNGRADED SCHOOLS FEBRUARY—MARCH

#### Grades II., III., IV.:

Drawings in pencil and color of fruits and vegetables, e.g., orange, apple, potato, carrot, etc. Lessons on ruler and exercises involving its use. Study a foreshortened circle. Practice drawing ellipses with freearm movement. Study hemispherical objects.

#### Grades V., VI.:

End of a room to illustrate parallel perspective. See diagram in *Journal*. Study of the square prism in parallel perspective below eye-level. Review hemispherical and cylindrical objects.

#### Grades VII., VIII., IX.:

Horizontal square prism below eye-level, vertical faces turned at unequal angles. Objects based upon square prism in similar positions. Horizontal cylinder and cone, below eye-level, turned at an angle. Objects based upon these models.

#### Grades VII. and VIII.:

Time: Two lessons per week.

Use 9"x12" manilla paper.

Take practice lessons on both sides.

All work must be **freehand** except in the case of plan of basket.

Name of pupil, name of school and number of grade to appear at lower left hand corner of sheet, date at right.

#### February:

1. (a) **Practice.** Lesson on the horizontal square prism below eye seen at

equal angles. Aim for proportions of prism and proper slant of lines.

(b) Horizontal square prism below eye, turned at **unequal** angles.

2. (a) **Practice.** Horizontal square prism below eye, turned at unequal angles. Finish in outline only, aiming for soft, broad lines.

(b) Same as above, shading being attempted.

3. (a) **Problem.** Chalk box below eye-level with lid partly open, turned at unequal angles, six or more boxes will be required. (Do not attempt lettering.)

(b) Review, correcting errors, and finish with shading.

4. (a) **Problem.** Upon basis of square prism construct any one of the following objects in **outline, seen at unequal angles**: Chair, desk, lounge, bedstead, bureau, table, stool.

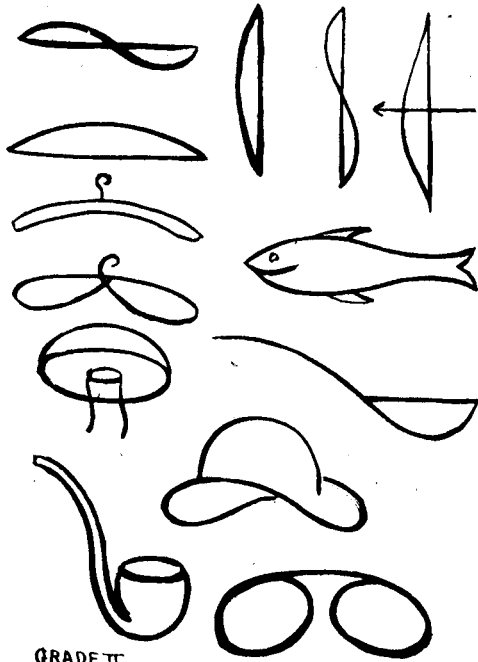
(b) Review and correct, aiming for quality of line.

#### March:

1. (a) **Practice.** Lesson on cylinder, lying horizontally below eye in two different positions, both drawings on one sheet. 1st position, cylinder lying so that its axis appears perpendicular. 2nd position, horizontally below eye turned at any angle.

(b) Review the above lesson on reverse side of paper. Finish with shading.

2. (a) **Practice.** Lesson on cone lying horizontally below eye level in two different positions, both drawings on one sheet. 1st position, cone lying so that its axis appears perpendicular, 2nd



GRADE II.  
Free arm movement exercises.  
Curved lines.

position, horizontally below eye, turned at any angle.

(b) Review the above on reverse side of paper. Finish with shading.

3. (a) **Problem.** Draw from observation a roll of paper turned at an angle; at least six rolls will be required. Finish with shading.

(b) Draw from memory any object based upon cylinder lying horizontally below eye-level. Finish with outline only, aiming for soft lines.

4. (a) **Problem.** Draw from observation a flower pot lying horizontally, turned at an angle. Finish with shading.

(b) Draw from memory any object based upon the cone lying on its side. Finish in outline.

**February**

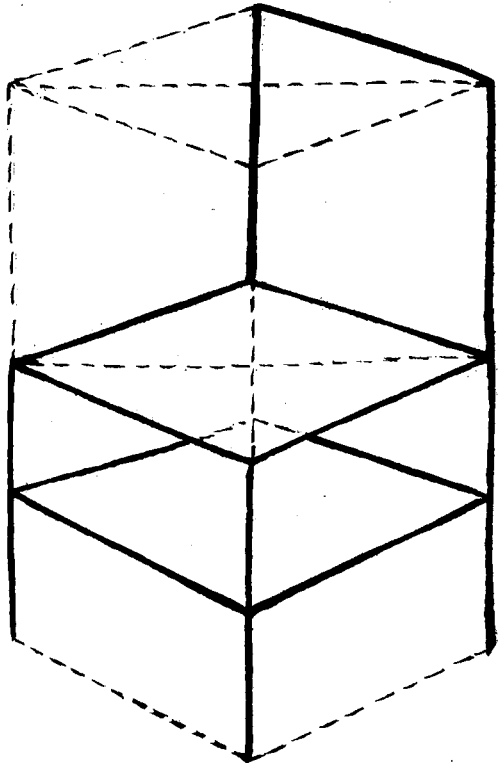
Time: Two three-quarter hour periods per week.

Use 6"x9" manilla paper, use both sides in practise work.

All drawings to be **freehand**.

Pupil's name, name of school, and number of grade to be signed in pencil at lower left hand corner, date at right.

1. (a) **Practice.** Corner of room. See diagram. **Do not use a ruler.** In the exact centre of 6"x9" paper, placed horizontally upon desk, draw freehand a vertical line about 3" long. Mark the upper end A, the lower B. Draw a light line the entire length of the paper at right angles to this through its centre to represent the eye-level. Call left end C, right end D. Join C to A and extend CA towards the right. Join D



Skeleton chair based upon square prism.

to A and extend towards the left. Erase the lines CA and DA leaving the extensions to represent the corner of a ceiling. Represent the corner of the floor by drawing from C to B and from D to

B and extending both lines. Add skirting board and picture moulding, and, if desired, a door or window in one wall.

(b) Review the above lesson on other side of the paper.

2. (a) **Problem.** Construct a corner of the schoolroom making the eye-level at its proper distance between floor and ceiling. Show blackboard, etc.

(b) Review on another paper.

3. (a) **Practice.** Study and make drawings of the top of the square prism, seen when the prism is held vertically, first, on eye-level and at different dis-

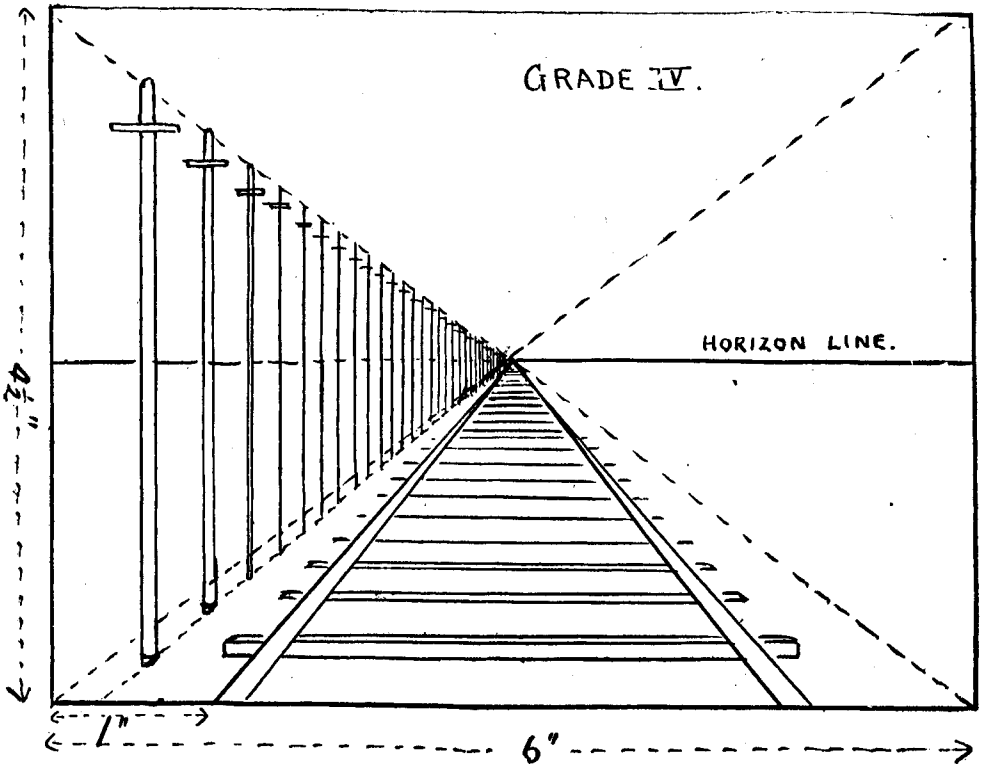
the two drawings on same side of 6"x9" sheet placed horizontally.

4. (a) **Problem.** Construct from knowledge of the square prism a drawing of any object such as the following—wooden pump, small table, music cabinet, phonograph, gate-post, newel-post, safe, square ink-stand, square stool, etc.

(b) Review.

#### March:

1. (a) **Practice.** From observation draw the square prism in a vertical position below eye-level, two vertical



tances below and placed so that farthest corner of top appears directly above nearest corner.

(b) Study the appearance of the square prism when placed vertically and so that two vertical faces appear equal, first, on eye-level and then at some distance below. Note proportion of height to total width and in second position aim for correctness of apparent slant of horizontal edges. Make vases equally visible. Watch propor-

tion of height and width. Convert into a skeleton chair with a straight back. See diagram.

(b) Criticise and review.

2. (a) **Practice: Chair.** Construct a chair from memory on the basis of square prism. Finish from observation.

(b) Criticise and review.

3. (a) Draw a chair from observation, aiming at soft lines.

(b) Repeat above lesson attempting shading.

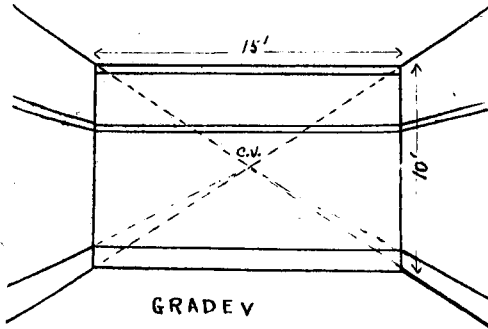
4. (a) **Problem.** From memory, draw any object based upon the vertical square prism, seen below eye-level.

(b) Review.

**Grade V.:**

Use 6"x9" manilla except where otherwise directed.

Use both sides for practice work.



Freehand work throughout. Rulers must not be used.

Pupil's name, name of school and number of grade to be signed in pencil at lower left hand corner, date at right.

Time: Two three-quarter hour periods per week or three half-hour periods.

**February: Practice.**

different positions. Make outline drawings of hemisphere on eye-level, above and below. Aim for soft, broad lines. Use construction lines.

(b) On reverse side of paper make drawings of hemisphere in tipped and inverted positions.

3. (a) Upon the upper half of 6"x9" paper, make an outline drawing of a hemisphere in any position. Upon lower half of same sheet repeat the drawing and convert into an object.

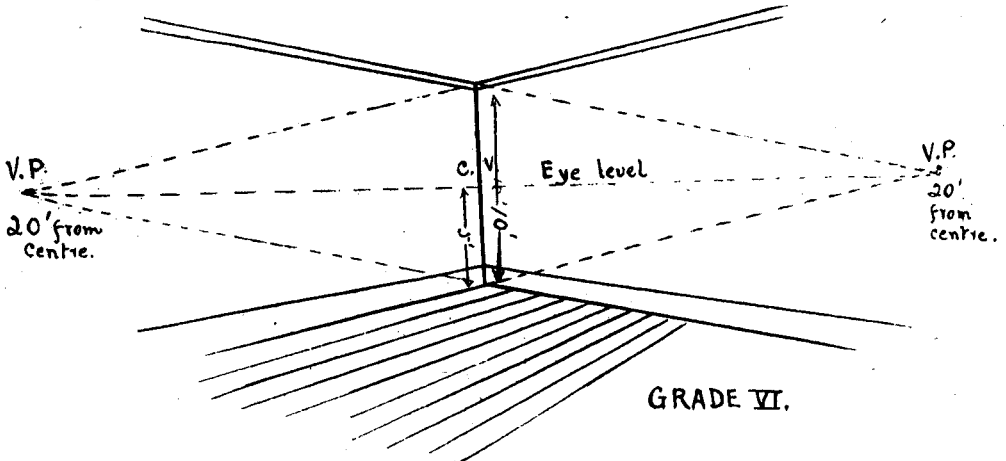
(b) Upon left hand side of 6"x9" paper placed horizontally draw a tea-cup handle seen in profile. Observe how the handle is attached to cup and note the varying thickness.

4. (a) **Problem.** Upon right hand side of above sheet draw from observation a plain tea-cup below eye-level.

(b) From observation make a "life-sized" drawing of a tea-cup, showing in the upper right hand corner a small drawing of the construction lines to illustrate the proportions of the cup.

**March:**

1. (a) Study the cylinder in a ver-



1. (a) Study the circle in foreshortened position using top of cylinder or hemisphere and referring to any other circular shapes. Practise drawing ellipses with a frearm movement. Fill both sides of paper.

(b) Practise drawing ellipses of equal lengths (about 3") and varying widths.

2. (a) Study the hemisphere, note its proportions and its appearance in

tical position below eye-level. Note proportion of height to width also width and length of ellipse. Upon left hand side of 6"x9" paper make an outline drawing of the cylinder using construction lines.

(b) Repeat on right half of paper, convert into an object.

2. (a) **Problem.** From observation draw any one of the following—tumbler, sealer, jar, pail, bushel basket,

showing in upper right hand corner a small drawing of the construction lines to illustrate the proportions of the object.

(b) Criticise and correct errors, finishing in shading.

3. (a) **Practice. End of a room.** Near the centre of  $4\frac{1}{2}'' \times 6''$  paper (fold paper to find centre) placed horizontally, draw freehand, a horizontal oblong about  $3'' \times 2''$  to represent the end wall of a room. Use centre of oblong for centre of vision. Draw the necessary lines to represent part of ceiling, floor and side walls, show boards in floor, skirting board, picture mouldings, etc. See diagram.

(b) Review, correcting errors.

4. (a) **Problem.** Make a drawing upon  $4\frac{1}{2}'' \times 6''$  paper to represent the end of schoolroom. Note proportions of wall selected. Let each child select own centre of vision upon proper eye level. Draw ceiling and floor lines, add blackboard, mouldings, etc.

(b) Review and finish in outline only.

#### Grade IV.:

Time: 3 half hour lessons per week.

Use  $4\frac{1}{2}'' \times 6''$  paper except where otherwise directed.

Pupil's name, name of school and number of grade to be signed in pencil on front of paper at lower left hand corner. Date at right.

#### February:

1. (a) Practice drawing horizontal ellipses with free arm movement.

(b) Foreshortened circle, use top of cylinder or hemisphere for demonstration. Draw attention to circles which may be in the room. Practice ellipses of different widths.

(c) Hemisphere. Note proportion (radii are equal.) Make a drawing using construction lines. Draw curves with freearm movement, aiming at soft broad lines.

2. (a) Half orange or apple. Make a light pencil outline drawing of half an orange or apple. Note varying thickness of rim of orange, position of seeds in apple, number of divisions in orange. Color.

(b) Review.

(c) Review.

3. (a) Texture. Draw child's coat, preferably cloth, hung where it can be well seen. Shade to show texture.

(b) Draw a fur coat and shade.

(c) Review either of the above.

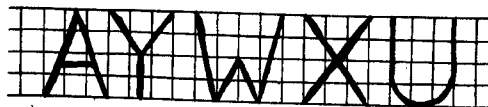
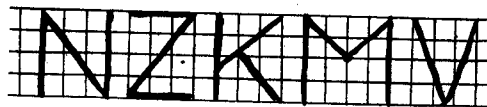
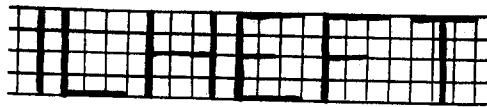
4. (a) Lesson on the cylinder in a vertical position. Construct a memory drawing in outline of a cylindrical object: e.g. jar, bottle, sealer, spool, roll of films, etc.

(b) Draw from observation any object having sloping sides: flower pot, pail, thimble, etc.

(c) Review.

#### March:

1. (a) Lesson on the cylinder. Draw the cylinder from observation, using construction lines and aiming for a soft broad outline.



(b) Draw from observation any cylindrical object or object with sloping sides.

(c) Color the above.

2. (a) Lettering. Review lettering, have alphabet on blackboard in proper order.

(b) Upon  $9'' \times 3''$  grey cross section paper plan pupil's christian name in light pencil lines.



(c) Complete in color and decorate with a simple line border.

3. (a) Key. Draw in pencil outline a key or button hook (no tracing.) Each child must have an article from which to draw.

(b) Review.

(c) Review.

4. (a) Railway track. See diagram. No rulers to be used. Fold  $4\frac{1}{2}$ "x6" paper to find centre. Draw diagonals (freehand). Draw freehand a horizontal line across paper through centre for horizon. Construct rails, erect telegraph poles, draw wires.

(b) Review.

(c) Review.

### Grade III.—Dictated Drawing

#### 1. Dog Kennel.

At bottom of space draw a horizontal line A B 3 inches long.

One-half of an inch from each end draw up lines  $1\frac{1}{2}$  inches long, making right angles with A B. Find point C half way between A and B. Put on roof by finding point D directly over point C and drawing oblique lines forming an angle on the top. Draw in the doorway of the kennel.

#### 2. Church.

At bottom of space draw a horizontal line A B  $3\frac{1}{4}$  inches long.

At A draw up a vertical line A D 1 inch long. At B draw up a vertical line B F  $2\frac{1}{2}$  inches long. Find a point C 2 inches from A on line A B. From C draw up a vertical line C E  $2\frac{1}{2}$  inches long. Join E F. From D draw a horizontal line D W to touch C E. From D draw a line D H 1 inch long, making an acute angle with D W. Join H by a horizontal line to E W. Draw in a door, 2 windows, and a spire to this church.

#### 3. Candlestick.

At bottom of space draw a horizontal line  $3\frac{1}{2}$  inches long.

From each end draw up lines  $\frac{3}{4}$  inches long, making obtuse angles. Join ends by a horizontal line. On the top horizontal line in the centre draw an oblong  $1\frac{1}{2}$  inches high and  $\frac{3}{4}$  inches wide. Put in extinguisher, handle, and candle to candlestick.

### Grade 3.

Use  $4\frac{1}{2}$ "x6" paper except where otherwise directed.

Pupils must sign name, school and number of grade at lower left hand corner on front of paper.

**Aim of work.** Careful observation of form and proportion, good rendering in outline, soft lines, neat and clean work.

#### February:

1. (a) Review ruler lesson. Make a paper ruler showing inches and half inches.

(b) Teach shapes, square, oblong, circle, semi-circle, triangle.

(c) Construct a square, oblong and triangle. Find the centre of each.

2. (a) Teach tints by adding water to a standard.

(b) Dictate the drawing of two oblongs,  $3\frac{1}{2}$ "x2" on  $4\frac{1}{2}$ "x6" paper.

(c) With oblongs absolutely correct, paint two tints of one standard in them.

3. (a) Oral lesson on the sphere. Have class give a list of spherical objects. Make a memory drawing of one of them upon  $4\frac{1}{2}$ "x6" paper.

(b) With any tint practise painting circles (area not outline), of varying sizes, increasing to about size of an orange. Aim for good shape and clean edge.

(c) From observation make a brush drawing of an orange.

4. (a) Free hand objects from observation. Draw a pen nib, twice as large as the model, in a vertical position. (**No ruler.**) Use centre guide line. Each pupil must be supplied with a nib.

(b) Review.

(c) Review.

#### March:

1. (a) From observation draw in pencil a knot on a piece of rope, coarse string or raffia. Each pupil must be supplied with material. Study direction and overlapping of string. Keep 3 samples.

(b) Review, making drawing larger than life size.

(c) Review, aiming for soft lines and shading.

2. (a) Upon 6"x3" manilla paper, draw from observation a paint brush in a vertical position. Compare length of bristles, length of ferule and length of handle. Draw in outline.

(b) Review the above and shade.

(c) Review in faint outline and color.

3. (a) Dictated drawing from sheet supplied.

(b) Practice drawing ellipses of various widths and equal lengths. Free arm movement.

(c) Review above lesson aiming for soft lines.

4. (a) Oral lesson on the cylinder seen vertically. Careful observation of elliptical appearance of circular top when seen below eye level. Draw the attention of the class to elliptical objects in the room.

(b) From observation draw a cylindrical object, e.g. tumbler, sealer, jar, etc. Have as many objects as possible distributed throughout the class. Use a centre guide line.

(c) Review, aiming for a soft line finish.

#### Grade II.:

Time: Three half hour lessons per week.

Pupils must sign name, name of school, and number of grade on back of paper.

Use 4½"x6" manilla paper.

Aim of work: To secure proportion, good placing and cleanliness.

#### February:

1. (a) Review free arm movement exercises on different directions of straight lines.

(b) From observation draw in pencil (showing mass) a mop, umbrella (closed), banister-brush or paint brush.

(c) Review.

2. (a) Free arm movement exercise on curved lines.

(b) From observation draw with pencil or brush an outline of any one of the following—coat hanger, lacrosse stick, hockey stick, skipping rope, bow and arrow.

(c) Make Valentines.

3. (a) Paint a pale blue sky wash with foreground of white chalk to represent a winter landscape.

(b) Free arm movement exercise.

(c) Review landscape.

4. (a) Free arm exercise on objects with a circular or curved outline, viz., orange, egg, ball, football, eye glasses.

(b) From observation make a brush drawing in mass of an orange or apple.

(c) Review.

#### March:

1. (a) From observation make a brush drawing of any vegetable, potato, carrot, beet, onion, etc.

(b) Review.

(c) Make a brushwork drawing of a ball.

2. (a) From 4½"x6" paper, folded lengthwise, cut or tear the shape of a toque, with tassel, or a ball at the top. Decorate, in color, with a simple border.

(b) Review.

(c) From observation draw by means of shading, any object with a rough surface, e.g., muff, bath towel, mat or cap. Do not make an outline.

3. (a) Review.

(b) From observation, draw, without outline, but by means of pencil shading, a scarf, hung upon a peg or over a line.

(c) Review.

4. (a) Easter cards.

Tint paper and make Easter cards.

Construct envelopes and decorate.

### THE JOY OF BEING A TEACHER

In my many years of teaching work I have found a thousand reasons to rejoice and be glad that I am a teacher. I am glad each year when the time

draws near for the new school year to begin; I am glad when the day finally arrives; I am glad to hear the school bells ring, calling the boys and girls

back to their books and their work; I am glad to meet them skipping gleefully on their way to school; glad again to meet and greet their teachers—giving the lie to the Shakespearean story of the "school boy creeping unwillingly, snail-like to school." I am glad when the day's work begins and with teachers and pupils I spend a few moments in song and communion with the higher and better things of life in preparation for a good day's work; I am glad to visit the classrooms and see the eagerness and joy with which they pursue

their work, strengthening the chords of effort in their desire to achieve and excel. I am glad to meet and greet my fellow teachers, so many of whom have been so loyal and faithful in their work that their memory is a benediction; I am glad when the day's work is over, and doubly glad when the new day begins. Yes, it's a wonderful thing to be a teacher—teaching is a labor of love, it's a labor of joy.—Frank W. Simmonds, Superintendent Lewiston, Idaho, Schools.

### SOME SYSTEM

Get the habit of thinking out beforehand exactly what you are going to do for the next day or week. I find it very helpful to write down a list of things I want to do during a week and then check them off as I do them. By having this system, you will never have to ask yourself "What shall I do next?" It is indeed better to make the list cover more points than you actually think you can do and many times you will surprise yourself by doing them. You can teach your pupils no better lesson than the one of being original and full of initiative. I usually have one or two per cent. of my pupils who come to me and ask me whether they can do a certain unassigned task. This is at the beginning of the year. My largest duty to all of them is to get all of them to thinking for themselves and doing something not assigned to them. Let me ask you a series of questions concerning your own life. If you can answer them in the affirmative, then you at least have acquired good habits and do not have to worry about what is coming next.

1. Do you have a definite time for getting up?
2. Do you blacken or polish your shoes each day?
3. Do you read the morning paper?
4. Do you have a definite way of going to school or do you have to decide each day whether you will go Elm or State Street?
5. Do you have a definite mode of salutation?
6. Do you tidy up your room a little each day?
7. Do you read something each day foreign to the subject you are teaching?
8. Do you have a daily recreation? Has this become a habit, or do you have to ponder over it each day?
9. Do you have some definite daily tasks to do?
10. Do you finish up each day's work before retiring or do you always leave some tasks for a more convenient time?

If you can answer all the above questions in the affirmative, you should never be looking for something to do.  
—A. C. Norris, in School News

### A LETTER

January 27th, 1920.

Dear Editor:—

In the first place, I find that "The Western School Journal" is improving, and I find so many valuable hints,

that I believe every rural teacher should have it.

There was a "Trustees' Convention" held in Gretna on the 13th of this month, and I did see a number of teach-

ers, but a number of the trustees failed to attend this convention.

There is such a misunderstanding amongst the people. Why not attend such meetings, to put aside these obstacles? I believe that the department is seeking the welfare of the people in having them educated because we are living in a time when it is impossible to get through life without a thorough education.

The education my father had is not sufficient for me, no, we have to make up with the present time, to prepare for the future, because what's enough for me, will not do for the coming generation.

Let us take the advice of the Apostle Paul, for he says: "Let every soul be subject unto the higher powers. For there is no power but of God". The powers that be, are ordained of God.

I was very much interested at the convention by the various addresses given by the speakers. Mr. Iverach, the ex-President of the Manitoba Trustees Association, gave a splendid address on "Municipal Board," and I do really believe we should have a change in our system. I have taught school for a number of years under the administration of trustees, elected in the district by ratepayers. Some were not able to read, write and talk the language of the land. Some were, or are always kicking against the Department, for they blame the Department with extravagance when they do supply the teacher with the necessary equipment. I am teaching under the administration of an official trustee at

the present time, and I really see progress in it, how can I build a house, without the necessary tools, the same in our schools.

Let us try to meet the leaders in our educational matters, and let us try to show obedience to our authorities, for we never will gain anything by being stubborn, let us be loyal, for shouldn't we be thankful for so many privileges we have enjoyed in Canada? I came to Canada in 1893, and I have made it my home, and never thought of going back to the old country.

I have taught a good number of years in Manitoba, and am pleased to do so, my heart is in the work, I like the schoolroom, I like the boys and girls, I like to educate them, for they are the future. There is an old saying: "The school will be the church" and there is a great deal in it. Again, our boys and girls, if properly trained and educated, will be the coming generation. It is a crime to kick against higher education, and a ruin to a nation, for histories are telling a great many stories about it.

Mr. Gordon, Manitou, also gave a splendid address in the evening, and, I am sure each one who was present, appreciated it very much. I was deeply impressed, when Mr. Gordon pointed out how we should try to follow Jesus, our greatest Master, and dear fellow teachers, its the only way to train our boys and girls, for there is no mistake to be made on that line.

A. L. Toews,  
Grossweide, S.D.  
Plum-Coulee, Man.

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### THE EMERGENCY AND ITS SOLUTION

Today we face an emergency — educational and social—which is not only going to put the democracy we fought to win, save, and perpetuate, on trial, but which in many ways is going to test the power to endure of even civilization itself. It will not be solved by statesmen, politicians, financiers, labor leaders, nor agitators. It will not

be solved by the present generation of citizens, who will be able only to make temporary settlements which will serve as experiments. The real solution will not, and can not, come until some of these experiments are made and evaluated by a people trained to think in the light of new ideals of service and social values.

# Children's Page

## How to Get a Breakfast

Said the first little chick,  
With a queer little squirm  
"I wish I could find  
A fat little worm."

Said the next little chick,  
With an odd little shrug,  
"I wish I could find  
A fat little bug."

Said the third little chick,  
With a shrill little squeal,  
"I wish I could find  
Some nice yellow meal."

Said the fourth little chick,  
With a small sigh of grief  
"I wish I could find  
A little green leaf."

"See here," called the hen  
From the near garden patch,  
"If you want any breakfast  
Just come here and scratch!"

## EDITOR'S CHAT

Dear Boys and Girls:—

Do you know that we have something this year we haven't had for four years? Can you remember as far back as 1916, a year when we were still at war, and when there was no hope of peace in sight? That was the last year when we had this gift—the gift of an extra day, February 29. Many times I have told you how this day originated but perhaps I had better rub up your memories. In the days of the Caesars, the first divisions of time were made. January, March, May, July, September, and November were each to have thirty-one days, and the other months thirty, excepting February, which should have twenty-nine but every fourth year thirty days. This order was interrupted to gratify the vanity of Caesar Augustus, by giving August, (the month bearing his name) as many days as July (which was named after Julius Caesar.) A day was accordingly

taken from February and given to August and in order that three months of thirty-one days might not come together September and November were reduced to thirty days and thirty-one given to October and December. It seems strange to us who look on the calendar as one of the unchanging things in the world, that at one time the vanity of a king could change the hours, days and months.

Four years ago we used our extra day to do Red Cross work. What can we do with our extra day this year? Now, the Editor has a suggestion to make and it is this. In the great Military Hospital in Winnipeg there are lying in bed, being wheeled or wheeling themselves in chairs; or hobbling on sticks and crutches, many of the splendid boys and men who fought for us in the Great War. Some of these men will never walk again; some will never be able to understand things as well

again because of a head wound; some will have only one hand, or one foot, or one eye, or one ear for the rest of their lives. Are they downhearted? **No!** But sometimes they have their blue days and often, often they long for something new, especially for something new to eat. Now, how would you like, on the 29th of February, to have a "shower" at your school for these boys? The shower might consist of jam, cakes, eggs, butter, candy, books, or magazines. Pack up what you get and send it in addressed to A., B., C. or D. Wards, or to the Neurological Ward (where the patients with nerve troubles are.) Choose **one** of the wards, and in the box enclose a letter telling the men how you are remembering them on the odd little day, February 29! You'll hear

from them in answer, never fear, those boys never forget their friends. Some of the Winnipeg school children provided Christmas stockings for one of the wards and those children are now treasuring the letters of thanks they received. Can you imagine the courage of a man paralyzed so he can use neither hands nor feet, learning to write by holding a pencil in his teeth! There's Canadian pluck for you—and how he likes jam and jelly! Remember him on February 29 and address your parcels:

————— Ward,  
Tuxedo Military Hospital,  
Winnipeg.

If you would like more particular directions write the Editor of this page.

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### OUR COMPETITION

Do you know our competition on "What I do in my lunch hour" was not a bit popular, and I hoped it would be for I wanted one school to make suggestions that perhaps another school might follow as to how lunch was served, for instance; what games were played after lunch; how you tidied up the school-room and so forth, but the only story we had, from Stonewall, had no name on it and described the lunch hour of a girl who went home at noon. Perhaps I did not make myself clear. I am sorry if that is the reason, but now,

out with pens and pencils for the March story—"What Do You Know About Edison?"

April Competition: "What I Like in My Lunch Basket, and Recipes for the Good Things."

Now here we want suggestions, new things to eat, sandwiches, salads, cookies, and so on, at least two recipes to each letter, and the letter with the best menu and best recipes and the neatest work will receive a prize of a whole book of recipes! This is your chance, girls. Get busy!

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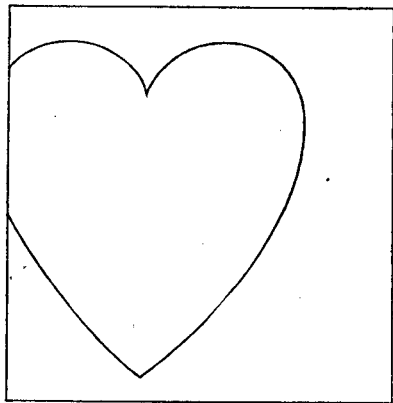
### ST. VALENTINE'S DAY

Do you have a post-box in your school room and mail valentines to all the boys and girls? If not, take my advice and do! Get a big cardboard box, a hat-box will do. Cover it with red paper decorated with birds or hearts, or white paper on which you can paint hearts. Cut an opening in the top of the box for the mailing place

and on Valentine's Day let the teacher open the mail box and distribute the mail.

Here is an idea for a simple valentine you may make yourselves. Take a folded sheet of paper (any color) and draw the outline of a large heart so that one side of it comes at the folded edge. Then cut around the outline

carefully leaving only a short space where the hearts are joined



If you are clever with your pencil sketch a little picture on the outside of the heart, if you are not, paste on one of the many Cupid's, arrows, or birds you can buy so cheaply, and inside write your verse, tie a ribbon across the heart and your valentine is complete. A bird or a kewpie may be folded, drawn, and cut out in the same way. Another dainty, simple idea is to decorate a plain white envelope with a verse and wee pictures or cut-outs. Put a little bit of a sweet satchet powder inside, tie up the envelope and you will have indeed a "sweet" valentine for some one.

#### SUGGESTED BOOKS FOR FEBRUARY

"The Prince of India."—Lewis Wallace.

"The Story of the Treasure Seekers."—Mrs. Bland.

"The Would Be Goods."—Mrs. Bland.

"Yussuf the Guide."—Geo. Manville Fenn.

"The Young Huguenots."—Edith S. Floyer.

"Brown of Moukden."—Herbert Strang.

"Lorna Doone."—Blackmore.

#### BRENDA, THE COW-GIRL

Brenda the cow-girl was hard-worked, and poorly clothed, and badly fed. She lived with her mother in a hovel, and, as her mother was bedridden, Brenda had to do the work of the house as well as drive the cows. Brenda was almost without a toy, and she had none of the pleasures of richer children. But she was not unhappy, for she had pleasures of her own, of which nobody knew.

One was to peep over the broken hedge as she drove the cows home, and see the sun go down among the poplar trees. The sun looked then like a big orange ball hanging among the poplars. Brenda laughed and clapped her hands when she saw it; for she thought it was a fairy sun, and not the one which shone

in the mornings so that one could not bear to look at it.

Another pleasure of Brenda's was the little burnt tart which the farmer's wife gave her on Saturdays. The farmer's wife always made tarts on Saturday mornings; and there was always a tart which came scorched out of the oven. The good wife would lay that tart aside and say, 'I will give it to the cow-girl.'

Then Brenda carried the tart to the moor, and ate it there. And as she ate it she dreamt she was a King's daughter and had burnt tarts to eat every day.

Not far from the hovel in which the cow-girl lived was the great city where the King dwelt. The King had but one daughter, whom he loved dearly; and

it was said by the gossips who moved from town to country and from country to town that Brenda the cow-girl was exactly like this Princess. They said, indeed, that the only difference between them was their clothes.

The Princess fell ill, and died.

Then the King fell ill, too, with grief, and would not be comforted. He lay awake o' nights, and he thought all the time of the dead Princess.

But one evening a cow-bell tinkled near the Palace, and the King remembered the cow-girl who was said to be so like the dead Princess. Then he turned to his courtiers, and said, "Bring me this cow-girl, for I am anxious to see if she be as like my daughter as men say."

The courtiers went with all speed, and when they had found the hovel of the cow-girl, they promised her mother a nurse to tend her and delicate foods to eat, and she said, "Go, daughter, go!"

And Brenda the cow-girl went to the King's Palace.

The King found her so like his daughter that he swooned away. When he was recovered from his swoon, he said, "I should believe this girl to be the Princess were not her hands so rough and red. Give her rooms in the Palace, fine clothes to wear, and fine food to eat; and let her hands grow white and delicate. For she shall be my daughter."

So Brenda the cow-girl was given rooms in the Palace. The Princess's nurse waited upon her, and she was robed in a gown which had belonged to the King's daughter. Jewels were twined in her hair, and the nurse put shoes upon her feet. When the cow-girl stood, these shoes pinched her, and she cried, "I cannot wear them!"

"Nay," said the nurse, "you must wear them, Remember, you are now a King's daughter.

And Brenda said no more, for she thought that to be a King's daughter was a very fine thing indeed.

She had delicate food to eat, and toys with which to play, and sat idle in a chair; and she forgot that she was a

cow-girl, and believed that she was a real Princess. When she went to bed, her bed was so soft that she could only dream of clouds.

Once she heard a cow-bell tinkle near the Palace; and she listened; but she remembered nothing.

When her hands were white and delicate, the King was recovered from his illness. He met the cow-girl with delight. "Some day," said he, "I shall believe she is really my daughter." And he gave her many gifts.

But Brenda had already so many toys and jewels that they tired her. She began to weary, too, of the grandeur of the Palace, of the high-backed chair in which she sat, of the fine clothes she wore, and the delicate food she had to eat. She sat all day, and uttered not a word.

The courtiers thought she must be ill, like the other Princess; and she was given food even more delicate, and gifts more precious. But Brenda cared nothing for them. Yet she longed always for something, she did not know for what.

One day she heard one servant mutter to another, "If she dies, she dies. Anyway, she is not a real Princess."

Then Brenda remembered that she was Brenda the cow-girl, who had been hungry, and happy, and free, minding her cows.

She heard a cow-bell tinkle near the Palace, and she thought: "If only I were minding my cows again!" And she listened, and listened, to the bell.

When her nurse brought her fine food she turned away in disgust, and remembered the burnt tart she had eaten on the moor.

And when night was come, and the Palace was dark and quiet, the cow-girl rose from her bed, and dressed, and stole away from the city. She traversed long country roads, and without shoes upon her feet; but not a whit cared she. She went back to her hovel.

The sun still hung among the poplar trees; and the cows were there for her to tend; and she ate burnt tarts upon the moor.

Then she was quite happy; for she was not a real Princess.



# The Elementary School

## SPELLING IN GRADE II.

The spelling for yesterday consisted of the following words and sentences: across, over, around, beside, between, under, beneath, about, above. 1. Stand beside me under the elm tree. 2. He walked across the field and over the mountain. 3. The picture is above the lounge and the kitten is beneath the lounge.

1. I introduced the lesson by a game in which pupils performed acts according to direction, e.g.: Place the book under the table, beside the table. Hold your hand below your eye, above your eye.

2. I next went over the words with the class directing attention to form. **Across:** (Look carefully. Note the c

and the double s:) **Between:** (Pronounce carefully, noting the e and the double e:) **Beneath:** (Note the ea. In what other words do we find ea?) The other words called for no comment.

3. I told the pupils to look at the words carefully as they pronounced them. Two of the pupils who needed written preparation I asked to write the words out twice.

4. This morning I tested the seat study by dictating the words and sentences. I corrected all the exercises as there were only ten pupils in the class.

5. I kept a list of all errors made so that I may use it for review next Friday.

## PENMANSHIP

The object of movement exercises in Grades I. and II. is to develop lightness of touch and freedom of movement. The aim in senior grades is to develop a motion that will prevail in all written exercises.

The movement exercises should always bear upon the lesson of the day. If the lesson is on the letter l, the particular movement drill will be up and down stroke—three spaces high. If the lesson is on capital C, the movement

exercise shall be practice in making the right oval—three spaces high.

In introducing letters—the important thing at the very beginning is form study, or visualization. Pupils cannot know the forms too well. Tracing, analyzing and drawing slowly are all helpful in getting a knowledge of form.

As soon as form is known, the movement exercises should be given, and then applied in the making of the letters.

## ARITHMETIC LESSONS III.

### Decimals and Fractions

L. V. Arnold

Fractions date from the early Hindus, Egyptians and Romans. They were long known in common form before the introduction of the decimal form. The decimal fraction was an ingenious device. Several devices were used to express the decimal. Burgi used the curve to set off the decimal, and in 1612

Pitiscus used the point as it is used today. Not until the eighteenth century was the system in use in the schools and not until the nineteenth century was it given a place equal to that occupied by the so-called common fraction. Today the decimal fraction is the far more common.

School men are very conservative and hold long to tradition, and at the present time there is much time wasted on the ordinary fraction. The decimal fraction is used many times where the ordinary fraction is used not at all. It is far the more common in all trades and professions, in engineering, mechanics, and mercantile transactions.

There are many reasons for this adoption. The decimal is simpler. A simple addition, subtraction, multiplication or division and the solution is complete. Solutions may be obtained on mechanical devices, adding machines, slide rules, etc. Decimal measures may be tabulated on registers, typewriters, etc., without extra attachments. The decimal system is more accurate.

In our modern shops new machines are built almost exclusively to a decimal scale and in many the Metric scale is used. Perhaps this system will never displace the common English system, but the decimal idea of the Metric system has been universally adopted and applied to the English measures. 3.92 miles, 6.9 inches, 4.65 feet, 63.12 acres, etc., are now used more largely than the fraction and the denominate number expression combined.

In our shops a transition is taking place. The old 32nds, 64ths, etc., of former days are giving way to thousandths. In replacing parts of machines built to the old standard the calipers and micrometer are used to get the dimension according to the new standard. Scales graduated to 64ths and also 100ths are now necessary, but the latter are rapidly displacing the former.

The ordinary fractions are  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{8}$ , 1-10, with multiples of 8ths to 64ths. These are very seldom added, subtracted, multiplied or divided. The merchant uses the first mentioned the most widely in fixing profits and discounts of 10%, 25%, 33 $\frac{1}{3}$ %, 50%, etc. These ordinary aliquot part fractions are a valuable aid in mental work and rapid calculation and are worthy of more time than is given them in grades. Were drill with these forms more common and drill in the addition and subtractions of fractions, where the

denominator is not readily perceived less common, and multiplication and division of a fraction by a fraction omitted entirely, much time now wasted could be used to practical advantage. I do not wish to be anarchistic, but I think the whole subject of fractions, except the recognition of the use of aliquot parts in the multiplication, and the reduction of the fraction to a decimal may be well omitted.

As far back as 1900 Dr. Davis E. Smith said in his "Teaching of Elementary Mathematics," "Most of the problems of common fractions are very uncommon. In business and in science common fractions with denominators above 100 are very rare, the decimal fraction (which has now become the common one) being generally used." It seems to be difficult for the teaching profession to keep apace of business in their methods of instruction. We are too prone to run in a rut and to allow that rut to become deep.

The following problems were taken from the sales sheet of a mercantile house and may be solved very readily by decimals, but if the fractional method is used, the solution is very cumbersome.

A coal dealer sold four loads of coal weighing respectively: 3785 lbs., 2169 lbs., 2984 lbs., and 3622 lbs., at \$6.35 per ton. A farmer sold three loads of potatoes at 78 cts. per bushel. The loads weighed 3410 lbs., 3269 lbs., and 2985 lbs. respectively.

Wheat was listed to a dealer at \$35 per ton. He received cars billed 32,650 lbs., 28,190 lbs. and 31,100 lbs.

The most careless reader of our daily press must notice that fractions are used much less than decimals.

"The grade on Forest Avenue has recently been established. It varies from the present grade from 8 ft. to 7.1 ft." "School Street will be graded from the intersection of School and Main to the intersection of School with Grand, a distance of 1000.9 ft. The distance from curb to curb will be 38.4 ft." The reports of the floods in various parts of the country, as are all Government report measures, were given in the decimal system.

## Weather Bureau's Report

Washington, April 8—The weather bureau's report on conditions on the Mississippi river this morning says:

"The stage of the river at Cairo, Ill., is 53.9 ft., with a falling tendency. The Mississippi is falling above Helena, Ark., with a stage at Memphis of 43.7 feet, a fall of 1.6 ft. from the high water mark of Saturday. From Helena southward the rise continues as previously forecasted."

A well-known authority writes, "So-called business Arithmetic or business forms need to receive special emphasis. The Arithmetic of business rather than the Arithmetic of school must be taught. Repeated and varied work in the fundamentals, returning again and again to the principles governing practical problems, is the work necessary to be done in the grades. The teacher of Arithmetic must use the text book less and rely upon himself and the pupils to furnish more of the material studied."

The text-book should become more and more the world of business. As far as possible the business usages should be taught in the school. Many teachers think that the method in which they were taught is the business method of to-day. This is probably not so. The school must keep pace in its instruction with business if it accomplish-

es its maximum good. A business method of to-day may be obsolete tomorrow. If it is obsolete let us discard it from our curriculum and substitute the new. Unless the new has more merit business masters will not adopt the method. To a great extent, fractions are obsolete, and to an even greater extent is the addition, subtraction, multiplication and division of denominate numbers.

The only operation of fractions in general use is the multiplication of a whole number by a fraction or vice versa: 6 yds. of prints at  $7\frac{1}{2}$  cts., etc. The attempt to make the multiplication of a mixed number by a mixed number apply to business is impractical.  $3\frac{3}{4}$  lbs. of cheese at  $15\frac{1}{2}$  cts. Merchants would solve the problem no other than 3 lbs. at  $15\frac{1}{2}$  cts. and  $\frac{7}{8}$  lb. at 16 cts.

There should be more practice at the present time in the reduction of fractions to decimals. I do not suggest any special method for the teaching of Decimals. The Austrian is the method perhaps most widely used. There should be a more sane and practical application to business of the fractions taught and a wider application of the teaching of decimals in our public schools. Decimals are more practical, more simple, more convenient and more accurate.

## HEALTH CHORES FOR EACH BOY AND GIRL

1. I washed my hands before each meal to-day.

2. I washed not only my face, but my ears, and neck, and I cleaned my finger nails.

3. I tried to keep my fingers, pencils and everything that might be unclean out of my mouth and nose.

4. I drank a glass of water before each meal and before going to bed, and drank no tea, coffee, nor other injurious drinks to-day.

5. I brushed my teeth thoroughly in the morning and in the evening to-day.

6. I took ten or more slow, deep breaths of fresh air to-day.

7. I played out doors or with windows open more than thirty minutes to-day.

8. I was in bed ten hours or more last night and kept my window open.

9. I tried to keep neat and cheerful constantly, and to be helpful to others.

10. I tried to-day to sit up, and to stand up straight, to eat slowly, and to attend to toilet and each need of my body at its regular time.

## HOW TO CORRECT POOR WRITING IN RURAL SCHOOLS

By C. E. Birch, Principal Haskell Institute; Author of "The Haskell Method of Teaching Penmanship in the Grades"

Some rural schools are turning out good writers. Many are not doing so. All should. Before prescribing remedies, let us look for the causes of poor writing in the schools where it exists.

The first and outstanding cause is that too often there is little or no real instruction given in the subject. Teachers frequently feel incompetent to teach muscular movement writing. Others may not be interested. It is not required, perhaps, and few teachers will voluntarily undertake an added branch when the course is already crowded.

Back of such conditions are usually found officials who are indifferent. But little skill is required to pass the examinations in penmanship given to teachers in such counties or states. If teachers are not required to become proficient in correct writing methods, the reform will come but slowly from within.

Then there are earnest teachers who want to teach writing but who regard it as a mysterious gift which they can never acquire.

Once we have a clear understanding of the fact that writing is easy to teach and wonderfully interesting to the learner, the road will be easier. By following one of the excellent courses in muscular or arm movement writing, with movement exercises logically developed, it will be found that the writing period is one of interest and delight.

It will help, perhaps, to give some of the reasons why good writing should be encouraged. The old trinity, readin', 'ritin' and 'rithmetie, our time-honored "three r's," are coming back into their own. They have always, even from ancient times, constituted the backbone of an elementary education. It was not an accident that writing was placed as the second member, next in importance to reading, and taking precedence over arithmetic. It is a position from which it is not likely to be displaced. Those who predicted that

the typewriter would render longhand practically obsolete have lived to see more penmanship being done than ever before, so great has been the increase of the demands of business life.

Writing is, next to speaking, the most important medium of expression. It has a cultural value of its own. Why is not the execution of a beautiful script form as beneficial from an artistic or aesthetic point of view as the drawing of a simple picture? Correct writing requires a very valuable exercise in the co-operation of mind and muscle.

The commercial value of writing has been mentioned. As an accomplishment worthy of admiration it may be classed with musical ability or brilliant conversational powers.

Having aroused an interest in writing, the next important requisites are proper guidance and proper materials. It is not within the province of this article to say what writing system should be used as a guide, further than to say it should be one that breaks up and discourages the old, cramped finger movement. Compelling the fingers to bear all the burden of writing, when the muscles of the arm should be ready and willing to do their part, is like child labor.

Plenty of paper of suitable quality, pens of medium fineness, clear black ink, together with suitable desks and good light are requisites.

If the teacher has acquired a good handwriting, it will mean much. It is not impossible to teach well without writing well, but to write well is a most decided advantage. To show pupils how to execute certain exercises and letters is sometimes worth much more than telling. It is never too late for the teacher to learn. Nothing else will reveal the difficulties of the pupils so well as for the teacher to apply the same remedy to her own case. At all events the teacher should be able to do good blackboard writing.

The movement exercises, or gymnastics of penmanship, must be used freely. This will require loose paper if writing books are in use. Every movement ex-

ercise should be practiced for its direct relation to some letter which is to be practiced next. One would hardly practice chinning himself as a suitable warming up exercise for kicking a football. It is almost equally absurd to practice the large direct oval exercises preparatory to making a letter which does not employ this movement, such as capital K. The direct oval movement appropriately precedes such letters as A, O, E, etc. The copies used should be carefully graded and lead somewhere definitely. It is absurd to introduce long, hard sentences, proverbs, etc., as some copybooks do, when the essentials of movement have not been mastered.

To improve writing the learner must concentrate on the thing to be done. Position and movement must be easy and comfortable. With conditions right physically, the learner must be actuated by a desire to improve and must make many comparisons mentally. Self criticism is important. On frequent occasions pupils should be required to stop and criticise their work, marking

the most glaring inaccuracies in this or a similar manner. Practice without frequent comparisons and self-criticisms tends only to confirm pupils in their errors.

Each pupil should be required to make a complete page of some copy or exercise for filing, at least once a week. Keep such copies in regular order until the end of a term or until the midyear. These may then be arranged in booklets, placing the sheets consecutively so as to show the improvement made. Cover pages ornamented with borders of ovals and other exercises may be made. Hold an exhibit of this material and ask the pupils or their parents to decide who have made commendable improvement.

A space in the room may be used regularly to exhibit good work (which is not always the best writing, necessarily.) Any one who has practiced faithfully and has shown progress should be honored. Pupils will work to have a page exhibited with much the same spirit an artist will work to have his painting put on exhibition.

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## School News

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### CONVENTION OF TEACHERS, ST. JAMES

The annual convention of Inspectoral Division No. 17 was held on Thursday and Friday, November 20 and 21 respectively, in St. James School with Mr. E. A. Ross, Britannia School, presiding.

On Thursday morning the convention was divided into rural and graded sections.

In the rural section "Handwork in Rural Schools" was dealt with by W. J. Williams. Talks on "Nature Study" were given by Miss Clara Bird, and by Mrs. Singleton. These were followed by the interesting address of Inspector Williams, Winnipeg, on "Teaching of English to Non-English speaking Children."

In the graded section "A Morning's Work," a new feature, claimed the attention of the teachers of Grades 1 and 2. Grades 3 and 4 were provided for by a round table conference, while a lesson in geography, "The Study of a Continent", taught by Miss Dohaney, Sturgeon Creek School, proved helpful to teachers of Grades 5 and 6. A class lesson on "Julius Caesar" by T. J. Watts, St. James School, attracted the teachers of Grades 7 and 8. The morning session finished with a talk on "Oral Reading" given by Inspector Parker.

The afternoon session was opened by J. W. Godkin, chairman of the St. James School Board, who in his address

of welcome advocated an attitude of broad-mindedness towards the convention. This was followed by the address of the president, E. A. Ross. In this, the aims of the Federation of Teachers were clearly set forth. A delightful talk on "Civics and Citizenship" by Mrs. K. Simpson-Hayes called forth a lively discussion. A demonstration in "Drawing" by Bro. Henry, Provencher School, proved most helpful, and was much appreciated by all.

The teachers were the guests of the trustee board at dinner in the evening. In reply to the toast of "The Department of Education", Major Newcombe gave an address which proved an inspiration to those who were privileged to hear it.

On Friday Morning Brother Joseph, Provencher School, addressed the teachers on the subject of "Educational Films." In his opinion, many of the films shown in the theatres are dangerous to the morals of school children. There is much need for films in which

nature is united with the best that art can produce.

Miss Mackay's review of a book entitled "How to Teach Arithmetic," by Brown and Coffman, completed the session.

In the afternoon the subject of "Playground Activities" brought forth much helpful information from Inspector Best, Winnipeg. The ever-present problem of "The Backward Child" led Mrs. Irwin and others to tell their experiences in trying to solve it. This discussion brought the convention to a close.

The following officers were elected for 1920:

Hon. Pres.—Inspector E. D. Parker.

President—Miss J. G. Morton.

Vice-President—J. T. Cressy.

Secretary—Miss D. R. George.

Executive:—E. A. Ross

Miss Morrow

Miss Dohaney

Mrs. Singleton

Miss A. Davidson.

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III. British Historical Pictures for all schools.

IV. Libraries for the new Canadian. It is expected that in five year's time every school in Canada in which

are children of foreign parents these books will be placed. One hundred and sixty such Libraries have already been placed in as many Manitoba schools.

SCHOLARSHIPS—V. The I.O.D.E. has promised to take the place of the Father who has made the supreme sacrifice or the permanently disabled soldier, sailor, or aviator, and provide his children with a University course, or its equivalent. It will in no way interfere with any other organization doing this splendid work.

A LECTURE FOUNDATION—VI. Will be established to send from each Province in Canada **one student in History** to a **British University**, for a year's course in **Imperial History**, this to be perpetuated **as long as Canada stands.**

TRAVELLING FELLOWSHIP—VII. Will be established for the teaching of Imperial History in Canada, when some authority will be brought from some part of the Empire to speak.

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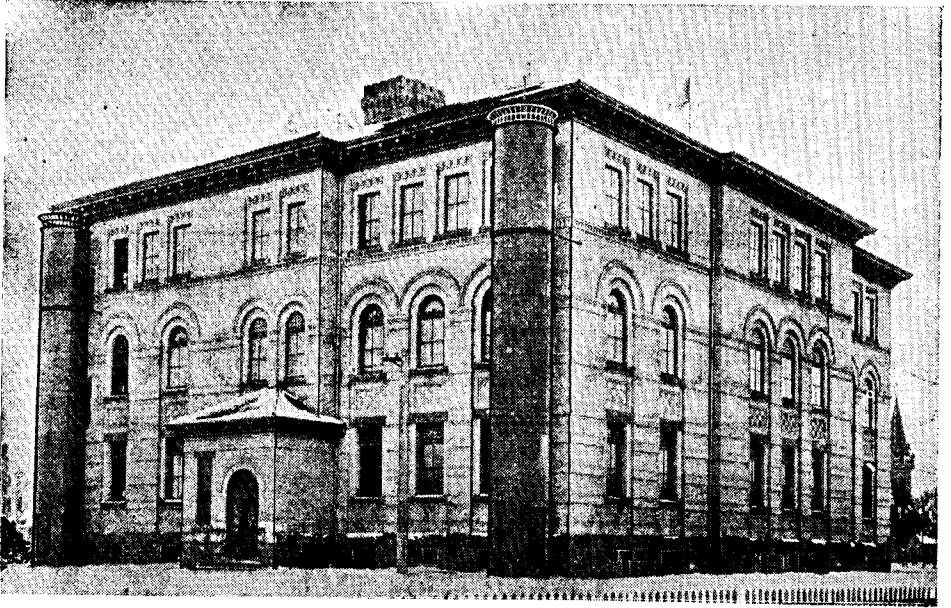
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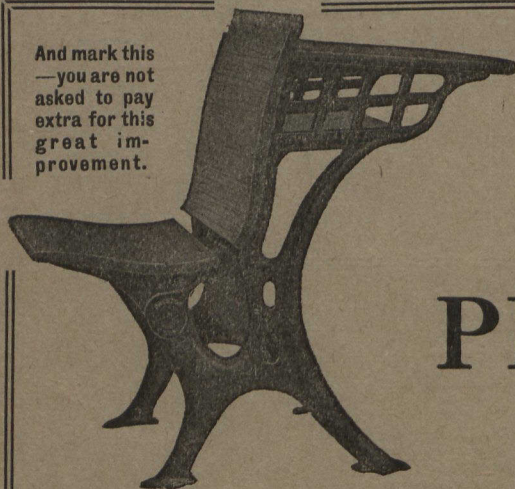
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