

The WESTERN SCHOOL JOURNAL

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

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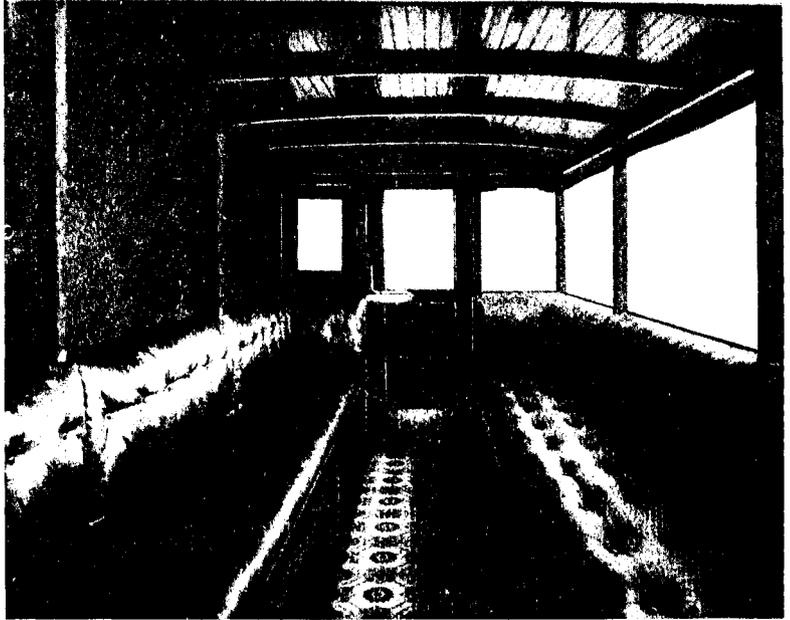
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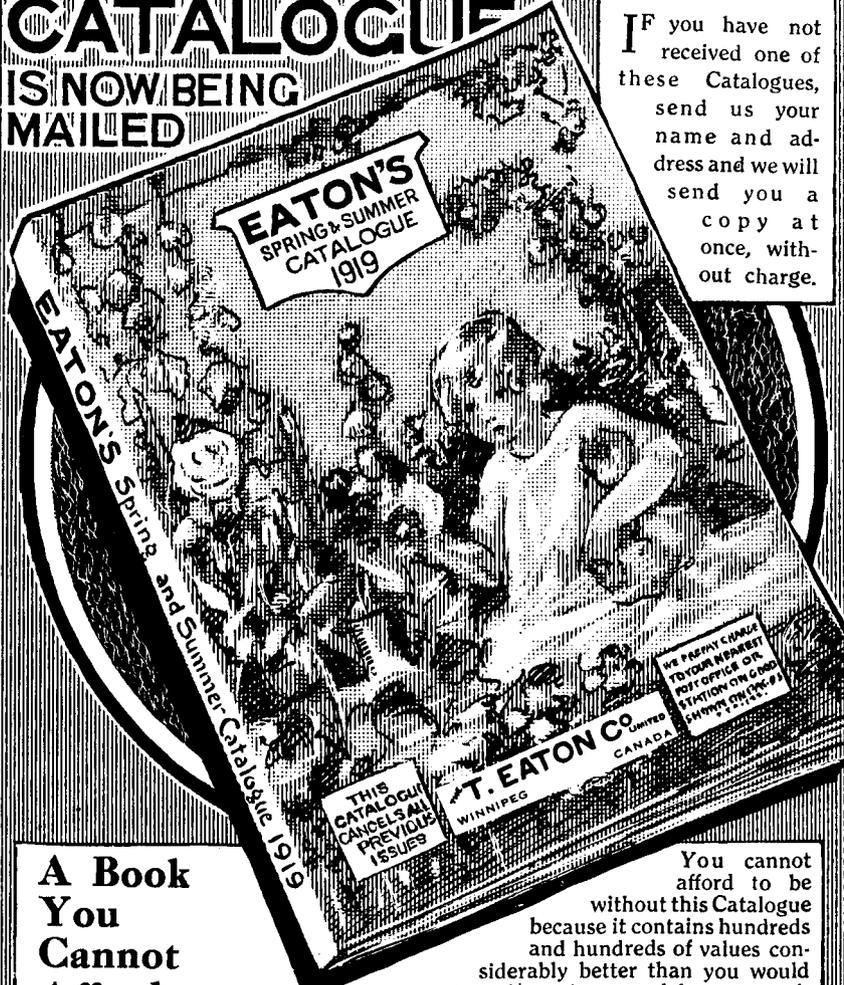
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The Western School Journal

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

VOL. XIV

WINNIPEG, APRIL 1919

No. 4

Editorial

Empire Day

There are so many people in the world to-day who have no national affiliation, so many even in Canada, who style themselves citizens of the world, or who openly acknowledge allegiance to another government, or who pine for a government of their own, that it becomes teachers to lift aloft in the schools, the standard of Empire, to tell the story of Britain and her sacrifices, of the Dominions and their unity with the motherland. Towards this end there should be in every school a fitting demonstration. Some suggestions are made in another page of The Journal, and in next issue there will be messages from the Lieutenant Governor, the Minister of Education and General Ketchen. All of these will, of course, be read to the children and the assembled parents. The day should be a great one for the nation. Let it be one that every school child will remember.

What Shall it Profit Man

Notwithstanding the heroic devotion and sacrifice of our young men, and of their equally devoted wives and mothers, notwithstanding the splendid example of the Motherland and the Dominions in contributing so gloriously to the defeat of wrong and the defence of the weak, it is yet as clear as noon-day that in our own little community and provincial affairs, and even in a most marked way in federal affairs, we are shot through and through with selfishness. Never before was there such class hatred, such plotting and planning, and never before such bitterness of expression, in public meeting or in the public press, as we find today. For example, we have the farming commun-

ity protesting that a few great manufacturers and heads of money exchanges are controlling the wealth of the country and reaping an undue share of profits, and we have the manufacturers complaining that it is the farmers these days who are making themselves rich beyond avarice, and yet not loosening up when all others are generous, while the laboring men and men on small income, assert that they alone are paying for the increased cost of living, and that they are veritably ground between the upper and nether mill stones.

Now it is not for the School Journal to take sides in a controversy of this kind, but it would, in the name of childhood and the coming generation, urge that there are bigger issues at stake than the making of money, and more serious shortages than that expressed in a balance sheet, or in the furnishings of a home. The true measure of wealth is not capital as contained in lands and goods, but soul-capital as expressed in intellectual, moral and spiritual power. In the grammar of life the verbs to be and to do are of infinitely greater significance than the verbs to have and to hold. What, indeed, shall it profit the child if he be left fortune and privilege, and yet lose his own soul?

So, in the name of childhood we protest that it is time for parents to take more serious thought of their children, and towards this end to give more attention to the education given in home and school. Naturally, the Journal is primarily concerned with the latter.

The school situation in Canada is far from satisfactory. That which should be the most serious concern of the people is viewed with apathy. It is not only that people, who spend freely

in luxuries of all kinds, grudge all expenditure on education, but that in their minds they hold in light esteem the work of the teacher as compared with that of the other professions. True enough, on public occasions they are full of praises, but it rarely goes beyond this. A man will give his lawyer ten dollars for drawing an agreement—the work of a few minutes—but will dismiss a good teacher rather than increase her salary by a like amount.

Now the bettering of a school system depends upon reconstruction of the programme of activities, the reorganization of the governing bodies, the awakening of public interest, and a dozen other things that might be mentioned, but above all it depends upon the securing and retaining of good teachers. Even had we municipal schoolboards with all their advantages, centralized schools with all their privileges, school fairs and school competitions reaching every district, yet if we did not get better teachers we should be little ahead.

We are strong in our teachers because of the temper and character of the young women in the schools, but we are weak because we are practically without men, and because for such as enlist, there is no permanency in the profession. Men will not enter teaching under the conditions imposed. A hired man servant or a cook is more secure in his position than the teacher of a day school. Every man who fully qualifies himself as a teacher should have a home of his own and a social and financial standing equal to that of the average ratepayer. He should at least command the respect rather than receive the pity of his students. As for rural communities the male teacher should have the same security of tenure as any of the farmers. He should be the recognized spiritual leader in his district. All this and more. But we fear this happy condition will not be realized until the system under which we are working is revolutionized. And the beginning of this revolution shall it be with the people or the teachers or the Department of Education?

As for the ladies, it is doubtful if they can be induced to remain longer than the average time now given. Yet it is clear that a teacher does not do her best until she is three years in the profession. The average length of service is not three years. With centralized schools properly organized, conditions would no doubt alter. With schedules recognizing not only scholarship and training but length of service, there would be a still further inducement for ladies to stay on from term to term and year to year.

We have a long way to go, but we shall have taken a first step when we honor the work of teaching by giving to those engaged in it a living wage. We have not had for years so many teaching on permits. We are not able to secure one in twenty of the young men we hoped would come to the work from the body of returned soldiers. The case is serious, and the remedy will cost money, and something more. We shall pay the cost even to the point of relinquishing old traditions and discarding old customs only if we love our children above everything else in this world. The school is the measure of paternal interest in the child.

Editorial Note

One way of deciding what pupils shall do at school is to write down a list of the subjects that have usually appeared on school programmes, and within this limit to select material suitable to the grades. Another, and a sounder way, is to make a study of the needs of the pupils and the community, and with this as a foundation to make a selection of studies and activities. A school programme should be open to adaptation. It should not be the same for city and country, nor the same for all schools in a city. There should be a vital relation between the activities of the school and the activities of life. Wherever this relationship is established the school is full of interest to the pupil.

Keep in mind the Easter Convention. It is going to be a great one. And whatever else you do, be on time.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

RESULTS OF BIRD OBSERVATION CONTESTS

In October last, Mr. E. W. Darbey, Official Taxidermist to the Manitoba Government, offered to the schools of Manitoba, three prizes for bird study during November following. These three prizes were to be given to the three schools sending to the Department of Education the largest list of birds actually seen by the pupils in the month of November. These lists were to be verified and recorded by the

teachers. The date when each bird was seen and the locality were to be given in each record.

On account of the influenza, only seven schools took part in this contest, Teulon Consolidated winning first prize, Norfolk School, at Pine Creek, winning second prize, and Provencher School, St. Boniface, third prize.

A complete statement of the Judge's award is given below:

Contestant	Contestant of Birds reported by Pupils in Nov.	Birds Correctly Named.	Birds Incorrectly Named.	Merit of List	Remarks.
Consolidated School, Teulon	39	39	0	Excellent	General information very good.
Norfolk School, Pine Creek	39	36	3	Very good	"Graybird" does not define species. "Canary," probably the American Goldfinch. "Wild Ducks" too general.
Provencher School, St. Boniface	34	33	1	Excellent	Illustrated with splendid sketches by pupils. "Little Black Duck" incorrect. Probably Lesser Scaup Duck.
Fair Valley School, Glenboro	26	22	4	Good	"Ducks"; "Hawks" too general. "White Winged Grosbeak" probably duplication of Evening Grosbeak. "White Hawk" might apply to any one of the light plumaged Hawks.
Pinkerton School, Treherne	26	18	8	Fair	Description under "Grouse," "Wild Duck," "Hawk," "Grayish Brown Bird," "Woodpeckers" too general. The Wild Pigeon is extinct.
Matheson School, Ingelow	14	10	4	Fair	"Ducks" too general. "Hawks" too general. "White Hawk" see above. "California Woodpecker" not found in Manitoba. Information too vague.
Alfred School, Kinnesota	About 65	Random observations, most of Birds seen not named.			

DISTRIBUTION OF TREES AND SHRUBS

Brandon, Mar. 21, 1919.

In the notice concerning the distribution of trees and shrubs from the Brandon Normal School, which appeared in the March issue, caragana was not mentioned. This was a mistake as we have about 5,000 caragana

shrubs from 1 to 3 feet high for distribution. Any person wishing to add a quantity of these to an order may do so by simply marking the quantity on a postcard and sending it to the Brandon Normal School.

ENTRANCE TIME TABLE, 1919.

Wednesday, June 25th.—

9.00 to 9.10	Reading Regulations.
9.10 to 10.40	Composition.
10.45 to 12.15	Geometry.
14.00 to 15.30	History.
15.40 to 16.10	Spelling.

Thursday, June 26th.—

9.00 to 11.00	Arithmetic.
11.00 to 12.30	Geography.
14.00 to 6.00	Grammar.

Friday, June 27th.—

9.00 to 11.00	Elementary Agriculture.
---------------	-------------------------

1. No practical test in Reading or Music this year.
2. The Pupil's writing will be judged on his Composition paper, and valued at 100 marks as usual.

Applications for Examinations

Applications for the various examinations to be conducted in June next will be ready for distribution early in April.

Teachers who have candidates writing on the Departmental examinations in June will please note that separate application blanks are printed for each of the examinations, and when writing the Department for these applications they must state the number of each kind required. The Department does not print any more application forms than they estimate will be required by candidates who apply to write, so that orders should be placed for such numbers as are actually required in each case. Except in the case of Grades VIII. and IX., applications must be received not later than May 6th, Grade VIII. applications will be received up to May 13th, while Grade IX. applications will be received up to May 24th.

The following are the forms provided:

1. Entrance Examination.
2. Teachers' Course—
 - (a) Grade IX.
 - (b) Grade X.
 - (c) Grade XI.
3. Combined Course—
 - (a) Grade IX.
 - (b) Grade X.
 - (c) Grade XI.
4. Matriculation Course—
 - (a) Grade IX.
 - (b) Grade X.
 - (c) Grade XI.
5. Grades IX. and X.—

Same form for Teachers' Course and Combined Course.

6. Matriculation Course—Grades X. and XI. (Parts I. and II.)
7. Grade XII.—Teachers' Course.
8. Supplementals—Matriculation.
9. Supplementals—Teachers' Course and Combined Course.
10. Supplementals — Matriculation, for use by students writing on Parts I. or II., Matriculation, Grade X. or XI.

NOTE—Correct forms must be used in all cases. Altered forms will not be accepted.

Form No. 5 is for students who have received permission to write upon Grades IX. and X., and this form must be used in all cases, otherwise the applications will not be accepted.

All Part II Matriculation students who are writing on a supplemental must file a supplemental application in addition to the regular Grade application, making use of the special form number 10 referred to above. This form is marked "free", and no fee

needed accompany it. Please note this form must only be used by Matriculation students writing on Part II (Grade XI) who have a supplemental from

Part I (Grade X). Matriculation students writing on the supplemental only will make use of form number 8.

FOR WESTERN SCHOOL JOURNAL READING COURSES FOR TEACHERS.

The Advisory Board has authorized a Reading Course for Teachers in training. These new Regulations will be in effect after July 1st, 1919.

A. For Students Before Attending Normal.

All students entering a Normal session for the first time must read one of the following books before entering and will be tested as to their familiarity with one of these books on entering:

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

B. For Students taking the Third Class Normal Course.

During the first year after completion of the Normal course these students will be required to read two books from the following groups and must take only one book from a group. In the second year of teaching they must read one book from the group not touched in the first year, and in the third year another book from any one will cease to apply when the student re-enters the Normal to complete the training for Second Class professional standing.

- (1.) History of Canada—Roberts.
Social Life in England (Vol. 1. & 2)—Finnemore.

- (2.) Kindred of the Wild—Roberts.
Birds and Poets—Burroughs.

- (3.) Improvement of Rural Schools—Cubberly. The Teaching of Arithmetic—Brown & Coffman.

C. For Students taking the Shrot Second Class Course to complete training.

During the first year of teaching after completion of the Normal Course, these students will read any two books selected from the following list:

The Schoolmaster in a Great City, Patre; Educational Measurements, Starch; Supervised Study, Hall-Quest; Literature in Elementary Schools, McClintock; Education, Thorndike; Better Rural Schools, Betts & Hall; Expansion of the British Empire, Seeley; Teaching of History, Johnson.

D. Students taking the one-year course for Second Class Professional Standing:

During the first year of teaching after completion of their training, these students will read any two of the books specified in course B. above, and during their second year of teaching any two of the books specified in Course C. above.

With her women of the fairest that bloom beneath the sky
With her soldiers of the boldest that ever dared to die,
With her flag in glory spreading o'er the earth and o'er the sea—
Like a portent to a tyrant, like a rainbow to the free—
With the nations flowing toward her as to a promised rest—
This, this, of all the lands I saw is the land I love the best.

Excebart.

DEPARTMENT OF EDUCATION

TIME-TABLE—EXAMINATION, 1919

Before Candidates at any Examination begin writing on their first paper, the Presiding Examiner (at 8.45 to 9.00 or at 13.45 to 14.00) shall read and explain to them the Regulations.

Date	Hours of Examination		Grade X.	Grade XI.	Grade XII.
Monday, June 23	9.00-12.00	Elementary Science (9-11)		History	Poet. Lit. A.
	14.00-17.00	Drawing (14-16)		Latin Grammar	Poet. Lit. B.
Tuesday, June 24.	9.00-12.00	Geography		Literature	Hist. of Eng. Literature
	14.00-17.00	Can. History and Civics		French Literature (Teachers' Option)	Composition
Wednesday, June 25	9.00-12.00		Music (9.00-11.00)	Latin Authors	Rhet. and Prose
	14.00-17.00		Botany	Chemistry	Literature
Thursday, June 26	9.00-12.00		Writing 9-9.30 Spelling 9.30-10.30	Physics	Physics
	14.00-17.00		British History		Chemistry
Friday, June 27	9.00-12.00		Arithmetic		Geometry
	14.00-17.00		Grammar		Add. English A. (French Lit. A.)
Monday,	9.00-12.00			Algebra	Algebra
	14.00-17.00			Composition	Add. English B. (French Lit. B.)
Tuesday, July 1	9.00-12.00			Geometry	Trigonometry
	14.00-17.00			French Grammar	History
Wednesday July 2	9.00-12.00			French Authors	
	14.00-17.00			Swedish Authors German Authors Greek Authors Icelandic Authors	
Thursday, July 3	9.00-12.00			German Grammar	
	14.00-17.00			Greek Grammar Icelandic Grammar Swedish Grammar	

OUR DEAD

Of man for man the sacrifice,
 All that was their's to give they gave,
 The flowers that blossomed from their graves
 Have sown themselves beneath all skies.

—Whittier.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

(Prepared and Edited by the Trustees of Manitoba.)

Trustees' Bulletin

INTERIM REPORT OF THE 13th ANNUAL CONVENTION

Held in Winnipeg on Feb. 25-26-27, 1919.

The Convention was called to order by the President, Mr. Wm. Iverach, of Isabella, at 9.30 Tuesday morning. There being over 400 delegates at the opening session.

The following members were appointed on the resolution committee: Rev. J. L. Brown, J. W. Seater, J. A. Glen, Jas. McKenzie, Stewart, A. Potvin.

The President in giving his annual address referred to the glorious and valorous part the young manhood of Manitoba displayed in the greatest of wars for the battle for freedom and the making of the world free for democracy. The victory has been costly, the price paid can never be justly accounted, but we may be pardoned if sometimes we are tempted to make some sort of appraisal of what part our own boys, that is the boys of Manitoba, who have lived amongst us, who taught in our own public schools and who went to them as pupils, who went down from our colleges and university, from our business office in the cities, from our factories, and last but not least from our farms.

In the navy some boys of my own acquaintance took part in the famous attack on Zeebrugge. In the famous charge of the Fort Garry Horse the Manitoba boys were there. Boys whom I have carried about when they were too young to climb into sleighs themselves, and others we all know, have not only stood up, but attacked against overwhelming odds, and drove the Hun from one position after another.

Mr. Iverach said: "I have called your attention to these things not in any spirit of boasting but simply to draw your attention to, and to emphasize the fact that we have under our

trusteeship in our public and high schools of Manitoba today such material as can not be excelled anywhere in this wide world.

Then what should our attitude be to those who have been placed under our trusteeship for the formative period of their lives. Do we consider ourselves the trustees of the nation's greatest asset, or the trustees of the ratepayers income? Are we going to stand for a large proportion of our people leaving school at grade five. It has been said that the purpose of the war was to make the world safe for democracy, but we must see to it that democracy is going to be a safe thing for the world, and that is the first and last duty of this Manitoba School Trustees Association.

An uneducated democracy is unthinkable, a partially educated one is as bad if not worse, provided the minority only is educated.

There is so much involved in this business of education that we, trustees, must broaden our vision when we begin to consider this question of trusteeships and its relation to the destinies of our country. If we never look outside of our own districts we will stagnate and oppose every movement for betterment that is offered to us; progress is usually only measured by comparison, and if we refuse to look outside of ourselves then we are most likely to retrograde.

If our schools are going to measure up to modern demands, we must have two things—more money and a higher standard of teachers.

If we could double the period of service of the teacher we would at the same time cut the cost of operating

the Normal School in two. It is only perfectly reasonable to assume that we are going to get better results from teachers who have had some years of experience than from one just out of Normal school.

We must reduce the number of the little red school houses with its 16 sections if we are going to increase the efficiency of our teachers. We must enlarge the unit of administration either by our present system of consolidation or through the adoption of the municipality as a unit whereby we can establish a system of schools that



J. A. MARION.

will be worth a man's while to settle down beside and make teaching his life work.

Then we must make up our minds that we must put more money into this business, we must increase our salaries.

We ought to be willing to pay enough to induce the best of our teachers to stay with us. We have the question of teacher's residences, without this we can never hope to retain the best class of men or indeed have

any sort of stability in the profession. It is not only in our non-English districts that we have residence problems. Our great problem, and the one most vital to our national life, is the raising of our standard of rural education in our English speaking districts.

We cannot get away from the fact that if the English speaking race is going to maintain its prestige in the province it must not only go to school, but must get beyond grade five, it is a birthright that we have not been setting a high enough value on for some years back, and once it passes out of our hands it will not return "though we repent and search for it carefully and with tears."

Now, just in closing, a word in reviewing the year's work. On account of the labor situation, the cancellation of exemptions of certain classes after seeding time, and then the epidemic of influenza, when all public meetings were banned, there were not as many meetings held as we would have liked.

I wish to thank you for your kindness to me and for your loyalty, and the cordial welcome you have always extended to me during the years you have seen fit to honor me with the high and honorable position. I have practically travelled over the whole province again during the year that has just gone, and I am more persuaded than ever that we should evolve our own system of education and develop it to meet our own needs.

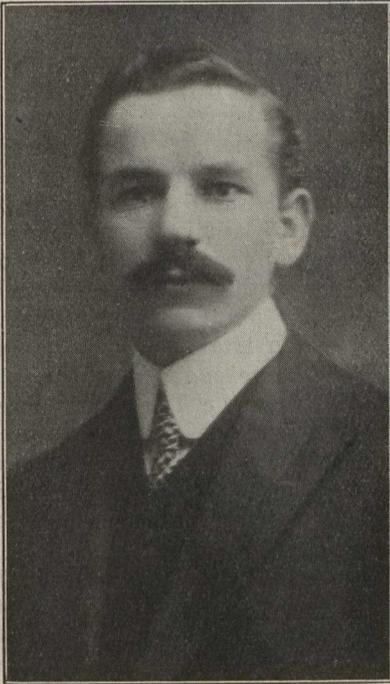
Our principal study should be the art of living together. Any country's greatest riches are its educated people.

We have learned in the last four years that there are still some things we are willing to value more highly than life itself. We can develop the system of education that will cultivate this spirit. If our schools are going to be one great unifier, we must have a common programme, lay a foundation broad enough that any superstructure can be erected on it.

The Hon. Dr. R. S. Thornton, Minister of Education, reviewed the work of the Department of Education, and

stated the legislation that was being put through at the present session of the Legislature in regard to educational matters.

The Minister stated that the Department will finance this association to the extent of \$2,500; that in future the school districts will get their grants in full, without deductions for trustee associations or secretary-treasurers' bonds; that the Department has increased the direct grants to the schools by fifty per cent.—one hundred and twenty new school districts have been formed; twenty-two new consolidated districts had also been formed. The



J. ALLISON GLEN, Vice-President.

grants to the high schools and intermediate schools for the present at last would be increased.

The Minister referred to the work being done by the school nurses, which work will be much more extended now the war is over.

The districts who decide to build teachers' residences will receive the same assistance that is given in districts where the Department has built teachers' residences.

One aspect of the school is its relation to the people of the neighborhood, and another is its relation to the nation.

We should develop something of the spirit of service which our boys over in France have shown.

Mr. Jas. F. Bryant, President of the Saskatchewan School Trustees' Association, extended the greetings from that Association.

Mr. Bryant showed what the trustees of Saskatchewan had been accomplishing and how much had yet to be done.

He invited the Trustees' Association of Manitoba to co-operate with them in every way possible for the advancement of education in our prairie provinces, and suggested that we might hold our annual conventions in such a way that we might obtain the best and foremost speakers in educational work to speak at both conventions, and in that way get the best possible by uniting forces.

Dr. D. W. Foght, Rural School Specialist for the Bureau of Education, Washington, D.C., and who made a most thorough survey of the Province of Saskatchewan for school purposes, gave three very instructive and interesting addresses.

Dr. Foght explained what a survey for educational purposes would mean to a province and showed what had been accomplished by different States to the South of us in that way. He told of the great benefits to be derived from the establishment of the large consolidated schools, where all the children were enabled to get a full public and high school education, and also that the municipal unit of administration is by far superior to the present system in operation in this province and it proving its worth today in twenty-five States of the Union.

Dr. J. H. Anderson, Director of Education among the non-English schools of province of Saskatchewan, spoke on the work that is being done among these people in that province. He stated that Mr. Ira Stratton, of our

own province, and Mr. R. Fletcher, for Alberta, who are doing the same work as himself in their own provinces, are co-operating with him in every way to devise ways and means to so educate the children of these non-English people that they will grow up with the ideals of a true Canadian national spirit.

The election of officers for the coming year resulted as follows:

President, S. H. Forrest, of Souris; Vice-President, J. Allison Glen, of Russell; Secretary-Treasurer, H. W. Coxsmith, of High Bluff. Additional members of executive: H. N. Macneill, of Dauphin; Rev. J. L. Brown, of Pilot Mound; J. W. Seater, of Rivers; E. J. Scales, of Virden; Wm. Iverach, of Isabella; A. J. Hainsworth, of Deloraine.

RESOLUTIONS PASSED AT THE THIRTEENTH ANNUAL CONVENTION HELD AT WINNIPEG ON FEBRUARY 25-26-27, 1919.

That in the opinion of this convention immigration from all countries that were at war with the allied countries during the recent European conflict, except in cases of those semi-subject nations who were not in sym-

That members of a religious organization representing themselves as conscientious objectors to assuming full responsibilities of Canadian citizenship should be classed as undesirable immigrants, and should be forbidden entry into Canada in the future.

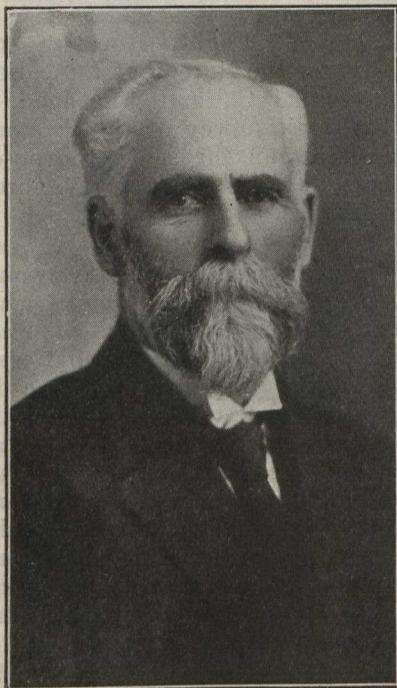
That a copy of the above resolutions be forwarded to the department in charge of Immigration at Ottawa.

That when trustees use an agency through which to engage a teacher we recommend that the Teachers' Bureau of the Department of Education be used, and that wherever possible the Department obtain a recommendation from the Inspector as to qualifications of the teacher?

Whereas it is undoubtedly in the interests of the schools of Manitoba that the teachers should attend the provincial convention of the Manitoba Educational Association in as large numbers as possible;

And whereas the single fare transportation rates, that up to last year have been granted to teachers who were in attendance at the provincial convention, have been withdrawn, thus discouraging teachers from attending the convention;

Therefore, it is the opinion of this convention that it would be advisable for trustee boards to avail themselves of the powers given in paragraph (m) in section 134 of the Public Schools



W. H. BEWELL.

pathy with the ideals of our enemies, should be prohibited for a period of at least ten years.

provincial convention of the Manitoba Act, to grant to teachers in their employ, who attend the provincial convention, at least 50 percent. of their transportation, at the same time requiring that each teacher who receives such grant shall furnish evidence of having attended at least four sessions of the convention.

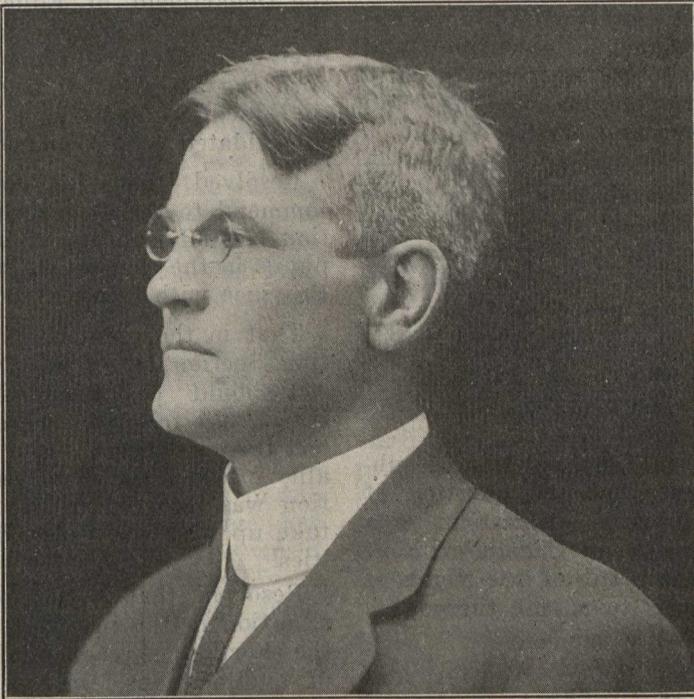
Resolved, that we express our opinion that whereas we are now in the period of reconstruction, following the great world war, that we request the Department of Education to take

from railway station to school when engaged and see that necessary arrangements are made for a conveyance with a responsible person in charge.

Resolved that the Municipal Act be amended so that grants may be made by our Municipal Councils to Boys' and Girls' clubs as well as to Agricultural Societies. The grants to be made jointly or separately as desired and the amounts for each specified.

Carried and referred to Municipal Union.

Realizing that the schools cannot



S. H. FORREST, President.

steps at once to furnish funds to any school district desiring it for the purpose of building a teacher's residence, and that the same be furnished to the school boards on terms as reasonable as possible.

That Article 4 of the constitution be amended so that representation be one delegate from each school district instead of two as at present to the provincial convention.

That school districts be required to pay for transportation of teachers

utilize all the energies of the boy, that the Boy Scout Movement is one of the most valuable educational agencies of this generation, and that it is distinctively an asset for the advancement of efficiency and virility and good citizenship.

The Manitoba School Trustees' Association is hereby authorized to cooperate with representatives of Boy Scouts Associations of this province in the organization of patrols and troops of Boy Scouts, and packs of

Wolf Cubs among the boys of their respective schools, provided that a member of the trustees' board of each operating school has a membership in the troop committee of every troop formed in such schools. and further, we recommend that the teachers should be encouraged to co-operate—out of school hours—with Scoutmasters and Wolf Cub officers.

In view of the benefits now generally recognized by the people of Canada as having resulted from Prohibition, as provided by means of Order-in-Council, limiting the trade in intoxicating liquor to sacramental, industrial artistic, mechanical, scientific and medicinal purposes, thereby greatly reducing drunkenness, crime and waste of money and manhood; and

In view of the general desire that every precaution shall be taken to reduce to a minimum the social, industrial and political unrest incident to the restoration of the affairs of the nation to normal peace conditions;

In view of the status of the Order-in-Council of March 11, 1918 (P.C.), when the articles of peace shall have been signed; and

In view of the impossibility of submitting at this time the question of making Prohibition permanent to a vote of the people of Canada without a manifest disregard of the right of soldiers overseas to a vote thereon;

Therefore we recommend—

(1) That the Prime Minister and Government of Canada be requested to take the steps necessary to continue in effect the provisions of the Order-in-Council of March 11 (P.C., 589) by having the same embodied in legislation to be enacted by the Parliament of Canada.

(2) That the legislation so enacted be continued in effect until such time as a vote of the electors of the Dominion of Canada shall have been taken on the question of its continuance or discontinuance.

(3) That the vote on this question be taken at a date to be fixed by the Government of Canada at least six months prior to the day of voting, and with due regard to the restoration to civil life in Canada of the Canadian soldiers now overseas.

Resolved that we recommend that the Department of Education defray the expenses of transportation of children to and from all schools when done with the approval of the Department of Education, same as is done in the consolidated school districts.

Resolved, that this convention recommend to the Department of Education the advisability of supplying all pupils in the elementary schools of the Province with free text books.

That in the opinion of this Convention, Section 232 of the Public Schools Act should be amended by adding thereto the following words: "and collect the cost thereof from the municipality in which the road lies." This motion was referred to the executive to take up with the Union of Municipalities.

Resolved, that in view of the serious situation in the province arising from the shortage of teachers, the inequality of qualifications, and the uncertainty as to salaries, this Convention request the Department of Education to appoint a commission, including representatives of trustees and teachers, to inquire into the various questions and report as to the situation and any remedies that they think advisable.

And thou, O, Empire of the free!
Beloved land, God compass thee!

TRANSLATION OF ADDRESS DELIVERED BY Mr. SIMON St. GERMAIN
IN THE FRENCH LANGUAGE, AT THE CONVENTION OF THE MAN-
ITOBA SCHOOL TRUSTEES' ASSOCIATION, 1918.

Mr. President, Ladies & Gentlemen,

It is a great pleasure for me to be permitted to address the delegates to this Convention in my mother tongue. I am very sorry that a number of my listeners will not be able to understand me because I feel assured that could they understand me I would have no difficulty in convincing them that the French language is entitled to better and more serious consideration than it is receiving from a large portion of the population at the present time.

The language I now speak, Mr. President, was the language of the discoverers of Canada, it was also the language of the explorers of these vast plains of the North-West and it was the language of the Missionaries who evangelized the Indian tribes who were then the inhabitants of these vast prairies of the West which we occupy to-day.

This same language, Ladies and Gentlemen, is on the statute books of Canada and in parliamentary procedures it is on an equal footing with the English language. I think it is not necessary for me to allude to the part that the French language has played in the literature of the world to convince you that it is worthy of consideration even by those not familiar with it.

I now come to a point where I wish to express myself clearly. I want to tell this audience that I am sorry that we are deprived of the privilege of teaching the French language to our children in our schools, as it has great educational value and as we treasure it in our families and I deeply deplore the fact that a large portion of our population does not seem to understand our position in this matter. I want to ask those objecting to the use of the French language in the public schools to place themselves in our position and I am sure they would soon realize that our demand is worthy of sympathetic consideration.

Mr. President, we have a duty to accomplish and that is to secure an education for our children. Great care should be exercised in the discharge of this duty for if we fail we are not worthy to fill the position of trust to which we have been elected. When I speak of a good education I do not mean one that will incite one section of the community against another but one that will teach our children that they are all Canadians and citizens of the British Empire and that will teach them, moreover, to observe the laws of God and of our country.

The destinies of our country are in the hands of the two great races, the French and the English. Both of these races are here to stay and it is our duty that we should understand each other in the future better than we have done in the past. I feel that the moment for this better understanding has come. What we ask will cause no injury to any one, but it means a great deal to us. If we do not wish to lose our inheritance, we must combine our resources and energies and work in common accord for the best interests of all and not waste our time as some are doing, in stirring up one section of the community against another and thereby creating friction which will necessarily work to the detriment of all.

And you, my compatriots, who speak the French language, you have a mission to fulfill towards those who are not familiar with our language. Your mission is to explain our position in a friendly way to those who are well disposed towards us, to show them that our position is different from those who have immigrated from foreign countries; that we are Canadians and that Canada is the country where our forefathers were born and that we are proud to be citizens of Canada and the British Empire. It is also your duty to explain to our English speaking friends that we have enjoyed the right of teaching the French language and we

consider that we have been unfairly treated when that right were taken from us, and I believe if our position were well understood we would get the cooperation of a large number of our English speaking friends to help us to have a clause inserted in the school Act of this Province giving us the right to teach the French language to the French Canadian children in the Public Schools of this Province; and I sincerely hope that we will combine our efforts to work in harmony with the English speaking citizens of this Province and thus assure their support when the time arrives to present a request to the Provincial Government

to have our language taught in our schools.

I thank you, Mr. President, for your courtesy in allowing me to address this gathering in my mother tongue. I appreciate this favor but knowing your friendly disposition to the people of my nationality I felt assured that you would not deny me this privilege. I also wish to thank the audience for the kind hearing they have given me.

Note:—This translation was not published before on account of space being required in the "Western School Journal" for other matter, and not having received the translation in the earlier part of last year.

MINUTES OF MACDONALD TRUSTEES ASSOCIATION

The Macdonald Trustee Association held their annual meeting in Sanford Consolidated School on February 11th, 1919. The weather being very mild, the attendance was very good. And the President, Rev. A. Moffat, opened the meeting shortly after two p.m., by some very appropriate remarks, after which the minutes of last meeting were read and adopted. The Auditors report followed and was received. Mr. John Murray, of Hamiota, representing the Provincial Trustee Association was then called on for an address. He being a pioneer of the Province, related some of his early experience in regard to education which he followed up until the days of Consolidation when he was privileged to see his little one-roomed school of 13 pupils develop into a large Consolidated school of 236 pupils, and nine teachers, he spoke at some length of the great benefits of this system and school administration and expressed the hope that the Province would soon adopt the Municipal School Board System. He also endorsed a lady member for each school Board. His address was well received and favourably commented upon by the Chairman. Eight school boards then reported, some showing good progress, all complaining of the serious loss of time through the

flu epidemic. Boys and Girls Clubs were taken up and discussed fully by W. C. Hartly, Inspector. An animated discussion arose over a charge that a certain school was using the German language unlawfully, it was finally decided to refer matter to Advisory Board. Lunch was served at six p.m., and resolution taken up at evening session. The resolution endorsing the principle of Municipal School Boards was discussed at some length by Wm. Iverach, of Isabella, showing great advantages therefrom and answered many questions thereon.

The resolution was finally passed by a narrow majority. The following resolution were then passed:

Endorsing the principle of the teachers retirement fund.

Approving of the Bible as a text Book in the school.

Expressing a desire to participate in Dominion Government's housing scheme in order to provide teachers residences.

Amending the Constitution as to representation in Provincial Convention.

Resolution for amendment in census reports.

Appointment of Committee to enquire into and if thought desirable to call a meeting of ratepayers to discuss conditions with the view of establishing a consolidated school at Shanauvan.

The evening session was enlivened by the Sanford High School, giving a number of selections, both vocal and instrumental, which were highly applauded.

The officers elected were: Rev. A. Moffat, President; William Miller, Vice-President; Robert Houston, Secretary; James Elves and James Sims, Directors.

Robert Houston,
Sec.-Treasurer.

Starbuck, Feb. 12th, 1919.

Inspectors' Section

INSPECTORS CONFERENCE

The annual conference of the Manitoba School Inspectors' Association was held on Thursday and Friday, February 27th, and 28th, in the Fort Garry hotel, President S. E. Lang in the chair.

The minutes of the previous meeting were read and approved.

This was followed by the President's address, in which he dealt with the work of the Association during the past year and outlined a policy of work for the coming year.

The reports of the standing committees which had been appointed by the Executive last summer were given and were followed by general discussion. A number of the resolutions which were passed were a direct result of these reports and discussions. These resolutions have been submitted to the Department and the Advisory Board for approval.

The following standing committees were named.

1. Building and Equipment—Finn, Brunet, Peach.

2. The Teaching Force—Maguire, Dunlop, White.

3. The Programme of Studies—Fallis, Gordon, Hatcher.

4. Legislation and Regulations—Young, Goulet, Van Dusen.

5. School Attendance, Records and Organization — Parker, Beveridge, Hunter.

6. Health and Physical Education—Best, Parr, Woods.

7. Boys' and Girls' Clubs—Hall, Jones, Willows, Hartley, Morrison.

8. Consolidation and Transportation—Walker, Belton, Stevenson.

9. Empire Day and Citizenship—Morrison, Herriott, Duncan.

10. School Inspection—Gordon, Fallis, Walker.

The election of officers resulted in the re-election of last year's Executive, viz:—

President—S. E. Lang.

Vice-President—T. G. Finn.

Secretary—E. D. Parker.

Major C. K. Newcombe, Superintendent of Education, who recently returned from overseas, was present during the conference. He was welcomed back by the President on behalf of the members of the Association.

INSPECTORS NEWS NOTES

The teachers of Gladstone and ten rural schools in that neighborhood are planning to celebrate Empire Day jointly this year as in the past. Besides the regular patriotic exercises it is intended that the programme shall be in the nature of a thanksgiving for Victory and Peace. Inspector Herriot is also planning to organize similar celebrations at several other points in his division.

A second outbreak of Spanish Influenza in the Municipality of Westbourne, closed the schools at Plumas, Pembroke, Blake and Ogilvie during the latter part of March.

The teacher's interest should help to make the work of the attendance officer light.

THE RURAL SCHOOL AND PUBLIC HEALTH

By E. H. Walker

Despite the fact that it has always been conceded that the conditions for health are very much better in the country than in town, yet statistics show that so far as children of school age are concerned the country children fall far behind those of the city.

The Child Welfare Bureau of the United States has discovered that the number of children having defective sight is three times greater in the rural schools than in the cities. Those having defective hearing is twice as great; while those having defective tonsils is ten times as great—that is, of course, proportionately.

No doubt an explanation of these deplorable conditions in the country is found in the difficulty of securing medical assistance when needed. Then, too, the rural school is frequently very faulty in the all important matters of heating, lighting, ventilating and furnishing. Nowhere does that fatal disease, procrastination, thrive better than in rural communities.

Physical defects undermine the mental and moral as well as the physical vigor of the young, and are responsible for a large number of the crippled, under developed and tuberculosis adults.

Writing in the August number of the Health News, Dr. H. F. Senftner says: "The percentage of uncorrected physical defects in early childhood is unnecessarily large. Among them may be noticed defective teeth, with resultant

mal-nutrition, anamia and digestive disturbances, enlarged tonsils and adenoids, presenting a ready point of entrance to various infections and interfering with normal respiration. Eye and ear defects, retarding the child's progress at school and affecting future usefulness. These and many others can be rectified if early attention be given them."

An examination of a number of children in any part of our own province would verify these statements.

Three hundred and four children were examined in the rural schools of Dauphin Municipality in 1917 and the following facts were secured:

- Symptoms of defective vision—42.
- Symptoms of defective hearing—12.
- Symptoms of defective tonsils—231.
- Symptoms of defective teeth—188.
- Symptoms of defective adenoids—182.
- Symptoms of contagious eye diseases—3.
- Symptoms of skin diseases—10.
- Symptoms of enlarged glands, thyroid—10.
- Symptoms of enlarged glands, cervical—5.
- Children in perfect health—15, which is less than 5%.

It is a recognized fact that a great majority of defects in adults are a result of preventable diseases of early childhood, ignorance or neglect.

The state has decreed that every child must attend school, bright or dull,

strong or weak. Schools have been built and equipped; men and women trained for the work of teaching. The sole object of teaching seemed to be training of minds, but the fact that some of these minds were in unsound bodies was often quite overlooked, much to the detriment of the child.

It is now being realized by the general public, as well as the medical, nursing and teaching professions, that education without health is useless.

With a view to solving the problem, the Board of Health of this province, as an experiment, organized in the spring of 1916, a band of graduate nurses to be known as Public Health Nurses, and these were stationed in different parts of the province.

The experiment proved to be a great success in its discovery for the need of such work and in the warmth of its popular reception. Since then the staff has been increased, but many more are needed.

While at first the purpose of the medical inspection law was confined to the recognition and suppression of communicable diseases, its scope has extended so rapidly as to now embrace much of preventable measures and corrective agencies.

This health supervision is indeed assuming a vast responsibility for the future, and on the efficiency of the school nurse much of its success will depend. The nurse of today is rapidly becoming the health teacher of the community she serves.

The duties of a public health nurse may be defined as follows:

1. To discover physical or mental defects of school children.
2. To employ such agencies as may

be available to secure the correction of such defects.

3. To assist health authorities to recognize and promptly suppress communicable diseases.

4. To assist teachers to establish and maintain a high standard of health.

5. To inspect school buildings, grounds, water supplies and toilet facilities, and see that conditions are such that the health of the teacher or pupil will not be endangered.

6. To systematize, standardize and popularize medical inspection that the best results may be obtained.

Miss Russell, superintendent of Public Health Nurses, considers that home visitation is the most essential part of the work. Visits to both home and school should be frequent. First lessons, if not soon followed up, are too soon forgotten. In some districts where the percentage of children of foreign-born parentage was high considerable prejudice had to be overcome, and many interesting stories could be told by the pioneer nurses.

It is gratifying to know that in matters pertaining to public health in the Dominion, Manitoba has been the leader. Wonderful progress has been made, but after meeting the enthusiastic officials, Hon. Dr. Armstrong, Minister of Public Health, Dr. Stuart Fraser, and Nurse Russell, one can readily understand why the work has been such a pronounced success.

It seems safe to say that when the work of the Health Department becomes generally known and appreciated, greater results will follow, and the children of the future will be free from the handicaps of their parents.

“Who dares?” this was the patriot’s cry,
 As striding from the desk he came
 “Come out with me in Freedom’s name,
 For her to live, for her to die?”
 A hundred hands flung up reply,
 A hundred voices answered “I”!

T. B. Read.

Empire Day

EMPIRE DAY PROGRAMMES

In planning programmes for 1919, teachers may find it helpful to refer to the experience of 1918. The School Journal has on hand about twenty programmes followed last year. It is impossible to print all of these, but the following suggestions may be of value.

From Libau School, No. 1231, comes this fine contribution:

Libau school has a roll of seventy-five pupils composed of Germans, Russians and Ruthenians. Many of them start school without knowing a word of English, their own language being in most cases the only one they hear outside of the school, but are so eager to learn that in almost no time they begin to pick up and become quite fluent talkers, considering their size and length of time at school, etc., and I wonder if you teachers of Canadian children will forgive me if I say in all sincerity that they have in them the makings of as great citizens as our own Canadian children. But it remains with us to bring out and make of them the very best.

It is really surprising and gratifying to see and know the interest they take in things Canadian.

So for a number of days we have been busy preparing for Empire Day. Each and every one has prepared a string of flags of the Empire beginning and ending with the Union Jack. These were used to adorn the school, and, although they were home-made ones, care was taken to have them well made and they were really very pretty, white paper and red and blue ink being used to color them. In addition to this string, each child pasted one flag on a stick and had it ready to wave whenever anything on the programme such as "Three cheers for the red, white and blue," or our rallying cry called for the waving of the flag.

In the afternoon, from one to three, we had our real programme, which consisted of songs by the school, solos,

readings, recitations, quotations and stories.

The children entered into things with great spirit and understanding that was really surprising, and in between times, with flag held high in right hand, waved in unison our rallying cry.

Just before closing one of our neighbors brought in a very large cake, nicely decorated with spring buds and red, white and blue tissue paper, and coming as it did, a surprise, it was doubly enjoyed by all the scholars.

In closing they sang with much fervor:

"God Save Our Gracious King,"

"God Save Our Splendid Men,"

after which prayer, the rallying cry was given and then all dismissed for home.

On the way home many of them were seen to stop in the middle of the road and wave their flag, at the same time saying "For God, for Duty and for Empire."

Were they making fun? Indeed they were not; it was said and done in all solemnity. But as one little boy put it, "I like it." Let's hope that all may not only like it, but try to live up to it, for it is indeed a good cry, for if we stand for God, Duty and Empire will surely follow.

Mrs. M. Brown,
Libau School, No. 1231.

The following letter from Inwood School is an inspiration:

Inwood School

Starting with the song, "We Must Fight For Our King and Country," we all set our hearts to our day's work, doing it for our Empire as our brave soldier boys are doing overseas. Patriotic readings followed such as the story of one of our great Canadians, namely, "Isaac Brock," who laid down his life for our country's freedom on Queenston Heights in the War of 1812.

Such a noble man shall never be put aside by the Canadian children, and on every great day of our Empire those noble characters shall be committed to memory.

"On England's annals through the long
Hereafter of her speech and song,
A lady with a lamp shall stand
In the great history of the land,
A noble type of good
Heroic Womanhood!"

Indeed, we also thought of "Florence Nightingale," so interesting in her work for the poor, suffering soldiers. How many more Florences shall we point out at the close of this terrible war?

And what about our "Good Queen Victoria" whose birthday we celebrate tomorrow? We did not pass her by, and impressed upon our minds once more her great work and noble qualities.

Drilling was not the least important subject of our celebration. Physical training is always so attractive for the young ones who in doing so feel that they are doing their "bit" for their country in preparing for the future when they too might be called to arms.

The verses and poetry quoted by Tennyson and other great poets we all memorized and rendered with great satisfaction by all pupils, big and small. Songs such as "We'll Never Let the Old Flag Fall," "Keep the Home Fires Burning," "The Maple Leaf Forever," "O Canada," "Blue Bells," and last, but not least, "God Save the King," were rendered in a very attractive way by the scholars. A short walk and games ended the day of a long to be remembered Empire Day by all the pupils of the Cossette School District.

M. C., teacher of Cossette
S. D. No. 1378, Inwood, Man.

From Elgin comes a fine report, a part of which is given.

Elgin School

A new feature in the work of the Elgin Consolidated School was the celebration on May 23rd of Empire Day. All arrangements were made by Prin-

cipal Robinson and the staff of teachers, assisted by the hearty co-operation of the pupils to the number of about two hundred and twenty-five.

The forenoon had been spent in the usual way. After dinner all the pupils arrayed in holiday attire, the girls for the most part being dressed in white, gathered at the school, where they were met by the Elgin Citizens' Band. They then formed up in order for marching, the Boy Scouts in the lead, the band next, followed by the teachers and pupils. The children marched by grades, beginning with Miss Scott's primary room of sixty wee tots, the other grades in rotation. Each teacher marched with her pupils, each of whom carried a flag of some one of the allied nations. A large Union Jack and an "Elgin School" Banner also added to the gay appearance of the showy pageant. Having marched through the village streets they arrived at the Methodist church where the large auditorium was soon packed to the doors by children and parents. From every part of the eighty sections comprising the district the parents had gathered for the occasion.

This is how Stony Mountain school celebrated the day:

Empire Day was celebrated at the school in a unique and impressive manner. At 2.15 sharp a procession of the school children paraded the town singing national and patriotic airs. The procession was headed by a Union Jack banner carried by three senior boys, next came six senior girls, in white, carrying the flags of the Allies, then the boys of grades V, VI, VII and VIII, followed by the girls of the same grades and finally the boys of grades I, II, III and IV, followed by the girls of the same grades. All the children had flags of one sort or another. At 2.30 p.m. the prepared programme was carried out in the school.

The Ulster school sends in a fine suggestion:

Ulster School

Our programme for Empire Day commenced with a flag parade and

drills to patriotic selections on the gramophone. The children were dressed as uniformly as possible.

The problems in arithmetic were estimations on waste of food, etc. Readings were of a patriotic nature.

Parents were invited and a light lunch served, which was made the occasion of a domestic science examination, for which all the baking was done on an oil stove in the school by the children themselves. Lunch was followed by patriotic recitations, songs and musical selections.

Ingleside School

Ingleside school observed the day in the following way:

Our whole time-table for the day was based on our motto, namely, "One King, One Flag, One Fleet, One Empire." The pupils had been getting ready for Empire Day for some time. The maps of the British Isles, showing physical features; the World, showing British possessions, neutral country and country at war; and France, showing important battles of the war, were drawn on the board. Railway maps of Canada were drawn on paper. Flags of the Allies were painted and put up. Postcards were brought showing some of Britain's countries.

In the morning an honor roll was placed beneath our motto. Over this was the Union Jack.

Before morning recess the readings and spellings of grades I, II, III and VIII were heard orally. The lessons were patriotic selections. Grade VIII wrote a composition, "What the Stay-at-Home Can Do to Help Win the War," while grades III to VI wrote letters to the boys overseas.

An oral lesson was given on "How Canada is Governed."

After the morning recess the writing period consisted of appropriate copies for the anniversary. Then a geography lesson was taken up, assisted by the postcard collection. A list of the parents' names was received for registration day, and school was dismissed for the noon hour. The programme for the afternoon was then carried out.

Wakopa School

Among the selections contributed by the Wakopa school were two original poems by the children, one of which is printed below.

Heroes of the Empire

Day by day our boys are fighting
In the trenches far away;
Some are wounded, some are dying,
While the others face the fray.

Others are in ambulance wagons,
Very weak from loss of blood,
Who are hurried to the hospital,
Some are up to knees in mud.

Then again there are the prisoners
Who would like to have their will,
Some by having bomb or pistol
That would put an end to "Bill."

What about our Red Cross nurses?
They are surely doing their bit
Caring for the wounded soldiers
As beside their cots they sit.

Then at home we have our women,
Also men both great and small,
Who are helping to defend us
And our Empire best of all.
Violet Henderson, age 12,
Grade VII, West Lake School.

Isabella School

From Isabella school comes samples of the work done by the pupils. Here is a composition of a twelve-year-old girl.

My Duty as a Citizen

The foundation of citizenship is obligation, duty to our fellow creatures. To be a true citizen is to use our best to the best advantage of the community or country.

Poverty, ill-health and ignorance are a hindrance to the country. I may help stop these by saving and by using to the best advantage the things which we need. Ill-health may be stopped by eating the foods which are best suited to our needs, by sleeping the right amount of hours, and by getting plenty of fresh air and sunshine. The most important duties are to be loyal, industrious, thrifty, honest, neighborly, and

public-spirited. I am not a good citizen when I go around hurting my neighbors' feelings, cheating, breaking public property, or when I go around idle all the time. I am a good citizen when I am kind and helpful to my neighbor, when I play fair at games, work fair in school and at home, when I take care of public property, and when I am industrious.

Another duty of mine as a citizen is to study the laws of the country and learn to keep them, and to prepare myself to take a part in the doings of the community, country, and Empire when I am called to do so.

Anna Iverach,
Isabella S.D.

Other Schools

Other schools sending in programmes are Menisino, Beresford, Willow View, Helendale, Tremaini, Provencher, Ledwyn, and many schools from the cities and towns. The items on the various programmes show that the following numbers have been found satisfactory:

1. Patriotic choruses.
2. Band selections.
3. Gramophone selections.
4. Solos by children or older people.
5. Recitations and readings.
6. Addresses by parents or by pupils.
7. Drills and flag displays.
8. Biographies.
9. Stories of Empire.
10. Tableaux.

THE EMPIRE DAY PROGRAMME FOR 1919

In getting ready for Empire Day, the teacher should begin at once. She will have to plan room-decorations and programme, and must be careful as to all arrangements, such as sending out invitations, receiving the visitors and caring for their comfort. The following are offered as suggestions:

1. Invitations to speakers should go out at once. Notice to the public should also be given at once, and the invitation repeated two or three times before the day of meeting. It would be a nice thing if invitations were sent to each home on cards prepared by the pupils. These cards should be decorated with appropriate symbols, such as flags, soldiers in uniform, scrolls with the names of great victories and great leaders.

2. The grounds should be prepared, the children having a half-holiday for this purpose. The school should be cleaned, and fitting decorations placed on the walls and the blackboards. Among these, are of course the Empire's flags. Small flags may be had from the departmental stores for very little. They may be used in the class exercises, as well as for decoration. It would be well also to have as many pictures of the great men of Empire

as possible—soldiers, seamen, statesmen, and of course, the leaders among the women. Best of all, would be pictures of the Victoria Cross heroes, and of local men who have been granted honors.

The blackboard decorations should be simple, but suggestive. On one board might be a panel with the names of battles Canadians will always think of, with pride, on another, a panel with the names of great national heroes. On another, the names of the countries that have worked with the Empire in the war. Here there may be scrolls containing mottoes or famous sayings, such as: How sweet and pleasant it is to die for one's country! Lest we forget! Nelson's message to the fleet, Beatty's order to the German fleet.

3. The room should be comfortably seated. The boys will see to that. The little people should be seated in front, and the older one's behind. Care should be taken to have the room well ventilated. Nothing will do as much to spoil a meeting as over-heating and failure to introduce fresh air.

4. Most of the parents will come with the children, and it will likely be impossible to have a formal reception,

but there should be ushers, wearing flags for badges. The girls should attend to the needs of the visitors, leaving the teachers free to move around freely. The boys, will naturally attend to the horses, leaving the fathers to talk to one another until the programme is ready to begin.

5. The programme will consist of choruses, songs, readings, recitations, addresses, drills, instrumental selections, dialogues, exercises based on the study of geography, history and literature. Amongst the choruses that may be given by the school are the standard national airs, and popular war songs. No need to mention these. The readings may be from readers, and should include the addresses of Sir James Aikins, and the other notables whose messages appear in next issue. Then there are many fine poetical selections, some old, some recent:—from Scott's "Love of Country" to the well-known "Flanders' Fields." Better a number of short selections than a few long ones. Every pupil should have a personal part to play. The addresses by the children might follow such themes as "What the Empire gained by the war", "What the Empire sacrificed for the war", "What children may do for the Empire", "Children of the war", "Canada's duty to the Empire"! "The Empire's flags", "Heroes of Empire", "Heroines of Empire", "Two great seamen—Nelson and Beatty", "Some famous deeds: Zbrugge, Jutland, Ypres" "What a Briton cannot do", "How the Empire may be disgraced", and so on. The visitors will, of course, speak on their own selected or assigned topics. A time limit should be placed on each address. Every speaker on being asked, should be told how long he is supposed to speak.

The dialogues and representations might be made up by the pupils. Here are a few suggestions: (a) Children of Empire—a costume display. The pupils representing the various Dominions, each bringing a message telling what his country did in the war, and was still contributing to Empire. The last contributor should be Canada. (b) South and North—a dialogue bet-

ween two pupils telling of life on the far North—trapping, shooting, etc., and life in the far South (Australia) telling of sheep-raising, etc. (c) The tale of the Centuries. Pupil tell of Britain's might from 1400 to 1900—each beginning with the phrase "I'll show you a picture"! This is really a series of short addresses and can be made very effective.

The exercises based on geography, might consist of an imaginary trip around the world, the pupils telling the story and drawing maps. The historical exercise might have to do with the growth of the army, the navy, the possessions, the growth of industry, the development of art, music, industry and the like, or there might be most interesting talk by pupils on "The coming of the races, showing what each had to bring, and how each merged into the common stock of Canada." The exercises based on literature might consist of dramatizations, tableaux or character personations.

The drills readily suggest themselves. Flag drills and folk-dances will be the best, and they can be given better out of doors than inside.

A good feature of a programme would be "An hour in the Empire" Reading, spelling, arithmetic, geography and history, lessons could be taught, everything centred in the idea of Empire.

The closing songs should of course, be, "O Canada"! and the National Anthem.

Here is added a little material that may be of direct service.

In Flanders' Field.

By Lieut. Col. John D. McCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly,
Scarce heard amidst the guns below.
We are the dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

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

America's Answer

By R. W. Lillard

Rest ye in peace, ye Flanders dead.
The fight that ye so bravely led
We've taken up. And we will keep
True faith with you who lie asleep
With each a cross to mark his bed,
And poppies blowing overhead,
Where once his own life blood ran red.
So let your rest be sweet and deep
In Flanders fields.

Fear not that ye have died for naught.
The torch ye threw to us we caught.
Ten million hands will hold it high,
And Freedom's light shall never die!
We've learned the lesson that ye taught
In Flanders fields.

Some Memory Gems

1. The strength of a nation is in the intelligent and well-ordered homes of the people.
2. God of our Fathers, known of old
Lord of our far-flung battle line
Beneath whose awful hand we hold
Dominion over palm and pine
Lord God of hosts, be with us yet,
Lest we forget—Lest we forget.
3. For there is neither East nor West,
Border our breed nor birth,
When our strong men stand face to face,
Tho' they come from the ends of the Earth.
4. Hasten the Kingdom, England, Queen and mother;
Little we know of all Times' works and ways,
Yet this is sure: we need none other
Knowledge or wisdom, hope or aim or praise,
But to keep this one stormy banner flying
In this our faith that none shall ever disprove,
Then drive the embattled world before thee, crying
Here is one Emperor, whose name is Love.

JACK CORNWELL, THE BOY WHO "CARRIED ON"

One day, in the summer of 1917, a group of people were standing before a large picture which was hung upon the wall of one of the rooms in the Royal Academy.

The painting showed a wounded sailor-boy standing on the deck of a warship near the shield of a naval gun while shells were bursting all round him, and the gun's crew were lying dead or wounded at his feet.

"What did he do?" asked a lady after looking closely at the picture for some time. "Oh," said a gentleman who was with her, "he just stuck it, you know." That was all that the boy had done, "just stuck it" at the post of honour, although hurt so cruelly that he afterwards died.

But his simple action had been enough to rouse the admiration of the whole British Empire, to win for him

the Victoria Cross, and to afford an example to every boy and man in the British Navy. There were many brave deeds done in the Battle of Jutland, but when Admiral Beatty afterwards made out his report it was John Travers Cornwell whom he picked out as at least one glorious example.

The boy won his Cross at the Battle of Jutland Bank, which began in the afternoon of Wednesday, May 31st, of the year 1916. This fight was one of the most important naval battles of the Great War and might have been as momentous as Trafalgar if the Germans had not retired when Admiral Jellicoe came up to the aid of Admiral Beatty with the Grand Fleet.

We can form some idea of the terrible nature of the battle from the British losses. These included six of the larger ships and eight destroyers, as well as a large number of brave British sailors. But the German losses were very much heavier, both in ships and men.

One of the British ships engaged in the fight was H.M.S. "Chester", the crew of which included the boy John Travers Cornwell, whose age was about 16½ years. He belonged to a party whose duty it was to work one of the guns, and during the first part of the fighting he received a very bad wound.

But he stayed at his post in a most exposed position, and went quietly on with his work though the men of the gun crew fell, one by one, dead or dying around him. He was hurt again and again, but he did not give up. He stood waiting for orders with the speaking tube at his ears, until the fight was over, when he was taken tenderly below.

His captain afterwards wrote of him to his mother:—"The wounds which resulted in his death were received in the first few minutes of the action. He remained steady at his most exposed post at the gun, waiting for orders..... He felt that he might be needed—as indeed he might have been—so he stayed there, standing and waiting under heavy fire, with just his own brave heart and God's help to support him."

After the battle the boy was taken to a hospital at Grimsby. He was attended with the greatest care, but his wounds were too severe to be cured. Cornwell had indeed been "faithful unto death."

Before he died some one asked him what he and his mates were doing during that terrible time. "Oh," said the dying boy, "we were just carrying on."

—From Dent's Little Book, "The Post of Honour."

To An Invalided Soldier

I honor you because you played the man
And hero in the world's great deadly fray,
Choosing to suffer, rather than to fan
The selfish flame that burns in human clay.

I honor you because you struck a blow
For the defenceless; you unsheathed the sword
To lay the Tyrant's pride and power low,
That Britain might redeem her plighted word.

I honor you, and pray that God may keep
Your soul unsullied through the daily strife;
That you a million-fold reward may reap,
Both here and in the joyous after-life.

H. Isabel Graham.

Children's Page

Empire Day

Empire Day! When Britain's story
Rings throughout Dominions far,
Songs and stories of her glory
And her deeds, in peace and war.
When she gathers all her children
Round her knee, to tell again
Why the Empire is an Empire,
Why her glory shall not wane!

Here they gather round the Mother,
Black and yellow, red and white;
While she tells the wondrous story
Of her justice and her might.
Canada learns of England's heroes,
India hears of Africa's fame;
Australia in her Southern Ocean
Hears of Scotland's glorious name.

Each for all, and all for Empire!
League of Nations, strong and free,
Carrying out through peace and battle
Traditions of world liberty.
Each can learn the strength of other;
Each can glory in the fame;
Each can help the Ancient Mother
Keep the honor of her name.

One may send Her wealth of jewels,
One may send Her golden wheat;
One may send Her Sheep and cattle,
All bring offerings to Her feet.
And in turn the Empire Mother
Gives to these, her children strong,
Bravest stories, best traditions,
Freedom, justice, hate of wrong.

Empire Day! When the song of the navy
Rolls in waves o'er a grateful world!
When the names and deeds of heroic soldiers
On the Empire's banners are unfurled!
Empire Day! When the Arts and the Muses,
Crafts' and Labors' achievements are told!
Empire Day! When the glorious story
Of the British Empire is unrolled.

H. Hesson.

The Winds Dance

Said the North wind to the West wind,
"Will you dance with me to-night?"
"O'er Mountain, Hill and Plain,
"Till again the day is bright?"

Said the West wind to the North wind,
"Will dance with you to-night,"
So they danced and played and capered,
To make the old world bright.

Marion Stewart, age 8.,
Grade 4, Valley Stream School.
Muir, Man.

EDITOR'S CHAT

My Dear Boys and Girls:

You will find that the April number of The Journal is nearly a month ahead of the time, for we are writing of the May days—Arbor Day and Empire Day. It will hardly be necessary for us to tell our constant readers that the reason for this is that the Teachers' Convention every May monopolizes The Journal with long and learned papers and so our May holidays are crowded out unless we steal room in the April number, and so here we are! To begin with tho we must not forget a little talk on April's own special and wonderful festival—Easter Sunday. You do not need us to tell you what great event is commemorated by this festival, for you know as well as we do, but close your eyes and come for a few moments to that Holy Land which only this year has come back into the hands of Christians, through the defeat of the Turkish-German armies, by General Allenby. It is Good Friday, at the hour of three o'clock, and there is darkness over all the earth for God has darkened the sun, because of the terrible thing that wicked men have done, Christ is dead, and His body is soon to be laid in the tomb, cut like a little room out of a huge rock. Night comes, and Saturday passes, and then the bright Eastern sun rises on Easter Sunday morning. We are in a garden. The soil is loose and sandy, and strange flowers of brilliant colors and strong perfumes grows there. Palm trees wave overhead and near us in the garden is the rock with the door to the tomb open and the tomb empty and the Christ who was dead is walking in the garden, and talking to Mary. Can you not

picture this beautiful scene? And now, with your eyes wide open come out with me into your own garden and look closely at the earth and see if you can see a wee green shoot beginning to show through the soil, and picture to yourself first the tiny brown seed which you saw put in the ground and then the beautiful flower which will come later from that seed. Can you see any likeness between that eastern garden far off in Palastine and your own garden? When you look at growing plants and flowers and trees think how every spring they rise from the cold black earth to make beauty and loveliness just as Christ rose from the dead to bring beauty and loveliness to the world. Will this little thought not make Arbor Day a more beautiful day for you? You plant a little tree and it is not just a tree you plant but beauty and love. For that tree may be a home for birds, a shelter for squirrels, a shade to tired people, and when it is old it will make you a fire that will warm and cheer, and even its ashes thrown on the ground will help to make new trees and flowers grow. Every time you plant a flower seed you plant beauty and joy, for the flower will bring happiness to everyone who sees it and will give food to the bees and perfume to the wind. How wonderful it is that God should let you boys and girls help Him in His work in the world by planting and tending things that bring beauty, happiness and food to the people who live around you. We don't believe we need to say anything more about Arbor Day for you will just want to plant trees and seeds, when you think what it all means. Remember Arbor Day.

 THE ZEEBRUGGE AFFAIR

To those who were fortunate enough to live in a town or city where the gallant Captain Carpenter, V.C., R.N., gave his talk on the Zeebrugge Affair, this account will be but poor reading, but for boys and girls who were not able to hear it, we will try

and give a very little shadow of the wonderful pictures of British courage, valor and wit that Captain Carpenter gave his hearers in his talk.

You have heard doubtless of the "Mole" at Zeebrugge, a huge pier-like structure built out into the sea

from the mouth of the canal which connects the city of Bruges with the sea coast. This structure was built to keep the constantly shifting sands from filling in the canal, but even with its protection dredges are daily at work trying to keep this canal clear for the passage of ships. When the Germans took possession of this part of the coast of Belgium they added to the fortifications which were already on the Mole many great guns which could swing in any direction and which could sink a ship at more than twenty miles. And on land at the head of the Mole they placed more big guns and at every available spot machine guns. The stone and concrete wall of this structure against which the sea beat, was twenty feet high so that no one could land on the outside of the Mole and the Germans felt perfectly certain that with the aid of their guns and the hundreds of mines they had laid in the channel and the mouth of the canal no ship could come in the front way unless they wanted it to. And so in this sheltered spot they harbored their deadly submarines, fed them with oil and replenished their stores to send them out against our merchantmen. The British had been planning an attack on this dreadful nest and had indeed made two attempts to attack it but weather conditions were against them and they returned to port. Finally after five months of hard work, of planning and arranging every detail, the night was set, and an armada of boats started across the channel to Zeebrugge. Every boat was manned by sailors who, knowing the full danger, had volunteered, and even the cooks and extra men who were not supposed to go insisted at the last minute on remaining on board. The armada was led by the "Vindictive," Captain Carpenter's own ship. It had been especially fitted with great clamps and with swinging platforms which stood out around the ship and high up an iron nest where machine guns were placed. The boats which followed were destroyers, submarines and fast launches, and two boats filled with concrete

and fitted with machinery which would drop the bottom out of the boats. As the Vindictive came within sight of the Mole, it released a great fog which was made of smoke and which it was planned would hide the incoming ships. The wind, however, blew all the fog towards the land and the same wind prevented the airplanes from taking their part in the work. As the Vindictive drew near the outer wall the gun crews saw her and opened fire but she managed to get in the shelter of the wall and under the guns before they sunk her, but her boarding planks were nearly all shot away. After several men had lost their lives attempting it, one man finally landed on top of the wall and fastened the clamps over the top, and the soldiers and sailors then rushed up the one boarding plank to the top of the wall, dropped four feet to a ledge and then down shaking ladders they had carried with them, 16 feet to the floor of the Mole, all the time under machine gun and rifle fire. They silenced all the big guns, set fire to the forts and buildings and in eighteen minutes were swarming back on to what was left of the Vindictive, carrying with them every killed and wounded man up those dreadful little ladders and into the ship. In the meantime, after the big guns were put out of action, the blockade ships had come in up the canal guided by fast launches, and got into position across the narrowest part of the channel, had dropped the bottoms out of their boats and sunk them in such a position that no boat could pass up or down until they were removed. All the crews were taken off by the launches.

Now there was one part of the Mole where the railway, which ran its entire length, went only over a trestle and to prevent reinforcements being brought down, it was someone's duty to blow up this railway, and so manned by three of England's bravest sailors, an old submarine nosed its way under the trestle. It was filled with the most deadly explosives, and when it was in position its commander set the time fuse and he and his assistants got into their little dingy and started away,

never hoping to save their lives for they were under fire all the time and they expected in any case to be caught in the terrific explosion. However, the launch which came to help them, moved up so quickly that these men were all saved and the old submarine found a splendid ending in demolishing that most important piece of railway. Shattered by shot and shell but victorious, with the hideous submarine nest blocked, and the Mole's usefulness to the Germans destroyed, that gallant armada sailed back again with her dead on her decks, and her colors flying.

And here in Canada speaking in our towns is the splendid sailor who not only planned the whole affair but captained the *Vindictive*, won the V.C.

and then in his quiet British way told us about it. As he talked of the fearful odds which the expedition had to defeat he would say, "This was impossible to overcome, but we overcame it." And this might well have been the motto of the whole expedition, for difficulties only arose to be overcome. And as this keen-eyed, gentle-voiced man shook out the shot torn folds of the ensign which through the whole engagement flew at the masthead of the *Vindictive*, such a surge of pride in the glory of the navy and of Great Britain's sailors and soldiers went through all the people who saw it that they cheered and cheered and it is certain that no one who heard and saw Captain Carpenter will ever forget the Zeebrugge affair.

OUR COMPETITION

May Story—My 1919 Garden (to be in before April 10th.)

June Story—How Am I Helping the Birds (to be in before May 10th.)

The prize this month goes to Norah Tennant, St. Patrick's school, Ste. Rose du Lac.

Honorable mention to Tommy Fitzmaurice, Annie Liptow, John MacCarthy, St. Patrick's school, Rose du Lac; Emily Goodchild, Leopold Gareau, Eva Bruce, Kathleen Goodchild, St. Laurent school.

LLOYD GEORGE

Lloyd George is the present Prime Minister of Great Britain.

He is a Welshman, though he was born in the city of Manchester. His father, schoolmaster of a country school, died when Lloyd George was scarcely three years old. The boy was brought up in a poor cottage and fed on barley bread. When he was yet quite young he showed the people that he was going to be a great man when he grew up. In his teens he started making speeches. He did a lot for his own country.

When he came to England the Tories did not like him because he was a Whig, and said he was brought up in a cottage. Lloyd George replied: "The cottage will soon rank with the castle.

Lloyd George has justly won the name of brother of the poor. At the time of election, he was out driving with his wife, a man threw a lighted rag, that was dipped in grease on his hat, it rolled off his hat into his wife's lap. He threw off his hat, and beat out the flames on his wife, and kept on going. When he got there, the people that were against him threw stones in the windows of the place, where he was going to speak: they came to hear him, with clubs, wire, vegetables and stones to throw at him, but Lloyd George did not care. However, he withdrew because he was warned by some people to stop for the sake of his followers, and disguised as a policeman went out by a side door.

He was strongly opposed to the Boer war, and this made him very unpopular. Fourteen years later he is the most popular man in England. He was given the title Chancellor of Exchequer. England like other countries forgets things, and it is a good thing.

In 1914 when the whole world was stirred by the declaration of war, Lloyd George, the great pacifist of fourteen years ago was in favour of England entering the war. His great foresight in war matters won him the title of Minister of Munitions. When Lord Kitchener was drowned off the coast of Scotland in the Hampshire, Lloyd George took his place, he did not know much about war, but he knew how to

lead men. He is now Prime Minister of Great Britain, and he is the only minister who held his seat during the whole war. He is now attending the great Peace Conference in Paris, to arrange things with the Germans.

Lloyd George has a silver tongue. I read somewhere "that when you go to a meeting where he is to talk you might as well leave your convictions outside with your hats and umbrellas." He is also a great factor in the Conference that will decide the world's destiny for the coming years.

Nora Tennant,

Age 12 years, Grade 7.

St. Patrick School,
Ste. Rose du Lac, Man.

EMPIRE DAY

We are not going to attempt in the Children's Page to give many plans for the celebration of this important day for there are other pages devoted to programmes and decorations for the schools, and messages from a few of the empire builders of Manitoba. Then in these pages we have given you the story of the Zeebrugge affair which will make the best of reading for Empire Day; and so there is really very little left for the editor to say to you boys and girls. Last year we devoted Empire Day to telling of the deeds of our army and navy and to the great events of the war, but this year while the day will still be devoted to singing, writing and talking of our splendid men it will be in a different tone, for now in this year of 1919 the war is over and instead of our thoughts being of our citizen soldiers they are to be of our soldier-citizens. Can you see the difference? Last year our citizens had been turned into soldiers, this year our soldiers are being turned again to citizens, and this change together with other changes that come with it, is known under the name of reconstruction, which means a re-building of something that has been destroy-

ed. It is easy to understand how cities may be re-constructed, but can you imagine how lives may be re-constructed? Think for a minute of some of the men you know who went to the war and now are back. Some without an arm, some without an eye, or a hand, or a leg. Can these men again do the things they used to do? Can the man without eyes be an engineer or the man without legs be a carpenter, or the man without an arm be a line man? No, each of these lives must be re-constructed so that the blind engineer can perhaps be a poultry raiser or a telegrapher, and the lame carpenter work in an office and so on. Many of these men come home to find no place for them at all, and it is one of the Government's many duties to see that men who are entitled to positions because of what they have done, shall get them; to provide land and machinery for those who wish to farm; and in fact to rebuild the lives of those splendid men who offered themselves to the country when they enlisted to fight the hideous German army. This gives us many thoughts for Empire Day, for had these wounded and broken men not come forward to fight when they were so sorely needed there would be no British Empire and our

happy Canadian boys and girls instead of celebrating Empire Day with song and story in their comfortable bright school rooms, might, like the forlorn French and Belgian children, be little orphans wandering among the broken stones and bricks of their homes and schools.

Learn all you can of what Canada and the Empire generally is doing to help the returned men and make up your minds that as long as you live the work they have done shall never be forgotten.

Special Articles

GRADE XI. GENERAL HISTORY—PHASES OF MODERN HISTORY III. LOUIS XIV.

The Importance of the Reign of Louis XIV.

The French monarchy reached the zenith of its powers under Louis XIV. Before him, it had been thwarted and resisted by other forces in the state; after him, it rapidly declined through the feebleness of his successors; but in his day it was all-powerful. Nor was his reign of such a character as to risk the strength of the edifice so laboriously constructed by Richelieu and Mazarin. Commonplace greatness was its keynote. Its commonplace successes were marked by a magnificent pageantry that caught the taste of the vulgar, and left the masses uncritical of the character of these successes and of the policy whose fruits they were.

The reign was enriched and ennobled by a magnificent array of thinkers and writers of the highest rank. It was the golden age of French literature. The philosophical writings of Descartes and Pascal; the controversial essays of the great Churchmen Bossuet and Fenelon; the fables of Lafontaine; the classics of Corneille, Racine and Moliere, formed a noble background that did much to conceal the real insignificance of most of the figures of the reign. These men, too, developed the resources of the French tongue, its elegance in particular, to such a degree that it has in many respects enjoyed ever since an European supremacy.

This long reign also separates medieval France from the France of modern times—the France of Catholicism and Feudalism from the France of free-thought, industry and centralization. It fills in the blank, too, between the Europe of the Thirty Years' War, torn by religious strife, and the Europe of the eighteenth century rationalistic movement.

Lastly, the reign is the great turning point in the history of the French people. Although vast strides in the direction of absolutism had been already taken, it was yet possible that king and nation should co-operate in the work of government and in the reform of abuses. This reign decided that this co-operation should not take place. Further, by destroying the independence and self-reliance of his subjects, Louis XIV made development impossible, and thus prepared the way for the Revolution.

The Political Ideas of Louis XIV

The youthful experiences of Louis XIV had much to do with forming his political ideas. The strongest influence in his early days was probably that of his valet Laporte who developed Louis' natural instinct for command, and cultivated in him a nobly majestic air of master of the world. The troubles of the Frondes (1648-53)

taught Louis a horror of revolution, parliamentary remonstrance, and disorder of all kinds. He served his apprenticeship in state-craft and particularly in foreign policy under the able, wary Mazarin. His moderate intellectual qualities were relieved by his solid common sense.

He conscientiously fulfilled what he conceived to be his duties; he regarded himself as responsible to God alone, and thought that "to take the law from the people" was for a monarch the last humiliation. His theory of the state considered as impious the idea of the existence of any popular rights superior to his own. These latter were unlimited save for the bounds set by his own interests or by his obligations towards God. He had two aims; to increase his power at home, and to enlarge his kingdom abroad. The army and taxation were the two chief instruments of his policy.

His political ideas are best represented by his gigantic creation at Versailles. There the highest nobility of France competed for posts in the royal household where an army of 10,000 soldiers, 4,000 servants and 5,000 horses played a costly part in the almost religious ceremonial of the royal existence. The nobles specialized in the grossest forms of flattery, in court intrigues and self-seeking. They still displayed impetuous courage in the field, but they had no part in the administration and were ruined financially by the extravagance of Versailles. The court embittered the country squires by its neglect, crushed the industrious classes by its intolerable extravagance, and more and more broke the relation between king and people. Yet it gave a kindly welcome to merit of every kind, and was unequalled for wit and elegance.

Louis XIV's Ministers

Louis was his own prime minister, and regularly performed the work he thus placed upon himself. He drew his ministers from the ranks of the middle class designedly, but the successes of

the reign were due to them rather than to the king. Two of them, Colbert and Louvois, were of the first rank. After their deaths, Louis failed to cope successfully with the problems of his reign. He dealt generously with the shortcomings and failures of his subordinates, reserving the full force of his ire for those who dared to criticise the royal administration or thwart the royal will.

The Work of Colbert.

Colbert, formerly Mazarin's steward became superintendent of finance in 1661. His enormous capacity for work, his genius for bringing order out of disorder, his desire for continually increasing the wealth of the state, mark him out as an administrator of the very highest rank. Rough and plain-spoken, he alone of the king's ministers dared tell him unpleasant truths. Louis recognized his value, and allowed him to gather into his hands the control of all departments of the administration save war.

In finance Colbert wished to abolish the pernicious system of farming the taxes, but the outcry was too great. He lightened the taxes that bore most heavily on the peasants, but by improved methods of collections and by increasing the available sources of taxation, he contrived to secure a much larger revenue for the crown. War and Versailles prevented him from accomplishing any noteworthy reforms. He had to retain the "taille"—a direct tax, from which the nobles and clergy were exempt, levied according to the man's assumed ability to pay. He continued to levy the "gabelle"—a most obnoxious indirect tax, assessed on the amount of salt that everyone over eight years of age was supposed to consume. Towards the end of his career he was forced to revert to the traditional method of filling an empty treasury, the sale of offices.

On the constructive side Colbert labored with might and main, and a considerable degree of success, to develop French industries. He lavished pro-

tective measures on infant commercial enterprises at home or in the colonies, and went to great trouble to secure skilled workers from abroad. He improved communications, and abolished some of the numerous inter-provincial custom-houses. When his guiding hand was removed, French industry and enterprise collapsed.

In naval matters, too, Colbert worked wonders. The French navy was wholly his creation. In 1667 it numbered 50 men-of-war; in 1683, 276. He fortified ports, built arsenals, and established naval schools. Overseas commerce was well-protected, and France was in a position to dispute the command of the sea with the English.

Foreign Policy of Louis XIV. First Phase (1661-1684)

When Louis took the reins of government into his own hands, Europe lay crushed and broken after the Thirty Years' War. United and prosperous at home France had a unique opportunity for securing an European supremacy. She had, too, at her disposal unquestionably the finest army in Europe, thoroughly remodelled and placed wholly under the direction of the king by the great war minister Louvois. She had the finest engineer of the day, Vauban, and the two great masters of the art of war, the intrepid Conde and the cautious Turenne. Yet little enough was achieved, mainly because Louis, who was no general at all, insisted on directing the campaigns.

French designs on the Spanish Netherlands led to the first war. England, Holland and Spain united to meet a common danger, and Louis made peace at Aix-la-Chapelle (1668). He kept Charleroi, Lille, Alost and other towns in Flanders captured during the war. Louis next wantonly attacked the Dutch in hopes of ruining their commerce and removing a menace to his designs on the Spanish Netherlands. Unable to resist, the Dutch offered Louis very favorable terms, but refused to accept the humiliating conditions he insisted on im-

posing. The Emperor came to their assistance, and Louis had to be content with adding to his dominions Franche-Comte, Dunkirk and half of Flander (Treaty of Nymvegen, 1668). While Europe was disarming, Louis joined to France by virtue of preposterous legal decisions all lands formerly dependent on his new acquisitions, and by the Truce of Ratisbon (1684) his title to these last additions was recognised for twenty years. The Truce was an error of judgment on Louis' part. He should have forced a recognition of his complete sovereignty, for the time was opportune. Austria had a Turkish war on hand, and the tide of Louis' success was at high-water mark.

The Revocation of the Edict of Nantes (1685).

The turning point of the reign was in 1685. Louis had long resented the special privileges of the Huguenots. They had been badgered by much petty oppression, and large sums of money had been spent in securing conversions to the Catholic Faith. Bereft of the sage advice of Colbert, and deceived by the priests of Colbert, and deceived Huguenots, Louis revoked the Edict of Nantes in this year. The Huguenots were the most industrious part of the population, and his act struck a blow at the prosperity of France from which it did not recover for a century. 300,000 of her best citizens carried their skill, their fortunes, and an intense hatred of Louis XIV to England, Holland, Brandenburg and elsewhere.

Foreign Policy—Second Phase (1685-1713)

A serious blunder in foreign policy occurred in 1688 when Louis sent his troops to ravage the Palatinate (which he was then claiming), and allowed William of Orange to launch undisturbed his expedition against Louis' ally James II. For William became the life and soul of the resistance to France. Louis failed to restore James II. His navy was crushed at LaHogue (1692), and his armies were only

moderately successful. When a treaty closed the war, Louis had to give up all his acquisitions since Nymvegen except Strassburg (Ryswick, 1697).

For a long time the question of the Spanish succession had been agitating Europe. The prevailing opinion was that the Spanish Empire should be divided up. When the King of Spain died in 1701, Louis, in defiance of treaty obligations, decided to support the dead monarch's will which left all his dominions to Philip, grandson of Louis. He further refused to remove his grandson from the succession to the French throne, and seized towns on the Dutch border. Marlborough and Pringle Eugene proved too much for the French generals in the war that followed. But the Alliance (England, Holland and Austria) pushed its demands too far. In the closing stages of the war, French successes, a change of ministry in England, and the death of the Emperor, improved matters for Louis. By the treaty of Utrecht (1713) Philip had to resign his rights to the French crown, and to be content with Spain and her colonies; Austria receiv-

ed the Spanish Netherlands and Italy; and England obtained Gibraltar, Minorca, Acadia, Newfoundland and Hudson's Bay. But France suffered no loss of territory in Europe.

The End of the Reign

Men forgot the glories of the early part of the reign in the disasters of its last years. Failure abroad was matched by misery at home. The government was in the hands of incompetent ministers; disease and famine were rife; taxation was crushing; the coinage was debased. In 1712 the expenditure was 240 millions, the revenue only 113; and, of the revenue, 76 millions had to be deducted for liabilities incurred by the crown. Trade and industry were ruined; the navy had almost ceased to exist; the army was neither paid nor fed. The peasants groaned under utterly crushing taxation, aggravated by the oppression of nobles and clergy, and the tyranny of the intendants. Small wonder that the corpse of Louis XIV went to burial amid the curses of a mob of sullen citizens.

G. J. Reeve.

DRAWING OUTLINE

Grades VII and VIII

Use 9"x12" manilla paper. All work to be freehand. Keep work of each problem for booklet.

1. **Practice work.**—(a) Lesson on the cylinder lying horizontally below eye level. Show the relationship of the cylinder to the square prism in a similar position. Point out that the cylinder and cone are type forms of many familiar objects. (b) Lesson on the cone lying horizontally below eye level. Remember that in both cone and cylinder the axis of the object is always at right angles to the long axis of the ellipse.

2. **Problem.**—Object from memory based upon cone or cylinder: (a) Draw from memory any one of the following:

Garden roller, roll of paper, music roll, flower pot, pail, tumbler, barrel, rolling pin, funnel, etc., in a horizontal position below eye level. (b) Review.

Grade VI

Use 6"x9" manilla paper. All drawings to be **Freehand**.

1. **Practice.**—(a) From observation, draw the square prism in a vertical position below eye level, two vertical faces equally visible. Convert into a chair with a straight back. (b) Criticize and review.

2. **Problem—Chair.**—(a) Construct a chair from memory on the basis of the square prism. Finish from observation. (b) Criticize and review.

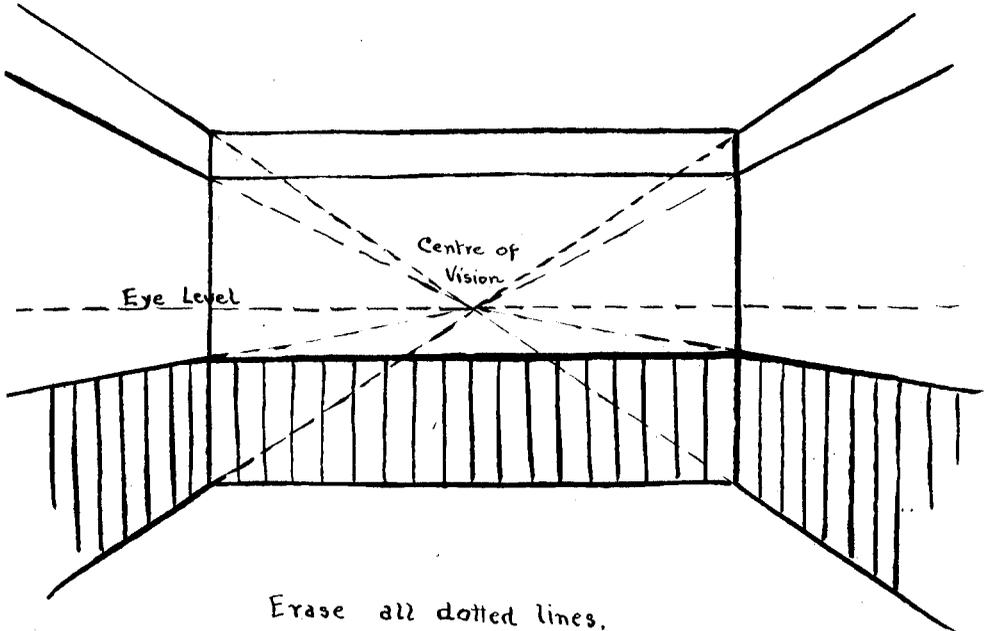
Grade V

Use 6"x9" manilla except where otherwise specified. Freehand work throughout. Rulers **must not** be used.

1. End of room.

Practice.—(a) Near the centre of a 4½"x6" paper, placed horizontally,

1. (a) **Railway track.** (See diagram.) Lesson in perspective. Draw diagonals (freehand) and find centre of 4½"x6" paper. Draw (freehand) a horizontal line across paper through centre for horizon. Construct rails, erect telegraph poles, draw wires. (b) Review.

Grade V End of a room.

draw, freehand, a horizontal oblong, about 3"x2", to represent the end wall of a room. Use centre of oblong for centre of vision. Draw the necessary lines to represent part of ceiling, floor, and side walls. Show boards in floor, skirting board, picture moulding, etc. See diagram. (b) Review.

2. Problem.—(a) Make a drawing upon 4½"x6" paper to represent the end of the school-room. Note proportions of wall selected. Let each child select own centre of vision, upon proper eye level. Draw ceiling and floor lines; add blackboards, mouldings, etc. (b) Review and shade in pencil values.

Grade IV

Use 4½"x6" paper except where otherwise directed. Rulers should not be used.

(c) Review.

2. (a) Draw a pencil outline, from observation, of a key. Each child must have a key from which to draw. (No tracing.) (b) Review. (c) Review.

Grade III

Use 4½"x6" paper except where otherwise directed.

1. (a) Upon 6"x3" manilla paper draw, from observation, a paint brush in a vertical position. (b) Dictated drawing (see Journal for March). (c) Make a brush or pencil drawing to illustrate a lesson in grade III Reader. See pages 100, 126, 131, 183, 159, 160 and page 147 for sample of illustration.

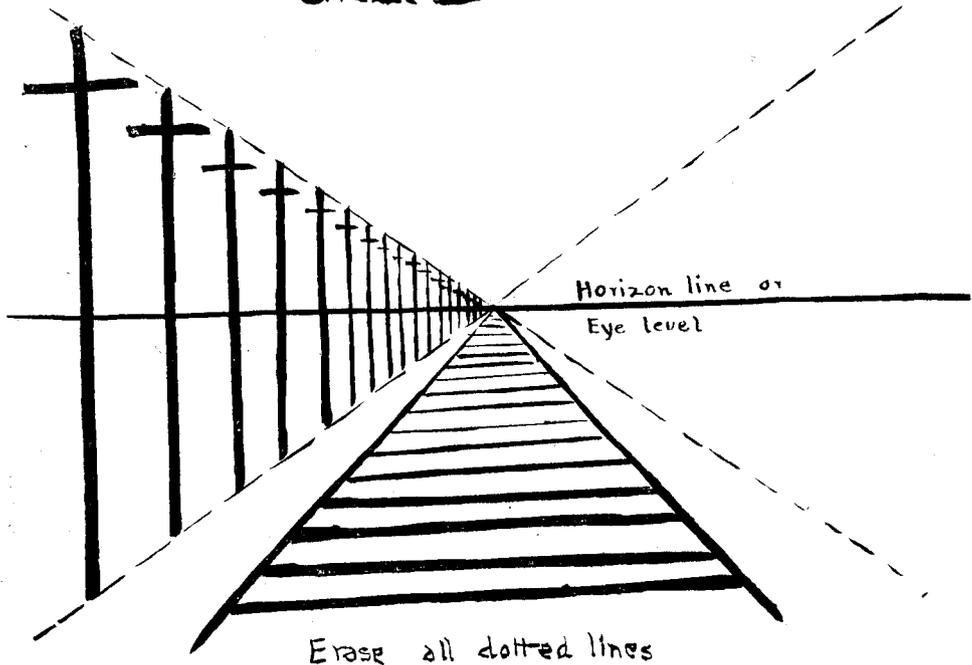
2. (a) **Easter Work.** — Construct cards suitable for Easter and make envelopes for same.

Grade II

Use $4\frac{1}{2}'' \times 6''$ paper.

Aim of work.—To secure proportion,

with tassel or ball at the top. Decorate in color with a simple border. (b) Review. (c) Make a brush drawing of a potato.

Grade IV

Erase all dotted lines

good placing and cleanliness.

1. (a) From $4\frac{1}{2}'' \times 6''$ paper folded lengthwise cut the shape of a toque

2. **Easter Cards.**—Tint paper and make Easter cards. Construct envelopes.

School News

THE EASTER CONVENTION

The Fourteenth Annual Convention of the Manitoba Educational Association will meet at the Kelvin Technical High School, Winnipeg, April 21st to 24th.

The executive will meet at the Normal school at 8 o'clock Monday, April 21st.

On the morning of Tuesday, April 22nd, there will be the following departmental meetings at the Kelvin school: Grades 1, 2, and 3; Grades 4, 5, 6; Science, Classics, English and Home Economics. Tuesday afternoon

the first general session will be held. At this meeting Mayor C. F. Gray will extend the civic welcome to the teachers, Hon. R. S. Thornton, Minister of Education, will give his message to the teaching force of Manitoba, and Dr. J. T. M. Anderson, of Regina, will give an address on "The Teacher and Reconstruction." Tuesday evening the Department of Inspection and Supervision will meet at the Normal school. The speakers at this meeting will be Dr. Daniel McIntyre, Superintendent of Schools, Winnipeg, and Major C. K.

Newcombe, Superintendent of Education for Manitoba.

On Wednesday morning, April 23rd, the following departmental meetings will be held: Grades 6, 7, and 8; Rural School Conference, History, Modern Languages, Mathematics, Industrial Education, and Intermediate and High School Principals. In the afternoon the Elementary Section will hold a general session, at which the speakers will be Rev. B. W. Thompson, Winnipeg, and Mr. J. W. Wilton, M.P.P., for Assiniboia. A general session of the Secondary Section will be held at the same time for which the speakers will be announced in the detailed programme.

From 4.15 to 6 p.m. His Honor Sir James Aikins and Lady Aikins will receive the teachers at Government House, Kennedy street.

At 8 o'clock there will be a public meeting at St. Stephen's church, where Major Chas. K. Newcombe and Dr. J. T. M. Anderson will be the speakers.

In order that there may be ample time for business and that it may not interfere with other features of the Convention, almost a whole session will be devoted on Thursday morning to business.

Thursday afternoon a general session will be held at the Isaac Brock School. The first hour will be devoted entirely to a musical programme of unusual interest. After this Prof. W. F. Osborne will deliver an address on Citizenship.

At the three general sessions a new feature will be introduced, namely community singing, for which Mr. F. H. Hughes will be conductor, and Mr. Leonard D. Heaton, pianist.

On each morning there will be classes of instruction in Drawing, Paper Fold-

ing and Cutting, and Raffia work. There will be exhibits of technical, manual training and art work.

The railways are giving a reduction of rates to teachers who attend the convention.

A good bill of fare has been provided so that teachers will be well repaid for the time and money spent in attending the convention of 1919.

The attitude of the Trustees' Convention towards teachers' attendance at the Easter convention is shown by the following resolution passed at their convention in February:

Whereas it is undoubtedly in the interest of the schools of Manitoba that the teachers should attend the provincial convention in as large numbers as possible; and,

Whereas the single fare transportation rates that up to last year, have been granted to teachers who were in attendance at the provincial conventions, have been withdrawn, thus discouraging teachers from attending the convention,

Therefore, it is the opinion of this convention that it would be advisable for trustee boards to avail themselves of the powers given in paragraph M. Sec. 134 of the Public Schools Act, and grant to teachers in their employ who attend the Provincial Convention at least 50% of their transportation, at the same time requiring of each teacher receiving such grant, to furnish evidence of having attended at least four of the sessions of the convention.

This is an encouraging action on the part of the Trustees' Convention, and it is hoped it will stimulate attendance at the Eastern Convention.

Detailed programmes will be mailed to all teachers in the province.

BOOK REVIEW.

The Macmillan Co. of Canada are preparing some excellent productions for the schools, and among those recently received are: Vocational Education, Leake. This has been put on the first-class professional course. It is one of the most helpful books that has come to the office lately. Among some

of the small editions issued are such books as "The Call of the Wild," "Oliver Twist," "Our Sea Power." These books are issued in a most attractive form, and we would strongly advise teachers to become acquainted with the complete catalogue.

THE MANITOBA AGRICULTURAL EXTENSION SERVICE

BOYS' AND GIRLS' CLUBS

About Pigs and Gophers and Things.

"Hey! Bill-ee, c'mere quick—, Jimmie Whites got a sure enough pair of pigs, and Dinty Jones has a shorthorn calf, and they are going to feed them all summer and show them at the Boys' and Girls' Club Fair this fall, and there's a whole lot of prizes. The Canadian Bankers Association are giving fourteen prizes at each fair; seven for calves and seven for pigs and the Club will have a whole lot more prizes."

"Gee Whiz. Why didn't you tell me sooner, so's I could get one? "How could I, when I didn't know about it myself till today? I haven't got my pigs yet, but if I can't find any around here I'm going to write to the Extension Service, that's where I got my pigs last year. My Dad says pigs are scarce and I will likely have to pay seven or eight dollars a piece for them." "Oh! that's nothing, I paid \$18.00 for mine last year." "Eighteen dollars! How could you pay \$18.00 for pigs when you hadn't enough money to join the football club?" "Oh; that's easy, the Bank Manager knows me and when he heard about me wanting to get pigs, he asked me a whole lot of question about pigs. I never knew a banker knew anything about anything but money, but after I answered all of his questions as well as I could he said: "Say Jack, I think you are made of the right kind of stuff, and our bank will loan you the money to buy those pigs. What can you get a pair for now?" "I'm not sure," said I, "but I heard the teacher telling Reddy McKenzie he could get a pair of good grade pigs six weeks old for \$17.00 or \$18.00." "All right" said he, "that's a reasonable price, go ahead and get them."

"I spoke to the teacher about it next morning and as she was sending for six other pigs she said I was just in time, and my order went in with the rest. It was just three weeks later when the eight pigs arrived by express. We had a telephone message that the pigs were on the way, and we were ready to receive them when the train came in."

The pigs looked very hungry, but before feeding them we weighed them. One of mine weighed 40 pounds and the other 43 pounds. I fed them plenty of butter-milk, skim milk, bran and oat chop, and I could fairly see them grow. I gave them plenty of weeds and other green feed and that saved the oat chop. The Bank Manager called in twice to see them when he was going by our farm in his car, and told me they were the cleanest pair of pigs he had ever seen. I kept them in a clean pen and used to give them a good going over with a scrub brush, and a pail of water every couple of weeks, and they seemed to like it. They were six months old on fair day and one weighed 211 pounds and the other 207.

There were 21 pairs of pigs at the fair and every other boy and girl seemed to have been taking as good care of their pigs as I was, and when I saw their pigs I was afraid I would not get a prize at all. So when the judges put "fourth" prize on my pigs I could hardly keep from cheering.

I sold my pigs to the butcher for \$65.00, and got a prize of \$3.00. I then paid the banker \$18.55 and got my note back. I put \$40.00 in the bank and kept the rest for spending money. I was going to keep the \$40.00 and buy a good heifer calf, but instead I put \$10.00 to it and bought a Victory Bond, so I guess I will have to borrow money from the bank again this year, as I do not want to sell my bond. Anyway my father says that's what a bank is for, when you only want money for a short time to buy pigs or calves or anything.

My father offered to sell me a nice Aberdeen Angus Calf, and I am going to get it if the Bank Manager thinks it is a safe "buy", for I found out that he was born on a farm and used to feed both pigs and calves, only he says there were no Boys' and Girls' Clubs then, and he was just feeding his Dad's calves and pigs, and did not have any of his own to sell like I did." "Gee, they must have been a funny kind of Dads when he was a boy! "I'm glad I wasn't born then."

"If you can find out where I can get two pigs or a calf, won't you let me know first?" said Frank. "And after we get ours we will both see if we can't find a good pair for Minnie Howard. Her pair beat mine last year, but she was very nice about it, and a fellow don't mind being beaten sometimes if they don't crow over it."

"Just then Harry Best came running down the road all out of breath. Said he, "See here fellows, here's a big chance to make a whole lot of money, and at the same time save the wheat and oats and barley. The Government is going to pay 2½ cents for every gopher we kill. All you have to do is to kill 1000 gophers to get \$25.00, and they are shooting here and there and everywhere. Seems to me I saw nearly a hundred as

I came to school this morning. "Where do you take the gophers to, to get your money?" said Billie. "You don't take them anywhere," you just cut their tails off and put the tails in a paper bag until Monday. Then the teacher has a Committee that counts all the tails every Monday morning. The teacher makes sure the count is correct and enters the number up in what is called a Gopher Bank Book which you can get from the Manager of the Boys' and Girls' Club, but if you have no Club you will have to write to the Extension Service, Winnipeg, for a "Gopher Bank Book."

"I think," said Billie, that I can kill enough gophers to pay my note, at the bank before it comes due and then I will have all the money that I get when I sell my pigs to put in the bank."

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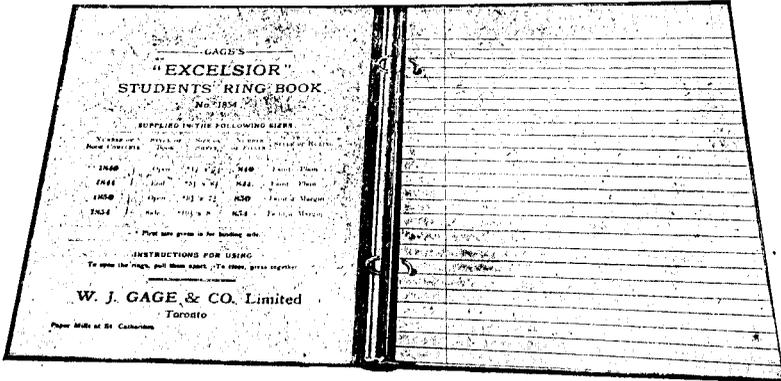
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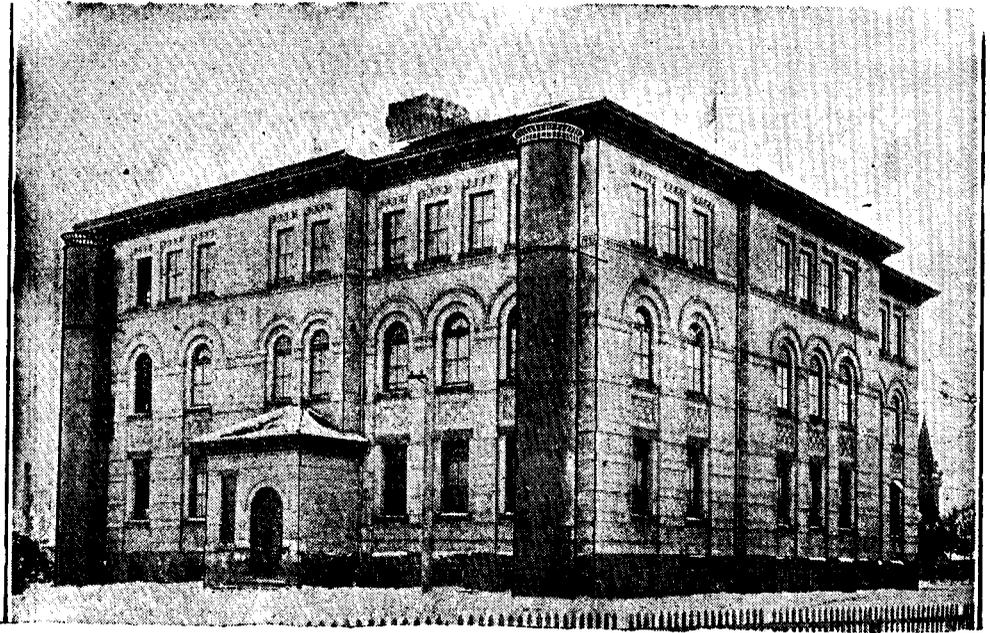
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See outline of programme elsewhere in the Journal. Full programme will be mailed to all teachers.

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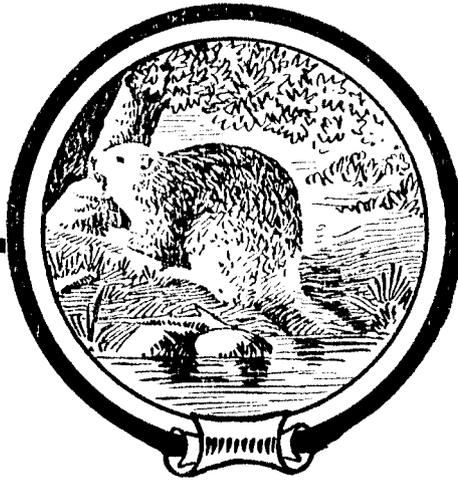
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