

The WESTERN SCHOOL JOURNAL

— INCORPORATING —

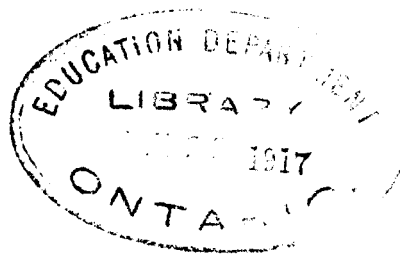
The Bulletin of the Department of Education for Manitoba
The Bulletin of the Manitoba Trustees' Association

A NEW-YEAR SONG

When the year is new, my dear,
When the year is new,
Let us make a promise here,
Little I and you.
Not to fall a-quarreling
Over every tiny thing,
But sing and smile, smile and sing,
All the glad year through.

As the year goes by, my dear,
As the year goes by,
Let us keep our sky swept clear,
Little you and I.
Sweep up every cloudy scowl,
Every little thunder-growl,
And live and laugh, laugh and live,
'Neath a cloudless sky.

When the year is old, my dear,
When the year is old,
Let us never doubt or fear,
Though the days grow cold.
Loving thoughts are always warm;
Merry hearts know ne'er a storm.
Come ice and snow, so love's dear glow
Turn all our gray to gold.



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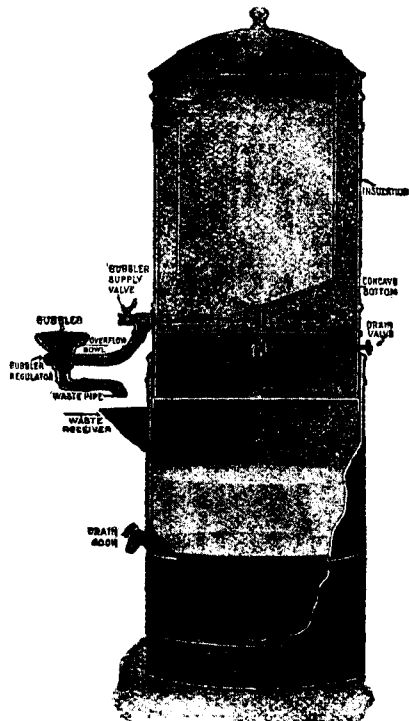
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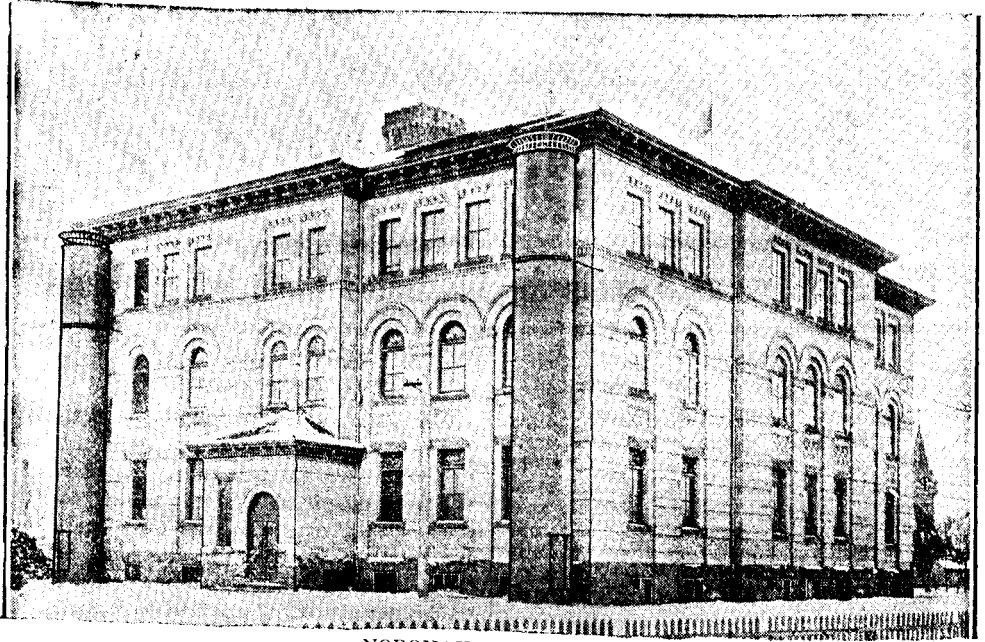
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for 1917

The Western School Journal

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

VOL. XII

WINNIPEG, JANUARY, 1917

No. 1

Editorial

University Matriculation

In the University Council a discussion is under way touching the conditions of matriculation. There is a difference of opinion as to how many foreign languages should of necessity be studied by those entering upon a University course. The School Journal wishes to express itself in sympathy with those who advocate one language and that optional.

Among the arguments for a single language are these: 1. Not all pupils are linguistically inclined. 2. The study of two languages uses up too much of the student's time—probably over one-half of his time on the average. 3. There is a consequent lack of balance. 4. There is a neglect of the practical branches, so necessary in modern research, and so necessary to true culture.

Among the arguments for free choice are these: 1. Latin has no greater culture value than other languages. 2. It is not demanded by many other universities. 3. It is not of as great practical value as a study like French. 4. It is a dead language. 5. It usually leads nowhere—that is, a student studying French for two years in a university gets a working acquaintance with the language, but a student taking Latin usually has only enough knowledge to make a hazy guess at the meaning of a Latin sentence.

One cannot but feel that the reasons why Latin has been singled out by many for special distinction are: 1. Latin has been considered the badge of culture, e.g., clergy are distinguished

from most of their flock by the fact that they can utter Latin phrases and perhaps quote a Greek phrase or two. 2. Latin was always a University study and Universities are conservative.

Why should there be only one road to a University? There are twenty or more paths after one enters. The ideal matriculation test should be such as to permit entrance to the University students of widely varying culture. The fixed course is not fair to the student nor to society, nor is it to be defended on pedagogical grounds. The best course for a student is that which has best educational and highest practical value. Such a course may for some embrace the study of two or three languages, for more it would mean the study of only one foreign language, and that not necessarily Latin. It is not true that all the cultured men of today have a knowledge of even one foreign language. We should measure culture not by studies, but by actual attainment and power.

The day is coming when one can matriculate without knowing three branches of mathematics, or without a test in history (the test in geography is now omitted) or without a knowledge of some other branches. New studies will receive recognition. Option, within limits, must take the place of compulsion.

It is scarcely to be expected that, with the University Council constituted as it is, the course will be altered at the present time. It will, however, only be a few years until the alteration is made.

Praise or Censure

Two teachers in Michigan University recently made a most interesting experiment. A class of fifty students was divided haphazard into groups of twenty-five. The same exercise in composition was given to each group. To the first group the teacher said, "A hasty examination shows that you seem to have done very badly. Twelve year old children could have done better. You had better write it again." To the second group the teacher said, "A hasty examination shows that you have done remarkably well. I am going to ask you to take the test again." The result was that the first group did no better, in fact they averaged a little lower. The second group improved seventy per cent.

Read this, you scolding, fault-finding pedagogues. Your scolding is not only discourteous and upladylike, but it does not pay. No! That is not at all what should be said to you. It will only make you more pronounced in your fault-finding. Listen again and take this other advice. Ye have spoken kindly to your children, giving them every encouragement and all due praise. Continue in that good way, for verily ye shall win the triple reward—the thanks of your little ones, their progress in all their work, and the approval of your own conscience. And if you value them at all, you will have a voice that charms, a brow without wrinkles, a face that never grows old.

School Failures

There sit before me forty-eight young people writing on a supplemental examination in arithmetic. Why did they fail on the mid-summer examination? Some will say they were lazy, some will say they have little mathematical ability, some will blame the papers set at mid-summer, some will find fault with the teaching. Perhaps there is something in each of the reasons given, and perhaps there is something in the complaint that the text-book is faulty. It is with this last point I wish to deal just now. I am

not going to compare the text with others built on the same plan, since all others appear to be built on somewhat the same plan. Probably the text used in our schools is quite as good as the best. The point at issue is whether the plan is not altogether wrong.

Dr. Dewey has the idea that if a student comes face to face with a real life problem, it will suggest to his mind all the questions that are worth solving. For instance, if a lad becomes interested in the erection of a building, there will be numerous questions touching the manufacture of brick, lumber, nails, paint, plaster, etc. There will also be problems connected with the expenditure of money—paying for materials, paying wages and the like. Now problems arising in this way are real, and every one of them has a meaning. On the other hand problems from a text-book seem artificial. They come unsolicited. There is no setting for them and, therefore, no reason for attempting to solve them. Frequently they are misunderstood. Indeed, in most cases, when a solution is not found by a student it is owing to one of two causes—inability to understand the problem or lack of motive.

What seems to be required for school is a series of problems or undertakings or projects, that will call forth life interest, and which will serve as the ground or basis for composition, arithmetic, geography manual work and other activities. The lesson should give way to the occupation or rather the occupation should lead to the lesson. As it is, lessons are too detached and meaningless. Questions are thrown at the student by impersonal beings—the authors of the texts. They do not rise up of their own accord, out of experience. It is a fair venture to wager that not fifty per cent. of Grade IX pupils understand anything about stocks and shares, even after they have worked their way through the problems of the text-book. It was so in my own case. I knew perfectly the mathematics of the thing, but the thing itself—a stock

certificate—I had never met and would not recognize if I had seen it.

In the class of forty-eight there are forty girls. Why in the name of common sense should these people be studying this subject anyway? Are we arithmetic mad? Will some one please attempt a justification of things as they are? If not, shall we not all join in repeating the words of the prayer book: "We have taught those things which we ought not to have taught, and have left untaught those things which we ought to have taught—namely, clear speech, good manner, refinement—and there is no health or sanity in us?"

Sympathy

The sympathy of the Journal is extended to all those teachers in a Western town who recently were attacked by sudden illness. The exact nature of the indisposition is not known, but the violence of the outbreak may be judged from the fact that about three out of four were unable to attend the annual convention which opened on the morning of December 15. Some teachers fortunately recovered from the attack in time to attend the afternoon session. It is reported that the School Board has, after investigation, discovered the cause of the disease, and that it has also found not only a remedy, but a sure preventive against further outbreaks.

THE UNAPPRECIATED TEACHER

Skilled labor is always in demand. The best men in any vocation, whether it be a trade or profession, are always sought for, and command the highest price. The world is usually a fair judge of a man's worth and his market value tells more closely than any words can tell how much he is worth to any individual or community who may be in need of services such as he can render. The man who is not "appreciated" is a scarce article. The teacher who year after year drudges through the so-called duties of school-room life and receives but condemnation and fault-

finding where he deserves praise is of doubtful existence. Could the scales fall from such a teacher's eyes, and could he see himself as others see him, he would probably find a more potent reason than any that has heretofore suggested itself to his mind for lack of success and appreciation. If you are in a poor position, do not content yourself by grumbling at fate and bemoaning your unlucky state, but manfully go to work and fit yourself for a higher standard in your profession. When you will have done this you will at once rise to your level, and the position that you deserve will be in waiting for you.

HARD TO PRONOUNCE

At the pronouncing contest, held in a Chicago church, the following sentences were given to contestants for pronunciation:

The root of the difficulty was a pile of soot allowed to accumulate on the roof.

The rise of the waters has injured the rice crop, and it may be expected the price will rise.

He had moved his goods to the depot, but his friends bade him not to be discouraged, as he would soon be acclimated if he would only stay.

He is an aspirant for Asiatic honors.

The disputants seemed to be conversant with the question, and, if not good financiers, they are, at least, familiar with the problem of finance.

The irrefragable evidence that he was the sole cause of the altercation indisputably fastened on him the responsibility for the irreparable damage.

His conduct was indicatory of the blatant blackguard, but his complaisant coadjutor, with his incomparable complacency, was even more dangerous.

Departmental Bulletin

BRITISH SAILORS' RELIEF FUND

The subscriptions received from the schools in response to our appeal for this fund amounted to \$2,771.51. Between six hundred and seven hundred school districts forwarded contributions, and it is satisfying to note that among these are a large number of districts settled by Polish and Ruthenian peoples. The following letter from the President of the British Sailors' Relief Fund, Manitoba Branch, should be read to the children:

Jan. 2nd., 1917.

"Hon. Dr. Thornton,
Minister of Education,
Government Buildings,
City.

"Dear Dr. Thornton:—

"Will you please accept from the

members of the General Committee and from myself, our most sincere and hearty thanks for the splendid contribution received from the school children throughout the Province, through your Department for the British Sailors' Relief Fund. The response has been really splendid and I do not know how to express our deep obligation to you for having organized and carried through this effort for us. I am sure, too, that the children themselves will receive almost as much benefit from their donation as the families of the Sailors to whom the money is going.

Yours very truly,

W. R. ALLAN,
President."

SUGGESTIONS FROM THE BOARD OF HEALTH

The following suggestions are made by the Provincial Board of Health:

Don'ts for School Children

Never spit on slate, a floor, or sidewalk.

Do not put the fingers in the mouth.

Do not pick the nose or wipe the nose on the hand or sleeve.

Do not wet the fingers in the mouth when turning the leaves of a book.

Do not put pencils into the mouth or wet them with the lips.

Do not put money into the mouth.

Do not put pins into the mouth.

Do not put anything into the mouth except food and drink.

Do not swap apple cores, candy, chewing gum, half eaten food, whistles or bean blowers, or anything that is put into the mouth.

Never cough or sneeze in a person's face. Turn your face to one side.

Keep your face and hands clean. Wash the hands with soap and water before each meal.

Care of the Teeth

This circular is intended to draw the attention of parents to the importance of sound teeth in the maintenance of health.

Neglect of the teeth leads to indigestion, to bad breath, and to many evils, which arise from allowing decaying teeth to remain uncared for.

Besides the poison from the decayed tooth itself, the cavities which form are convenient places for the lodgment of food, which also decays and becomes poisonous, giving rise to infection, not only of the mouth, but of the general system.

It is of equal importance to the child's health to preserve and care for his first as well as his second teeth.

The first permanent double teeth appear at the age of six.

There are four of these—one to each side of both upper and lower jaws—the sixth from the centre of the jaw.

They are sometimes neglected because they are mistaken for the first or milk teeth.

They should receive special attention, because when the milk teeth are falling out, these first permanent teeth have to do most of the work.

Much suffering would be prevented if mothers would train their children to brush their teeth at least **TWICE** a day, with a small soft brush.

A circular or up and down motion should be used, so that every particle of food may be removed from the gums and crevices of the teeth.

The teeth should be brushed on both the inner and outer surfaces.

"Camphorated Chalk" is cheap, and effective to use as a powder.

Remedy for Unclean Heads

When a child is excluded from school on account of an unclean head caused

by vermin or their eggs, the following remedies may be used in order to cure the condition:

Take half a pint of kerosene oil and a half pint of sweet oil, mix and saturate the hair and scalp thoroughly with the mixture. **Be careful to avoid contact with the lamp or other flame.**

Tie the head up in a towel and leave it over night. Next morning wash the child's head with hot water and soap until the oil has been entirely removed, and then dry thoroughly. This will remove only the live vermin. In order to remove the eggs, which are small white bodies glued to the hair, and which come to life in a few days, saturate the hair with vinegar, separate into small strands and use a stiff brush and a fine tooth comb or cloth moistened with vinegar.

The child may then be sent back to school and may tell the teacher at the school just what has been done for the head; or the parents may send a note telling just what treatment the child has had. If the result of the treatment has been satisfactory, the child may be readmitted to school.

SOME RELAY GAMES

Almost all boys and girls know what a relay race is. Here are some variations that furnish fun and exercise. They make good games to play during recess at school.

In the ordinary relay race the teams are made up of single runners, and in every relay there is one runner from each team. An amusing variation consists in having in each relay two runners from a team, who keep hold of hands throughout the course, and who start the next pair of runners from their team by touching them, or by handing them objects of some kind.

Both single and double relay races—triple or quadruple ones, as well, if there are enough runners—can be contested walking, hopping, or skipping instead of running. The hard thing is for two runners or hoppers to keep the

same gait; one is likely to go faster than the other, and to drag her "running mate" off her feet. In walking fast, the temptation is to break into a run. Running constitutes a foul in a walking relay race, and the offending team should be penalized for it in some way—by losing a point if a score in points is kept.

This is another variation: Divide the runners into teams as before, and have each team choose a captain; mark off a straightaway course, twenty, thirty, fifty yards long—as much as you have room for. The captains stand at the starting-line, and the other players of all the teams are lined up at the other end of the course.

At the starting signal, the captains run the course; each grasps by the hand the first runner in her own line,

and leads her back to the starting-line. Without stopping, this first runner leaves the captain there, runs back, grasps the hand of the second runner in line, and leads her back over the starting-line. The second runner goes back for the third, the third for the fourth, and so on, until all the runners have been led back to the line. To let go of hands before reaching the goal, or to start over the line before hands are joined, is a foul. One point should be deducted for each offense if you are keeping a score by points.

Several relay games may be played with baseballs or tennis-balls, and with basket-balls. There is the simple "passing" between two lines competing with two other lines; "zigzag passing," "circle passing," and so forth. There are the well-known Arch Ball Relay, and Under Feet Relay. In Arch Ball Relay the ball is passed over the head backward along a line of players standing at equal distances behind one another. When the last one in the line gets the ball, she runs to the front and starts the ball down the line again as before, while the other players move one place back. That is continued until the leader is again in her original place.

Under Feet Relay is virtually the same, except that the ball is passed between the feet, instead of over the head. It is good fun to combine the two, passing the ball first overhead and then underneath; the players are likely to get so excited that they forget whether to reach up or to stoop down.

An interesting relay game is played on a basketball court. Arrange the teams as for Arch Ball, but with the players well spread out over the court, and with the head of the line near one of the baskets. Start the ball back over the heads—or between the feet. When it comes to the last player, she runs to the front; but instead of passing the ball back at once, she tries to put it through the basket first. In doing so she may stand anywhere she likes. One way of playing the game permits her only one throw at the basket before starting the ball down the line, and each basket that she makes scores one point for her side; but in another form of game—usually the more exciting of the two—she must keep trying, and is not permitted to start the ball back until she has succeeded in throwing it through the basket. The team all the players of which succeed first in making a basket wins the game.

Another relay game suitable for girls, or for boys also, requires skill as well as speed. The first runner in each line has a tennis-ball, or a baseball. She starts at the signal, runs to the finish line or goal, and from there throws the ball back to the second runner in her line. The second runner is expected to catch it, run to the goal, and throw the ball back to the third one in the line. This is repeated until all have reached the goal. The longer the distance that the ball has to be thrown, the harder the game is to play well.

THE SCHOOL GARDEN ASSOCIATION OF AMERICA

An association has been formed known as the School Garden Association of America in affiliation with the National Education Association. Membership in this association costs twenty-five cents per year and all members receive the new monthly bulletin of the association called "Outdoor Educa-

tion." This little bulletin will be interesting to teachers in our schools and will be found very helpful. The Treasurer, Mr. John A. Randall, Bureau of Education, Washington, D. C., will receive subscriptions. We commend this to the consideration of our Manitoba teachers.

Trustees' Bulletin

PROVINCIAL ASSOCIATION

The programme for the Provincial Convention, to be held in Winnipeg on March 6-7-8, 1917, we hope will be ready to be sent out to all the school districts by January 15th, next.

A good programme is being prepared and we trust that every school district in the Province will endeavor to have a delegate attend, and that when the delegates return home, it will be with a determination to take more interest in school matters than ever before, and do the duties devolving upon them with greater earnestness and for the betterment of conditions in our schools.

The following are some of the speakers who are expected to give addresses at the convention: The Hon. Dr. R. S. Thornton, Minister of Education; President J. B. Reynolds, of Manitoba Agricultural College; Dr. L. D. Harvey, President of the Stout Institute, Menomonie, Wisconsin; Dr. Jas. C. Miller, Director of Technical Education for the Province of Alberta, and others. Time has also been allotted for round table talk on local association problems, and the convention will close with the Provincial Spelling Contest, which will be held in the Walker Theatre on Thursday afternoon, March 8, 1917.

SPELLING CONTEST

The Executive of the Provincial Trustees' Association has arranged for an extension of the "Spelling Bee" conducted in the Winnipeg Schools each year by the Winnipeg Free Press.

One candidate selected from each Inspectorial Division will compete in the next contest. Details will be worked out by the Public School Inspectors in conjunction with the local municipal trustees' association. Each school

should prepare to enter its candidate in the contest to select the champion speller for the municipality in which it is situated. The winners of these local contests will compete for the honour of representing the division in the final at Winnipeg. The teachers are urged to take an active interest in this matter and to do what they can to make it a success.

MUNICIPAL SCHOOL BOARDS

By W. A. McINTYRE

I have been requested to republish a short article printed a number of years ago, when this matter was under discussion in the province. Though I could add much to the argument, and probably might wish to eliminate one or two sentences, it is thought better to print the article just as it was:

"Now I am fairly convinced that we shall never have schools after the new order until our system of administration is altered. The greatest barrier

in the way of progress is the continued existence of the small rural school board. It could well give way to a board selected from the whole municipality. There is no reason whatever why the unit, for the purposes of education, should be any smaller than the unit for other purposes. The good results that would follow the introduction of a municipal board are so many, that it is surprising that some municipality does not take advantage of the provi-

sion in the School Act permitting its adoption.

It would be better for the Department of Education, it would be better for the people. Such boards could undertake many things that the small board does not attempt. At present the country schools are officered by young ladies without any, or very little experience. In no other calling is the direct administration of work left to those without experience. What is necessary is the presence in every large municipality or community of a roving principal, as director of all the schools. He could advise the school board on all technical matters; could plan school gardens; select suitable equipment; see that caretaking and repairs were properly attended to—in short, he would be the board's expert in educational matters. He could place teachers where they would be of most use. By constant visitation, and through monthly gatherings of the staff, he could inspire and direct and prevent the development of wrong tendencies. Surely there is all the difference in the world between a business that is wisely directed and a business that is allowed to run wild in some of its departments.

"Then, again, every municipality could arrange for its own High School. Consolidation on a larger scale would be possible. It is believed that had municipal school boards been in existence in this province ten years ago,

in one section that could be named the thirty districts would have naturally reduced themselves to nine consolidated areas. It was the small school boards that stood in the way. All were in favor of the scheme, but there were a few things the small boards could not do, but which a central body could have done in a few minutes.

"Think how boards of this kind, by grading salaries, could ensure the retention of good teachers, promoting them from school to school as the reward of good service. There is no such opportunity now, and many teachers leave their schools just when they are becoming useful.

"How about cost? There is absolutely nothing to be afraid of. It would be as easy for the Department of Education to help school boards to pay superintendents as it is to pay money directly to school inspectors. In fact, inspectors would automatically become superintendents. The administration of affairs would be simplified in every way, and the schools would receive new dignity. It need hardly be pointed out that in the purchase of supplies in wholesale lots and in the employment of travelling specialists to introduce new branches of study something of great value could be accomplished."

This, of course, is but the barest outline of an argument, but it is enough to show that the present system has many disadvantages.

MINNEDOSA BOYS' AND GIRLS' FAIR

By J. P. BORTHISTLE

Organizer and Secretary, Minnedosa

The second annual fair of the Boys' and Girls' Club was held in Minnedosa on October 27 last, under the auspices of the Agricultural College, the same being a decided success, for although a blinding snowstorm ruled that day many of the exhibitors drove a distance of some 15 miles.

This organization resulted from my attendance at your Trustee Convention held in 1915 in Winnipeg, when, on hearing your speaker on the subject, I

felt it was the one link needed to join that great chain, home, school, teacher, and, in fact, the whole community closer together, beside affording the several children who take part pleasure closely related to the work, and the best methods to adopt for their future welfare.

Mr. Newton, Superintendent Extension Service Manitoba Agricultural College, kindly consented to address a meeting in our school house, when we

decided to organize, and since then I have had the pleasure of holding meetings in several districts, with the result that we now have thirteen schools included within a radius of thirteen miles, with an enrolment of some 250 children.

I have found difficulty with some of the teachers at first, they being of the opinion that their time was already too limited for their work, but this idea vanishes as, without exception, they find that the work creates greater interest in the school, that the parent, child and school are brought closer together, and that the practical work affords the best possible material for arithmetic, nature study, spelling, and many other studies, and we have proved (the teachers and parents admitting) that better work has been done in the schools which have taken this branch of study up.

Our education of the past has had the tendency to draw our children from the farm home to seek their imaginative future in the great cities, and the education which should have been in agricultural pursuits has been in the pursuit of agriculturalists.

Our children should be taught that there are great openings and possibilities for the boy of thought and perseverance, and that the farmer needs as much education for his profession (for so it must be rightly called) as is needed for any found in the cities; and without doubt the work of the Boys' and Girls' Club is the rudiment of this.

The several contests have each their attraction for the children, and in each they learn lessons of great value; for instance, as our best breeders of today gaze on an animal true to type, of great conformity, and almost perfect in appearance, of their own production, their eyes are filled with satisfaction. No less is the child, be it boy or girl, although only 10 years of age, as they gaze on the flock of tiny pure bred chickens, which they handle with the tenderest care, and which are the result of their three weeks waiting, their hearts being filled with satisfaction as they realize

that they are proud owners of such a beautiful family. So also is the case of the child who brings the tiny six-week-old pig to such a high state of perfection as was displayed at our last fair (for which many an older person might and has well taken lessons) and the possession of these articles means more to the children than perhaps we, as parents, can understand.

Besides ownership, the numerous prizes offered encourage that spirit of competition so much needed for their future life, and as they receive their prizes, be they never so small, the child feels well repaid for all the work that has been done, and has fostered, unconsciously perhaps, that spirit of competitive emulation; he wants to do better than the other.

As trustees, we accept an office of great responsibility for our children, and if we really believe, as we often say, that the children are the greatest asset our province has (and surely they are) then why not let us do all in our power to encourage this great undertaking, which is only in its primitive state, and to which there are unlimited possibilities and countless value, for our future men and women, who are needed to fill the many offices, are among them.

The exhibits displayed in the Armoury were very numerous, including 150 pens of poultry, 15 porkers, some 75 bags of mammoth potatoes, 40 samples of delicious home cooking, 15 collections of canned peas and beans, also preserved wild fruits, 10 samples of wheat, 60 exhibits of girls' sewing, etc.; 30 entries in school work, consisting of writings and drawings, and a number of specimens of carpentry work.

These were surrounded throughout the day by a hustling crowd of pleased school children, proud of their handy-work, with proud parents, pleased with their children, and with visitors delighted with the success of the fair. It was evident that the boys' and girls' fair was not only of interest to the pupils, parents and trustees are all was of real educational value, possibly

the best means yet devised of imparting the rudiments of a training in agriculture. The fact that the teachers, pupils, parents and trustees are all actively interested and devoting their

energies along specific lines of vocational training must necessarily lead to increased knowledge, increased efficiency and increased power.

HOLLAND SCHOOL FAIR

The second annual exhibition of work done by pupils of the Holland School, both High and Public, was held on Friday afternoon, November 17, in the spacious auditorium, which presented a gay appearance with its handsome decorations of flags; with the children's handiwork, tastefully arranged on its walls; with its centre furnished as a tea-room with dainty covered tables brightened by bouquets of blossoms and ferns.

The weather of the "Queen Kind" had enticed many to visit the show, and a crowd of interested and appreciative relatives and friends thronged the rooms. The exhibition was remarkable for the quantity, the variety and the excellent quality of the specimens shown. Grades I and II proved a most attractive and much admired collection of the youngest students' efforts in—

1. Weaving—Mats of pretty patterns and colors.

2. Knitting—Dolls' scarves and muffs.

3. Outlining figures of birds and animals.

4. Drawing, coloring, and cutting-out (the Duck family, a cute group).

5. Modelling in plasticine. Some of the models were exquisite in design and skilful in formation. The little modellers (girls) showed decided talent and delicacy of touch in the construction of flowers and fruit, such as the lily, daisy, grapes.

The boys chose logging chains, harrows, tennis rackets, ladders, as models, which were of good shape and well finished.

Grades III and IV also came in for their share of praise for their generous array of raffia mats, frames, hats, bags. One of binder twine was most ingenious in conception.

All sewn garments of various kinds were well done—pillow cases, aprons, caps, hemstitched handkerchiefs, needle books, arm bands, pin cushions and knitted scarves, all bearing evidence of the careful work of the young sewers.

Grades V. to XI. These grades' display included many specimens of numerous objects:

1. Map drawing, both plain and colored. Very neat and noted for accuracy of outline and details. Some colored ones finer in tone than others.

2. Drawing and coloring. This class possessed some good examples. Shows considerable ability in the young artists. The girls especially had some well executed sketches of nature objects, leaves, flowers. The boys favored flags, of which some were very well drawn and colored.

3. Papers illustrating methods of bookkeeping, of working geometry problems and specimens of writing were very neat.

4. Blackboard drawings were characterized by boldness and clearness, and had lucid explanations in capital "lettering." A. Diagrams illustrating experiments in chemistry. B. Diagrams of botanical geology, growths and formations.

5. **Woodwork.** This class had in it some fine troughs, ladders, tables, book racks, test tube holders, gates, puzzles, towel rollers, etc., well made, well finished and a credit to the makers.

6. **Vegetables.** Disappointing sections as to quantity of exhibitors, only two or three with garden produce, but they had fine potatoes, carrots, and vegetable marrows.

7. **Poultry.** Only one exhibition of poultry, one kind, Plymouth Rocks.

Considering this is an agricultural district, one looks for results along such lines as poultry raising, stock feeding, etc. Boys in the rural districts have more opportunities for these branches. We shall look for big increase in these classes next year.

The "Ottawa Files," containing records of daily work of grades, proved most interesting and must be of immense value to principal and parents in estimating the advancement of the pupils. One regretted that more time could not be given to the examination of these.

Sewing and Knitting. The girls of this grade had some excellent specimens, illustrating many kinds of stitches used in plain and fancy work. One saw tatting, crocheting, hairpin embroidery, hemstitching, etc., freely used in such garments as petticoats, sets of underclothing, corset covers, set of apron, cap, sleeves.

These garments had all been beauti-

fully laundered also. The socks, scarves, mitts were destined for our brave boys in the trenches and hospitals to add to the comfort of those who, perhaps, would never come back to the town. Truly patriotic work!

B. Preserves. Only one exhibit.

C. Cooking. The table held many lovely light cakes, small and large, tea rolls; some excellent bread, all made by girls varying in age from 7 years upwards.

The Candy Stall, beautifully decorated and containing much delicious sweet stuff, was most conspicuously placed to meet the eye of the candy-lover. The stall holders did a splendid business; took in \$9.40.

The 4 o'clock tea, arranged and provided for by elder girl students, proved a great boon to the visitors. Sum realized, \$30.00, which, with profits from the candy stall, will be devoted to school purposes.

CARMAN SCHOOL FAIR

Although in October the Boys' and Girls' Clubs held their fair for the first time at Carman, yet everything went with such a snap and a vim that the fair was undoubtedly a true success. Early in the morning, the people began to arrive. In spite of a beautiful day in the busiest time of the year, many farmers left their work and brought their children. The consolidated schools sent all their pupils in vans. By afternoon the crowd surpassed that of the famed first of July fair.

The fair was held at the Carman school. The eight grade rooms, with their flower-filled windows, their bright decorations, and their variety of work originally displayed, were a revelation to those accustomed to visualize a school room, cheerless, bleak, forbidding. In the high school rooms were the exhibits in charge of high school girls. In one room were exhibits of cake, pie, preserves, etc., in another composition, writing, wood-work; in

the third, sewing, needle-work and basketry. On the third floor were the vegetables. There is no doubt the exhibits were good. For instance, when, in the afternoon, there came the frantic appeal, "The exhibits are being eaten," the culprits were discovered to be, not boys, but staid fathers and dignified mothers. Not a person had resisted the appeal of some baking powder biscuits made by a third grader. By the way, the first prize in cake and pie was won by a seven-year-old. Outside were the poultry and hogs, and these were, of course, the centre of attraction all day, as they had been the subject of conversation all summer and fall. Most of the children had borrowed the money in the spring to start business; and when, in the afternoon, some of the pigs were auctioned off, one little fellow, who had borrowed \$6 in the spring, received \$60.

In each contest the prizes were cash. There were in most sections, five prizes,

ranging in value from a dollar down to twenty-five cents. However, in several contests, the first prize was \$3; and in others there were ten prizes. The money was obtained in various ways, from personal contributions, from small entrance fees, from grants. Much of the credit for the financing of the fair, as well as for the preliminary planning, is due to the manager of the Canadian Bank of Commerce.

The morning was spent in arranging the exhibits, which arrived by automobile, wagon, wheel-barrow and cart, in

inspecting them and in visiting the Carman school. In the afternoon there were the general contests in reading, drawing, singing and drill. A special feature was the drill by the Carman Cadets. There was the auction, an impromptu football match, and by that time the judges were ready. All day the Carman girls served lunch in the library. Such was the day. Although every one worked and worked hard, it was the true interest, the enthusiasm of the parents which made the Carman fair a true success.

SCHOOL TRUSTEE LOCAL ASSOCIATION CONVENTIONS

Gladstone	January 23	Birtle	February 6
Arden	January 24	Shoal Lake	February 7
Neepawa	January 25	Strathcona	February 8
Minnedosa	January 26	Basswood	February 9

SCHOOL GOVERNMENT

The following principles are adapted from Bentham, who, first among English lawyers, enunciated the basis on which all governments should be administered:

Limits of Control

1. Authority exists for the benefit of the pupils.
2. Restraints should be as few as possible.
3. Duties and offences should be clearly expressed.
4. Offences should be graduated according to degree.
5. The teacher should observe due formality in exercising authority.
6. The teacher should avoid occasions of disorder by organization.
7. Those in authority should cultivate a benign character.
8. Reasons for discipline should be made intelligible.
9. Punishments should be regulated according to certain principles, as—
 - a. The punishment should be such as is best adapted to the offence.
 - b. Never punish in anger.
 - c. Except in extreme cases, never administer corporal punishment without the consent of parents, etc.

Measure of Punishment

1. It should not outweigh the profit of the offence.
 2. The sensibility of the offender should be considered.
 3. In case of two offences, the punishment should be such as to make the less preferred.
 4. The punishment should not be greater than is needed.
 5. The greater the offence, the greater the expense it is worth while to be at in the way of correction.
 6. The punishment must be increased as it falls short of certainty.
 7. When the offence indicates a habit, the punishment should be adjusted to counteract that habit.
 8. In adjusting the measure, account should be taken of the circumstances that render all punishment unprofitable.
 9. In administering punishment, omit all those things that do more harm than good.
- All the motives that result in a given offence may not be observed at a glance and readily referred to a classified list, and the means and measure of correction are not always obvious.

Special Contributions

THOSE MAPS

I was glad to see your article on map drawing in the High Schools. I am now trying to teach, and there is never a day that I do not wish I had more geography, oral composition and English history instead of the Algebra,

grammar and Latin that took so much of my time. Maybe if I had not gone out as a teacher I would not have felt the loss so much. I think teachers should have a special training for their work.

ENGLISH FOR THE NEW ENGLISH

W. A. McINTYRE

Six little children come to school. Not one of them can read and not one of them can speak English. Inside of a year they will be able to read simple lessons quite readily and speak English with some degree of fluency. The teacher who would be successful will follow some such plan as the following:

A. Teaching to Speak.

The first step is to make the pupils familiar with a number of names of objects. The teacher may begin with such words as boy, girl, coat, dress, book, chair, door, window. In every case it is only necessary to say the word distinctly two or three times when pointing to the object, and to encourage the pupils to imitate the sound. The lessons may take the form of a game, pupils trying to outdo each other in giving correct names to objects. The teacher for her own guidance will naturally proceed systematically, classifying the objects after some fashion, such as, (1) People—teacher, scholar, boys, girls. (2) Dress—coat, skirt, boots, ribbon. (3) Furniture—desk, chair, table, picture. (4) Supplies—book, slate, pen, pencil, paper. (5) Parts of room—wall, ceiling, door, window, floor, blackboard. (6) Things to eat and drink—bread, water, milk butter. Lessons on the playground will at this stage be even better than lessons in school. Such terms as the following will be easily taught: Play, game, ball, bat, rope, sand, wood, board.

When a number of nouns have been learned, attention may be given to verbs. Here the words are taught by action—run, walk, sit, stand, hop, laugh, speak, sing, dance, etc.

Next adjectives may be taught objectively, and sentences or phrases used, e. g., a red ball, a white ball; a big book, a small book; this boy, that boy; a short stick, a long stick, and the numerals one to ten. A few leading adverbs may be taught similarly.

Prepositions can also be taught by action games, e.g., Put the pen on the table, the book under the table, the hat on the tray; Touch Tom's coat, Mary's dress, etc.

There will be some difficulty with the pronouns and it will be well to leave these until later. Conjunctions will not be needed for a time and they will appear as power to construct sentences is developed. Interjections will be learned readily enough, the few in common use being so expressive as to demand attention.

Now it is unnecessary to say that in teaching the words noun, pronoun, etc., are never used. The terms are used here only as a convenience. All through, the teacher will keep in mind the needs of her pupils. Therefore, she will go outside of the school for material. For example, as soon as the simple school vocabulary is under way there will be words selected bearing on home activities. Thus we have farm animals, im-

plements, tools, kitchen terms, bedroom terms, food terms, etc., also verbs used frequently on the farm, such as sow, reap, plant, feed, bake, sew, milk, churn, etc.

Throughout all the lessons not one word need be spoken other than English. Pupils must be trained to independence and self-reliance. In one way it is an advantage for the teacher to be completely ignorant of the native tongue of the pupils.

At the end of a few months a review conversation or game like the following is quite possible:

Good morning, Tony!

Good morning, Miss Ray!

Shake hands with me, Tony.

Shake hands with Tom.

Tom! bring a chair for Tony.

Tony! bring a chair for Tom.

What words did you learn yesterday, boys?

((Here the boys name the words.))

When did you get up this morning?

What did you do at home?

Name some things you had for breakfast.

Tell what you saw on the way to school.

Here are some flowers, tell me the colors you see.

What other colors do you know?

Who has a red ribbon, a blue coat?

What colors are on the flag?

What shape is the flag?

What other shapes do you know?

Tony! can you count up to twenty?

Tom! walk to the window, to the table, to the door.

Tom! tell everything Tony does (here he places book on table, stands on one foot, raises the window, rings the bell, etc.)

Thank you, Tony! Thank you, Tom!

Would you like another lesson, boys?

Yes, Miss Ray, if you please.

As the children grow in power to carry on conversation an effort is made to still enrich their vocabulary by visits to the woods, the fields, the slough, the store, the post-office. The value of the picture-book is found at this time. There is nothing better than a scrap-book full of pictures. Cata-

logues from the departmental stores and the implement dealers and farm journals are particularly suitable. Conversation and action, plays and contests, are particularly desirable all through. That is remembered which has an emotional setting.

B. Teaching to Read.

After pupils have a little speaking vocabulary, or with older pupils, as they are acquiring such vocabulary, the work of reading may be attempted. The method will be very similar to that adopted in teaching English-speaking children. The written names corresponding to objects or actions are placed on the board. These names are remembered in the ordinary way. Here it will be of value if the teacher writes or prints the names of things on objects in the school room. In this way self-teaching is possible. Pictures, color-charts, objects may all be labelled in a very short time, and the teacher is wise who will use this device, for she will save herself many hours of tedious repetition.

After a short time phonics may be introduced. The method suggested in the hand-book to the Manitoba Readers is as good as any. In a very short time pupils will acquire power of word-mastery and board-reading and book-reading may be introduced.

Care should be taken that every word met in reading has a meaning for the pupils. There is great danger that with older pupils, who have mastered phonics, reading should become mere word-naming. For that reason lessons in speaking are much more important at first than lessons in reading. There are other reasons also for emphasizing training to speak in English. It is through the children that the parents are to be Canadianized. The teacher would be wise to use in speaking and reading lessons words that will be used in intercommunication in the home. Probably the vocabulary will differ in different schools. For that reason, spontaneous productions are better than lessons derived from a book. There is no book printed which

is suitable to the elementary schools in Manitoba. For work with older pupils Mr. Sisler's book is very suggestive.

C. Teaching to Write.

After pupils can speak a little and read a little, attention may be given to composition. It is scarcely necessary to say that the best forms are letter-writing and simple narrative or description.

It is simply marvellous what non-English pupils who have a desire to learn the speech of Canada and who have no distractions in the way of

picture-shows, and the like, will do in the course of half a year. Teachers will expect occasional “breaks.” Wrong words and faulty construction will be common, but these are only to be expected. They are not to be laughed at. All written work, or at least samples of it, should be preserved for purposes of comparison.

There is no greater work, and none that will count for more to the pupils and to the nation than this work of teaching the children of the non-English to speak, read and write the language used by Canadians.

“BLOCKHEADS!”

R. W. DUNLOP, Hilton, Man.

In the December issue of the Journal a teacher requests that some one write an article on how to teach “dullards.”

In discussing this subject, we are brought at once to the question, “What is a blockhead?” A “blockhead” is neither a mental defective nor an idiot; neither is he a lunatic nor a victim of criminal environment. Being none of these, he must be a person of normal mentality—in some degree. And being of sane and sound mentality, how is it that he is called a “blockhead?” The name “blockhead” (or “dullard”) is a schoolmaster's term, having rather a wide application. As a rule, however, it is applied (and derisively, too) to any pupil who does not show much aptness in the mental gymnastics necessary to make the programme of studies for schools look reasonable. Briefly, it is but one more illustration of the well-known round peg and square hole.

Schoolmasters are prone to venerate two things, to wit: (1) The programme of studies as set forth by the Advisory Board; and (2), their own time tables. Both of these are well enough as far as they go—being nothing more than guides to inexperienced teachers. But when any teacher tries to fit either one or both of these arbitrary expedients upon the minds of each and every pupil in exactly the same way, “block-

heads” are bound to be found among the victims. All praise to the blockheads! May their tribe increase! May they spring up like mushrooms in the night, till teachers are jarred out of the rut; till teachers, in sheer self-defence, are compelled to study children, not as grist for the mill, but as groping, trusting, wondering, living human beings first, last, and all the time.

A blockhead is only a boy or girl in the wrong place. The remedy evidently lies in physicing the place.

We are an agricultural people, and our boys and girls are products of their agricultural environment. In our schools we place this product under a system of studies designed to lead its victims, step by step, to the University. By so doing we practically assume that the best way to educate an agricultural people is to prepare it for law, medicine, or theology. So our schools plunge blindly along the trail marked out leading to the professions, while our people cry out that their children are not learning anything useful; and that our young men and girls ever turn yearning eyes cityward. They all do so, all but the “blockheads!” Good old blockheads! You stay at home on the good old farm, and turn the good old furrow, and feed the good old pigs. You stay where you belong, and where

seventy-five per cent. of those in the professions also belong—and where they would be happier too.

If we could get a little more practical knowledge—sewing, carpentering, iron-working, book-keeping, gardening, bee-keeping, into our schools, and less theory and abstraction and nonsense, we would find few, if any, blockheads. If any real dullards were then found, the fact could then (as it may possibly now) be attributed to one of the following:

- A. Inherited mental weakness.
- B. Illness (teeth, eyes, adenoids, etc.)
- C. Laziness.
- D. Cigarette smoking.

E. Secret vice (masturbation).

With the purpose of discovering and dealing intelligently with any of these, medical inspection of all pupils twice a year is necessary.

In conclusion, will say that during twelve years of teaching I never saw a blockhead (using the popular meaning of the term). A girl who could not "do" arithmetic could "do" preserves beautifully. A boy who could not learn grammar could build a henhouse. We want, and need, women who can "do" preserves and bake good bread. The man who can build a bridge or run an engine will perform as useful a service to the state as will the man who can make a pill, or draw a will.

LEARNING FROM OTHERS

Recent Surveys—Boise, Idaho

This survey was made in 1912 by Profs. Elliott, Judd and Strayer—three very competent men. It is on the whole very complimentary. Commendatory reference is made to the programme of studies, supervision, teaching staff, classification. Which is better—a school structure, and community operation.

Among the suggestions made are the following:

1. That the eighth grade be eliminated.

This raises the whole problem of classification. Which is better a school organized on the basis of eight years in Elementary and four years in the High School, or seven years in the Elementary and five years in the High School? Manitoba has made it eight years and three years. Probably a better arrangement would be 6—3—3, the middle figure representing a course in an Intermediate School. The worst thing that could happen most children is to change suddenly from direction of one teacher to direction of a dozen.

2. That the work of the supervisory staff be developed by (1) continuing and exchanging exhibits of school work; (2) by demonstration lessons; (3) the co-operation of teachers in the making of courses of study.

Do you think we shall ever get a right programme until the actual teaching staff takes part in preparing or, at least,

adapting the programme of studies? These programmes "dictated from above," and filled in with minute directions, surely have a tendency to discourage initiative and spontaneity of expression in both teachers and pupils. The ideal teacher is not a machine, but a living force. If she is robbed of her personality, her individual freedom within established limits, she becomes worse than useless as an educator.

3. That special classes for slow and backward children be established

The article in last issue on waste in education illustrated this point. It is reasonable to yoke blood horses and oxen together as to yoke bright, alert pupils and dull, semi-stupid plodders.

Bridgeport, Conn. (1912)

This survey was conducted by Superintendent Van Sickle, of Springfield, Leonard P. Ayres and others. The report deals with finance, organization, schools in relation to community life, teaching of various branches. Among the recommendations the following are worthy of comment:

1. All nominations of teachers should be made by the Superintendent of Schools. The Board's function here is to accept or to reject.

It is most unreasonable to ask a director of education to work with a staff whose efficiency he doubts. The

laws of general business management are safe to follow in the business of teaching. Every head of a department should be trusted to name his assistants. Trustees in some districts in Manitoba might consider this suggestion:

2. According to generally accepted standards too few children in the elementary grades are making either rapid or normal progress. Both retardation and elimination are excessive. In the 5th grade 59 per cent. of all pupils are over age, and 51 per cent. of all pupils enrolled have left school before reaching the 6th grade.

Here is a good test of school efficiency. There is something wrong in attendance, teaching, classification, system of promotion, or general intelligence of a community when things are like this. Every teacher would do well to make a test in his own school. Why are there laggards? Is it the pupil's fault or the fault of the teacher or the programme? This question deserves special attention.

3. After the general education has been taken care of, there should be provided for the boys in the last two or three years of the elementary school, opportunities for training in a number of lines of practical work for the purpose of developing broad, industrial intelligence under the guidance of competent teachers, and to assist in the choosing of a life work.

This should be a rule in all Manitoba towns and cities. It will cost money to do work of the kind, but it will cost much more not to do it. Unless the work in school connects with the work outside there is something amiss. Education is more than book study. It should be—participation in life and preparation for life.

4. General education for girls should be supplemented in the last two or three years of the elementary school by opportunities corresponding to those proposed for boys and by practical training in cooking, sewing, dressmaking, millinery, marketing, keeping of household accounts, sanitation and hygiene, for the purpose of helping them to an understanding of the principles of homemaking.

This recommendation follows from the last, and it is much easier to make the necessary provision. Were such courses provided, many girls would attend schools for two years longer.

5. The methods and processes employed in industrial courses should be organized about the making of useful projects, rather than abstract exercises which result in a mere waste of material of scrap.

What a rap at some of the ghastrly attempts in manual training. Why should a boy make impossible soap-holders when he might be making a needed door for a hen-house?

A book like should be in every teacher's hand.

6. The work in English lacks unity. Spelling, punctuation and technical grammar are taught as ends in themselves, not as aids to self-expression.

The course of study in English is indefinite and general. Technical grammar is given more time than composition.

Would not this recommendation be in order in Manitoba? Are not speaking and writing neglected? Is it the system of examinations or the inability of teachers that places emphasis on form rather than content?

St. Paul, Minn. (1913)

This survey was made by the Bureau of Municipal Research of New York City. It enquired into organization, finance, records, teaching. The report was, on the whole, commendatory. The following recommendations are noteworthy:

1. In two rooms some children could reach the floor with their feet when sitting. In not a single room visited were seats properly adjusted to all pupils.

Kindly take a look at your classes tomorrow and examine the seating of pupils one by one. This is not a matter of secondary importance. Let one or two lessons in arithmetic go if you like, but see that the bodies and health of the pupils are not being injured beyond all hope of recovery.

2. In two of the buildings visited meetings of all teachers and principal are held regularly and are made the occasion for carefully going over school problems that all teachers are interested in. Meetings with groups of teachers having common problems are held as frequently as needed, and experience meetings are held every six weeks, when each teacher relates facts that show defects in instruction and discipline. These are considered and discussed. Frequent conferences with individual teachers are held by the principal to work over special problems.

This is altogether praiseworthy. Is every school in Winnipeg and in other Manitoba towns alive to its opportunities? Why should not trustees and parents be present at meetings occasionally?

New York City

This famous survey was made in 1913. It was under the direction of Prof. Hanus, of Harvard, and he was assisted by ten specialists. The survey was thorough, as is evident from the fact that it cost over \$90,000 to complete it. Among the recommendations the following by the Committee on School In-

quiry are worthy of special consideration:

1. The course of study in all schools should be organized around human problems and made simple and elastic enough to permit of differentiation to meet the needs of different nationalities and groups.

2. The content of the course of study should be made as practicable as possible, and special attention should be given to the development of commercial, industrial and vocational subjects, emphasizing the larger and more important aspects of industrial and commercial activities.

3. The Board of Education should make a careful investigation to ascertain whether cosmopolitan or composite high schools offering several different courses of study, or, small high schools with differentiated curricula should be developed.

4. The Board of Education attendance department should adjust its work so as to maintain discipline and control school attendance without resorting to police methods in checking truancy.

These recommendations need no comment. A long article in the October number of this journal deals at length with these recommendations.

It is interesting to know that in 1914 a reply to the report of Dr. McMurray on the work in the schoolrooms was prepared by a committee of superintendents. Their temper and belief were well expressed in this concluding statement:

"The whole inquiry with reference to the teaching and supervision of Elementary schools is a set of opinions backed by guesses and assumptions."

And there you are.

WHEN THE MINISTER COMES TO TEA

Oh! they've swept the parlor carpet, and they've dusted every chair,
 And they've got the tidies hangin' jest exactly on the square;
 And the what-not's fixed up lovely, and the mats have all been beat,
 And the pantry's brimmin' over with the bully things ter eat;
 Sis has got her Sunday dress on, and she's frizzin' up her bangs;
 Ma's got on her best alpacky, and she's askin' how it hangs;
 Pa has shaved as slick as can be, and I'm rigged way up in G.—
 And it's all because we're goin' ter have the minister ter tea.
 Oh! the table's fixed up gaudy, with the gilt-edged chiny set,
 And we'll use the silver tea-pot and the comp'ny spoons, you bet;
 And we're goin' ter have some fruit-cake and some thimbleberry jam,
 And "riz biscuits," and some doughnuts, and some chicken, and some ham.
 Ma, she'll 'polergize like fury and say everything is bad,
 And "Sich awful luck with cookin'," she is sure she never had;
 But, er course, she's only bluffin', for it's as prime as it can be,
 And she's only talkin' that way 'cause the minister's ter tea.
 Everybbody'll be a-smilin' and as good as ever was,
 Pa won't growl about the vittles, like he generally does,
 And he'll ask me would I like another piece er pie; but, sho!
 That, er course, is only manners, and I'm s'posed ter answer "No."
 Sis'll talk about the church-work and about the Sunday-school,
 Ma'll tell how she liked that sermon that was on the Golden Rule,
 And if I upset my tumbler they won't say a word ter me:—
 Yes, a boy can eat in comfort with the minister ter tea!
 Say! a minister, you'd reckon, never'd say what wasn't true;
 But that isn't so with ours, and I jest can prove it, too;
 'Cause when Sis plays on the organ so it makes yer want ter die,
 Why, he sets and says it's lovely; and that, seems ter me, 's a lie:
 But I like him all the samey, and I only wish he'd stay
 At our house fer good and always, and eat with us every day;
 Only think of havin' goodies every evenin'! Jimminee!
 And I'd never git a scoldin' with the minister ter tea!

—Joseph Lincoln.

Children's Page

From a Railway Carriage

Faster than fairies, faster than witches,
 Bridges and houses, hedges and ditches;
 And charging along like troops in a battle,
 All through the meadows the horses and cattle;
 All of the sights of the hill and the plain
 Fly as thick as driving rain;
 And ever again, in the wink of an eye,
 Painted stations whistle by.
 Here is a child who clammers and scrambles,—
 All by himself and gathering brambles;
 Here is a tramp who stands and gazes;
 And there is the green for stringing the daisies!
 Here is a cart run away in the road
 Lumping along with man and load;
 And here is a mill and there is a river:
 Each a glimpse and gone forever!

Scotland, 1850-1894

ROBERT LOUIS STEVENSON

EDITORIAL

Dear Boys and Girls:—

How often you have all heard the phrase, "turning over a new leaf," and about New Year's we hear it on every hand. All the funny papers and the would-be funny papers make jokes about it. And some people laugh about New Year's resolutions, but really, you know, they should not be laughed about, they are a very good thing, indeed, and don't let any mistaken person persuade you that they are not. Suppose you have a bad habit—many people have, you know—biting your nails, for instance, eating in a rude, uncouth way, using too much slang; or suppose you do some mean little thing continually, such as whining when you are asked to do anything, being a slacker over your work, cheating in some mean little way, teasing, bullying, telling tales, copying or any of the hundred and one little things that boys and girls and men and women, too, do sometimes to make the world hard for each other. Isn't the New Year a splendid time to resolve, "I will not

whine," "I will not grumble," "I will not tell tales?" Couldn't you write your resolution at the top of a clean page in your own special little note book. And put a little cross under it every time you forgot. Remembering to put these little crosses would help you to remember your resolution. And we don't suppose you ever thought what a resolution made in 1917 would mean to you in 1927, did you? But we are going to try and tell you. Did you ever see a man or woman with a mouth that turned down at the corners, with scowl lines on their foreheads and around their eyes? Of course you have. But did you ever think that if ten years ago they had made a resolution not to grumble, not to whine or not to nag that their faces might have been as pleasant as that of anyone else? Or do you know a man who is called mean, a man who won't help anyone else, who sneers and laughs at people he should like? I'm afraid there is one in every neighborhood. But if he had made a resolution ten years ago not to

be mean, not to bully, think how different he would be now. And then there's the man or woman who cheated. They copied at school, they sneaked, they told tales, they cheated at games, and now, mean-faced and shifty-eyed, they are held in suspicion by everyone, making a poor living only, or perhaps they are even in jail. And so you can plainly see how all the thoughts we have and all the deeds we do when we

are children are shown in our grown-up lives and our grown-up faces, and for that reason, if for no other, let us resolve this New Year to do away with all the bad habits that are going to make our faces and lives ugly as we grow older. And let us try and be so kindly and fine in all we do that no matter how plain our faces may be or how quiet our lives, they may reflect only good and pleasant things.

PRIZE STORY

Do you know that after our competition closed last month we had so many good stories about Christmas boxes come in that we have decided to print two more of them, and in addition we will give honorable mention to Bergchora Peterson, Eric Bush, Guntton; Edith Motheral, Miniota; Jim Laycock, Foxwarren; Mabel Anderson, Foxwarren; Helen Turner, Laura Patterson, Penrith school; Dora H. Patterson, Penrith school; Edith Davey, Reggie Davey, Grace Davey, The Landing school; Roy Gillespie, Clarence Fines, E. Anderson, Henry Cosens, Guntton school.

And now here is a change. We know that often the Journal is very late in getting to you, and you know that we must have material in by the 20th, so for your convenience we will give you an extra month for your stories, that is, the prize for the December poem on "A Christmas Tree," announced in the December

number will be awarded in the February number, and the prize story announced now will be judged in the March number. Do you all understand? Your poems, therefore, must be in by the 20th of January at the latest. The prize story this month will be on "The Best Day of My Holidays." All papers for this to be in by February 20th. Now this gives you so much time let there be no laggards.

Something About Letters

Many of you, no doubt, get very interesting letters from the trenches. How would you like to copy out the most interesting parts of them, and send them to be published in the children's page? We would try and publish two or three every month. Please head them, "Soldiers' Letters," and send them in whenever you can. We are all anxious always to get news from "the front."

THE STORY OF A SOLDIER'S CHRISTMAS PARCEL

You all know of our soldier relations fighting in the trenches. I am sure they all are looking forward to getting a Christmas box from us. The towns send boxes to the soldiers who went from their districts.

Now let us follow up a box. It would go from, say, Foxwarren to Winnipeg, then on through Ottawa, and be put on a ship at Montreal or

Halifax. We will just imagine these boxes are talking to each other; Len's box would say that "it had everything Len likes inside of it: a pipe, some tobacco, gum, a pack of cards, a pair of socks, nuts, candy, soap and towel and somebody's picture." Then Tom's box would start to tell what it had got for Tom: "some shortbread, some cigars, some candy and nuts, a little

box of raisins, a game of Ludo, a tin of boot polish to make his boots waterproof, and a pair of sox."

The boxes were enjoying their ride until one day the ship began to rock and pitch about. Len's box got bruised and Tom's box got turned upside down, which it did not like. After a while the ship stopped and the boxes again started to travel on train. One day the train stopped. Some wagons were there and carried them away and put

them in a house with a lot of other boxes. After a while someone came and started handing the boxes to the soldiers.

When Len opened his box he was glad to see what was in it and quickly wrote a letter of thanks. Tom did the same, but sent a bullet back as a Christmas present for the ones who sent the parcel.

FRANK DENHAM, age 13 years.
Foxwarren, Man.

THE STORY OF A SOLDIER'S CHRISTMAS BOX

I was put on a dray and driven over a rough, hard road to the station. We lay on the platform for quite a while, and then I heard a shrill whistle, and I knew the train was coming. The platform shook as the train thundered by. It soon stopped, however, and we were thrown into the baggage car.

We travelled for quite a long time, and then the train stopped at Winnipeg. We were taken off and lay on the platform there for about forty-five minutes, when another train came along and we were put on it and away we went again. We travelled a great deal longer this time before the train stopped to let us off. We stopped for a few minutes quite often, though, to let off and take on passengers, and sometimes to get water.

This time we stopped it was at Halifax. We were there for two and one-half days before we were again touched. This time we were put on a push-wagon and taken onto a ship, at least I thought it was. We then heard people singing, "Over the Waves," and we knew we were leaving Canada and were off to England and from there to France.

We travelled for five days and then we stopped at England. We stayed there and saw London sights for two days and then we were loaded onto a ship again and sailed for France. We reached a French port called Rouen. We travelled on ship for only one day and a half this time. We did not stop

long at all, this time. We were loaded onto a train and after a three-hour ride we came to a stop. After we were taken off we could hear things banging.

One of the other boxes shivered, and I said I was proud that I had lived through so much and I would be prouder and happier still if I could bear through until I reached Don.

Well, I certainly hope I am at my journey's end now. I am so proud. It is five weeks yesterday since Anna came out to the store-room and picked me up and said, "I guess you're the best one I can find." She had been looking for a firm tin-box. She had been looking through a lot of boxes and I was afraid she was going to tumble me over and leave me with the rest, when she picked me up and took me into the dining-room and sat me down on a long table. Her mother, Mrs. Connor, and her elder sister, Marie, said I was just fine.

Then they made out a list of things they were going to pack in me to send to Anna's big brother, Don, and I'm sure I was panting so loud when they ended it that they could have heard me, if they had listened, because I was terribly uneasy at the thought of carrying so much. Soon I heard them say it was for Don, and I listened very carefully, and they spoke so soft, so lovingly and kindly about him, I knew they loved him dearly and were sending it to him to cheer his lonesome

heart, so that made me happy, knowing I was to be made good use of. I love to make others happy.

They put nut bars, chocolates, nuts, candies, cigarettes, a cake, a tobacco-pouch, tooth paste and a tooth-brush. I was packed very tightly, I really was afraid my sides would bulge, but I was so happy, I never said a thing.

I was wrapped up in a piece of linen, first. It was pulled very tight and then stitched to keep it tight. I could hardly breathe. After the linen a piece of thick wrapping paper was put around me. It was glued and then it was tied with cord. Mr. Connor took a pen and wrote Don's address on me, or rather on the paper. I was then taken to the post office, where I was stamped and a paper called customs declaration was glued on me.

We were taken out of the mail-bag and laid in the Army P. O. Whenever we looked out of the window we could

see things burst in the air. At night they made a big red light and in the day-time it was more of a yellow color. We could hear them all the time, and we knew for sure we were near the battlefield. At last we were loaded on a dray and taken on a journey of quite a few miles. We were waiting there when quite a few young men came up. My! how tired they looked. It was only yesterday, so I remember how they were.

At last there was room for a very handsome young fellow of about nineteen to squeeze through. He asked if there was any mail for him, and four letters were handed to him. Then I was picked up and passed to him.

I shall never forget, no matter how long I live here on this old rubbish heap, the look of joy that swept across that boy's tired countenance.

DOROTHY STEWART, age 14,
The Landing School. Grade IX.

THE PIG BROTHER

LAURA E. RICHARDS

There was once a child who was untidy. He left his books on the floor and his muddy shoes on the table; he put his fingers in the jam-pots, and spilled ink on his best pinafore; there was really no end to his untidiness.

One day the Tidy Angel came into his nursery.

"This will never do!" said the Angel. "This is really shocking. You must go out and stay with your brother while I set things to rights here."

"I have no brother!" said the child.

"Yes, you have!" said the Angel. "You may not know him, but he will know you. Go out in the garden and watch for him, and he will soon come."

"I don't know what you mean!" said the child; but he went out into the garden and waited.

Presently a squirrel came along, whisking his tail.

"Are you my brother?" asked the child.

The squirrel looked him over carefully.

"Well, I should hope not!" he said. "My fur is neat and smooth, my nest is handsomely made, and in perfect order, and my young ones are properly brought up. Why do you insult me by asking such a question?"

He whisked off, and the child waited. Presently a wren came hopping by.

"Are you my brother?" asked the child.

"No, indeed!" said the wren. "What impertinence! You will find no tidier person than I in the whole garden. Not a feather is out of place, and my eggs are the wonder of all for smoothness and beauty. Brother, indeed!" He hopped off, ruffling his feathers, and the child waited.

By and by a large Tommy Cat came along.

"Are you my brother?" asked the child.

"Go and look at yourself in the glass," said the Tommy Cat haughtily, "and you will have your answer. I have been washing myself in the sun

all the morning, while it is clear that no water has come near you for a long time. There are no such creatures as you in my family, I am humbly thankful to say."

He walked on, waving his tail, and the child waited.

Presently a pig came trotting along.

The child did not wish to ask the pig if he were his brother, but the pig did not wait to be asked.

"Hello, brother!" he grunted.

"I am not your brother!" said the child.

"Oh, yes, you are!" said the pig. "I confess I am not proud of you, but there is no mistaking the members of our family. Come along, and have a good roll in the barnyard! There is some lovely black mud there."

"I don't like to roll in mud!" said the child.

"Tell that to the hens!" said the Pig Brother. Look at your hands, and your shoes, and your pinafore! Come along, I say! You may have some of the pig-wash for supper, if there is more than I want."

"I don't want pig-wash!" said the child; and he began to cry.

Just then the Tidy Angel came out.

"I have set everything to rights," she said, "and so it must stay. Now, will you go with the Pig Brother, or will you come back with me, and be a tidy child?"

"With you, with you!" cried the child; and he clung to the Angel's dress.

The Pig Brother grunted.

"Small loss!" he said. "There will be all the more wash for me!" and he trotted on.

EXAMINATIONS

The motive of examinations, and not, the examinations themselves, is the real point of attack. In fact, without examinations there can be no genuine progress. Every lesson, every bit of work done by the pupils, play on the school grounds, their bearing, intercourse with each other—in a word, all the elements of character should be continually and persistently examined. There should be oral examinations, written examinations, drawing examinations, manual-training examinations, and physical examinations. The teacher should examine to ascertain what and how much of character she has developed; the principal should examine to find out exactly the ability of his teachers; the superintendent should examine that he may judge whether his principals are fit for their positions; the board of education should examine in order to know whether its superintendent should be kept in office, and the people should carefully examine to settle the question whether they are paying their money for character-building or cram.

It is not examinations in themselves, but marking, that exercises such a ter-

rible influence upon the children, an influence that has its greatest and most powerful outcome in selfishness, the cardinal sin of mankind. Mental and spiritual death is the inevitable result of making per cent. the end and aim of school teaching.

Show me a school system where averages and per cents. are the ruling passion, and I will show you teachers who spend very little time in the study of child-nature and child growth. Unconsciously the demon of selfishness dominates every action which has its end in a high average. Dull, weak-minded children, whose only hope of temporal salvation lies in careful, patient, persistent, loving culture, are driven to the wall, and the glory of the school is jeopardized.

In such schools the Master's hand never touches the lame, the halt and the blind. Bright, ambitious, nervous boys and girls are kept up to the full bent of cultivating an almost useless power until brains and bodies give way, and death, insanity or hopeless invalidism ensues, while all that remains of their work is the glittering, useless bauble of a per cent

Selected Articles

FABLE OF THE VOCATIONAL EXPERT AND THE FLOORWALKER

O. MORES

There was once a child whose parents believed in vocational predestination. And long before the child had thought of doing anything but kicking up his heels or splashing in the bath tub, his parents had decided that when he grew up he should be a floor-walker in a department store. And they felt relieved to have settled so early the troublesome question of their child's occupation.

When the child was ready for kindergarten the parents told the kindergarten teacher that when their son grew up he was to be a floor-walker in a department store. And the kindergarten teacher called in a vocational expert, who had made a reputation for solving easily the most intricate vocational problems. The expert said that he knew the very thing needed. Then he helped the kindergarten teacher to devise a game in which the child should play the part of a floor-walker in a department store. And the expert wrote a paper on the subject (he was also an expert at writing papers) and it was published in a leading magazine.

As the child advanced, the vocational expert looked after his studies and saw to it that only such things were included as would be appropriate for a prospective floor-walker. At the suggestion of the expert, the child's instructor in physical education designed a special set of exercises that would develop the pupil's muscles for his future peripatetic pursuit. This suggestion was made the subject of another paper. The child showed a liking for mathematics, but was told that he would have no use for quadratics and solid geometry when he became a floor-walker, and that besides, these subjects were very old-fashioned as well as unnecessarily difficult. Fear-

ing that his protege's interest in Latin might lead him astray, the expert assured him that no Latin was needed for his chosen profession and that instead he could take a special up-to-date course in business psychology, which would make him a better floor-walker. The expert permitted the boy to take half a year of history, but stipulated that it should be commercial history, such as would be of interest and value to floor-walkers. The boy liked to read stories of pirates and of adventurous knights, but the expert recommended stories dealing with department-store life, such as "Miss 318," by Rupert Hughes.

The vocational expert continued to write occasional papers on the careful way in which this boy was being guided toward his vocational goal. In these expertly written discussions he showed with pride how subjects that could be of no immediate use to a floor-walker were omitted, in order that they might not come between the pupil and his ambulatory commercial calling. Even "practical" subjects which had no direct bearing on floor-walking were rigidly excluded from the lad's course. And from time to time the newspapers published accounts of the whole matter, with photographs of the vocational expert.

At last the youth was graduated from high school and was ready to realize the long-cherished ambition of his parents and of the vocational expert. He applied for a position in a department store, but was told that notwithstanding that he had "had" courses in business psychology, he would have to serve an apprenticeship in other branches of the store before he could become a floor-walker. The vocational expert protested, but the

manager had his way, so the boy went to work running errands. The vocational expert consoled himself with the reflection that this preliminary work was at least an accelerated form of floor-walking. Finally, the probationary period was over and to the delight of the vocational expert, the young man was told that on a certain date he could begin to work as a full-fledged floor-

walker. But here the story ends abruptly. Going to work on the morning when his duties as floor-walker were to begin, he dodged an automobile and, in so doing, slipped and fell in front of a street car, which cut off both his feet. The accident was not fatal—except to his career as a floor-walker and to the hopes of the vocational expert.

ONE CURE FOR NATIONAL WASTE

HELEN E. PURCELL

Institute for Public Service, New York, N.Y.

A boy who had finished the first year high school was asked to keep the accounts of a very simple household. He failed utterly. He could do the usual problems in arithmetic and had a smattering of algebra and geometry, but when he came face to face with the most simple and practical piece of mathematics he would ever have to deal with, he was absolutely at sea.

This boy had finished an elementary school course without having any instruction in simple bookkeeping forms or budget-making; also he had planned a high school course that would permit him to graduate without a knowledge of these fundamental business matters. This is an example of the lack of practicality often found in our schools and the sometimes wildness of the possibilities for elective work.

In the elementary schools every child should have training in the keeping and budgeting of accounts. No child should be considered fit to graduate who is not able to put into simple and correct form the practical things of everyday personal and community life.

His first lessons should teach him to budget his own resources. From this should develop an interest in civic finances and the ability to understand them and to put them into form. In the high school additional training in these problems should be given.

The writer believes thoroughly in the provision of elective courses and in early specializing. However, there are

some things that are fundamental; English is one of them, practical business methods should be another. A boy might very well graduate from high school without a knowledge of algebra and geometry if these subjects had no place in his future life work. He should not graduate from either elementary or high school unable to understand his own and the community's debits and credits. The first is the sort of ignorance that leads men to spend more than they earn, the second permits sharpers to get control of governmental problems.

This sort of work should make a conscious start not later than the fifth grade. In fact, from the very beginning the number work of the child should center around practical problems. A beginning should be made by requiring, each week, the organization in correct form of an actual spending account. A balance on the side of savings should be encouraged. This should lead to simple exercises in budget-making in relation to a spending account. As part of an introduction to work of this kind, one teacher for a month placed upon the board from day to day the expenditures of a real boy whom she knew and asked the class to be his bookkeeper. She called this boy John. John had an allowance of 25 cents per week. Each Monday the members of the class brought the accounts of this boy up to date and struck a balance, all in proper form.

The children watched each day to see what John would spend, and were anxious that he should save something each week. Following this, each boy was given a notebook and required to keep an account of his personal expenditures. Some of the accounts were small, others were large. Each Monday morning the accounts were balanced and handed to the teacher, who graded and returned them. Every one who had an allowance or who earned his own spending money was expected to save something.

The next step was to teach each boy to plan and budget his own expenditures in advance. After a little practise the teacher required that when the balanced account for the week was handed in, it should be accompanied by a budget for the following week. Sometimes, as an additional exercise, such a problem was given as the following: If you had ten dollars to spend, what would you buy with it? Each one in the class then made a budget of the things that he wished to buy, giving the proposed cost of each. Following this, each child went to the various stores and priced the articles desired and made out a sheet giving the price of each article and store at which the one chosen could be obtained. The merchants gladly co-operated, because of their belief in the practical training the children were getting and the advertising in the homes.

In Grade 6, besides work in personal accounts, household resources should be budgeted and accounts kept. Since sensitiveness as to amounts spent and articles purchased often stands in the way of making the most of this as a class exercise, the teacher should make much of this work individual.

In Grades 7 and 8 all accounts for the school should be kept and civic expenditures should be checked. The allowances and expenditures for the domestic science department, janitor's supplies, etc., should all be balanced by the children. This should lead to budgets cast in advance by the class. They are always interested in checking their allowances with actual expenditures and the consequent development of thoughtful financial planning is beyond price.

Various civic problems may be followed and balanced. These may be compared with similar accounts in other communities. A good method is to divide the class into groups, each group following a department or one line in a department. Usually public officials will co-operate to the extent of sending copies of receipts and expenditures so that a class may keep a regular set of books.

In high schools, at least one course in practical accounts should be required, just as a certain amount of English is required. This course should be broader in scope than that of the elementary school. Credit should be given for the keeping of personal and household accounts. A set of books should be kept for high-school receipts and disbursements. City accounts should be kept and comparisons made between balances found and those given in public reports. State and national receipts and costs should also be studied. In fact, when a student graduates from our high schools he should have a basis for an intelligent control of his own finances and an interest in community and national costs.

RURAL SCHOOL IMPROVEMENT

L. L. BERNARD, University of Missouri

The consolidation movement is so well under way that it scarcely needs the support of argument; it is much more in need of guidance. There are three kinds of consolidation, and of

these complete consolidation of enough districts to make the school really efficient and to provide high-school facilities is by far the best type where it is at all possible. This sort of consolida-

tion involves transportation, which is at once the most expensive and the most combated feature of consolidation. But even transportation pays in the long run. Where complete consolidation with transportation does not appear to be feasible many districts are consolidating for high-school purposes and leaving the district schools intact for the elementary students. Such a policy seems of doubtful wisdom. While there is a saving due to the lack of community transportation, the cost in duplication and inefficiency probably overbalances the saving. The third type of consolidation is to be found where two or three or four districts unite, usually for fiscal rather than primarily for educational purposes. Such limited consolidation may be better than none, but it by no means approximates the ideal.

For some reason or another there will probably always be some isolated one-teacher schools. What can we do with these? Surely we must have a fairly uniform curriculum for country schools. Our revised course of study could probably be adapted to these schools quite as well as the present one is, especially if the great amount of dead matter which now exists in the rural school curriculum were eliminated. And the resulting benefits to the community should be much greater.

The best effects from such a change in curriculum can not be realized until the rural school is brought into closer contact with the adult members of the community. Already in certain isolated instances much has been done in the way of rural school extension, especially through agricultural club work, school fairs, co-operative instruction in farm practise and home economics on the farms and in the homes of patrons; and in some cases the schools have attempted to give some formal instruction to adults. The busy teacher of a one-room school is necessarily limited by lack of time, and possibly by her sex, in the amount that may be accomplished in these directions. Both these limitations may, however, be removed if the consolidated school and its exten-

sion work can be so expanded as to include not only agriculture and home economics, but also co-operative endeavor in the wider forms of social and civic interests.

This type of school extension work may be made to correlate with and to foster the development of a true social center about the rural. The school being the one institution which makes a democratic appeal to all families in the community it is especially fitted to become the social or community center. The value of the community center when properly organized is probably greater than that of any other organization which makes its appeal to all ages and to both sexes. It has the inherent capacity for bringing everybody together for participation in matters of common concern. It may be made the basis of common endeavor all along the line of rural interests from raising and marketing of potatoes to a union for the promotion of good local government or for the study of rural dramas. There can be no real community mindedness until there is an effective social center. And there is no other place so inherently adapted to the founding of one as is the consolidated school. The old-time district is too small to unite enough people to make their common interests sufficiently effective. Also the consolidated school offers more facilities in the way of better heating, lighting, auditoriums, club rooms, gymnasiums, playgrounds, demonstration plots, parks and the like. Really the average one-room country school is not comfortable enough to serve for community center purposes, and comfort is the beginning of success in the social center.

Along with these more definitely educational modifications in the rural school should come certain administrative changes which we need only mention briefly here. The value of medical and dental inspection and supervision in rural schools is now conceded. It is one of the improvements which will soon come regardless of other changes here suggested. And there is also great need of better state and county

administration, supervision and inspection of rural schools. Likewise our taxing system as at present applied to country schools does not secure anything like equality of educational opportunity. These and other problems are coming into the public consciousness.

But the heart of the rural school problem is that of the curriculum. For as it is, so will be in large degree the

intellectual, civic and occupational outlook of the farmer of tomorrow. It should be repeated that without knowledge the farmer can not even understand his problems; much less will he be able to solve them. It is because of the crucial nature of this knowledge problem that the rural school is the determinative institution of rural life. If it fails the farmer all else must assuredly fail him.

HOW THE PUPIL LEARNS NEW WORDS

SILAS Y. GILLAN

In the third reader grade, many new words are met in the reading lesson. Up to this time, the matter of chief concern was eye training—the mastery of words already familiar to ear and voice. The mechanics of reading have engrossed most attention; the purpose has been not to widen the horizon of the child's knowledge, for the subject matter presented in the first and second readers relates, in the main, to things already known by the child. In the mastery of these books, the pupil learns to read; but from this point on he reads to learn; the circle of knowledge increases, and with it his vocabulary grows and becomes richer. It is then profoundly important for teachers in the third reader to consider how new words may be rationally taught.

There are at least seven ways of teaching the meaning of new words, viz.:

1. By definition (which may extend to a description).
2. By synonym. { A word.
A phrase.
3. By antonym.
4. By illustration. { Action.
Drawing.
5. By use in another sentence.
6. By the context.
7. By etymology.

The last two ways named above are not of much value, except in upper form classes. There is, on the part of many teachers, a disposition to rely too much on the first method. Forgetful of

the law of apperception, that new knowledge is learned only by properly associating it with other knowledge already possessed, we are not always sufficiently careful that the definition shall appeal to the child's present stock of information. The following "definitions" are taken from popular school readers:

Compliment—Approbation.

Ghost—An apparition.

Maizena—Maize farina.

The skilful teacher will not depend upon any one of its methods, but will select first the one which seems most likely to convey clearly the correct meaning, and will also employ at least one other method. The use of more than one method is necessary to insure success, because the learner may associate the new idea with an old one which is altogether irrelevant to the true meaning. To illustrate: Suppose the new word to be stale; the third method bids fair to give the best result; the teacher uses the antonym, and says that stale means not fresh; the next day the boy writes, "The Caspian Sea is stale." Or, the purpose is to discriminate between simultaneous and seriatim; number four is chosen as the method; the teacher says, "I shall touch these four pieces of crayon seriatim; now I shall touch them simultaneously" (suiting the action to the speech). If this method be the only one employed, it should be no matter of surprise that some get the notion that seriatim means

with the finger, and simultaneous, with the hand.

The attempt to teach the meaning of new words out of thought connection always involves waste of energy if nothing worse. But one or two of these methods applied to the new words as they are met in the reading lesson will almost never fail to give a clear and accurate grasp of the meaning, for not only is the golden moment of excited curiosity thus improved, but the thought connection in which the words occur in the lesson adds No. 5 to the methods employed.

The mistakes which children make in dealing with recently acquired words are a profitable psychological study. Most of them reveal defects, not in the child's thinking, but in the teaching he has received. The following is not a list of merely imaginary, possible blunders; some of the best of them were actually produced in written exercises within the past few months, by school children of good mental ability. Definitions (or synonyms) were memorized, and then the pupils were to use the words in sentences. (Some of these "definitions," also, are from school readers):

Fancies—Images.

Cherub—A beautiful thing.

Deduce—To draw.

Capillary—A small vessel.

Absorbed—Taken in; swallowed.

Results—Comes out; ends.

Feint—A show.

Ferment—To work.

Utter—Complete.

Deciduous—Falling.

Cultivated—Grown.

Aperture—An opening.

Some of the written sentences were:

The Chinamen worship fancies.

Mary's new hat is a cherub.

Columbus had three capillaries.

I deduced a map yesterday.

The shoe-maker quit business and his sign was absorbed.

The rat results from his hole at night.

School results for this term next week.

My father took me down to see the feint.

Girls like to ferment in the garden.

We study Fish's utter arithmetic.

He was deciduous down the stairs.

The boy has cultivated an inch this year.

Next week my uncle will have a sa-loon aperture.

Does not this subject open up a fruitful field for a practical study of apperception?

HOUSEHOLD SCIENCE

There is something every teacher may do in this field. The Winnipeg School Board has published a series of outlines for use in the classes in which Domestic Science is taught. The Journal will select a few of these for the guidance of teachers in other parts of the province. Even if children are not doing actual cooking, preserving and the like, at school, there is something they can learn. The outlines here given may be suggestive.

Cleaning

(a) Pure air and pure water mean simply clean air and clean water.

Dirt breeds disease, therefore it is important that we should understand the reasons for cleaning.

Dust is everywhere present. A sun-beam shows us that the air is full of it. There are two kinds of dust, visible and invisible. The dust in houses usually consists of dust alone or dirt mixed with moisture, greasy or sticky substances. This is visible dust. Invisible dust is composed of tiny "seeds" or "spores." When these fall upon suitable material they grow and multiply. These tiny plants are of three kinds: molds, yeasts and bacteria.

Bacteria.—The visible dust may do harm by irritating the nose, throat, and lungs; but certain kinds of bacteria, if they enter the body, may produce diseases, such as consumption, diphtheria or typhoid fever. Other kinds cause

food to spoil. Bacteria thrive best in dark, damp places where other dirt is present. Anything that kills bacteria or hinders their growth is called a disinfectant.

Natural aids to cleanliness are: Light, air and water. Light destroys the invisible dirt and shows the visible. Sunlight is a good disinfectant. A draft of air removes dust, smoke and watery or greasy vapors. It is impossible to live in a cleanly manner without a liberal use of water. It is valuable in cleaning because it dissolves the dirt.

Friction is required to remove soil closely attached to a surface or ingrained in the material such as the washing of clothing.

(b) Implements and materials required: Brooms, brushes, cloths, pails, dustpans, etc.

Cleaning materials are of two kinds:

1. Those that act mechanically by friction.

2. Those that act chemically. Examples: Grease and stain. Explain. Care must be taken to use materials that will remove the soil without injuring the surface of the materials.

Cleaning powders. White sand for scouring iron and wood; bathbrick for steel knives; tripoli or rottenstone for copper, brass or tin; whiting for silver, aluminum and brass. Ammonia, sal soda and lye are materials used in cleaning. Care should be exercised in using them. Soap also is used in cleaning.

Sweeping. Before beginning to sweep see that no food is left uncovered in the room. Sweep from the edges of the room toward the centre. Sweep with short strokes, keeping the broom close to the floor. Turn the broom edge-wise to sweep the cracks. Gather the dust frequently, while sweeping, with brush and dustpan and, if possible, burn at once. Never sweep dust from one room into another. Always sweep a floor before washing or scrubbing it.

Dusting. Use a soft, cotton cloth. Gather the dust into the cloth and shake the cloth frequently in the open air.

Care of the Sink. Neglect of the sink causes bad odors, attracts water bugs and roaches, and sometimes produces

disease. When the dishes have been washed, then wash the sink with cleansing agent, using the scrubbing brush. Wash the strainer, soap dish, etc. Then pour a kettleful of boiling water through the sink.

Refrigerator. The waste pipe should empty into a pan or into the open end of a properly trapped drainpipe.

Daily Care. Keep the inside of the food chamber dry and clean. Do not allow food to remain in the refrigerator long enough to spoil. Empty the pan every day.

Weekly Care. Clean thoroughly at least once a week. Remove both food and ice once a week. Wash with soap-suds or sal soda solution and rinse with clear, hot water. Clean grooves and corners with a skewer and run a wire, with a cloth around it, down the waste pipe. Rinse the pipe with hot sal soda solution. Wipe the refrigerator dry and allow it to remain open for an hour.

Dish Towels. Wash in lukewarm water, using soap. Rinse and hang to dry, with ends pulled together.

Dish Cloth. A damp, greasy, sticky dish cloth breeds disease. Wash the dish cloth with hot water and soap after using it. Rinse it, shake and hang it to dry in the sun if possible. Never use it for anything else except washing dishes.

Preservation of Food

We have found that the dust in the air contains three kinds of plants, viz.: yeasts, molds and bacteria. When these plants fall upon suitable soil they grow and multiply. When food is exposed to the air and allowed to stand, these tiny plants grow in the food and feed upon it, changing it; and the food "ferments" or "decays," and then we say the food is "spoiled." Meat decays; canned fruit "ferments" or molds.

There are several ways of treating foods to prevent decay, and when food is so treated the process is known as the "preservation" of food. Some ways of preserving food are:

1. Drying or evaporating: Meat, fish, fruit, etc.

2. Salt acts as a preservative: Brine used for meat, pickles, etc.

3. Preservatives injurious to health are used sometimes in canning factories by dealers in meat, milk and other foods.

4. Sugar if used in large quantities acts as a preservative. Before the process of "canning" was discovered, fruits were "preserved" by adding an equal quantity of sugar to fruit. The thick, syrupy mass prevents the growth of mold and bacteria. Jelly is fruit preserved in this way, using the fruit juice with sugar.

5. Sterilization. When food is ex-

posed to a high temperature for some time all the little "seeds" or "spores" are killed, and this method of preserving is called "sterilizing." Fruit and vegetables, meat and fish are preserved in this way.

6. Freezing and Cold Storage is a method of preserving food by keeping it cold. Meat, butter, eggs, etc., are preserved in this way.

7. "Pickling" in vinegar or "oil." Fruit and vegetables are pickled. Sardines and anchovies are preserved in oil.

OBJECT LESSONS ON SEEDS

By GEORGIA A. HODSKINS

Another week slipped by, and the day for the botany class came again. Specimens were not wanting. Seeds of all sizes and all stages of growth were at hand. The window ledges were entirely given up to this new play. Seeds in boxes of earth, on wet blotting paper, in sand, and in water, filled every spare place.

Miss Adams gave each little one several soaked specimens—beans, corn, pumpkin, squash, and apple seeds.

What did we call this outside part? You may slip the coats off your seeds and see if they are all alike.

"The apple seed has a brown coat."
 "These peas have very thin coats."
 "This squash seed has a very thick one." "It is hard, too."

What did we find in each little seed last week?

You may find the little bean plantlet. Find the one in the apple seed; the one in the squash.

See this pumpkin seed. Who can make me a picture of it, with its coat off? You may all try on the board. Who can make me a picture of this little pumpkin plant? You may try, Grace. That is very good.

Now take a kernel of the corn. Look at it carefully. What do you see? Look sharp on both sides. Ned says he finds a little lump in his, like the one we found in the almond. Who else sees

one? Look in another kernel. Do you see one there, too? See if you can dig it out with a pin. What do you think it is? Yes, Ned, it is the little corn plantlet. Shall I tell you a true story about it.

Once upon a time two little plant families lived very near together, in the same garden. One was a tall hill of corn; the other was a pumpkin vine which had its home at the foot of the hill. Such pleasant times as they had together all summer! The sun was so soft and warm, the sky was so blue and the earth was so pleasant that they were very happy. But by and by the days began to grow a little colder, the sun was not quite so warm, and Mother Corn and Mother Vine began to feel as if they were growing old. Then they thought of the little baby plants all hidden in these little tiny seeds, and they knew that another spring they would grow to be big plants. But who would take care of them while they were little, before the little roots had started? What would they have to eat? So the Mother Vine and the Corn Mother prepared a whole cupboard full of food for the babies, enough to last until they were big enough to feed themselves. Then they packed it away very snugly inside the seeds' coats, just as every corn plant and every pumpkin vine has always done. Now look again

at the little kernel of corn. Show me the little plantlet. Is there anything else inside the coat? What do you think it is? That is right, Dick. It is food for the little corn plantlet. And there is enough to last until it can take care of itself. Where is this food? Look at the whole kernel and see. It is all around it. Now we will look at our pumpkin seed again. Look very sharply and see if you can find where the pumpkin vine put her store of food for the baby pumpkin. Show me the little plantlet. What else do you see? Find me a little pumpkin plant, Nellie. Look at the little plant, then at the seed. Well, Tommie?

"These look like leaves." "They are too thick for leaves." "They have grown to be leaves here."

What makes them so thick? Those

are leaves, Tommie; but we call them seed leaves. Can you guess why? Those are the cupboard in which the Mother Vine stored away the food for the little pumpkin plant. All plants take very good care of the baby seeds. They give them plenty of food to eat until they can grow up above the ground and take care of themselves. They all put the food away in one of these two ways. See if you can find some other seeds that have the food in seed leaves.

Yes, May, the apple seed has two seed leaves.

"My squash seed is just like the pumpkin."

This week we will watch the roots that the little seeds send out. See how much you can find out about them before next Friday.

ASHAMED OF THE PROFESSION?

A teacher traveling on a Pacific Ocean liner, last summer, refused to disclose the nature of her occupation until the last day of the trip. Several of her fellow travelers were similarly reluctant about discussing their work for no apparent reason except, as one said, "Oh, well, we are teachers."

The gentleman who tells the story is a businessman who entrusts his own children to teachers, and he is considerably puzzled to understand the desire of secrecy on the part of these women. "Are they ashamed of their profession?" he asks.

"Why, I'm proud of my business. I've been at it for years. We've done well. I tell the whole world about it."

Not all teachers are secretive about their work. This group from a mountain city we hope was the exception. Age, gray hair, single blessedness, are no disgrace. On the contrary, they are marks of long and honorable service in one of the noblest callings, and they will be respected at large as soon as teachers respect them.

Teachers will be appreciated just as soon as they impress their worth and the worth of their profession upon the minds of the people. The school board member who discovers a teacher not as proud of her profession as she should be will judge very severely all complaints against her and all requests for salary increases, promotions, from her.

THE IDEAL STUDENT

JESSIE E. BAILEY.

After reading with a great deal of interest an article entitled "The Ideal Teacher," which appeared in the September issue of *School and Home Education*, I decided it would be both interesting and instructive to have the

members of my classes write on what they consider "An Ideal Student." Perhaps the most remarkable thing we learned from these papers is that the standard which the students set for themselves is quite as high, perhaps

higher, than that which the teachers would set for them. In looking over the list of requirements in these papers I find none missing which I should deem necessary for an ideal student.

The papers were written under the following conditions: The members of the freshmen and sophomore English classes were given thirty minutes in which to write on this subject. They had had no time previously to think about or discuss the subject. There was no communication allowed while the writing was going on.

The table below shows a summary of standards found in 200 papers. The number opposite each requirement indicates the number of students who deemed that a necessary requirement for an ideal student:

1. Must be up in his work.....	56
2. Must be of good character.....	52

3. Must have respect for teachers.....	50
4. Must be courteous.....	45
5. Must give attention in class.....	42
6. Must be neat.....	33
7. Must not cheat.....	30
8. Must have power of concentration.....	25
9. Must be cleanly.....	23
10. Must take active interest in athletics..	19
11. Must have regard for health.....	19
12. Must be self-reliant.....	17
13. Must not be snobbish.....	12
14. Must not be rude.....	12

Students as well as teachers can learn a great deal from the above statistics. First of all a student cannot afford to ignore the fact that over half of our high school pupils consider these things essential. Perhaps if statistics were gathered from the other pupils, similar results would be obtained .

Try this in your school.

THE PASSING OF THE SLEDGE HAMMER

A wholesome attitude toward educational reform is reflected in the following paragraphs from one of Dr. A. E. Winship's recent editorials:

"We know there are innumerable teachers and other educators who hunger and thirst after knowledge along better lines, but they are not likely to partake of a new theory or demonstration that is presented with a sledge hammer.

"The sledge hammer is good for breaking things down, but it never built up anything, never laid a beam, never tightened a bolt, never put any-

thing in place, never lubricated a joint, never started shafting or belt."

It is high time that the sledge hammer was discredited as an implement of educational reform,—and while we are putting the sledge hammer on the shelf, it would be well to dispose in a similar fashion of the meat axe, the cleaver, the cross-cut saw, and the crowbar. These implements may at times have a useful function to discharge even in the field of education, but just now instruments of precision are needed, and cleavers, crowbars, and sledge hammers are not instruments of precision.

HOME STUDY UNDER PARENTAL SUPERVISION

A very interesting article in *The Elementary School Journal* deals with this subject. The writer, E. C. Brooks, describes conditions in grades 4, 5 and 6 of the schools in Durham, North Carolina, and his remarks are full of interest throughout. The general conclusion is as follows:

The survey of the fourth, fifth, and sixth grades seems to justify this conclusion: Where the parents are capable of guiding the child and are inclined to supervise the home study, their children succeed in school. But where the parents are illiterate or for other reasons are unable or unwilling

to supervise the home study, their children as a rule either make slow progress or are failures entirely when measured by the progress of their companions in school. The grammar-school, as it is organized generally, is, therefore, consciously or unconsciously adjusted to the home work of the child under parental supervision, and the assistance of the parents is a necessary supplement to the work of the teacher, for without it the children do not, as a rule, succeed in school.

This survey shows, moreover, that the pupils of the grammar grades of the Durham schools are well graded. Here are found the ungraded rooms for the misfits, provisions made for the more progressive students, and consideration for the less progressive. But this fact still remains, that with these provisions working so well that there are very few repeaters the progress of the child through the grammar grades is dependent upon the kind of home from which he comes and the care with which the parents supervise his study.

Since these things are so, the school that undertakes to prohibit or even limit the home study without becoming thoroughly acquainted with the parents and having a thorough understanding as to how much the teacher can do and the parents should do, is not only hitting at random in the educational world, but is running counter to a natural instinct. The most important step to take, therefore, it seems to me, is for the school supervisor to make the teacher conscious of this important, because neces-

sary, factor and to bring about such a co-operation between the teacher and the parent that each may know the part that he is to take in this important work, in order that the worry and labor and confusion in the home and the distrust of the teacher that prevails to a greater or less degree in the home where the parents supervise the home work may be reduced to a minimum. **The teacher should become the supervisor of the home supervision** as well as the teacher of the children in school, since home-study without parental supervision is of little value, especially in the fourth and fifth grades.

Mothers' meetings, parents' meetings, community meetings, are attempts to bring about a better co-operation between the home and the school, and they seem to fail just at this point: in order to relieve the already overworked home of this burden, the school has tried to take over the whole task of educating the child, and this is both an impossible and an undesirable task as the schools are now organized. Many functions of the home, instead of being carried over to the school, should be restored to the home, and it is one of the functions of the school to restore them to the home and then aid the home in keeping them. But when circumstances make it impossible for the home to assist in the child's education some provision should be made in school to supply that deficiency without taking over permanently functions that naturally belong to the home.

THE LEFT-HANDED CHILD

The left-handed child was a subject under discussion by the teachers' penmanship section of the New York State Teachers' Association at their recent meeting in Buffalo. On the whole, the left-handed child won out.

Dr. Henry J. Mulford gave a physician's opinion as to what to do with the child who persists in using the left hand. He advocated that there be no attempt

to compel the use of the right hand, but F. P. Woellner, professor of pedagogy at the Buffalo Normal School, who with others has been conducting a series of tests, thought that only about one-fourth of the children who apparently are left-handed when they first attend school really are. The others merely by accident or caprice have begun to use the left hand and can be broken of the habit

in about six months. His policy, therefore, is to attempt to break the habit for a term or two and then, if the child shown no improvement in use of the right hand, particularly in writing, to let the left be used. This was his and others' opinion after a study of 2,000 cases of children inclined to use the left hand. Principal Mackey of Buffalo, who himself uses the left hand for writing,

advocated letting the child do as it wishes in the matter of writing. Professor Woellner and those who supported him considered that they had won a victory when the meeting adjourned without the presentation of a resolution recommending that teachers allow the free use of the left hand by those children who seem to be inclined that way.

NON-ENGLISH

Mr. W. S. Raleigh has lately put forth a volume of poems in London, in one of which he thus discourses on the Scottish language:

“Their jaws are chafts; their hands,
when closed, are neives;
Their bread's not cut in slices, but in
sheives;
Their armpits are their oxters; palms
are luifs;
Their men are chields; their timid fools
are cuifs;
Their lads are callants, and their wo-
men kimmers;
Good lasses denty queans, and bad
ones limmers.
They thole when they endure, scart
when they scratch;
And when they give a sample it's a
swatch.
Scolding is flytin', and a long palaver
Is nothing but a blether or a haver.
This room they call the but, and that
the ben;
And what they do not know they dinna
ken.
On keen cold days they say the wind
blaws snell.

And when they wipe their nose they
dicht their byke:
And they have words that Johnson
could not spell,
As ump'm, which means—anything you
like:
While some, though purely English and
well known.
Have yet a Scottish meaning of their
own:—
To prig's to plead—beat down a thing
in cost;
To coff's to purchase, and a cough's a
host;
To crack is to converse; the lift's the
sky;
And bairns are said to greet when chil-
dren cry.
When lost, folk never ask the way they
want—
They spier the gate; and when they
yawn they gaunt.
Beetle with them is clock; a flame's a
lowe:
Their straw is strae; chaff cauff, and
hollow howe;
A pickle means a few; muckle is big;
And a piece of crockeryware is called a
pig.”

Nay, speak no ill; a kindly word
Can never leave a sting behind;
And, oh, to breathe each tale we've heard
Is far beneath a noble mind!
Far oft a better seed is sown
By choosing thus a kinder plan;
For if but little good we've known,
Let's speak of all the good we can.

THE ELIMINATION OF USELESS SUBJECT-MATTER FROM SCHOOL WORK

A committee of the Iowa State Teachers' Association, headed by Prof. G. M. Wilson, of Ames, recommended last November that subject-matter which serves no practical purpose in the community should no longer be retained in the course of study of the public schools. It seems that there should be no difference of opinion upon this point, and apparently there is none theoretically. It is, however, difficult to get examining boards and others to change their former habits and to adjust their work so as to use only material that is usable in the life of the community.

Take, for illustration, the arithmetic work. The committee recommends the omission of the following topics from the grade work: Long method of greatest common divisor, complex fractions, long method of division of fractions, decimals beyond three places, Troy weight, apothecaries' weight, surveyors' measure, table of folding paper, tables of foreign money, Case III in percentage, partnership with time, foreign exchange, compound proportion, cube root, and the metric system. In determining whether or not it would be wise to omit Troy weight from the common school work, let any citizen ask himself how much use he has had for Troy weight during the past year and then apply this same question to other topics recommended for omission. He will at once realize that the average citizen has had no use for any of these topics since he was in school.

In a city of twenty thousand, there are doubtless not more than one dozen people in a year who make use of Troy weight. The chances are that this dozen people do not remember it from their school work, but have since become acquainted with Troy weight because of the necessity of using it in weighing gems and precious stones, or it may be that they recognize the terms without ever making any particular use of them.

Some may object to the omission of the metric system from the common schools, but if you will start down any

street in your city asking every householder what use he has made of the metric system during the past year, you will doubtless decide that there are other things very much more important in our school work. A few students who go on to college will need to become acquainted with the metric system for their work in physics and chemistry, but the chances are that they will not remember anything that they learned about it in the common schools. It, therefore, seems wise that further attention to the metric system be omitted from the common school work until a law is passed replacing our present English system by the more scientific metric system.

In as simple a matter as spelling, the schools have accumulated a great deal of material which serves no purpose except for drill and competition in the school work. Many of the school spelling books contain a list of from 10,000 to 15,000 words and three-fourths of these words are never used in the written work of pupils nor by adults. Spelling is needed only when one begins to write. The result of attempting to master so many words has been that the attention of children has been taken away from the words which they do actually use. They have, therefore, been mis-spelling such words as which, until, separate, Wednesday, always, often, women, etc., and these words are used again and again. The recommendation is that the pupil's time be placed upon the words which he actually uses in his composition work. This will mean, not only an immense saving of time, but it will mean better spellers. It is simply the application of Wm. Hawley Smith's old principle of "putting the oil where the squeak is."

The same unsatisfactory situation has grown up in formal grammar. Attention should be given to the language, written and spoken, of children and the correction of the common errors of speech. Instead, we have fallen into the habit of making technical grammar

largely the basis of our upper grade work. The formal grammar of today is based largely upon the Latin and Greek grammar, which applies very imperfectly to the English language. The committee does not recommend less attention upon language, but an entire change of emphasis. This seems very reasonable when one reflects that great writers have existed in all ages without any help taken from technical grammar. Shakespeare wrote before there was an English grammar, Cicero delivered his orations before there was a Latin grammar, and the Augustan age in Greek literature preceded the production of a Greek grammar.

This entire elimination movement is simply an effort on the part of educators, which will be most heartily supported by the lay citizen, to make the work of our schools directly serviceable

in life. The movement will doubtless mean more attention to home duties by the girl. The woman spends possibly three-fourths of all her time on home duties—why should not the schools recognize this fact and give her a scientific basis for such work? In Iowa, fifty per cent. of the people are engaged in agriculture. The fundamental principles of agriculture can be taught to the pupil in such a way that he will grow up with an appreciative attitude and more or less of a scientific insight into the work on the farm. Why should not the schools undertake to do this piece of work? And so in other respects, the school should serve directly the community, giving pupils a correct understanding and an appreciation not of some formal material that has no use whatever in life, but material relating directly to the community activities.

FADS

Some folks like to knock. Especially do they like to knock the public schools. These days we have a good deal of knocking on the fads that have been introduced into the rural school. A great many people say that teachers pay so much attention to the fads that they have no time to teach the fundamentals. Have these people visited the schools? Do they know what they are talking about? I fail to find many fads in the rural and village schools that I visit. The teachers of most of the rural schools are teaching the common branches in just about the same way as they taught them twenty years ago. The chief deviation from the traditional subjects is an attempt to teach the subject of agriculture. Is this a fad? Even

the method of teaching this subject is, in a good many schools, the traditional textbook method. Has anybody else found anything that is faddish in the country and village schools?

No, the least thing that may be wrong with rural schools is fads. The fad talk is an expression of a desire upon the part of some folks to knock on the public schools. It is one of the means conservatives have found since time immemorial to arrest progress of any sort. If teachers must, they should listen attentively, courteously, and then go about their work using the very best methods, devices and materials that they know about. We err rather on the side of conservatism.—L. J. Hanifan.

School News

Convention at St. Boniface

The inspectoral divisions of Inspectors Young and Goulet met for convention in St. Joseph's Academy on November 2 and 3.

A very large attendance was recorded for the various sessions, there being about two hundred teachers present.

In opening the proceedings, Mr. Young stated that as the former divisions had been altered the old organizations had lapsed. He then called on Brother Joseph, of Provencher School, to occupy the chair during the convention.

The opening address on "Professional Spirit" was delivered by the chairman. Brother Joseph spoke with great earnestness, pointing out to his audience the nobility of their calling and dwelling on the grave responsibility resting on every teacher. His work was not simply to instruct the young mind, but to educate in the broadest sense of the word. To him was entrusted the task of moulding the plastic young life as he would for good or for evil. The speaker also spoke at some length on loyalty in all school relations, showing how this quality should prevail amongst all connected with the school.

Mr. Goulet then spoke a few words, warmly welcoming the newcomers in the divisions, and expressing the inspectors' full sympathy with them in all their troubles.

The first part of the afternoon was devoted to "Dramatization of Stories." Miss Fitzgerald, who had charge of this subject, is one of our best primary teachers, and naturally the exhibition, which followed her brief remarks, was most interesting. The audience were charmed with the little ones' work. Tache School is to be congratulated on having such a teacher on its staff.

Following this, and closely allied with it, was "History Dramatized," under the guidance of Miss Foster-Palmer,

of Tache. The discovery of America was the subject dealt with. One could well understand the educational value of this work after witnessing the little play.

The practical value of these two items was very much appreciated. After all, in this, as in most things, the actual seeing of the work so much enhances its value.

Then followed a very instructive paper on "The Relation of the Teacher to the Provincial Health Board," by Dr. E. W. Montgomery. In discussing this matter, the speaker said that the importance of this subject is only beginning to be understood now. He explained just what the duties of the Board officials are, showing that their function is not curative, but preventative. Their efforts are sadly hindered through lack of funds, but, even so, good work is being accomplished. Dr. Montgomery told what the district nurses are doing and explained just what their duties are. In this respect Manitoba is far behind many of the other provinces and most of the states.

Many of the visiting teachers took advantage of the opportunity to go over the Academy. This is one of the very finest schools in the province, and the equipment is such that it is hard not to break the tenth commandment, at every turn. The pupils here have certainly a splendid chance, and the paths of learning are made pleasant indeed. The sisters were most hospitable in conducting parties of the teachers all over both the school building and the residence.

Friday morning's session opened with an inspiring address on "Patriotism in School Work," by Mrs. McQuade, of Tache. The speaker dealt with her subject in a most able and patriotic way. One could well imagine how she must imbue her pupils with her own enthusiasm. She showed just what children could do to help in our great

national need, and how this help could be most practical. In brief outline she told just what had been done, in her own room in particular, and in all Tache School in general, along patriotic lines.

Before the morning session adjourned the meeting was addressed by Mr. Ira Stratton, Stratton official trustee, and some business matters came up for discussion. It was decided to unite the two inspectoral divisions for conventional purposes, and the election of officers was proceeded with.

The following appointments were made: Honorary presidents, Inspectors Young and Goulet.

President, Brother Joseph.

Vice-president, Mrs. McQuade.

Secretary-Treasurer, Miss Erwin.

Executive Committee, Misses Rowan and Umphreys; Messrs. G. H. Ruttan, W. H. Fenton, C. F. Barkman.

The Provencher Orchestra was in attendance during the afternoon and rendered several very enjoyable selections.

Professor Durkin delivered a paper on "English in the Higher Grades." The Professor said there was still an unbridged gap lying between the school and the university. Mr. Durkin stated that for this he did not blame the teachers, but the system, or rather entire lack of system, which prevails. Until the requirements are more clearly defined and a precise standard of examination established, better results cannot be expected, is Mr. Durkin's opinion. The lecturer made his talk of practical value in giving the teachers an outline of how they might systematize their work somewhat.

The meeting was then addressed by Dr. Thornton. The Minister of Education spoke at some length on several points. He emphasized the value, from an educational standpoint, of school fairs, and closely allied with them, Manual Training and Domestic Science. The Doctor considers organized play also an important educational factor. He told the teachers that it was the plan of the department to establish a

school library in every district. In conclusion, Dr. Thornton spoke strongly to the teachers on the greatness of their work in developing the children under their care, physically, mentally, and, most important of all, morally.

The convention was then brought to a close by the singing of "God Save the King."

Busy Bees' Bazaar

In September, 1916, Miss Johanna E. Johnson, our primary teacher, asked the girls of the Junior and Senior rooms of Foxwarren Consolidated School to meet in the Primary room for the purpose of organizing a sewing club.

At the first meeting about 20 girls attended. Miss Johnson was appointed president, Lorna Thorpe, treasurer, and Gertrude Laycup, secretary. It was decided that meetings be held every second Saturday afternoon in the Primary room for the purpose of sewing and making articles which would be sold at a bazaar to be held in December. Proceeds for Red Cross. The bazaar was held on Saturday, December 9, in a vacant room of an empty building. The girls went to a great deal of trouble, but when everything was in order we all decided that it was worth while. We had a branpie, a ten cent tea, a sale of candy, home cooking, and the articles made by the girls and also a number of donated articles.

The bazaar opened at 2 o'clock and from the beginning the room was crowded with eager purchasers. We closed at 9 p. m. and when we counted the money we were delighted to learn that we had cleared \$100.00 for the Red Cross. We thought this would be of interest to others.

(Signed) GERTRUDE A. LAYCUP.

The Coronation School District, near Windthorst, Sask., has raised \$38.50 for Red Cross work. Bessie F. Thomson is the teacher.

Patriotic Fund

Minnedosa, Man.,
December 20.

Sirs:—The following teachers have contributed to the Teachers' Patriotic Fund for the term August 15th to December 20th:

Mr. Bell, Minnedosa	\$ 3.00
Mr. Crossley, Minnedosa	10.00
Miss Underhill, Moline	2.00
Miss Wellwood, Minnedosa	5.00
Miss Taylor, Minnedosa	5.00
Miss Sanderson, Clanwilliam	5.00
Miss Slade, Franklin	2.00
Mrs. Elliot, Minnedosa	5.00

Mr. Hoole, Clanwilliam	3.00
Miss Amy V. Connell, Neepawa	3.00
Mrs. V. Cochran, Neepawa	3.00
J. C. Billinski, Elk Ranch	4.00
J. F. Terlecki, Huns Valley	4.00
Miss Lyle Robertson, Acton	3.00
Miss Dufton, Neepawa	5.00
Miss Richardson, Makepeace	3.00
Miss McDonald, Neepawa	4.00
Miss Duval, Neepawa	4.00
Miss N. Everall, Dumfries	6.00
Mr. H. Blaine, Rosenthal	4.00

\$83.00

O. M. HALL,
Secretary-treasurer.

Question Drawer

1. How do you find the area of a triangle if you are given the length of the three sides?

If a, b, c are the sides and $S =$ one-half the sum of the sides, then the area is $\sqrt{S(s-a)(s-b)(s-c)}$

If the sides are 6, 8, 10 the area is $\sqrt{12 \times 6 \times 4 \times 2} = \sqrt{576} = 24$

2. Find the area of a pyramid or cone?

Multiply the area of the base by one-third the perpendicular height. If the radius of the base is 10 and the perpendicular height 7, the volume of the cone is $25 \times 3 \cdot 17 \times 7 = 550$.

Book Reviews

Nelson's Map Book of the War

This is by long odds the best atlas for school and for popular use. The price is 40 cents net. The maps are clear and distinct, and every district in which war is being waged is included. One of the best features is the diary of the war with accompanying diagrams. No school should be without this atlas. (Nelson & Sons, Limited.)

be intensely interesting to Canadian boys and girls. Judging the whole from a reading of La Salle, one of the series, we should consider these stories suitable to the children of grades 6, 7 and 8, and we heartily recommend such numbers as Daniel Boone, Christopher Columbus, Thomas A. Edison, Benjamin Franklin, Robert Fulton, Abraham Lincoln, William Penn and La Salle, to those interested in establishing school libraries. These books have been written with the child's point of view in mind, the events selected being those calculated to appeal to young readers. The books sell at fifty cents each.

The MacMillans have lately issued a series of "True Stories of Great Americans," the majority of which should

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JANUARY LETTER

To the Teachers ;

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Teachers will do well to make up their lists and ask their Secretaries to rush in the orders while supplies are available. We have also a good supply of the **Literatures** used in Grades 7, 8, 9, 10, 11 and 12, and Public and High School Texts generally. We have just received and rushed into stock fresh supplies from the Comstock Pub. Co. (Nature Books); Ginn & Co., Educational Pub. Co., Amer. Book Co., A. Flanagan Coy., Macmillan Coy., Copp, Clark Co., etc., etc., so that library orders may be filled promptly. Winnipeg Public Libraries and High Schools purchased over thirty thousand books from Russell-Lang's in 1916. No library order is too big for us to handle.

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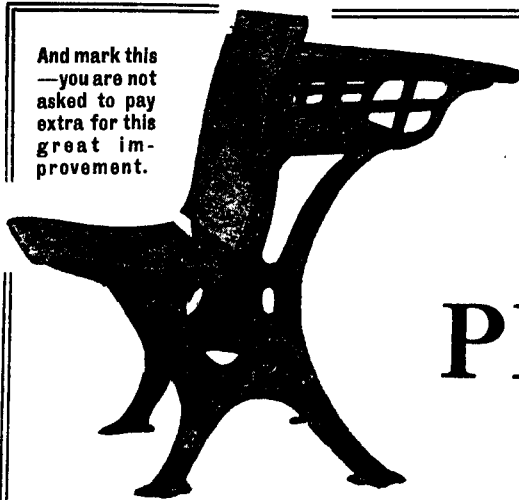
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