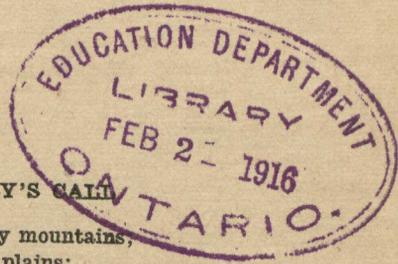


The Western School Journal

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Dec. 16 TORONTO, Ont.



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Men to match my inland plains;
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Men with eras in their brains.
Give me men to match my prairies;
Men to match my inland seas—
Men whose thoughts shall pave a pathway
Up to ampler destinies.

—Thompson.

Winnipeg
February, 1916

Vol. XI
No. 2

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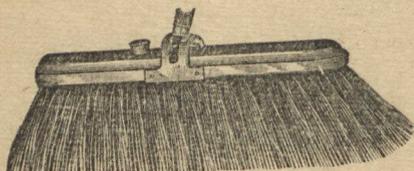
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The Western School Journal

Vol. XI.

No. 2

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The Western School Journal

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

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Editorial

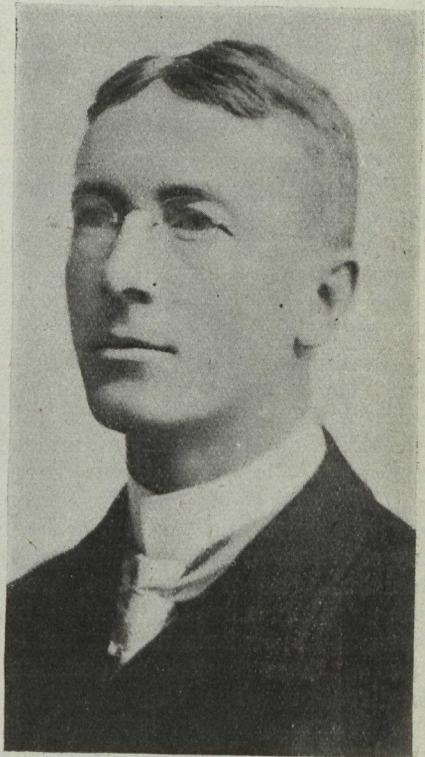
Work, Play, Love, Worship

A school is not what it should be unless the pupils are learning to work. Work, it is needless to say, is not synonymous with drudgery. Drudgery may well be eliminated by the substitution of work. All true work has in it the element of pleasure. The thought of an end to be attained, a victory to be won, is sufficient to make a true worker forget his miseries and discomforts. The pleasures of anticipation outweigh the pains of performance. The school must emphasize work. In the true school there is no place for dawdling. It may be that many of our schools are not true schools.

A school is not what it should be if the pupils do not play. Without play there is no spontaneity, no development of individuality, no charm of freshness. The boy without play is father to the man without a job. It is as much a duty of the teacher to lead in play as to lead in work. The good teacher will know the varieties of play and the rules of the games just as thoroughly as he knows his geography and history. Let no one think he can be a good teacher if he is but a director of work. A man who lacks the play sense, the social sense, can never excel as a teacher of children.

A school is not what it should be without the spirit of love. It is not enough to teach children to know. They must be taught also how to feel. A good school must be surcharged with the spirit of love and kindness. Terrorism—as illustrated in nagging, scolding, endless whipping, and above all, in unmanly or unwomanly sarcasm—is forever out of place in a school room. The virago, the termagant has no right to a place at the teacher's desk. One

who has not love for children, love for the truth, love for the community, has no right to lead children. Nor can



MAJOR R. R. J. BROWN
44th Battalion, C.E.F.
For many years Principal Somerset School
in Winnipeg

hard work be a substitute for love; children must both work and love if they are to attain to the highest. If one had to choose between the spirit of love and the spirit of work he might well select the former.

A school is not what it should be without the spirit of worship. The man

who is lacking in reverence is lacking in all.

Reverence can not be instilled in children merely by giving them instruction in religion. It is necessary to go much deeper than that. The teacher in her manner and method must be the soul of reverence—reverence for God, and, for humanity; for the true, the beautiful, the good; for children, for womankind, for old age, for law and order and justice. The school is not a true school if it is a Godless school. Godliness is not measured by forms, but by character.

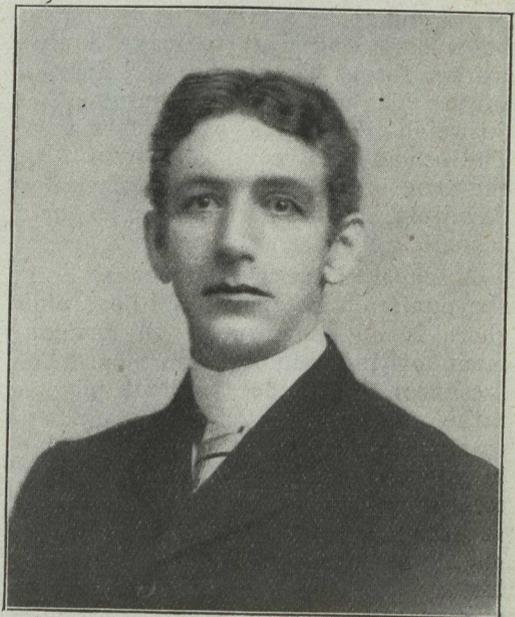
The well-balanced school! The well-balanced teacher! They are to be found, many of them right here in Manitoba.

Is your's one of them? Is mine?

The Foreign Language Requirements

The secondary school teachers of Manitoba have petitioned the University Council to amend the curriculum so that students may matriculate who have studied only one foreign language—Latin and one other. In making this request the teachers are in tune with the growing practice of universities and colleges on this continent, and with the newer colleges of Great Britain. The universities of Canada, through their professors and governing bodies, many of whom are the products of British universities of years ago, are not quite so progressive as similar institutions on the American side, but even in two of them there is a squinting in this direction. The University Council of Winnipeg, is an extremely conservative body. Most of the members have studied three languages, and they naturally shudder at the idea of giving a degree to those who cannot at least make one or two apt quotations in a couple of tongues, as a proof of culture. Nevertheless there is a growing body in the council who think that the object of a university is to meet the needs of the people, and that all have not the same need. That culture is not bound up wholly in the study of tongues; that a well-balanced course for a student does not compel him to give

from forty to fifty per cent. of his time to the study of languages; that the attendance at university would be increased very greatly if the two language requirement were done away with, and that the matriculants taking only one foreign language would hold their own in intelligence and culture with the remainder of the students. It will be interesting to follow the discussion in the council. There are two conceptions of a university, the first being that it is an institution for the favored few; the second that it is an institution for the benefit of all the people. Those who take the former view are as a rule rich in academic dignity, and pose as beings



MAJOR D. M. DUNCAN
43rd Battalion, C.E.F.

Formerly Asst. Supt. Winnipeg Public Schools

of a higher order; those who take the second view think not of themselves, nor of their institution as such, but diligently enquire if the university as supported by all the people is working for the highest good of all the people. It is hardly to be expected that the people will pay taxes to an institution which is for the benefit of the fortunate few. The programme of studies, and the conditions of attendance should be such as to favor all.

For the Month

THE CALENDAR

When people wish to be accurate they use measures. They measure distance in yards, feet and miles; they measure weight in tons, pounds, ounces; they measure paper in sheets, quires, reams. So they measure time by using words such as hour, day, week, month, year.

It is easy to understand why people selected the day and the year as measures of time. There is a sunrise every day—in our country; and there is always a spring, a summer, a fall and a midwinter every year. The turning of the earth on its axis every day fixes one thing, the revolving of the earth around the sun every year fixes the other.

Now, if we had only years and days it would be pretty awkward to reckon time. For instance, it would be awkward to say "162 days after the beginning of the year, or 203 days before the close of the year." We cannot think clearly with numbers so large as that. So a new term was invented called a month or a "moonth." The new moon comes once in about 29 days. At this rate there would be 12 moons in a year and something left over. At first people calculated this way. They said harvest moon, moon of leaves, and so on, and then they added a little extra half month at the end. Later on they decided to neglect the moon in time-

reckoning and to divide the year into 12 months, each containing about 30 days. It took a long time to get the year divided into months just as we have them now. For instance, one of the months was named after Julius, and another after Augustus, two great Romans. Augustus wasn't satisfied unless his month had as many days in it as the month of Julius. This led to a new division of days, and finally poor February was robbed of some of her days to help out the needy months at the end of the year.

After it was all arranged this way it was discovered that something had been overlooked. The year is not 365 days long but $365\frac{1}{4}$ days, or nearly that. So it was decided to put one extra day into February every fourth year, and this makes things just about right. Yet it is not quite right, for the exact time for a year is not $365\frac{1}{4}$ days but a little less. So what might be called a perfect result was obtained by omitting from the long years or leap years every year that ends in 00, such as 1700, 1800, 1900, but retaining the twenty-nine days in years such as 1600, 2000, 2400, etc.

With this explanation in mind it is easy to make out a calendar showing year, months and days. If you read an encyclopedia you will get a fuller and more accurate account than this.

QUESTIONS AND EXERCISES ON THE CALENDAR

Junior Grades

1. Write out a calendar for February.
2. How long is it from the first of February to the seventeenth? from the third to the twenty-ninth?
3. How long is it from the eighth of January to the thirteenth of February? from the third of February to the third of March?

4. Draw a picture to suit February.
5. On your calendar draw a heart in the space allowed for the fourteenth.
6. Tell something about St. Valentine.
7. Draw a Valentine for mother.
8. In what ways may you be your mother's Valentine?
9. How many children of the room are born in February?
10. Is anyone born on the 29th?

Senior Grades

1. How many days in each of these years, 1901, 1904, 1900, 2004, 2000, 2001?
2. This year began on Saturday. On what day will it end?
3. What is the next year that will begin on a Saturday?

4. Mark on your calendar for the year all the national days and public holidays.

5. Make a calendar for the year, making an appropriate picture for each month.

6. What names do the Indians give to the months? See Hiawatha.

ST. VALENTINE'S DAY

When Nellie Mair undertook to teach the school at Happy Valley, she did not know that the name of the district was so unsuited to it. During the first two weeks of January she had every opportunity to learn how thoroughly unsociable and unlovely the people were. She visited no less than six families and in every case she heard the other five families discussed and criticized. The bitterness of the Coulters and the Nevins families was most pronounced of all. Differing in race, religion, culture and in early association, these people were unable to appreciate the good points in each other. The animosity extended even to the children. In school the young Nevins and the young Coulters rarely spoke, and when they did so it was to find fault or to offer some bitter criticism.

Now, Nellie was brought up in a good family. She had never heard neighbors discussed and criticized, and her whole sensitive nature revolted when she was forced to endure such a thing. Moreover, she had a feeling that it was more important for her to restore good feeling in the district than to teach geography, history and arithmetic to the children. "Better kind hearts than big heads." That was her belief. But how was she to accomplish her end?

It was the first of February when an inspiration came to her. It was then she thought of St. Valentine's Day, and she recalled all the loving messages and delightful little tokens that she associated with the day. She would mention St. Valentine to her pupils, and see what would come of it.

But they were not taken by surprise. Not at all. They were getting ready for the day too. Had not the Nevins sent to the city for the ugliest two-for-a-cent pictures that could be obtained, and had not the Coulters decided to return to the Nevins the pictures they had received last year? It was here that Miss Mair's native tact and her artistic ability came to her relief. Without saying a word about ugly pictures, she began making the loveliest little creations in white and red—hearts, cupids, doves. Then she added little verses, each verse containing a lovely wish. Wouldn't each child like to surprise mother or father on the morning of the fourteenth? Here are two hearts entwined—a little one and a big one. That will be baby's message to mother. Here is a string of hearts, each containing a loving wish. That is from the members of the family to mother.

Well, what next? Miss Mair said, "Why not get the parents to school and give them a surprise?" She would give candy hearts and heart shaped biscuits for a little lunch. Only it must all be kept quiet. Then each child was to make two or three more prizes than were needed at home, for she had a surprise for the school too.

On the afternoon of the fourteenth the parents came at three o'clock to take the children home. After a few songs the presents were distributed. Molly Nevins gave out some, and it was of course, arranged that she should give the Coulters their gifts, while Mary Coulter handed the little gifts to Mrs. Nevins. Then the teacher opened the post office. Each pupil wrote

a name on each of his or her gifts, and the two smallest acted as post-men.

When Harry Coulter received a lovely rose from Vina Nevins, he gave her the first smile in a year, and she returned it to little Maggie Coulter when she received the comic little Cupid bearing Maggie's name.

What need to tell the rest: A cup of tea and biscuits always work wonders. Who can resist a bright, cheerful young lady who seems to be in love

with everybody. And when she gave all the credit to her two captains—Mary Coulter and Molly Nevins, who had worked together so nicely—why even the mothers became almost friendly as they made plans for furnishing new curtains and blinds for the school room windows.

Nellie Mair was engaged to begin work on January the third, but she really began on February fifteenth, for there is no work done in a school until it has the spirit of love.

A PAINTER OF GOLDEN VISIONS

By Art Lover

Of all the modern British artists perhaps none is better known than Turner. Joseph Mallord William Turner, the son of a poor barber, was born in one of the dingiest parts of London on April 23, 1775. Not many of the people who hurry along Maiden Lane from Covent Garden to Bedford Street, remember that at 26 Maiden Lane was born the boy, who, although raised amid such dismal surroundings, developed into a dreamer of golden visions, and set these wonderful, golden pictures on canvas and paper for the uplift and delight of all who behold them.

It is said that an early drawing by Turner, called "Interior of a Kitchen," now in the possession of the British nation, represents the kitchen of the house in Maiden Lane, and that the old woman crooning over the fire is Turner's mother. Doubtless the very fact that the beauty-loving boy saw nothing but poverty and ugliness in the neighborhood of his home made him seek all the more eagerly for the beauty to be found in nature. In the sunrises and sunsets, the reflected light on water, the greenness of fields, and the purple shadows on the hills he found food for his soul; and during his solitary life he created the gorgeous portrayals of color that charm the art lovers of every century.

Turner went to school at Brentford in 1785 and colored engravings for the foreman of the distillery; in 1786 he

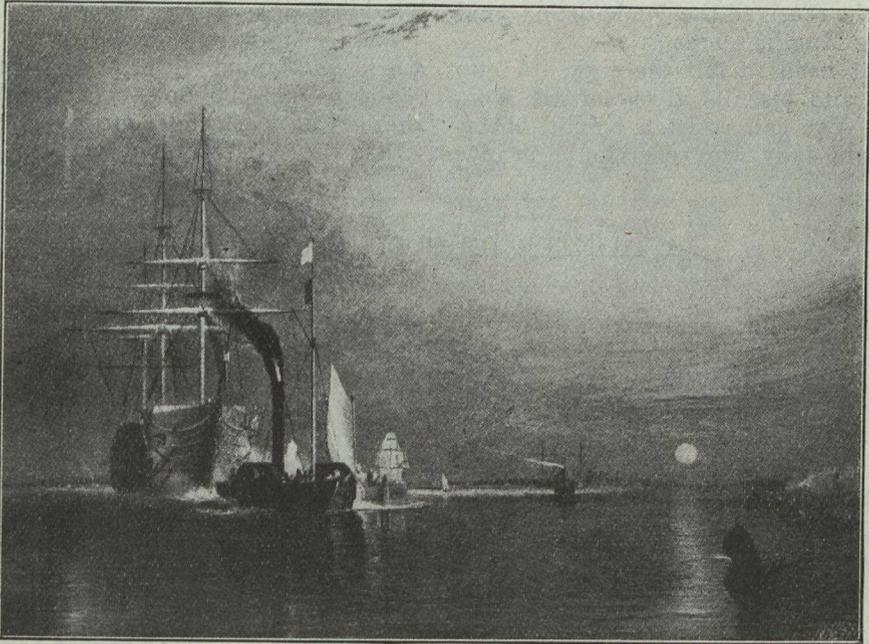
studied under Palliee, a floral painter; in 1788 he went to Coleman's School at Margate and worked under the architectural draughtsman, Thomas Malton; and in 1789 he entered the Academy Schools and exhibited in 1790. The beauty-inspired boy, grown to manhood, went on studying, traveling, and painting day after day without ceasing until his death at his home in Queen Anne Street in 1851.

He willed the entire unsold collection of his works to the British nation, also money for a home for poor artists, a thousand pounds for his monument in St. Paul's Cathedral where he desired to be buried, a thousand pounds to the pension fund of the Royal Academy, and the rest of his estate of one hundred and forty thousand pounds to other charities.

Ruskin was appointed by the government to take charge of the vast amount of material left by Turner, and arrange and classify it for exhibition. He reported one hundred finished pictures, one hundred and eighty unfinished pictures, and a great number of drawings and sketches in color and pencil, including three hundred colored drawings, making an amazing total of nineteen thousand, three hundred and thirty-three separate works. All of this large and varied collection can be seen at the Tate Gallery, Millbank, London, and is studied and appreciated by thousands of visitors every year.

Perhaps the best known paintings by Turner are the many magnificent scenes of Venetian palaces and canals, all of them filled with wonderful golden light. The rosy tints of the Gothic facades of century-old palaces are reflected in the

Turner knew the story of the *Temeraire*—how she was named after a French ship taken at Lagos Bay in 1759, how she was the second ship in Lord Nelson's command at the battle of Trafalgar in 1805, how she was sold



still waters of canal and lagoon which have been made brilliant by the resplendent sunsets so often seen at Venice. To go into the Turner room at Millbank on a dark, foggy, London day, and stand amid the glowing, golden canvases is like being transported into Italy, the land of radiant sunshine.

Next to Turner's passionate love for gorgeous sunsets and sunrises was his intense love for the sea, and he haunted the banks of the Thames looking for subjects to complete his visions. One day in 1838, Turner, with his friend, Clarkson Stanfield, was in a boat on the river when a ship came into sight. It was "The Fighting Temeraire," being towed to her last berth at Rotherhithe where she was to be broken up. Stanfield suggested it as a good subject for a picture, and in the following year Turner exhibited the painting shown as our illustration of his work.

out of service at Sheerness; and how he beheld her, a pathetic figure, making her last voyage, led by a little tug and enveloped in a golden glory of color from the setting sun.

We stood in silence before the picture, gazing spellbound at the sunset sky, flaming with reds and yellows and fading into a soft violet-blue on the horizon; at the brilliant reflected colors on the water; at the little dark-green tug with the black smoke coming from her stack pierced with tongues of flame; at the stately old ship of the line gliding slowly and majestically down the river; at the cool, peaceful, misty light behind her—so great a contrast to the gorgeous sunset in the west; and we felt not only the pathos of the scene, but also some of the inspiration that must have filled the patriotic heart of the man as he drifted along in his little boat seeing this golden vision and resolving to make it immortal.

It is difficult to imagine the compelling beauty of the picture from a small black and white cut, but perhaps some stanzas from Henry Newbolt's poem,

"The Fighting Temeraire," may help us to realize the thought and feeling of the painter and the sentiments which this painting arouses in the beholder:

"There's a far bell ringing
At the setting of the sun,
And a phantom voice is singing
of the great days done.
There's a far bell ringing,
And a phantom voice is singing
Of renown for ever clinging
To the great days done.

Now the sunset breezes shiver,
Temeraire! Temeraire!
And she's fading down the river,
Temeraire! Temeraire!
Now the sunset breezes shiver,
And she's fading down the river,
But in England's song for ever
She's the Fighting Temeraire."

Departmental Bulletin

Teachers Who Have Become Soldiers

The Department is anxious to compile an accurate list of the names of teachers in the province who have enlisted for active service overseas. Will teachers and others who may read this notice kindly send us such information as they may possess bearing on this.

This list will be published as an Honour Roll in our Empire Day Booklet.

Manitoba Supplementary Phonic Primer

The Department has on hand a good supply of Manitoba Supplementary Phonic Primers, which are intended for use in Grade I as an introduction to reading. We advised the schools of this some months ago, but a large number have not taken advantage of the opportunity to secure this free text, which should be placed in the hands of every beginner, especially in the

ungraded schools. Teachers who are not using this Primer should send in requisitions for such numbers as they require.

Representatives on the Advisory Board

The representatives of the teachers on the Advisory Board for the term of two years beginning August first next, are elected this Spring.

The public and intermediate school teachers elect two representatives, one for the eastern portion of the province and one for the western portion, while the high school teachers elect one representative.

We quote the following sections of "The Department of Education Act" for the information of teachers:

"13 (a) No representative of the said public or intermediate school teachers shall be elected to the said Advisory Board who has not been nom-

inated in writing, signed by at least six of the persons who are entitled to vote under sub-section (a) of section 11 of this Act;

(b) No representative of the high school or collegiate institute teachers shall be elected to the said Advisory Board who has not been nominated in writing, signed by at least three of the persons who are entitled to vote under sub-section (b) of section 11 of this Act;

(c) Every nomination paper shall contain the name and post office address of the candidate nominated therein, also the address of each person signing such nomination paper, and shall be delivered at the office of the secretary of the Advisory Board not later than the first day of May in the year in which the election is to be held. Nominations received by the secretary by post within the time specified shall be deemed to be duly delivered to him."

Information Wanted

The Department desires to ascertain the whereabouts of Miss Florence Mabel Taylor, aged nine years, who is supposed to have attended school in this province since last September. This little girl was born in England and has been in Canada a little over a year. If she is enrolled in any school in the province the teacher of the said school will please report that fact to the Department promptly.

Put Pictures on Your School Walls

"After all, one of the greatest problems for rural educators to solve is the one making the farm and the country community an attractive place to live," writes a teacher. The use of good pictures in the rural school can be made an aid in this direction.

They broaden the lives of the pupils, encourage their powers of observation and are a refining influence only equalled by that of good literature. They bring a new world into the country community.—The World of Art.

It has been clearly demonstrated by

experience that good pictures on the school walls have an important educational influence. They quicken the imagination and lead to better language work because of the vital interest they excite in the minds of the pupils.

The finest reproductions of the best works of art are now available at a price within the reach of the rural schools and by an entertainment a sum can be readily raised to put a number of pictures in good frames on the walls of your school.

It is hoped that arrangements can be made to have a good exhibit of suitable pictures at the Easter Convention.

The Hot Lunch Idea is Taking Hold

The Rookhurst School No. 432 New Minnedosa, teacher Miss Hazel Fuller, serves a hot lunch daily. Families take turns in bringing one hot dish which is warmed over and served with tea. Inspector Fallis reports that he was very much pleased with the way the lunch was arranged without any confusion or loss of time. The children enjoyed it and the quality of the work done in the school has been provided.

Jehu Corn Competition

The following schools were the winners for the past season in the Jehu Corn ripening contest:

Killarney School, J. W. Pringle, teacher, first prize—Lillian Dagg, Hazel Shoebottom, Clara Atkinson.

Elm Creek School, Miss Faryon, teacher, second prize—James Kennedy, Harold Kennedy, James Porter.

Killarney school won the Silver Cup donated by The Steele Briggs Seed Co. This cup will be up for competition again this year.

The following school children won prizes in individual competitions:

Wm. Dyck, age 10, Winkler, first prize.

Geo. McClelland, age 12, Lees S. D., Rathwell, second prize.

Jas. Kennedy, age 11, Elm Creek, third prize.

The exhibits were exceptionally good,

considering the unfavorable season for corn last year. This competition will be continued again this year, and registered seed will be distributed free to teachers on application to H. W. Watson, Director of Elementary Agriculture, Department of Education.

The Steele Briggs Seed Company will purchase a limited quantity of this corn, shelled, and suitable for seed, grown by children in this competition at \$2.00 per bushel. This will give school children an opportunity to save their best seed each year and plant larger areas with the prospect of growing a very profitable crop.

GERMINATION TESTS

It is important that every farmer and gardener should know the germinating power of the seed he intends to sow. A germinating club may be formed in each school to test seed for the various farmers and to furnish each with a report. As in former years the Department of Education will supply schools with germinating blotters. Five testers will be furnished free to any school, and additional ones for club or home use will be supplied at one cent each. Apply to H. W. Watson, Director of Elementary Agriculture.

EGG TESTERS

Eggs used for setting purposes should be tested for vitality. Testers with full instructions may be procured upon application to H. S. Arkell, B.S.A, Live Stock Branch, Department of Agriculture, Ottawa.

The secretary of each Boys' and Girls' club should have a supply to distribute among the members.

What Better Roads Will Mean

Better farmers and greater farm efficiency.

Larger production, cheaper distribution; hence cheaper commodities.

Purer milk and fresher vegetables.

More work accomplished and more time for pleasure.

More tourists and more money spent at home.

Less gasoline, less tire trouble, more comfort.

Better rural schools, better school attendance.

Better rural churches and better social conditions.

More attractive rural homes, and more boys staying on the farm.

Greater progress, better citizenship.

Who can doubt the urgency of an improvement that will tend toward these conditions?

—S. E. Bradt, in *The Banker Farmer*.

Bad Roads Mean Dying Country Churches

As a rule, town schools are better than country schools because the means of transportation, or the streets and roads, are better in the towns than in the country. Men are gregarious animals and they cannot herd together in the country as readily as in the town and in many parts of the country during a large part of the year, and the part when there is the least for them to do on the farm, they cannot herd at all because of impassable roads.

In regions where the roads have been improved the farmers are the most prosperous and community life has been developed. In regions where the roads have not been improved, the schools, the churches and all other civilizing agencies have run down. Gifford Pinchot, chairman of the Commission on Church and Country Life, has just made a report showing that in the last few years one out of every nine country churches has been abandoned, that only one-third of these churches is increasing in membership and that two-thirds have ceased growing and are slowly dying. It would be found upon careful analysis of the reports upon which these conclusions are based that dying churches are situated invariably in districts where the public roads have not been improved. The schools, the churches, the merchants, the farmers in the country cannot prosper without good roads. —*The Banker Farmer*.

WHY WE FLY THE FLAG - THE VICTORIA CROSS

Instituted 29th January, 1856

We fly the Flag on the Canadian Club Staff tomorrow (29th January), because we desire to keep in remembrance the institution of the Victoria Cross, which took place on January 29th, 1856.

It had long been felt that a distinctive token was wanted to meet the individual acts of heroism in the Navy and Army, and this impression was strengthened by the numerous deeds of valour by which the struggle for Sebastopol, in the Crimean War, had been rendered illustrious. The matter was brought to an issue by the Counsel of Prince Albert, the beloved consort of Queen Victoria, and the establishment of the Victoria Cross was the outcome of it. The Royal Warrant which authorized it was carefully worded so as to give the very highest value to the decoration. It said: "The Cross shall only be awarded to those officers or men who have served us in the presence of the enemy, and shall have performed some signal act of valour or devotion to their country."

The Cross, which has sometimes been wrongly described as a "Maltese Cross," is really what is known in Heraldry as a "Cross pattee." It is of bronze, made from cannons captured at Sebastopol. It is one and two-fifth inches square, and weighs 434 grains. In the centre of the Cross is the Royal crest, underneath which is an escroll bearing the legend, "For Valour." It is attached by a V to a bar, on which is engraved a spray of laurel. The reverse of the Cross, which is quite plain, has an indented circle in the centre, on which is inscribed the date of the act of bravery. The name of the recipient is put on the back of the bar. When won by a sailor it has a blue ribbon, whereas a soldier has a red ribbon.

At first the V.C. was not given to commissioned officers, only to non-commissioned officers and men. By another Warrant, bearing date December 13th,

1858, it was declared that non-military persons, who as volunteers, had borne arms against the mutineers in India, should be considered eligible to receive the V.C. By another Warrant, dated April 23rd, 1881, it was made possible for officers of any grade to win this much-coveted decoration. On August 8, 1902, King Edward made it possible for the Cross to be given even after the death of the hero who had won it.

The V.C. carries along with it an annuity of £10 a year to warrant officers, seamen and marines, non-commissioned officers and privates; and for each additional bar £5 a year is added to the annuity.

Strange to say, the only occasion upon which there has been a deviation from the principles laid down in the original Warrant was when, in 1866, it was given in Canada to Timothy O'Hea, who succeeded in extinguishing a fire in an ammunition van, during the Fenian Raid.

The first act of bravery for which it was given was performed by Mr. Lucas, a mate on H.M.S. "Hecla," during warlike operations in the Black Sea, in 1854. The British Fleet was bombarding the fortress of Bomarsund, and a live shell was thrown upon the deck of the "Hecla" by the enemy. Without a moment's hesitation, Mr. Lucas coolly picked up the shell, and threw it overboard. He was immediately promoted lieutenant, and later was awarded the silver medal of the Royal Humane Society.

The first distribution of the V.C. took place in Hyde Park, London, on June 26th, 1857. Sixty-two brave men paraded at a nearly hour. Twelve were from the Royal Navy, two from the marines, five from the cavalry, five from the artillery, four from the engineers and the remainder from the line. The popular favorite was Lieut. John Knox, who, after greatly distinguishing himself, lost his arm in the attack on the Redan.

More than 100,000 spectators were

there. It was a glorious June morning, when Queen Victoria, accompanied by the Prince Consort, Prince Frederick William of Prussia (father of the Kaiser), and a brilliant military suite, rode into the park on a favorite roan horse. The actual ceremony was of the briefest. Without dismounting, the Queen pinned the Cross upon the breast of each of the men as they were brought up to her one by one. The crowd were delighted with the function. As the Prince Consort said in his diary: "It was a superb spectacle."

How great was the contrast between that day, and that other day, more than

forty years afterwards, when the same gracious Queen, nearing the end of her long life, handed over to the proud and sorrowing mother of Lieutenant Roberts the precious Cross "For Valour," as she had to his gallant father—the beloved "Bobs" of the British Army—when he, too, was a subaltern. At the present moment there are still alive over 160 of the men who have received the V.C. since it was first established; and, as this terrible war goes on, others will be added to the list—sufficient to show that we have plenty of heroic souls among us.

R. C. J.

A TALK ON FORESTRY FOR CHILDREN

By JAMES LAWLER

The forests of Canada mean so much to everyone in Canada that all young Canadians, girls as well as boys, ought to know about them.

In the first place, let us all get rid of the idea that our present state is anything to be ashamed of. Canada is a great country in area, in population and in the industry and intelligence of its people. After all, this last is what really matters.

Foresters like trees but they only like trees because they add to the happiness and comfort of men and women. If cutting down and burning up all the trees in Canada would make the people of Canada happier, richer, more able to enjoy life and to fight for the right, then every forester would urge that a big bonfire be lighted to burn down every tree.

Trees Necessary to Life

But foresters know that trees not only make men happier and richer but also that without trees it would be impossible to live in some parts of Canada while all parts of it would suffer.

Some time ago a poet in one of the western states wrote a poem beginning:

"Woodman, woodman, spare that tree,
Cut not a single bough."

This poem has been recited again and again and the people who recited it imagined they were doing some good to forestry.

Nothing could be further from the case, so far as commercial forestry is concerned. The farmer, who should refuse to cut down a field of wheat or corn when it was ripe, on the excuse that he wanted to conserve it, would be rightly esteemed crazy.

If a forest of trees is ripe it should be cut down and turned, as soon as possible into houses and ships and wagons and railway cars and other things which men need. To refuse to cut down a ripe forest, when there are people needing the timber, is not to save it but to lose it. The farmer's ripe wheat, if not cut, is shelled out by the wind and beaten down by the storms till it is all lost. In the same way the ripe forest trees decay, are blown down and eaten by worms without doing good to any one.

The Hope of the Forest

The point is, that when a forest is cut down it should be cut in such a manner that the young growth is injured as little as possible. Then if the land is not fit for farms, the young growth should be so protected chiefly from fire, that as soon as possible it will grow

up into a forest of big trees. The successful farmer, when he cuts down a field of wheat, proceeds to get the ground ready for a new and better crop of wheat. In the same way when a forest is harvested the owner of the land ought to get the land ready for a new and better crop of trees. The farmer kills weeds that are crowding out his grain, and the forester cuts down weed trees that prevent young pines or spruces or other trees from growing.

The Man With the Axe

The forester is the man with the axe, not the man with the spade. If we cut down our forests aright in Canada there would never be any need to plant, except to bring in new and better kinds of trees, and badly as we have managed things in the past, we should endeavor to get on with as little planting as possible.

The Conquering Forest

The trees are no decaying race that must be spoon-fed to keep them from disappearing like the dodo and the passenger pigeon. Dr. Fernow in his lecture, "The Battle of the Forest," states that the forest is a mighty army, always advancing and that if it were not for Man and Fire the forest would in a few score years cover every part of the whole earth, except the absolute deserts and snow-capped mountain tops. Here then is a mighty force. Our forefathers in pioneer days in Canada used to consider it a relentless enemy, ever endeavoring to over-run their farms. We know it is a steadfast, unbreakable friend which, unless we drive it away with fire will cover our sandy plains, our rocky hillsides and our steep mountains making them produce ever-repeated crops of valuable timber, keeping our streams in even flow, sheltering our insectivorous birds, protecting

us against hot winds in summer and cold blasts in winter, helping the farmer, the manufacturer, the merchant, the railways, the mechanic and the laborer, and in fact every person in Canada.

Is not this a friend worth knowing and should we not all do what we can to stop the onslaughts of the enemy that does him the greatest damage—Fire?

The Use of Shade Trees

The foregoing applies to the forest trees. They are crops which ought to be harvested for the use of man and to make way for new crops. Trees in parks, gardens and on streets are in a different class. These are not lumber trees and would not serve any very useful purpose if cut down. They are too short, have too many limbs and too many knots. But they are very useful while living. They purify the air—your teacher will tell you how—they give grateful shade, help to keep the air cooler, they rest the eyes and by their beauty make us all happier. If the poet had written,

"Lineman, lineman, spare that tree." we would all agree with him. There are laws against the cutting down and mutilating of such trees and we should all do all we can to prevent their destruction. An ignorant, careless telephone or telegraph lineman may destroy in an hour a tree which took one hundred years to grow and which might go on growing for two hundred years more. It may be impossible because of sewers and pavements to get another tree to grow in its place, so we should fight to preserve it. But take care to see that it is a worthy tree, not a short-lived, dirty tree unsuited to streets and parks before we make our protests.

A tree is no good in itself but only in so far as it does good to men, women and children.

The Choice of a College

Knicker—Does your son want an education?

Bocker—He says he is willing to be a quarter-back in the Electoral College.

Special Articles

WHAT IS BEING DONE IN RURAL SCHOOLS (I)

In the Normal School at the present time there is a class of seventy-five students. Sixty-nine of these have just come in from teaching in rural schools. None of them have taken the long course of training, and therefore none of them have taken the month's course at the Agricultural College. Consequently it might be expected that they would make little attempt to adapt the teaching to rural conditions. Yet I find that 68 out of the 69 have made a serious attempt to do this very thing. It is impossible to print the whole 68 papers in which the experiences are given, but here are two. Anyone applying for them may have the others. Some of the papers are more elaborate than these, and some are more condensed.

Linking the School with the Farm

W. H. White

A year ago in my last school I commenced a series of discussions with my pupils on such questions as the following: Should boys remain on the farm? Is farming just as honorable and important as some other occupations? How can a farmer increase the value of his farm? Should a farmer raise grain crops only or should he raise stock as well? What is the value of having good stock? What is the value of good roads, and how may they be improved? These and many other subjects relating to the farm and the farmer's life were talked about.

We also took up the value to a farmer of knowing how to keep simple accounts, to write receipts, orders and notes. Lessons were given showing how all these were done.

I also showed them that a farmer could obtain a great deal of knowledge from the experience of others. This knowledge could be partly and to a large extent gained by reading papers which dealt with problems of the farm. Thus the importance of a farmer being able to read, and to read intelligently.

I may say here that a literary society

was organized, and once every two weeks a debate was held on a subject chiefly of importance to farmers. Great interest was manifested, and I trust something good was accomplished.

In the spring the school garden was begun. Each pupil was given his or her own plot. All were supposed to attend carefully to their own plots. Experiments were made with the soil, seeds, etc. The pupils learned how to conserve moisture; to know the noxious weeds and the best methods of destroying them. They studied insect life and made collections of insects. The protection of bird life was also considered. These were just a few of the things which were studied by the pupils. The pupils were encouraged to talk at home about what they had learned at school, and also to make experiments at home.

A school fair was planned, but unfortunately it was not held.

Much can be accomplished by the teacher along these lines, and the pupils take a great deal of interest in all discussions.

School and Farm

John R. Reid

In all three schools in which I taught I always made a point of supervising a school garden. Previous to beginning work in the garden, I always had talks with the children on what were the best methods of planting, cultivating, weeding, etc. I tried to impress the pupils with the true spirit of doing their very best and making our school garden a credit to themselves and also to their school.

In the second place, we had a boys' and girls' club organized, comprising four school districts, each of which gave an annual grant of \$10.00. The contests were eight in number, namely: Potato growing, corn growing, chicken rearing, farm mechanics, sewing, bread making, pig raising, and canning and preserving. The boys and girls (and even the parents) were very deeply in-

terested. Each of the members who entered for the chicken and potato contest was supplied with a dozen of thoroughbred eggs and ten pounds of Early Carmen potatoes. These supplies were donated by the Agricultural Society. Each member was given a note book in which he entered dates, weights, observations, etc. In the fall all the members had to write compositions on the various contests and later a fair was held. A judge was sent from the college and marks were given on the exhibits. These marks together with the marks obtained for composition gave the contestant his standing on the prize list. In all, we spent \$36.00 in prizes, and as the college granted 50% of all money paid out in prizes, the club has some \$22.00 to its credit.

The work of the Agricultural College along the line of boys' and girls' clubs has certainly accomplished much for this province. The members are given a taste for farm work and they are also shown that farming is not a mechanical, unscientific, monotonous occupation. And these young people, most of whom will become our future farmers, will perhaps be able to trace back their success to their local boys' and girls' clubs.

In the third place, knowing that the failure of many farmers may be traced to the fact that they fail to keep adequate record books, I had the older scholars look after a set of books such as a good farmer might use. I proved to these pupils that farmers were operating a business as complex (if *not* more so) as that of any merchant or business man, and then I pictured to them a storekeeper without a system of book-keeping. At first the pupils found difficulty in imagining transactions from day to day, but they soon got the idea, and, candidly, I learnt quite a few facts regarding farm life from reading these books.

What I Did for Farm Life

By Gertrude C. Hurton

To make farm life interesting was not hard in my district because most of the children liked the farm.

Through the winter months we studied the winter birds and animals.

We took as many object lessons as possible.

In the spring we planted the garden. Every two children had a plot in which they planted vegetables and flowers. We had a separate flower plot, too. The seeds were supplied by the school board.

We tried potato experiments by planting whole potatoes, half potatoes, quarter potatoes and eighth potatoes. Also another experiment with the different number of eyes in a piece. These experiments were not a success owing to the dry weather. A lot of the children had gardens at home, and these were more of a success than the school garden.

The school fence was poor and the cows did considerable damage to the garden during the summer holidays.

We organized a Boys and Girls Farm Club and arranged for a fair in the fall. The boys and girls entered into the chicken raising contest. The boys in the potato and corn raising competition and the girls sewing and bread making. Exhibits were made of these at the fair in the fall.

On Arbor Day we planted some of our garden seeds. The trustees helped us to plant trees, of which fourteen were planted. These trees were birch, elm and maple. We raked and tidied the yard and cleaned the school. We finished in the morning. The afternoon was devoted to sports, baseball, other games and jumping. The jumping appealed to the children. They kept at the exercise till some could jump the height of their shoulders.

We collected insects, butterflies and cocoons and began a collection of weed seeds. Pressed and mounted wild flowers of the neighborhood. We had potted flowers in the school, these were geraniums, begonia and a hanging plant.

During the year and half we had two concerts and a picnic, in all of which the parents gave us their support.

We used the text book as a book of study and found it very interesting. We made plans of farm and school yards.

WHAT IS BEING DONE IN RURAL SCHOOLS (II)

In another class 31 out of 36 who had taught in rural schools pointed out that they had given very definite instruction and training and had always thought of the farm life in teaching school. Here is an illustration of the papers that were sent in. It is a little more elaborate than most of the others.

What I did in my School to Assist
Agriculture

By Lorraine Russell

In the spring I commenced school gardening. Each child had his own plot. The children prepared, planted and cared for their plots themselves. A prize was offered for the best plot, this to be awarded by the Municipal Agricultural Society. In order to keep the garden in good condition during the summer vacation the judging was not done until the middle of August. This encouraged the children to make frequent visits to their plots during the holidays. One kind of grain, three kinds of vegetables and one kind of flowers were found in every plot. To increase the interest, the children were allowed to choose their own kinds of seeds. The boys built window boxes, and early in the spring we planted beans and oat seeds. We made a close study of their germination and growth. Later on we planted flower seeds in the boxes. The children brought slips of house plants and we had a careful lesson on the planting and care of these. In this way our school was beautifully decorated by June with flowers and plants.

A "Boys' and Girls'" Club was organized by an agricultural teacher from the near-by town school and the children raised chickens and vegetables at home. The agricultural teacher made frequent tours through the country, examining the work done by the pupils. In the fall a fair was held. The children were brought in vans from the neighboring schools to town. Prizes were awarded to the girls for bread-making, vegetables, chicken-raising, etc., and excepting

the bread-making, similar prizes were awarded to the boys.

Besides the practical work done in this way, regular instruction was given in the schoolroom. I used the text very little, making it more of a reference book than anything else. In the lower grades I found it best to combine Nature Study and Agriculture. The study of plant, animal and insect life can be made wonderfully interesting and clear to quite young children. If a deep love of nature is not developed in the hearts of very young children they will miss through life the one thing that makes farm life the most desirable of all.

In the higher grades I gave lessons in dairying, stock raising, harmful insects, forestry, etc. We had weeds mounted, and weed seeds collected, and even grew noxious weeds in the school room, in order to understand their growth.

We found insect study most interesting of all. Grasshoppers, cut worms, cabbage butterflies, etc., afforded very interesting lessons. We collected cocoons and pupa cases, butterflies, moths, etc.

I cannot see in what way the public school tends towards leading the boy away from the farm. Almost everything on the programme tends towards improving farm conditions. Even the lessons in the readers are largely of an agricultural nature, so I think people who accuse the present educational system of keeping the boy away from the farm have a very mistaken idea.

Remarks

It is to be remembered that none of the members of these two classes had taken the course in the Agricultural College. Several of them were city girls, but this did not prevent them from becoming enthusiastic over country life. Those who take the full course of training may be expected to do the work more intelligently, but they cannot do it more enthusiastically than these beginners.

WHAT IS BEING DONE IN TRAINING SCHOOLS

One reason why teachers have added practical activities such as school gardening and manual work to the ordinary book-instruction is the persistent effort of the Normal Schools of the province to emphasize these branches. In the Provincial Normal School for over fifteen years nature study has been carefully and diligently taught. Indeed, it has taken up the lion's share of the time. In all local Normal Schools instruction has also been given. If school gardening has not been fully illustrated, it is because there has been a foolish neglect in providing grounds for illustrating this activity. The next step in education is clearly that of providing training facilities—grounds, buildings, demonstration schools. None the less teachers all over the country have appreciated the necessity of giving instruction in nature study and for connecting the work of the school with the work of the home. The following pages from the authorized text in pedagogy indicates the spirit of the teaching that has been given for many years. These pages are printed to show that the schools have not been standing still for twenty-five years. While others may have been sleeping, teachers have been steadily striving to meet new needs. No one will say for a minute that the ideal has been attained. It is quite possible that there are many forces working against the attainment of an ideal. It is quite possible that the general public is not ready for a further advance than has been made. It is comforting to know that there are some who think in terms of life rather than in terms of mere dollars and who object to making the rural school nothing more than a miniature agricultural college. However, here is the suggestion of the text-book used in training teachers.

"The very first duty of the rural school is to assist in making life on the farm as interesting and attractive as

possible. The attitude of the school is more than the choice of material or the method of study. It is unfortunate that frequently those who dwell in the country have the greatest aversion to farm life, and long for the time when they and their children shall escape to the city. This is one of the strongest negative influences that the teacher has to overcome.

The possibility of modifying a school curriculum so that it may bear more closely upon farm life is suggested by the following commentary.

Nature Study.—There may be added to the usual study the observation of plants of the field and the garden—including the study of noxious weeds—the study and treatment of field and garden pests. There may be experiments with soils and fertilizers; study of the effects of light and moisture. There may be seed selection, and experiments in germination. Every school garden can be supplemented by gardens at the homes. Then there may be a thoughtful study of simple farm operations—plowing, seeding, harvesting, handling the grain, threshing, the feeding of stock, the obtaining of fuel.

Composition.—The subjects chosen may relate in part to farm activities. Narrative and description may be based on experiences at home—the day's work in the home and on the farm. It will include description of ordinary processes—making breakfast, sweeping and dusting, milking, making butter, feeding the stock and chickens, gathering the hay, sowing the seed and harvesting the grain, the making of a wagon-rack, the building of a fence. Some of the letters written can have to do with the business affairs of the farm. In connection with composition, spelling should be mentioned. Lists of words representing objects and operations on the farm can be selected and added to those in the ordinary text. It is a pleasant variation for pupils to spell the names of everything in the

kitchen, the dining-room, the parlour, the field, the garden, the stable.

Geography.—Time may be taken to study the history of exports and imports. To what points are wheat and barley shipped? cattle and hogs? Where do we get our fruit, our coal, our wools and cottons?

Manual Work.—With older pupils there may be construction of articles used on the farm or in the farm home. It is no condemnation of an article that is useful as well as beautiful. Some of the most suitable materials for manual work such as straw, willow twigs, rushes, seeds—are to be found on the farm. The teaching of sewing is always possible in rural schools, and with a small outfit something may be done in domestic science.

Arithmetic.—The possibility of making this subject apply more directly to farm pursuits is quite apparent. It is possible that the use of a book of unrelated problems on conundrums has had its day. Every operation in gardening, in construction, in sewing, and every lesson in geography and nature study gives opportunity for measurement, calculation, or mathematical reasoning, and farm operations are so varied that the problems demanding the application of the simple rules are without number.

Book-keeping.—The keeping of farm accounts is something that many children could learn with ease. To keep an account of the milk, the eggs, the acreage under cultivation; to estimate loss or gain on each branch of farming; to keep a daybook in which are recorded receipts and expenditures; to write business letters, to make out invoices—all these are possible with older children in a rural school, and it will be more useful to them than learning how to keep books by the ordinary system of double entry.

Reading.—To the ordinary standard works of literary merit might be added those bearing directly or indirectly on rural life. Such authors as Burroughs, Roberts, Thoreau, Long and Thompson-Seaton should find a place beside Grayson and Van Dyke. Books like *Stories*

of *Invention and Industry*, *How it is made*, and *How it Works* should be added to such a magazine of information as the *Book of Knowledge*.

It is unnecessary to follow this further. In music and drawing the application to rural life is easily made. In other branches there will be no difficulty in modifying material and method to suit country conditions. It would of course be wrong to narrow the work unduly. The school may not develop caste.

In the foregoing the main reference has been to work in the fields. The programme can just as readily be adapted to work in the home. The teaching of sewing is already receiving recognition in many schools. All students at Normal School receive instruction in this branch. Domestic science in some of its departments might also be taught in connection with the lessons in hygiene. It is possible, if it were thought advisable, to teach simple cooking, since an oil-stove and simple kitchen utensils cost but little and the children can supply the materials from their homes.

The preparation for service in the state is just as necessary as preparation for service in the home or the vocation. There are so many of our citizens unacquainted with the Canadian form of government and unaccustomed to the ways of a democracy, that direct teaching is necessary. The programme of studies recognizes this, and it remains for teachers to find ways of making the instructions fully effective, so that the responsibilities of citizenship will be seriously assumed by all our people.

There is such a thing as direct preparation for life in polite society. The teaching of good manners is emphasized in the programme of studies. It may be that some of our teachers trust too much to incidental instruction and to the force of good example. For most children direct teaching followed by consistent practice seems to be necessary. Here, as perhaps in no other phase of school work, are tact and good judgment necessary."

WHAT IS BEING DONE BY THE AGRICULTURAL COLLEGE

There is one institution in the province which is beginning to make its influence felt in farm life. It is the Agricultural College. Because of its liberal appropriation, and its fine staff of specialists it is able to attempt

and do things that are impossible for other institutions. One of the very best things has been the encouragement of Boys' and Girls' Clubs and fairs. A complete account of this will be given in another issue.

WHAT IS BEING DONE BY THE DEPARTMENT OF EDUCATION

The work of the specialist in school gardening is full of interest and deserves a special chapter. This we hope to have furnished for another issue of

the Journal. A sample of what is being done by inspectors is given in the articles suggested by the surveys of Inspector Woods.

KEEPING CHILDREN ON THE FARM

By W. A. M.

A few years ago the writer felt so sure that the rural schools were educating away from the farm that he proposed to a class of young people who had been born and bred in the country, that they tell why so many young men and women desired to move town-wards. The same question has since been proposed to others, so that the answers represent the views of several hundred people. Among the reasons given were (1) desire for companionship; (2) desire for variety; (3) love of entertainment; (4) hope of advancement in life; (5) escape from drudgery; (6) opportunity for development. In no case was it even suggested that the school through its teaching or influence, directly or indirectly, had anything to do with the matter. Even when it was suggested that the school probably had done something to estrange pupils from the farm this view was not seriously entertained. Of course, this was a grave disappointment. A beautiful theory was shattered. It was shattered still further when the writer reflected that though he and a score of his school-mates had deserted the farm, not one of them could conscientiously blame the school for it. It is very easy to assume a major premise.

There is, however, a negative side. Though the school may not drive pupils away from the farm it may neglect to

hold them on the farm. Yet even here one must not make sweeping assertions too confidently. Even if the beauties and charms, the advantages and privileges of farm life are held out to pupils, even if they have instruction in gardening and in all other matters pertaining to the farm, even if everything centres in farm life, and even if teachers born and bred in the country are chosen instead of teachers who have lived in the cities, it does not follow that matters will be much better. A boy who lives in the bare, uninviting room which a penurious acre-greedy father provides for the wife and the children, who sleeps with the hired man thirty years older than himself and in every way uncongenial, who has little to read beyond the Almanac and the Book of Martyrs knows very well that between the teacher's idea of farm life and actual life as he knows it there is a wide gulf fixed. And he believes not what the teacher is saying but what he experiences from day to day. But a boy who lives on a real farm home, such as exist in many parts of the West, will have little desire to leave, and can not be coaxed to leave.

This is said to show that in the process of education there are many factors concerned, and that they must all cooperate if good results are to be attained. Even when we say the school can transform society it is necessary to de-

fine school. To meet the particular problem now under consideration, the elementary school, the secondary school, the agricultural college and the university must all do a part. When it comes to practical action it will probably be found that the one-roomed rural school can unaided do but little. Indeed, it may be necessary to do away with the district school and the local school board and teachers such as we have, and to usher in the consolidated school the municipal school board and the community leader. In the long run it is the teacher who counts. There are now about seventy consolidated schools in the province, and it is high time that further organization be supervised from the centre rather than that it be left to local initiative. Even now there are said to be districts so placed that they can never enjoy consolidation. So, too, are there districts which are suffering from localism and narrowness. For these the larger school board might mean salvation. As for teachers being community leaders the experience of Ontario is very illuminating.

With all educative forces in a community consciously co-operating to

make farm life attractive something better can be done for both children and adults than is now being attempted. When the university has in operation an effective correspondence school, when the agricultural college through the secondary schools reaches thousands where it now reaches only scores, when specialists in the Normal schools and High schools give necessary preparation to all teachers of rural schools, then the wheels of progress will begin to turn. No, not so! There are great educative forces outside the school. Education, religion, legislation must join hands. No progress is possible apart from economic political and social righteousness.

Above all these things are true. The schools of both town and country must work against the fostering or perpetuation of caste. They must recognize that in every vocation, farming included, character counts for more than vocational knowledge and skill. It is impossible to reach the best results by imitation. We must work out our own salvation. It is money that makes the mare go. Will people expend money in order to educate their children?

MONTHLY REPORTS

This is how Harry Brown's report looked when he brought it home from high school:

Ab. 2, L. 4, Cdt. F.

Arith. 48, D.W. , Sc. 72, M.A.

Lit. 54, C.V. , Sp. 95, A.B.

Man. 63, N.P.C. , Gr. 25, N.G.

This was so intelligible to Mr. James Brown that he penned the following reply:

H. is evidently N.G. and teachers O.K.

Please send next report in English.—
J. B.

Would it not be better to send a written statement than a series of per cents? Of what use is any report that does not indicate that the teachers have a personal interest in their students? Of course reports of this kind can be written and they do not take up time, either. Try it one month and see how the parents enjoy statements they can understand.

THE TEACHING OF ENGLISH GRAMMAR

By JOHN HENRY LEGGOTT

In conjunction with teaching spelling as suggested in the article published in last month's issue, the teaching of the grammar of the language should

go side by side. For some reason it is not uncommon to hear young teachers say they dislike grammar and "hate" to teach it. Surely there must be some-

thing seriously wrong when so many of those who are entrusted with the office of imparting knowledge, are impelled to take up an attitude of indifference to this important subject. Why should such indifference prevail? It is certainly not on account of the difficulty of understanding the fundamentals of the language. It must therefore be in the manner of approach. To have the misfortune to be placed when young under the care of a teacher who "hates" grammar and who consequently could not appreciate the necessity of giving close attention to its technique, is little short of a calamity. The consequences follow the students through all their course and pursues them into the professional or business world.

The teaching of spelling on the plan indicated in the last article will furnish the pupil,—who has steadily pursued his way through the several grades until he has passed the eighth—with a vocabulary, much more copious than that used by the average person, in ordinary conversation or correspondence.

If the grammar of the language be taught simultaneously, the pupils should have acquired such a facility in dealing with this part of their work that they will be able to appreciate some of the niceties of formation and the wonderful elasticity of their own language in expressing thought. Without this knowledge of the construction of the language no student can attain any great power in appreciation or criticism of the great writers of the English tongue. As in spelling and word learning, so in grammar, the steps should be taken deliberately and one at a time. There should be no rushing; the intensive study should not be sacrificed to the extensive. For instance in the first grade reader or primer, there is a large number of substantives. The children should be taught to recognize them as names. Do not ask them to think of them as substantives or nouns, but simply as names,—names of animals, or other concrete things. All objects

which they see around them should be brought into service, being frequently named and the names written down and spelled correctly. On reaching the next grade, the pupil will be brought into contact with a considerably larger number of "names" and will have acquired some skill in picking them out from their reading book and writing them down. Now is the time to draw out from the young minds that all things are not alike, all cats, dogs, horses, houses, barns are not alike and words indicating the qualities of these and other things should be asked for. In other words the pupils should be required to tell readily the kind of things they see, or the number of them. By the time the pupils reach the third reader, the terms noun and adjective may be brought into requisition and explained. In the third grade the children might be taught that the qualities of things are often expressed by two or three words forming a phrase, as for example, with a long tail, for long tailed. There would probably be found considerable advantage in teaching the phrases substituting adjectives and adverbs consecutively and time would be saved thereby. Phrases formed by the frequently recurring prepositions, with, in, for, of, from, to, would be sufficient for one year. A little encouragement will cause the children to take great interest in manufacturing phrases.

In the next year the study of the verb and adverb should be introduced and the verb relations should be dealt with in simple analysis, naming only subject, predicate, object. The class will not be ready for the introduction of the pronoun. With the explanation of the use of these may be commenced the synthesis or building up of the sentence. The pupils are prepared to understand the uses of all the parts of speech, except the conjunction and interjection. A wholesome rivalry may be evinced by the pupils in the formation of sentences, phrases, and clauses in the way of synthesis. In the sixth grade the substitution of adjective or

adverbial clauses instead of phrases should be introduced and the nature of compound and complex sentences explained. In the seventh and eighth grades the study of the inflexions and conjugations should be carefully handled. The pupil having gained so much previous knowledge and having been well grounded therein will be able to apprehend without much difficulty the more advanced knowledge just indicated. In no case should there be a departure from the direct and simple. No intricate puzzle or unusual difficulties should be presented. In the last two grades the conjunction and interjection will come into play. As far as possible the solution of their task should be obvious to the careful and well prepared student. Below is presented an example of the use that may be made of the synthetic method of teaching grammar, premising of course that the several parts are added in successive years. To the thoughtful teacher it will sug-

gest an infinite variety of modifications, each having its own value in the teaching method. This is introduced for the special benefit of young teachers—to the older ones doubtless the value of the method has already been discovered.

Cat

Black cat

(Cat with black fur (phrase)

Cat which had black fur (clause)

Cat caught

Cat which had black fur caught

Cat which had black fur caught the long-tailed mouse

Cat which had black fur caught the mouse with a long tail.

Cat which had black fur, quickly caught the mouse with a long tail.

Cat which had black fur, with great quickness caught the mouse which had a long tail.

Passive Form

The mouse which had a long tail was quickly caught by the cat which had black fur.

A NEW PROGRAMME OF STUDIES

To the Editor, Western School Journal.

Dear Sir,—We see much in the newspapers of late concerning the necessity for a change in our system of education and a complete alteration of the programme of studies to bring the school more into touch with the future life of the pupil and to prevent the education of the child from the country to the city. This idea of the country life school is being discussed by the general public in the daily papers and I would suggest that such a subject of vital interest to teachers should be open for discussion in these pages and that the publication of the views of the teachers would be profitable. If so a few remarks on the subject may be permissible. The country life idea, which seems to be that of substituting for the present programme of studies, the study of farm operations, rural problems and vocational subjects with a cultural aim has not been very clearly outlined in the articles now appearing

in the Free Press. A definite and detailed plan of the school operations on the new system would do much to permit clearer judgment. It is not clear to me that our present programme of studies, imperfect though it may be, does tend to remove the interest of the child from country life. Surely it is not the object of the school to produce successful farmers as one article suggests. The successful farmers of our province are not those who have received training in their vocation, but men of intelligence who have used that intelligence to gain a thorough knowledge of their work from their own daily experience. It is not necessary, surely for a child in its tender years to study such vocational subjects even if the object is in some vague way cultural. There is time enough for a child who has had his intelligence properly developed at school to acquire a thorough insight into country life problems during the first few years of his intro-

duction to them after leaving school. The special knowledge required to make a successful farmer is very small provided the embryo farmer has the ability to profit by his early observation and experience. I believe that the intelligent child whose thinking and reasoning powers have been developed during school days in the ordinary school work will be a good farmer when the time comes if he never learnt one agricultural fact in school. The idea prevalent in the articles in question that the farmers are at present being imposed upon by an unsympathetic and ignorant department of education, and that their children are being taught much useless book learning, and are not being taught what is necessary for their welfare, seems on the face of it absurd.

Again the substitution of such a revolutionary programme necessarily means the stringent pruning of the present programme and how much of that can we neglect in the country school without depriving the country child of that culture which is his primal right. We cannot neglect arithmetic as the powers of reasoning it develops are essential to culture; the child must know the past history of his race, its struggles and development, to be an intelligent elector and to appreciate the struggle in which our Empire is now engaged.

A knowledge of the world as taught in geography is essential to be able even to read and understand a daily paper. The distorted ideas on the present war operations, acquired by those who have no knowledge of geography, are obvious to all. A knowledge of, and ability to use correctly our mother tongue as taught in grammar, composition, spelling and literature, must accompany any pretense at culture. An ability to appreciate beauty, symmetry and proportion as acquired in drawing and calligraphy cannot be left out. What then are we to cull out of our present much abused programme of studies in order to substitute this vague country life idea? It is true that our present studies may be more closely connected with the vocational life of the adult to be, by applying our arithmetic, composition and literature to country life problems, but a radical change in the educational programme of our rural school is not necessary for this.

I must not take more of your valuable space especially as my comments may not be of much value, but if they serve to start a discussion among the teaching profession of this new importation from Denmark they will have accomplished their object.

Frank S. Cockbill,
(Brant Consolidated School.)

RURAL SCHOOL SURVEY

Inspector Woods has sent out to the teachers of the ungraded schools in his district questionnaires. These serve a double purpose. They give Mr. Woods a bird's-eye view of what is being done in his inspectorate, and enable him to prepare proper statistics that are of great value to himself and the Department of Education. In the second place they are of value to the teachers because they compel self-examination. It is possible that something of the same kind is carried out in every inspectorial division. Would it not be a good idea for the Department to print uniform

sheets so that from every quarter of the Province reliable information may be secured? The annual and semi-annual reports sent in to the Department contain much that is of value, but these reports do not convey all the information that is furnished to Mr. Woods.

The following is an abbreviated form of the questionnaire that is sent to the ungraded schools:—

Teacher

1. Address.
2. Experience.
3. Non-professional standing.
4. Professional standing.

Pupils

1. Enrolled during last term.
2. Average attendance for term.
3. Number attending less than 75% of the term.

Library

1. Have you a library?
2. How many books?
3. To what extent is the library used?
used? (a) By the school. (b) By the community.
4. Give names of books on back of sheet.
5. Have you a suitable bookcase?
6. How is it kept?
7. How many books were added last year?

School Gardening

1. Was there a garden at your school?
2. What was the aim?
3. Who prepared the ground?
4. Who cared for it in the summer holidays?
5. Do you consider it was a success?
6. What were the chief difficulties?
7. Was the ground prepared for the next season?
8. Has the garden report been filled?

Physical Drill

1. What time is devoted to this daily?
2. What results appear to be derived from it?

Writing

1. What time is devoted to actual practice?
2. Is the writing of the pupils supervised?

Rapid and Mental Arithmetic

1. What time is devoted to daily practice?
2. What improvement have the pupils made in speed and accuracy?

Hand Work

1. Is any hand-work conducted in raffia, wood or paper?
2. Is any work in sewing done?
3. In what grade is the work done?
4. What time is devoted to such work?

Examinations

1. Do you have a parents' day during the year?
2. Do you have a public examination during the year?
3. How many parents attended in either case?
4. What was the value of parents' day or public examinations?

Mr. Wood's questions are an invitation to teachers to take up school gardening. It is another indication that the inspectors are doing their share in adapting the rural school to the needs of the community.

Mr. Wood's questions for Intermediate Departments and schools in villages are equally suggestive. No doubt copies might be had on application to him.

SYNOPSIS OF REPORTS

Even more interesting than the questions submitted by Inspector Woods is his summary of the reports received:

1. Of his 44 teachers, 3 have had no previous experience, 8 have had one-half year's experience, 12 have had experience from one to one and one-half years; 3 from two to three years, and 8 over three years. The average was 2.19 years.

2. Nine teachers have second class professional certificates, and 35 have

third class; 36 have second class non-professional certificates and 8 have third class.

3. Thirty-three schools have libraries; volumes range from 15 to 184. Use in school is represented as: extensively 12, fair 12, little 4, none 2, and use in the community is represented as: extensively 2, fair 2, little 12, none 12. There were some Sunday School libraries used in communities, but not in school.

4. Library cases were represented on same grading as 21, 4, 3, 8, and condition as: good 19, fair 4, poor 2.

5. Books added during term: total \$61 expended for 3 schools; \$20 by school board; \$40 by concert; \$3 by teacher.

6. School gardens 28: Seven grounds prepared by trustees, and 23 by teacher and pupils. Cared for on holidays by trustees 2, by teacher 4, by pupils 10, by nobody 12. Five were good, 7 fair and 16 failure; 5 lacked fence, 3 were neglected, 3 eaten by gophers, 3 suffered from frost and weather, 7 were on new land, 3 lacked water, 8 suffered from weeds, 3 had ground prepared for following year.

7. Physical drill from 0 to 30 minutes daily; average 12 minutes.

8. Rapid and mental arithmetic, 0 to 30 minutes; average 15 minutes.

9. Writing, 0 to 30 minutes; average 20 minutes.

10. Twenty-six schools doing something in raffia or paper; no wood work.

11. Sewing in six schools; about an hour a week.

12. Seven schools held public exams; 5 had school concerts; 7 had social gatherings, parents present.

The following comments of Inspector Woods are significant:

1. From the list of books reported, two things are in evidence:

(a) Many of the books are suitable for senior reading, are beyond the grasp of the pupils, but are not being made use of.

(b) Several of the libraries have little that is of value in the school—one of 28 books is quite suitable for a college professor.

(c) The greatest value is not being obtained from the books at hand no matter what their class.

2. School Garden: In response to the question, "What was the aim?" I got very few intelligent answers. One said "educational." It is rather amusing to have a number of teachers give as their difficulty "weeds." One who commenced work for the first time, Jan. 4th, 1916, said "gardening cannot be a success in the rural school." I have been wondering how many teachers have that hill to climb. N. B.—I wrote the lady a special letter on the subject.

3. The time devoted to writing, drill, rapid and mental arithmetic is very irregular.

4. A start is being made in hand-work and sewing. The trustees as a rule provide the materials.

BRITISH CIVILIZATION

For the last week the Turkish commander had been maintaining his prestige by daily hangings and shootings; his last act before leaving had been to shoot six individuals for desertion, spying, or cowardice.

Enter the victors; within an hour the women were chaffering milk, dates, and sweet limes, the merchants were offering contracts, policemen were patrolling the dirty little streets, a Governor was established in an office, tired troops were standing in the sun while billets were sought for them, and, most unbelievable of all, the Arab cultivators were dropping in to complain of a certain horseman who had ridden through a crop of

beans, and of a supply and transport officer who had parked his belongings in a garden.

The assassins of Belgium accuse us of atrocities, but it is enough for the world, and it will be enough for history, to know that when our soldiers occupy a town within three hours of a hard-won conflict the coffee-shop is thronged, the women do not pause in their work by the water-side, and the fellah instinctively avails himself of the first opportunity in perhaps 1000 years of making a frivolous complaint to an impartial dispenser of justice without fear or danger of being impaled, plundered, or sent to gaol.

The Children's Page

Snowdrops

Little ladies, white and green,
 With your spears about you,
 Will you tell us where you've been
 Since we lived without you?

You are sweet and fresh and clean,
 With your pearly faces;
 In the dark earth where you've been
 There are wondrous places.

Yet you come again, serene,
 When the leaves are hidden;
 Bringing joy from where you've been,
 You return unbidden—

Little ladies, white and green,
 Are you glad to cheer us?
 Hunger not for where you've been,
 Stay till spring be near us!

Laurence Alma Tadema.

EDITOR'S CHAT

Dear Boys and Girls:

How our little month of February has grown this year! One day, twenty-four hours, 1,440 minutes, longer than it has been for four years. It is almost big enough this year to count among its brothers and sisters September, April, June and November, but the funny thing about poor little February is that it becomes a little month again in 1917.

When away back in the days of the Caesars the first divisions of time were made, January, March, May, July, September and November each were to have thirty-one days and the other months thirty, excepting February, which should have twenty-nine, but every fourth year thirty days. This order was interrupted to gratify the vanity of Caesar Augustus, by giving the month bearing his name as many days as July, which was named after Julius Caesar. A day was accordingly taken from February and given to August, and in order

that three months of thirty-one days might not come together September and November were reduced to thirty days, and thirty-one given to October and December. For such a foolish reason as the vanity of Caesar Augustus the whole calendar was changed. The divisions of time, the year, the month, the day, the hour, were all regulated by the motions of the sun and moon, and by a very difficult figuring, and it seems strange to us who always reckon our calendars as a matter of fact that at one time in the world's early history length of months and days were changed by the caprice and vanity of rulers and kings.

How are we going to use our extra day this year? Would it not be a nice idea to make the 29th of February a Red Cross Day and sew or knit for the Red Cross; hold a concert; a sale of home cooking; or a candy sale; and send the proceeds into the Red Cross? It

would mark the odd little day for us so it would not be forgotten quickly.

Our little poem this month speaks to a dear little flower that about this time of the year pushes its little white head through the frozen earth and brightens the gardens of England. Long before the winter is over up comes the brave little flower, making everyone who sees it happy because of its promise of spring. We have no snowdrops here except in our window boxes, but we know that some day soon the snow will

be gone and the sun will shine with warmth, and the robins will whistle from the house-tops.

Will winter never be over?

Will the dark days never go?

Must the buttercup and the clover

Be always hid under the snow?

Ah, lend me your little ear, love:

Hark! 'tis a beautiful thing;

The weariest month of the year, love,

Is shortest and nearest the spring.

EGYPT

This month we will have a little talk on Egypt, that most wonderful and ancient of lands of which we hear so much just now. Egypt has been described as the centre of the world, and since the beginning of civilization it has had a great influence on every other country. Its early history is lost in the mist of ancient centuries, but through all its trials and tribulations, its submission to other countries, its defeats and victories, it has kept itself a country apart, inhabited by a people who are a strange and wonderful nation.

Thirty years before the birth of Christ the ancient Pharaohs disappeared, and for 400 years the Romans ruled in Egypt, but to this day we can visit the wonderful tombs of the Pharaohs and gaze on that desert mystery of the Sphinx, but there is little or no trace of the later Roman habitations.

It is the great age of Egypt which makes the country so remarkable. Think how long ago it seems since Christ and His Apostles lived in this ancient land—2,000 years ago. But the known history of Egypt began 6,000 years ago! And all through the centuries different nations and people have left buildings and tombs and temples which we may study.

You know from reading your Bibles how in ancient days Egypt was the great corn-producing country, and when you remember that it is only a little strip of land lying between two deserts you will wonder how this can

be, but it is so even now, and all because of that mighty river the Nile, which once, many centuries ago, brought down and left on the rocks the soil which is now Egypt, and which every year overflows its banks, and fills the canals and wells with the life-giving water. The soil is so rich that it is possible to produce two or three crops a year, and as every inch of the land is cultivated there is no "prairie" where wild flowers and grass grows wild!

The people of Egypt are naturally a farming people, and you will find them all busy every minute of the day. The tiniest child and the oldest man both have their allotted work. As in the days when the Bible was written, you will find shepherds watching their flocks, cattle ploughing in the fields, yoked to heavy, queer ploughs, women grinding a hand mill or grouped around the village well. The people are so hospitable that they will serve even a passing traveller with coffee or fruit. They live in low mud huts roofed with cotton stalks. There are no windows or chimneys, no light or ventilation, and fowls, goats and dogs wander in and out at will. However, these uncomfortable houses do not make the Egyptian unhappy, as they spend most of their time in the fields. The poor people live chiefly on rice, vegetables and bread, with sometimes a little fish or meat, but the wealthiest men have many beautiful fruits on their tables, and meats and salads in profusion.

We will not have space to tell you anything of the Bedouins, the desert Arabs, who are even more interesting than the Egyptians, but perhaps we have told you enough to make you interested in Egypt so you will read of it and learn more of it, we would recommend you to read "Egypt" in that delightful series "Peeps at Many Lands," or look up information in Stoddart's Lectures if you can get a copy. And

also see what the Encyclopedia has to say, and always remember when you are reading that into this land of mystery into the shadow of the Colossi of Thebes, under the towering pyramids and the ancient Sphinx, our British and Canadian soldiers are even now marching to protect this ancient land of history from the inroads of the ruthless Germans and their allies, the Turks.

ST. VALENTINE'S DAY

Well, dear me, if we haven't used up nearly all our page and forgotten about this dear old saint whose day is kept on February 14th. We hope that you will make and receive very pretty valentines, for the good old man who died so many years ago would have felt very sad had he known of the un-

kind and hideous valentines some boys and girls—yes, and grown up people, too—send to their friends. Try and remember that a valentine should carry a message of love just as a Christmas card does, not a message of spite and unkindness. Here's to the pretty valentines. May you all be showered with them!

PRIZE STORY

We are afraid the lateness of the Journal for the last two months has prevented some of our old friends from sending in their stories for the competition. We hope, however, you will begin this month again, and the subject this time will be "March." Let us hear all you know about this windy month. What is the weather like? Are there any famous birthdays or holidays in March? How did the month get its

name? And any other interesting facts you know. You might give us also a verse of poetry which you think describes March well. You will find many poets have written on this subject. Let us hope that stories will come pouring in. We want to hear from Teulon, Chater, St. Vital, Rosebank, Deloraine, Virden, Rivers, Franklin, Gladstone, in fact, all our friends, old and new.

WANTED

The Editor will be glad if any subscribers could let us have a copy of the Journal for January, 1915. The office copy has been mislaid and a duplicate

is required for binding purposes. The Editor will be most grateful for a copy of this number. Kindly address to W. A. McIntyre, Normal School.

An Observant Youngster

"Now," asked the teacher, "who can tell me what an oyster is?"

Silence for a moment, while small brows were knit in strained effort at remembrance. Then little Tommy's

facial muscles relaxed, and eagerly he raised his hand.

"I know!" he triumphantly announced. "An oyster is a fish built like a nut."

Selected Articles

TEMPERANCE TEACHING

By PROF. MORGAN, in Normal Instructor

But the fundamental weakness in all our temperance teaching goes beyond all these. The fact is that the ability to abstain from liquor or tobacco is, with the boy at least, largely a question of moral courage. Boys do not drink, and certainly they do not smoke, because they have any natural taste or liking for it. On the contrary, they must endure several unpleasant experiences of sickness, dizziness, and general misery before either taste can be indulged with satisfaction. They do so chiefly because they lack the moral courage to refuse when it is offered them. Older fellows smoke and drink, and the boy feels he must do what the gang does. That boy of yours, that you have instructed so carefully as to the effects of alcohol, goes off to the next town to see the ball team play. While he is there, someone in the crowd suggests taking a drink. Does he decline on the ground that alcohol hardens the arteries, and so on? On the contrary, he immediately consents, lest he should be thought a coward and a weakling. In the same way your boy, who has just finished his lesson on narcotics and explained in detail about the nicotine on the cat's tongue, goes out to join his gang at the swimming hole, or up the alley, or around the livery stable, or wherever the boys have their hangout. Some one produces cigarettes, and the box circulates until it comes to him. In theory, he should say, "No, sir, I know tobacco is bad for me, and I'm going to cut it out." Incidentally, all the other boys have been trained in the same school, and they should all feel the same way. But they don't, and so he is too afraid of the scorn and ridicule of his companions to decline. "Aw, Bill dassent to smoke for fear his folks'll

catch him," says someone, and Bill hastens to disprove the insinuation.

This, to my mind, is the crux of the whole matter. Fear of ridicule, dread of being jeered at, and an even greater dread of being thought effeminate,—these are the chief reasons why our boys continue to drink. It is not too much to say that mere knowledge of the physiological ill-effects of liquor will never in itself be enough to deter boys from using it. In addition, we must strive to build up a moral courage which will enable them to hold out against the taunts and jeers of their companions. We must try to show them that the fellow who drinks to show he isn't afraid is the real coward, after all. We must draw their attention to the fact that boys who think smoking is a manly act generally hide away up an alley to do it. We must make them see the courage and the manliness of taking the unpopular side. We must make them feel that

"They are slaves who dare not be
In the right with two or three!"

One other thing we need to do, and that is to enlist our pupils in an active fight against the liquor traffic. In temperance reform, as in a great many other things, there is too much telling and not enough doing. One class I know has a bulletin board outside the school, and posts on it each week a poster dealing with the liquor problem. Another held a contest at writing posters, looking up telling quotations, and so on. Put your pupils to work, let them have some part in the fight, and they will feel a personal interest and concern which will be worth much to them. Poster material of this kind can be obtained from any Anti-Saloon league, or from the Temperance Board of any of the churches. Teachers

should by no means neglect to send for the little book published by Henry Ford of automobile fame, entitled "The Case Against the Little White Slaver." This free pamphlet is the most telling indictment of the cigarette which has ever been published.

I cannot close this paper without acknowledging the debt which all temperance workers owe to the teachers of the public schools. Despite certain defects in form which have been referred to, the fact remains that the spirit which has been shown by the teachers themselves is largely responsible for the extraordinary change of sentiment concerning the liquor traffic which has come about in the last generation. While the boys may not have responded at the moment, the great dry vote which is to be found everywhere today is very largely the harvest of

years of conscientious sowing on the part of many faithful teachers. My purpose here is not in any sense to deery their work, but rather to suggest, if possible, some ways in which it may be rendered even more effective.

No one with an eye to see and an ear to hear can doubt that the liquor traffic is doomed. Until recently, our whole aim in education was to keep the boy away from the drink. In the last few years, however, we have seen a great light, and our chief aim now is to keep the drink away from the boy. It therefore behoves every teacher to take an active part in the temperance fight. Our most effective work will be, not in pledging boys against the use of liquor nor in warning them of its evils, but rather in doing our share to place the vicious and debauching traffic absolutely beyond their reach.

TEACHING COOKING IN RURAL SCHOOLS

By ETHEL HARRIET NASH, Asst. State Leader Boys' and Girls' Club, Massachusetts

There are almost endless possibilities for the correlation of cooking with the other studies in the little country school. Each teacher will plan her correlation to meet the needs of her particular children. The way in which she does this will depend upon herself, upon her belief in the great interdependence of one subject upon another, and upon her ability to make her pupils understand this with her. And upon the way in which she succeeds in tying these subjects together as a part of a great whole, will depend the efficiency of the teaching. A few suggestions only can be given here.

Arithmetic: Numerous problems on the cost of the equipment can be made. The little school that earned the kitchen cabinet by getting up a soap order had much valuable experience in keeping account of the necessary details. The three or four upper graders had entire charge of this. The cost of food materials gives room for many problems. The keeping of grocery sales slips for articles bought for the school, making

out monthly bills, etc., all give material. The getting up of a dinner or luncheon for a certain sum requires much figuring and planning. The measurements of materials and the multiplying or dividing of certain recipes is good arithmetic. If food sales are held the children should keep the record of the sales and have actual charge of the money. They might also keep account of the noon lunch expenditures. A good price list from some reliable firm is invaluable in this work. Its prices on canned goods, for instance, will assist in making many problems, at the same time helping pupils to realize that home canning as an industry is a very profitable business. In connection with the woodwork and the sewing there will be many opportunities for finding the cost and amount of materials used.

Language: Girls who have been making bread will really take pleasure in writing about "How I Make Bread," "Cooking at Home," "My Prize Loaf," "Canning for Profit," etc., are other suggestive titles.

Girls should make their own cook-books. The writing of a recipe requires skill in giving clear, concise directions.

History: The "Evolution of Bread-making" is the most interesting reading. The history of corn and potatoes also gives food material for study. Government bulletins on these subjects give some space to this heading.

Geography: The study of geography in connection with the food products is intensely real and interesting. Many exhibits can be obtained from large manufacturing concerns at little or no expense. Some of the exhibits available are wheat, corn, sugar, cocoa and chocolate, baking powder, salt and spices. These are invaluable aids in the teaching of industrial geography. Children should learn the geographical distribution of these food products, and should trace their journey from their native home to the little "corner kitchen." There are many splendid Industrial Geography Readers at present.

Reading: The reading should be largely the material found in the correlated history and geography work. Children can often find material at home, in current magazines, along these lines. They should be encouraged to bring these to school, and should have a chance to read at least a part of the article before the class.

Hygiene: The necessity for the cleanliness of the person, clothing and utensils give chance for lessons in hygiene. The disposal of garbage, etc., leads to lessons on sanitation.

Drawing: Children like to draw when they see some real use for it. In connection with this kind of work there is abundant opportunity for making covers for cook-books, and for wheat and corn booklets, etc. The making of menu cards, or place cards, for a luncheon, or programmes for a social afternoon are things which are always done with real pleasure.

Sewing: Make such articles as are needed by the members of the cooking

class: caps, aprons, dish-towels, table-cloths, napkins, etc.

Garden Work: Plant such vegetables as can be used in the cooking class, either fresh or canned.

With a strong teacher, work in cooking in our rural schools, carried out along lines similar to those already mentioned, can be made a real factor in the vitalizing of the school. But if your school becomes awake and really alive it is most essential that the people of your community visit the school and witness the new spirit for themselves. "Seeing is believing." Get the mothers and fathers into school somehow. Have a "Mothers' Day" when the children prepare a little luncheon just for their mothers. Have "Visitors' Afternoons" when special invitations are sent to parents and friends to come and see the school really at work. There will be less grumbling about the added expense when taxpayers get within the four walls of the schoolroom and see for themselves. Perhaps they will be like the man who visited a certain little school on one of its visitors' afternoons. The children had recited their regular lessons. Lastly came a seventh grade geography lesson, which was a review lesson on wheat. The children had spent three weeks on this subject, getting information from many sources, and now they gave interesting talks from topics on the board. One boy showed the splendid exhibit of wheat, explaining the various steps in the process from wheat to flour. Then a girl told how they made bread at school. Later, for refreshments, the girls passed around sandwiches of the "school-made" bread and cocoa. As the visitors left the school this old man, who had three grand-daughters in the school, said, "Well, I declare! I didn't come here this afternoon calculatin' to learn anything, but I have learned a pile! I wish I'd had the chance them girls o' mine are havin'!"

Visitor—How did your son pass his entrance examinations?
 Mother—He was conditioned in the college yell.

THE CONSOLIDATED RURAL SCHOOL

Progress in all things human depends upon the influence which education, or lack of education, exerts upon the life and activities of the community. In the rural districts the public school has always been depended upon to give the rural child all the knowledge thought to be necessary. From the day of the earliest log or frame schoolhouse until the rise of the new and modern rural school, a great percentage of our rural population have acquired their only education from the little school located in their midst. A very few have been privileged to attend high or town schools, and a still smaller percentage have acquired the benefits of a college education. If the farmer cannot send his children away from the home community in order to give them a good training it is obvious that the rural school must be kept at the highest plane of efficiency in order to give the rural child a fair start in life. The day has long passed when the three "R's" are sufficient to equip the child to battle with the keener intellects which may, and are, developed in the better equipped schools and in the higher seats of learning. It will be understood that we are not confusing education with worldly experience, or theory with practice. But we understand education to mean a preparation in those elements which are found essential to a well-balanced and successful life.

Right here it is permissible to claim that it is doubtful if the one-room rural public school ever can be developed to a point where the child receives the necessary education to properly equip it for competition against those who have had the advantage of early training in a consolidated school, or in a school where there are several teachers, each of whom is able to specialize in the particular grades under the care of that teacher. In the average rural school one teacher teaches all the grades. If there is any considerable number of pupils attending that school individual attention is something to be desired, but comparatively seldom is it possible. The grades, owing to lack of

time, must be taught wholesale. The clever pupils are held back by those who are not so quick to absorb the various subjects. The teacher must of necessity regulate the progress of the class to the child with the lowest average. And progress is naturally slow as the teacher cannot "coach" along those who may be behind for no fault of their own. It may be that they receive no assistance at home. It may be that they are temperamentally adapted to satisfactory progress in only certain subjects, or they may be naturally slow at acquiring new ideas. In any case, whatever the cause of the variation in the abilities of the pupils, individual attention is the only alternative to a dragging in the progress of the whole class. Without disparaging in any way the teaching abilities of any given teacher, it is quite reasonable to suppose that the average teacher is better qualified to teach some grades and some subjects better than others. If we grant the truth of this it is quite clear that the school with only one teacher cannot claim the same degree of efficiency in the education given as if there were several teachers.

Every child should be taught, not all that is being taught to others, but those specific subjects which fit in with the calling in life which will later demand that child's attention. The rural child should receive as much training in agricultural and nature study subjects as can be given in early school days. This will not be understood as replacing the practical experience which farm life will give, nor giving the expertness that is commonly ascribed to higher institutions. The average school teacher is not qualified to give either, and again, none have the time even if they were qualified. Of course, even with our present system of one-room schools, a properly trained teacher can give the tuition a trend towards those things which ordinarily enter into the child's outside life. Agriculture can be taught to a very limited extent. The school garden can be a feature of importance. For the girls, domestic science can re-

ceive some slight attention. We believe it is imperative that every teacher qualify for the teaching of these, and kindred subjects, in order to make the present public school course more applicable to the needs of the community.

But, undoubtedly, for the highest development of rural school education in the community we need consolidation. In new districts, of course, consolidated schools are an impossibility. In sparsely settled districts they are almost equally out of the question, but there are many districts in the west already that could profitably consolidate and support one large school with a staff of several teachers instead of several schools with only one teacher to each. A number of communities organized consolidated schools and have had them in operation for a number of years with satisfactory results. Other communities have hesitated to follow their lead largely because of doubt as to the success of such ventures, and also through objection to the slightly higher cost made necessary chiefly through the employment of vans and drivers to transport the pupils to and from school. But the consolidated school has been an unqualified success

wherever tried. The slight increase in expense is more than offset by the ability and opportunity afforded by the teaching staff which is usually engaged with a view to specializing in those departments which are of the most service to the pupils and to the community at large. The best consolidated schools, while giving the very best individual training in the everyday school subjects, are able to give special training in such vocational subjects as nature study, agriculture, manual training, sewing, cooking, etc. The development of a child's usefulness, which would be evident outside of school hours, will more than compensate for the efforts of the community to provide the best possible educational facilities.

The avowed object of the originators of the consolidated school idea was to give the rural community the benefit of schools equal to the best city schools; and this without altering the agricultural tendency in the rural child. The consolidated school will not be located in the heart of a large town or city, and hence will not remove the child from the wholesome atmosphere of the country.

WHAT OUR SCHOOLS ARE DOING TO MEET THE DEMANDS OF THE BUSINESS WORLD

By JESSE D. KNIGHT

Perhaps there is no question of modern education receiving more attention than the efficiency of our schools in meeting the requirements of the business world.

It is said that a large number of our boys and girls leave school unprepared to do the world's work, and that about eighty-eight per cent. drift into their life work. Can this be charged against our public schools? Perhaps it can to a certain extent. Believing that the charges from without are well founded, the up-to-date school men are giving this subject their best thought and efforts. To illustrate: Many High School principals make it their business to talk to each student at least once

each Semester about his work and his future hopes and desires, giving him such vocational guidance as they are able to do.

Every vocation demands three things, knowledge, ability to act and a certain interest. Void of one of these, any vocational life would be entirely insufficient.

I am sure the schools are expected to give knowledge and to train the ability, but to do this it is quite necessary to find the interest and fire in the right direction. This is what these principals to whom I referred are attempting to do.

With our schools organized as they are, some boys and girls stay in school

too long. They become parasites. Business men tell us the remedy for this is more industrial training in the schools. No doubt this would help; but the business world expects too much of the boys and girls who have just come out of school. Some time is necessary for readjustment and the forming of other and new habits. The high school graduate is able "to catch on" as a superintendent told a business man who was complaining of his lack of knowledge of the business when first employed. What would be the effect if our schools should only train our boys and girls for specific vocations?

You must remember that the manufacturers are interested in the industries, labor unions in their own interests, and the educators, because of vocational interests, see that through these avenues we can create interest, the only thing which will give the school efficiency. The educator views the subject from its psychological standpoint. For the schools to meet the demands made upon them, it is quite necessary that the school take into account the many forces at work.

One of these forces is felt in the agitation for certain types of schools Munsterberg says, "The boys and girls would then learn in the school all that is needed for them to enter well-prepared into some special bread-winning occupation as soon as they leave the schoolrooms." He says, "Certainly this would overcome some of the present dangers of drifting unprepared into a chance life-work." Everybody would have learned something well under the supervision of teachers. But the disadvantages of such an innovation would be greater than its usefulness. However much the community demands well-trained specialists, the greatest need for every civilized society is the solid, common basis of broad general education. The school loses its noblest mission if it does not bring to the state men and women educated for the common work which binds them together—the work of citizens, of fellow men who share their language and their ideas.

their views of national life, and their interests in all that makes life worth living.

Munsterberg also says that the specialistic studies must under no circumstances encroach on the general studies which are fit for everyone who wants to share the life of civilization. Everyone ought to have some acquaintance with the history of his country in order to understand our time and its needs; everyone ought to know some geography, some natural science, and some mathematics in order to understand our relation to the physical world that surrounds us, and everyone ought to be acquainted with the masterpieces of literature.

It would not only be a loss for the community if the child were to enter the special line of work without sufficient common education, but a loss for the individual.

There is no doubt that one should have the right of selection of studies as soon as real vocational life begins: but at first boys and girls must learn to overcome the difficulties of work which is not to their liking. Society and the business world demand that the schools measure up to this task and see that they learn to do unpleasant things, if need be. Just at this point the teachers and those in authority too often shirk. In order to hold a job there is often a boosting of grades, tender care, and nursing in order to keep things running smoothly at school and thus prevent notice. Many boys and girls fail in life because of this coddling on the part of both parent and teacher. The school should keep in mind that on every hand there is a call for those who have learned to master themselves.

The modern trend of education is to make the school contribute to the industrial, commercial, agricultural, physical, mental and moral needs of both individual and community. For instance, we now believe and demand that our school playground be supervised by an expert who teaches our children how to play, that they may

develop into strong, healthy men and women. To become an efficient member of society one must have a sound body as well as trained senses, a clean mind, and a well balanced character. To secure these is now the aim of modern education. The needs of the individual are more carefully studied and his vulnerable points physically are ascertained and remedied. In the second place the public is now demanding that each pupil be directed according to his special needs. In order that his physical machinery may be made and kept strong, larger playgrounds are needed, an abundance of fresh air, and plenty of the right sort of games and plays. The third demand is genuine exercise for the mind of the child—interesting and stimulating work, not uninteresting and unimportant facts. Fourth, that his senses be trained so that he may see, and hear, and so use wisely his hands to make something useful. The fifth demand, as I shall call it, is that of character which embodies reliance, self-control and self-respect. Sixth, that the main emphasis of schooling be placed on the social side in order that the boy and girl may become efficient members of the society of which he is a part. The seventh demand is that when the boy leaves school he may have some one at his elbow who knows and whom he respects, to advise him. And lastly, that from the fourteenth year to manhood and womanhood, each pupil may have a wide variety of opportunities for making himself or herself the most efficient and therefore the happiest citizen possible.

At this point I wish to call your attention to what Superintendent M. E. Pearson, of Kansas City, calls the fifteen credit units for business, and I may add that it seems to me they are what business men want. Many of them are elements found in the men who have succeeded, but I doubt very much if they are found in the inexperienced. In other words, the sapling cannot take the place of the great oak.

The fifteen credit units for business are as follows:

1. Thoroughness in the fundamentals of the conventional course of study in our public schools.
2. General information of the world, its people, and their struggle for food, clothing and shelter.
3. Ability to work hard, to remain at a task until it is completed.
4. Familiarity with the forms and details of some kind of specialized business.
5. Skill and tact in management and direction.
6. A knowledge of local customs and special laws.
7. Power to change environment and to establish new conditions.
8. Power to decide quickly and to act promptly.
9. Willingness to co-operate.
10. Ability to appropriate, power to initiate and originate.
11. Well-developed, thoroughly trained, morally clean, physical manhood.
12. Fixed habits of conduct, courtesy, and manners.
13. Personal appearance, dress, and carriage.
14. Proper attitude toward ethical concepts.
15. Good plain gumption, whatever that means, and including all that it implies.

I do not agree with Mr. Pearson in his credit scheme for business. It is impossible for any school to so train its students. Education is a life process, and cannot be so nearly trained at graduation time.

However, I believe these are the things we should expect our boys and girls to measure up to: good manners, public interest, ability to express one's self, honesty, concentration, self-control, a keen sense of honor, well defined habits, respect for authority, power of adjustability, proper attitude toward religion, and a definite interest in some one thing.—Elementary School Journal.

School News

The Red Cross Work of the Winnipeg Women Teachers' Club

In view of the conditions existing throughout the Empire, the women teachers of our club decided unanimously to set aside all regular lines of work for the current term and devote all their energies to patriotic work. Three divisions were formed under the able direction of Mrs. Gilroy, Miss E. Talbot and Miss Scott, assisted by sewing committees. The funds at first were the voluntary subscriptions of our own members only; but later friends came to our assistance. Mrs. Jaspas Halpenny gave a silver tea, realizing forty-five dollars; the Principal Sparling School kindly donated thirty dollars out of the returns of their concert; and on Convention Day the Winnipeg Teachers' Association voted a generous sum to support the work. Now our committees are joyfully anticipating a season of happy, successful work, unhampered by the dread spectre of the empty treasury.

An outline of the work accomplished during the eleven weeks prior to the Christmas vacation may prove of interest. The Centre Division under Mrs. Gilroy is the largest. It meets in the Red Cross rooms, and has the advantage of sewing tables, machines, etc. The South Division meets in the Earl Grey School, and the North in the Machray School. Sewing and knitting form the greater part of the work, but each evening, under the direction of a trained nurse, wipes and other hospital supplies are prepared. Special returns of the work of the North Branch are not at hand at present, but the following is a list of the completed work of the other divisions:

Centre, November 19th.—27 service shirts, 9 pairs of sox, and a miscellaneous shower from Mrs. Gilroy's little pupils, were sent to the St. John's Ambulance. December 2nd, a large parcel was sent to the Glack Convales-

cent Home for Canadian soldiers at Upper Deal, Kent. It is in charge of Miss Multon, and at the time 58 of our boys were being cared for there. It contained 10 bed jackets, 9 pair sox, 5 service shirts, 7 suits of pajamas, 6 surgical shirts, 15 personal property bags, 1 pair bed sox, 26 wash cloths, 6 pair pillow slips; and from the South an added donation of 3 day shirts, 3 service shirts, 4 bed jackets, 2 surgical jackets, 3 pair pajamas, 12 personal property bags, 1 pair sox.

There was an extra 3 lbs. Imperial mixture tobacco, 10 lbs. chocolate, and a miscellaneous supply of gum, chocolate and tobacco from the pupils of Miss Keith's and Miss Monteith's rooms.

Two cases of surgical dressings are ready to be shipped to Miss Seoba, who is attached to one of the hospitals at the Dardanelles, and two more cases are to be prepared for Miss Johnston and Miss Bell. All three of these nurses, we are proud to state, have been of our staff.

It is particularly gratifying to our members to see the increased interest shown, and we hope to have the number of workers largely augmented during this term. Perhaps some of our friends throughout the province would like to join in our work?

A play will shortly be put on by the Dickens' Fellowship to raise money for the Teachers' Red Cross Fund. Those who live in the city and who can help in the work in no other way will patronize this concert.

Manitoba Educational Association

Preparations for the convention of 1916 are now well under way. A good many details are not finally settled, so that a full programme cannot yet be published. There will be a general session each afternoon, April 25th, 26th and 27th, and an evening meeting, one evening during the convention. Dr. Thornton, Minister of Education, will

address one of the general sessions. The executive are in correspondence with Dr. Edward Elliott, until very recently head of the Faculty of Education, of the University of Wisconsin, and now Chancellor of the University of Montana. Special music will be provided for each session.

The Elementary Section will devote one session to a general meeting at which the speakers will be Prof. Jackson, of the Agricultural College, and Dr. D. A. Stewart, of the Ninette Sanatorium. Besides the general meeting there will be sectional meetings for the following divisions:

(1) Primary Grades, (2) Intermediate Grades, (3) Senior Grades, (4) Rural Schools. For the Primary Grades there will be class demonstrations in phonics, number work, drawing and music; for the Intermediate Grades class demonstrations in reading and oral composition and number, and a paper on nature study, and for the Senior Grades papers on spelling, history and memory selections. For rural schools the committee thought it advisable to have a round table conference on a number of topics, in which discussion would be led in three minute speeches by a number of teachers of rural schools.

The following list of topics is under consideration:

1. Adaptation to the programme of studies to the grades of a rural school.
2. School gardening.
3. The school a social centre.
4. The Christmas entertainment.
5. The public examination.
6. Parents' day.
7. Monthly reports.
8. The annual fair.
9. The school library.
10. Regularity of attendance.
11. The teacher on the playground.

The Secondary Section will hold a general meeting at which the reports of the Committee on High School Programme will be presented. Besides this there will be an address upon some subject of special interest to high school teachers. There will be meetings of the sub-sections that were formed last year.

The executive have decided to continue the classes of instruction in basketry, paper-folding and cutting, drawing and sewing. This year certificates of attendance will be issued to those who avail themselves of the courses provided.

There will be an exhibit of work from rural and graded schools and a special exhibit from Brandon and Winnipeg.

A special feature will be an exhibit of a standard rural school, as complete as can be made, from heating apparatus to water pail.

Our enrolment last year reached to about 1300, so the executive this year will not feel satisfied with any number short of 1500.

We believe that any teacher who will invest a few dollars in attending the convention will go back to his school a better, stronger and more enthusiastic worker. Arrange to be present.

Manitoba Educational Association Notice

The Executive of the Manitoba Educational Association have decided to continue their policy of offering prizes for exhibits of school work shown at the Eastern convention. Three cash prizes of \$25, \$15, and \$10, are offered for exhibits from ungraded rural schools, and for exhibits from graded schools diplomas will be presented. All particulars as to kind of work to be shown and as to space limits for both classes of school were stated in the December issue of the Western School Journal, but in case some teachers may not have seen it the conditions are stated again as follows:

Rural Ungraded Schools

1. Exhibit shall not occupy more than 60 square feet.
2. Exhibit shall include work of at least five grades. Any five may be chosen.
3. Exhibit shall include work typical of each branch of handwork engaged in at the school.

4. Exhibit shall include samples of drawing, color and art work.

5. Exhibit may include any special work taken.

6. Teachers shall accompany the exhibit by a brief note on the conditions under which the work was carried on and as to the number of children in each grade.

7. Prize money shall be devoted to the school and shall be accompanied by a diploma.

Graded Schools

1. Prizes shall be offered for graded schools of not more than four departments.

2. Exhibit shall not occupy more than 120 square feet.

3. Exhibit shall include work of all grades in the school.

4. Exhibit shall include work along each line specified for ungraded schools.

5. Prizes in this section shall be in the form of diplomas instead of cash.

6. Special exhibits are invited from

any school in the province and merit in any such will be recognized.

Exhibitors are requested to send in exhibits to Secretary P. D. Harris, Central Collegiate Institute, Winnipeg, not later than April 20th. Carriage will be paid both ways by this association.

Winnipeg

Thomas Laidlaw has been appointed a member of the Trustee Board of the Winnipeg Teachers Retirement Fund for a period of two years, terminating on the second Saturday in January, 1918; he having been selected by the teachers of the School District of Winnipeg Number One as their representative on said Trustee Board for the period above named.

Leave of absence has been granted to Mr. F. H. Schofield and Miss A. Groff, until March 31st, 1916.

The resignations of Miss F. Howden and Miss D. Davidson have been accepted to take effect December 31st, 1915.

Book Reviews

Spelling and Language Lessons for Foreign Classes Learning English, by W. J. Sisler, Principal, Stratheona School, Winnipeg. Price 35 cents (Macmillan Company, Toronto).

Many persons, professional teachers, and others, engaged in the work of teaching English to foreign pupils in the public schools, or to adult foreigners in night schools and similar institutions will heartily welcome this valuable little book. The author is exceptionally well qualified to prepare such a book, having had many years experience with foreign pupils of all ages in both day school and evening classes, and also having given much thought and study to the problem of the best

method of presenting English to the foreign students. The vocabularies, exercises and lesson plans have all been tried out in the class room, and even a novice in the art of teaching should be able to conduct a class in English successfully with this little work as a guide. The use of the book in evening classes would do much to systematize the work, and prevent the loss of time that must necessarily take place when teachers new to the foreign work are experimenting and feeling their way towards right methods. It is to be hoped that the book will be widely used, and that the author may be encouraged to supplement it with a series of readers adapted to the needs of our foreign students.

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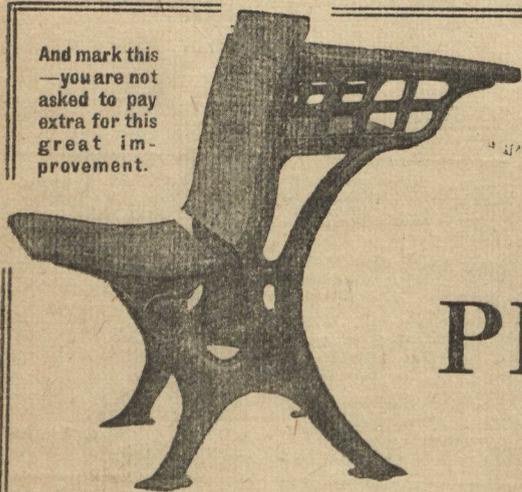
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