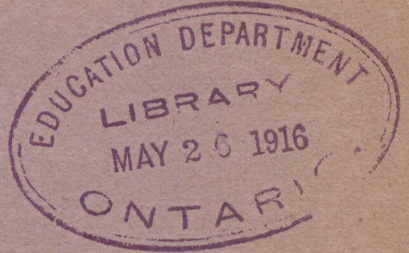


The Western School Journal

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BROTHERS ALL

Winnipeg, April 25th, 1916

THE Teachers of Manitoba in Convention assembled, send Greetings to the Associations at Prince Albert and Toronto

"Keep the Home Fires Burning"

—*W. A. McIntyre, President*

Prince Albert, April 26th, 1916

The Teachers of Saskatchewan return cordial Greetings.

"Better Schools for Better Citizenship"

—*Chas. Nevins, Secretary*

Toronto, April 27th, 1916

Ontario Educational Association sends Greetings.

**"Our hearts beat loyal and true with yours,
We will keep the home fires burning
Till the boys come home."**

—*Chas. G. Fraser, President*

Winnipeg
May, 1916

Convention Number

Vol. XI
No. 5



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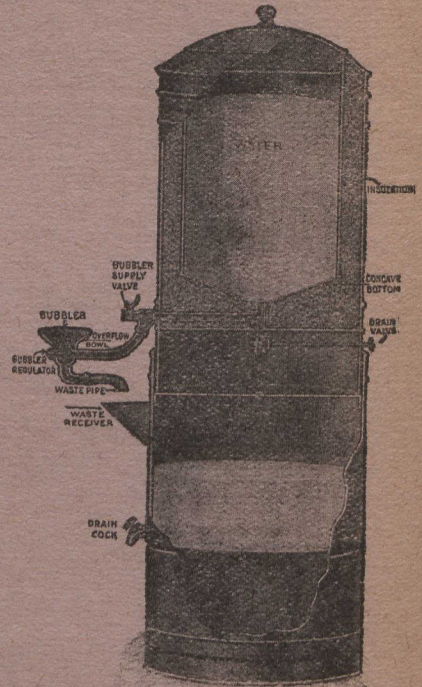
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School Pictures

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The Western School Journal

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VOL. XI

WINNIPEG, MAY, 1916

No. 5

Editorial

The Convention

The convention of 1916 is over, and preparations are being made for the meeting of 1917. The records show that the registration this year was greater than ever before, while the actual attendance was very much greater. This proves that the programme was in line with the needs and interests of the members. As an illustration of the sustained interest, the attendance on the last afternoon was eight times as great as is usually found at a closing meeting. The committee is to be congratulated on the choice of speakers and demonstrators. Though no outside talent was imported for this gathering, the meetings did not suffer on that account. Two new voices in educational circles were heard—that of Dr. Thornton and that of President Reynolds of the Agricultural College. The Minister of Education, by his manner as well as because of his message, won the sympathies of the teachers. Principal Reynolds showed himself to be frank, firm and progressive. His views in general are such as the best approves. Co-operation between the College and the schools should be easy. Other voices, also new to the teachers, were heard. Mr. R. T. Riley gave one of the sanest and most practical addresses possible, and Capt. Fortin closed with an address that in itself was sufficient to pay for the time and trouble involved in attending the convention. It is not necessary here to refer to the other speakers as they are all well known in teaching circles.

More important even than the general addresses were the deliberations of the sectional meetings. Every department in each section thought it had

the best meeting. This indicates how successful the gathering was. Particular reference should be made to the rural school conference and to the meetings of the primary section of the elementary grade. The numbers present and the interest displayed were unprecedented in the history of the Association. The Round Table and the Demonstration will no doubt henceforth become fixed features of the Association gatherings.

The exhibits of school work were not so pretentious as on some former occasions but they were more educative. Miss Halliday's educative display was particularly valuable. The idea of showing the ordinary work of a single week from a single class was excellent. Any school can and should do work of this kind. The same idea of class illustration was carried out in arranging for the music, and nothing finer could have been given than the selections from the various classes. Probably the most novel attraction was the Model Rural School. The thanks of the teachers are due to those concerned with its preparation. Thanks are also due to the firms who exhibited their supplies of school material.

The visit to the Agricultural College will not soon be forgotten, nor will the kindness of the school authorities of the City of Winnipeg.

The classes of instruction were well attended and the work done will be of great value in the schools.

This convention has surely brought the teachers together, and it has brought all the educational forces—Department of Education, University, trustees and parents—into sympathy with the work of the schools.

Editorial Notes

The best feature of the Association was its spirit. Everybody appeared to know everybody. The feeling of comradeship was catching. Those who came "to grouse" remained to enjoy themselves. There were far fewer teachers than usual who were so unwell that they could not possibly attend. After hearing of the success of the first day some got suddenly well, and it is said that two are now "sick" because they missed everything. The attendance was most gratifying. It is safe to predict a monster gathering in 1917.

Mr. A. C. Campbell, of the St. John's Technical School, should make a good president. He knows elementary and secondary education, and what he undertakes to do he accomplishes. We bespeak for him and his committee every assistance from the teachers of the province.

Saskatchewan has evidently had a successful convention. There seems to have been a pronounced agitation in favor of rural school reform. No doubt

It was found impossible to print in this issue all the papers read at the Convention. Three long papers—by Messrs. Jefferson, Huntley and W. E. Grant—are held over for special consideration in next issue, and some of the shorter papers, chiefly those which followed second or third in presentation of a topic, are held over. Look out for next issue.

Well Defined

Miss Brown was giving an elaborate definition of a blacksmith preparatory to learning Longfellow's poem.

"Now, children, we are going to learn a poem today about someone who works very hard. He is very large and has great arms that can lift such heavy things! His face is blackened with soot that comes from his great, blazing fires! And he wears a dirty, black apron and he has a fire that glows, oh! so red, and

reform is needed. There are so many good level heads in Saskatchewan that they will scarcely attempt to accomplish reform merely by resolutions, although that is always the easiest way. In the long run schools can be made better only by getting better teachers. It will take from five to ten years to get an appreciable number of teachers of the class proposed. Manitoba has not been able to get for its High Schools enough men to teach agriculture. Saskatchewan Agricultural College, excellent as it is, has been unable to graduate many teachers. Where will the hundreds of new male teachers demanded every year come from? Yet, the ideal of a rural school suited to rural needs is correct. There is only one way to begin a movement of this kind: One or two districts must give a demonstration. A demonstration in print is of no value whatever.

The fire which destroyed the building of the Stovel Company had unfortunate results for the Department of Education. The copies of the School Act were all ready for binding but were totally destroyed. Teachers will kindly notify trustees to this effect. As soon as possible there will be a reprint.

whenever he makes anything he puts it into his fire and then pounds it with a great big hammer, which makes the loudest clanking noise and makes the sparks fly about in every direction. Now, who can tell me what I have been describing?"

A little maid who had listened to these vivid details with eyes twice their natural size sprang to her feet and said in an awed whisper: "The devil."

Departmental Bulletin

PUBLIC HEALTH

The Department of Education desires to direct the attention of teachers and trustees to the following important matters relating to public health:

The Provincial Board of Health have undertaken to establish an effective system of health inspection and supervision in the province. The board are entering upon a careful examination of health conditions generally and have made arrangements for the appointment of a certain number of district physicians and district nurses whose services will be devoted to the interests of the public at large. The latter will assist in collecting facts bearing upon public health and sanitation and also furnish expert professional advice and practical assistance to individuals in the schools and in the homes of the districts to which they may from time to time be assigned.

Teachers and trustees are well aware of the intimate relation between bodily health and mental efficiency. They are well aware of the fact that defective education and slow progress are frequently due to improper physical conditions which in many cases might be very easily improved. It is hardly necessary to remind them that much valuable time and energy are lost as a

result of epidemic disorders and that many valuable lives are annually wasted through preventable causes.

The Department of Education desires to enlist on behalf of the Board of Health the active and hearty co-operation of the public and high school teachers and trustees of the province in the important activities of the provincial health officers, physicians and nurses. Teachers and trustees can with a little effort, very greatly aid in the forward movement in the interest of the general health and particularly that of the children. It is confidently expected that upon the occasion of the visit of a physician or nurse every facility will be rendered and all available information given which may be asked for. The local knowledge of the teacher and of the trustees will prove highly valuable for the sanitary survey of the province which is now being inaugurated.

The Department recognizes fully the immense importance and necessity of conserving public health, looks forward hopefully to the success of the Board of Health in this special field of effort, and now bespeaks for the officers of the board a cordial welcome in the schools by teachers and trustees.

THE BIRD LOVER

Francis of Assissi was fond of calling the birds and beasts his little sisters and brothers, and he believed that God gave special grace to those who loved the lower animals. He himself cared for them with tenderest affection and they responded with their confidence. The only way to know the birds is to love them. To be able to identify a dead specimen is to understand nothing of the beauty, the mystery, the music, the quick intelligence, and the abundant usefulness of the birds. To get

near them we must befriend them. We must show ourselves worthy of their trust and spend much time in their company. A bird is a living thing, and we can never really know the birds until we know how they live and work and love, what their joys and sorrows are, the character of their homes and home-life, their peculiarities, and their amusements.

What would spring be without the birds? Each day brings its own surprise to the nature-lover. We watch

the sky for the return of a favorite star. We search the ground for the appearance of the first anemone. We thrill with joy when the pussy-willows bud. But the coming of the birds is a delight to the ear as well as a feast to the eye. How suddenly they burst upon us. Yesterday there was silence all around and the bare trees were empty. Today we catch the first glad note of the meadowlark or the distant, honest "Caw" of the crow. Each day brings a fresh arrival. Old familiar friends greet us after their long sojourn in the south. And new faces are seen, new forms flit in and out among the branches, tantalizing in their restless refusal to be easily identified, as they call on their way through to the farther north.

And what a fascination there is in bird study. Who that has ever listened to the wren busily bewitching his beloved one by the charm of his voice until, perchance, she yields to his wooing; or has watched the tiny grebe-chick pecking out from under the mother's wing, or the baby coot riding on its mother's back, as the parents take their young out for an afternoon's swim; or has ever seen a pair of chickadees peck out a hole in the trees for their home, one working while the other watched, and gather up the tiny chips in their bills and carry them far away so as not to betray the location of their nest to their enemies; or has ever caught the oriole using his bill as a needle to sew his nest; or has ever crept up on the solitary American bittern as he picked up and swallowed at a gulp the salamander, then, alarmed, straightened himself up, with neck outstretched and bill pointing skywards, till he became an integral part of the tangled mass of marsh reeds among which he was feeding; or has ever stood fascinated as hundreds of Franklin's gulls whirled in and out, in graceful interlacing curves, as they followed the plowman for the worms exposed by the newly turned furrow, can forget the experience, or fail to recall it without feelings of the liveliest pleasure?

Chance impressions, however, are apt

to be fleeting. The true lover of birds will carry a note-book and record all observations. When did the first robin arrive? When did the catbird begin to build? How does the goldfinch fly? How does the pigeon drink? Does the crow walk or hop? What is the characteristic note of the redwinged blackbird? On what does the kingbird feed? This gives definiteness to our observations, helps us to build up a large fund of personal knowledge, establishes the habit of systematic study, and increases interest. Teachers can do much to inculcate in their pupils a real love of birds and a desire to protect them, by utilizing their observations in the class room in building up a bird chart, on which might be indicated time of arrival, of nesting, manner of feeding, character of flight, etc. Almost unconsciously the children will come to feel how much more interesting a living bird is than a cold, dead, unresponsive, and silent corpse, and that the chief interest of an egg is the bird that is in it.

But birds are worthy of our friendship not only because of their beauty, their songs, their grace and joyousness, and their distinctive and fascinating ways, but also because of their economic value. One of man's most powerful enemies is the great insect race, innumerable in numbers, multiplying with almost inconceivable rapidity, voracious in appetite, feeding upon everything that has life. Left to themselves they would reduce the world to a barren wilderness in a very few years, and the human race would starve. Against these hordes man, unaided, is helpless. It is the birds that keep these pests within bounds and protect man. The value of the birds to Canada each year in dollars would run up in the millions. The eggs and larvae are dug out of the bark of trees by the woodpeckers and chickadees; quail and partridge scratch them out of the ground; robins feed upon those in our gardens; warblers scan every leaf and twig; kingbirds and swallows capture those that fly by day, and the night hawk and whippoorwill those that fly by night. The nestlings of the common wren have brought

to them by their parents from 30 to 40 beak loads of food an hour. All birds have tremendous appetites, and the good they do cannot be easily estimated.

God's greatest gift to man is life. The greatest work in the world is the conservation of life. Life may be conserved by adding to its length and by adding to its quality. The birds make life possible for man. Without them

in the space of ten years the earth would not be habitable. The birds also make life richer and happier for man. Shall we not in return make life not only safer but also easier and more pleasant for these little brothers and sisters that not only charm us with their ways and their music, but also do so much for our protection?—Rev. John W. Little, B.D., East Kildonan, Man.

SUMMER SCHOOLS

The general announcement of the Summer School course was distributed to the teachers in attendance at the convention in Easter week. Any teacher who has not received a copy and who is interested may have a copy of the outline on request to the Department of Education.

The following courses will be offered:

(a) Elementary Science and School Gardening, both elementary and advanced courses.

(b) Arts and handicraft, including Manual Training, Architectural Drawing, basketry, clay modeling, domestic science, sewing, blacksmithing, textiles and millinery.

(c) Physical training.

(d) Playground supervision and folk dancing.

(e) French—for teachers of this subject in the High Schools.

The course will open July 4th and close on August 4th, and applications should be sent to the Department not later than June 15th.

Teachers should purchase a single first class ticket and obtain a standard railway certificate from the agent. If a sufficient number attend return fare will be secured at a reduced rate, or if one hundred certificates are presented the return fare will be free.

CANADIAN INDEPENDENT NATURALIST ASSOCIATION

Some time ago the Canadian Independent Naturalist Association placed before our teachers, regulations governing the formation of a junior league. The Department commends the work of this Association to the teachers and

asks that they place the matter before their pupils at once, if they have not already done so. For any further information concerning this association write to 112 Slater Street, Ottawa.

EXCHANGE OF MATERIALS FOR SCHOOL MUSEUMS

Mr. E. A. Ross, B.A., Alexander, writes the Department that he has some samples of the maple, bird's eye maple, white oak, red oak, birch, beech, basswood, cherry, elm and southern pine, which he is willing to pass along to other teachers and schools interested in collecting samples of our natural pro-

ducts. Possibly some teachers may have something to contribute to Mr. Ross' museum. Every school should aim at possessing a collection of samples of the natural products of the Dominion, and teachers who are interested might communicate with Mr. Ross to their advantage.

SUGGESTED OUTLINES IN DRAWING FOR RURAL SCHOOLS

The work, as in previous papers, is outlined for two months.

Grades I, II.

Freearm movements on curved lines at the blackboard and on paper.

Dictated Drawing of common objects using vertical and horizontal lines at first and afterwards introducing curves.

Illustrations in pencil and brushwork on nursery rhymes or any objects in nursery rhymes. Do not attempt figures except in skeleton lines. See page 11 of Drawing Book I.

Toys in color and pencil. See page 1 of Drawing Book.

Objects in color and pencil. See page 17 of Drawing Book.

May Basket Tent, 9x3 inches, Manilla paper. Cut into half inch strips. Cut 9x3 inch plain paper into similar strips. Weave and construct the Basket given on page 38 of Drawing Book.

Nature Work—Make drawing of any flower, leaf or bud in pencil and color. See pages 3-36 of Drawing Book.

Grade III.

Toys and Common Objects—Draw and paint toys and common objects as on pages 30-39 of Drawing Book II.

Nature Work—Make brush or pencil drawings of various seeds in early stages of growth, using one half of 4½x6 inch paper. After making three or four drawings, insert the whole in a tinted folded paper (4½x6 inches) to form booklet. Decorate the cover with a conventionalized seed form. Make brush work drawings of any leaf, bud or flower. See page 36 of Drawing Book.

Dictated Drawing—See article on this work in the Bulletin and Journal.

Grade IV.

Foreshortened Surface—Give lessons on the horizontal foreshortened oblong, using a book for demonstration. Teach the meaning of objects above, below and on eye level. Memory drawing on foreshortened surfaces, viz., doormat, rug, checker board, trap door, etc.

Draw any object from observation with a foreshortened horizontal surface (open book).

Rugs.—Upon 6x4½ inch Manilla paper rule an oblong about 4x3 inches. Dictate the ruling of a simple pattern for a rug. See pages 30-36 of Drawing Book III. Tint the drawing at one lesson and paint the design in a shade of the same color used for the tinting. Let the children practise other designs of their own.

Dictated Drawing—See article on this work in the Bulletin and Journal.

Nature Work—Make brush and pencil drawings of any flowers, twigs, leaves or grasses, etc. See pages 3 and 39 of Drawing Book III. (Do not copy these.)

Grade V.

Objects—Make pencil drawings from observation of any hemispherical and cylindrical objects. See pages 20, 26, 28 of Drawing Book IV. (Do not copy these, but obtain similar objects which should be placed at intervals of about six feet so that each child may not be too far away from the object to be drawn. Pieces of wood about 9 inches wide and 18 inches long (or the width of each aisle) should be used for this work. Teach simple shading in this work. Make brush work drawings of any simple objects based upon above forms.

Booklet—Make a booklet similar to that shown on page 5 of Drawing Book where directions will be found. Do not copy this but let the children grow their seeds and make weekly drawings of the growth.

Grade VI.

Groups of Objects—Make pencil drawings of groups of two objects based upon any two of the models given in the work for last month (hemisphere, cylinder, cube, square prism), viz., tumbler and half lemon, jug and basin, fruit basket and fruit, square ink well and book. Use pieces of board as in Grade V. for displaying the objects. See also pages 13 and 20 of Drawing Book V.

Make brush work and pencil drawings of single objects based upon above forms. Teach shading in this work. See page 11 of Drawing Book V.

Grade VII.

Make shaded drawings of groups of two or three common objects. Use pieces of wood placed between the desks for displaying the groups. See page 39 of Drawing Book VI. Do not copy from the Drawing Book, but work from observation of similar groups. Make memory drawings of flower or leaf

sprays in outline only, using an accented line for variations of edges.

Grade VIII.

Make drawings of groups of any two solids and common objects based upon those already practised in previous month's work.

Review—Color theory (November); memory drawings of flower and leaf sprays (September and October); common objects based upon geometrical solids (March and April); unit making or space filling (January and February).

Dictated Drawing

The following exercises in Dictated Drawings have been found helpful in teaching the children to be accurate in doing construction work, geometrical design, etc. The teacher can simplify the work as required for the class and should work with them at the blackboard.

Grade III. Dictated Drawing

1. Dog Kennel. Space $2\frac{1}{2} \times 2\frac{1}{2}$ inches.

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

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

2. Church. Space $4\frac{1}{2} \times 4\frac{1}{2}$ inches.

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

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

3. Candlestick. Space $3 \times 4\frac{1}{2}$ inches.

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

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

4. Gate. Space 4×5 inches.

At the bottom draw a horizontal line $4\frac{1}{2}$ inches long.

At both ends draw up vertical lines $3\frac{1}{2}$ inches long. Then $\frac{1}{2}$ inch inwards from these lines draw two more verticals of the same length. Join the tops of these by two arcs. At equal distances of 1 inch from the bottom draw 2 double horizontal bars $\frac{1}{2}$ inch wide from the post to the other, and an oblique bar across them to finish the gate.

5. Letter "E." Space $2\frac{1}{2} \times 2\frac{1}{2}$ inches.

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

From left-hand end draw down a line 2 inches long at right angles. Call the end A. From the right hand end draw down a vertical $\frac{1}{2}$ inch long. Call the end B. From A draw a horizontal line A C $1\frac{1}{2}$ inches towards the right. From C draw up a vertical line $\frac{1}{2}$ inch long. From this line and from B draw horizontal lines 1 inch towards the left. From the ends of these lines draw to-

wards each other vertical lines $\frac{1}{4}$ inch long. From these draw horizontal lines $\frac{1}{2}$ inch towards the right. Join by a vertical line.

6. Sign Post. Space $6 \times 3\frac{1}{2}$ inches.

Near the top of space draw a horizontal line 3 inches long.

Let this be one side of an oblong, with short sides of 1 inch. On the centre of the top line draw a square $\frac{1}{2}$ inch. From centre of bottom line draw down two parallel lines 4 inches long and $\frac{1}{2}$ inch apart. To form props to the sign post draw two oblique lines $\frac{1}{2}$ inch apart each side of the verticals.

Trustees' Bulletin

A MODEL RURAL SCHOOL

One of the most striking exhibits at the Teachers' Association in Winnipeg was the properly-equipped rural school. More than 2,000 visitors came to see it. Would you know what it was like?

To begin with it was a one-roomed school with an ordinary lobby or cloak-room. It was well lighted, clean and comfortable to begin with, and this we suppose is possible everywhere. All the rest was supplied at a cost that would not mean to any school district an outlay of more than \$15.00 a year—that is the interest on \$250.

Let us see what the room contained.

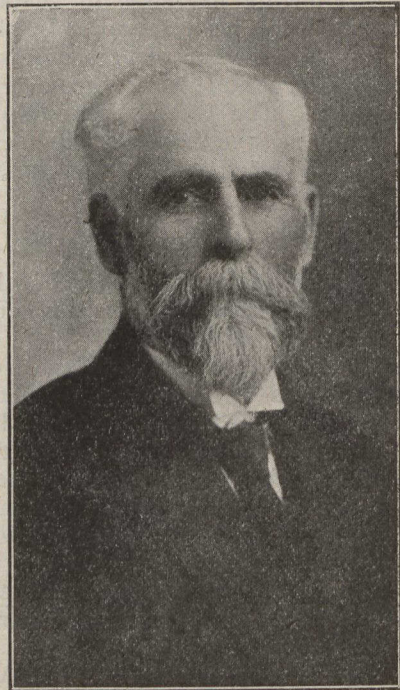
1. A Sanitary Drinking Fountain. Here there is no chance for germs, and for spread of disease by means of the dirty dipper.

2. A Garden Set. Consisting of hoe, rake, spade, shovel, flower-trowel, sickle, measuring-line. It is taken for granted that every live school will have a school-garden. There is a great education in this form of activity, and it prepares the way for home-gardening.

3. A Play Set. Consisting of ropes, balls, bats, cricket set, croquet set, tennis set. There is no complete education without well-organized play.

4. A Cooking Outfit. Composed of a coal-oil stove with all fittings, including simple dishes. There is an education and there is health and enjoyment in the hot-lunch idea. It is time we advanced beyond savagery. Children should not only learn simple cooking, but should while at school observe table manners with all that this means.

5. A Washing Outfit. This included stand and wash-basin, pitcher, pail, mirror, towel rack. They say cleanliness



W. H. BEWELL

President of Rosser Municipal School Trustees' Association; member for many years of the Executive of the Manitoba Trustees' Association; President of the Association for 1911 and 1912; member of the Advisory Board of Education since 1911

is next to godliness. Why should it not be compulsory in school. It is part of an education to make children careful as to their appearance.

6. A Work Bench and Tools. An education is given when the head directs the hands in the making of things. Hence manual work and sewing. It is possible to have these in every school. An outfit is not costly. It will almost pay itself, if children make fittings for the school room.

7. A Furnace. Here there is good ventilation assured. There is no freezing at the floor and roasting at the height of five feet. Children are not fairly treated unless their health is

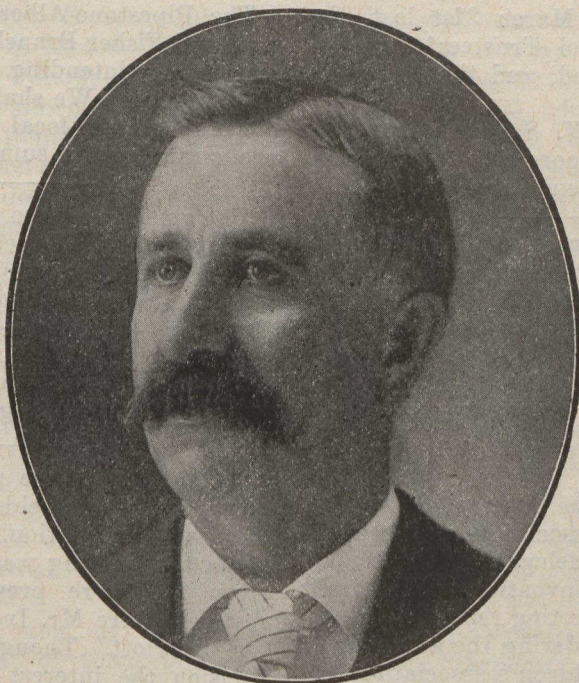
9. A Library. It is needless to say that this is imperative in a good school.

10. A Supply Cabinet. In this was raffia paper, colored paper, pegs, spools, cotton, wool, and all such materials are used in the elementary grades.

11. Weights, Measures. Every child should know these by actual use.

12. Agricultural Exhibits. Grains, weeds, flowers, etc. A Babcock test.

13. Maps, Charts and 2 Globes. These were cheap but of the most value educationally.



IRA STRATTON

For many years chairman of the School Board of Stonewall, member of the Executive of the Manitoba Trustees' Association, and later for two years, president of the Association. He is now official school trustee for the Province, having over fifty schools under his charge

care for and unless they are comfortable, and there is no satisfactory intellectual and moral progress when heating and ventilation are imperfect.

8. Movable Desks. These could all be instantly removed to one side of the room and space made for physical exercise. More than that the children could face in any direction for a lesson. This is economy in every way.

14. Pictures. There were eight of these on the wall, particularly suited to children. The effect was wonderful. No child is properly educated unless he is under the unconscious influence of a few good pictures. Think of your own children as you read this.

15. Flowers. Two hanging baskets and windows bright with geraniums. This is possible in every school.

It might have been possible to add an organ, a gramophone, a reflectoscope or a stereopticon, but the committee stopped short at what was considered essential. All the fittings should be found in every rural school. The cost is very little when reckoned as interest on capital. Suppose a teacher and ordinary expense cost \$650 a year. The efficiency of her work will be almost doubled if the district spends another \$20 a year,

or say \$30 to cover supply of lumber, wool and the like. Are the children worth it?

It was Horace Mann who said about a large building that it paid to erect it if it meant the reclamation of only one child. When asked if he were not extravagant in his statement, he replied, "No! not if it were my child." Trustees, give the children of your district a chance.

NEWS NOTES

At Rivers, on March 31st last, the Daly-Rivers School Trustees' Association was organized, and the following officers elected:

President, J. W. Seater; vice-president, R. W. Dunsmore; sec.-treasurer, J. T. Bowman, of Pendennis.

Mr. D. A. Stewart, of Pilot Mound, our delegate to the convention of the Saskatchewan School Trustees' Association, held in Regina on March 1st and 2nd last, reports a very enthusiastic convention, with over five hundred trustees present, and a very profitable time.

A meeting of the Harrison-Saskatchewan Trustees' Association was held recently, when the delegates who attended the Provincial convention in Winnipeg gave a very interesting report. The Association is considering the advisability of forming a children's association this summer.

The school trustees of the municipalities of Oakland, Glenwood, Cornwallis and Elton are looking forward to holding a grand rally sometime in June next. We congratulate Inspector Hatcher on his splendid work in having organized several municipal trustees' associations since the Provincial convention.

In the April number in the list of trustees, an error was made in No. 52. It should read E. A. Stutter, Sturgeon Creek.

The Pipestone-Albert, Bifrost, Coldwell and Fisher Branch Trustees' Associations are intending holding meetings this summer. We shall be glad to hear of more of our local associations who are arranging for summer meetings.

The amendments to the Public School Act, passed at the recent session of the Legislature, are now printed, and copies sent out to every school district in the Province. It is up to us, as trustees, to study these amendments at once, so that we may fulfil our responsibilities faithfully and intelligently.

A meeting of the people of Plumas and vicinity was held on April 13th, to discuss Consolidation. In spite of bad roads the meeting was most successful. Over 200 were present. Among the speakers were Mr. Iverach and Inspector Herriott. Though there was no decision the interest was intense, and good educative work was done.

East Selkirk, April 18, 1916.

Western School Journal, Winnipeg.

Dear Sir,—Received copy of your Western School Journal and I am glad the trustees have decided to print a journal of this kind as they will be able to negotiate with one another re school matters. Trusting all school trustees will subscribe for same, enclose find \$1.65. Yours truly,

Murdock McLeod,
Secretary-Treasurer.
Highland School, East Selkirk, Man.

Subscriptions have already been received from the following school districts:

St. Boniface, High Bluff Village, Elma, Rosamond, Woodlands, Corkcliffe, South Antler, Albion, Hillside, Virden, Burrows, Glenella, Lornsdale, Felsendorf, Bjarni, Napinka, Melvin,

Highland, Bradwardine (Consolidated), Shellmouth, Edwin, Debonair, Gonta, Bear Creek, Riverside, Dunara, Oakwood S.D., North St. Andrews, Westfield, Hernefield, Hatheway, Russell, Springfield, Headingly.

Trustees should send in \$1.50 for three subscriptions to the Western School Journal.

DR. ROBERTSON'S ADDRESS—(RUSSIA)

(Continued from last issue)

I want to talk to you for a few minutes on Russia. Russia—is not that an awful country? Some awful things have happened in Russia. And if you had lived in St. Petersburg three years ago, and had scanned the newspapers, you would have found a cablegram from Toronto. "A rich citizen called Massey was shot on his door step by a domestic and an investigation is proceeding." That would be all the news you would have of Toronto for weeks. But that sort of thing is not Toronto—is not typical of Toronto. A Russian might exclaim "I would not live in a place like that." But that is not Toronto; that is not representative of Canada. That was an exceptional occurrence; and so we hear of the exceptional occurrences of Russia and Siberia. As Tolstoy says "Russia is not a state; it is a world." There are lots of good and lots of bad.

Let me tell you of two young Russians, typical of thousands more. In 1887 when I was professor at the Ontario Agricultural College, a friend of mine in Copenhagen sent a Russian student from the Province of Samara. His name was Rebakoff. I can see him now—a young Russian farmer who was sent by his province to learn all he could in Canada and the United States to carry back to his people. He told me about the people in his province—there are 78 provinces and 23 territories in Russia. They lived in as clean houses as those about Guelph and had organized cheese factories, creameries and other industries. He was about the

handsomest man I ever saw, with a wonderful complexion—all the glory of health with some tints of the soft skin of a child of three and the toughness of a man who could endure everything. In the morning when he would meet me going to work he would take off his hat, bow in the most courtly manner and then shake hands. He had perfect manners and wore better clothes than I did. These are relatively unimportant matters in themselves, but they indicate a good deal. He was sent abroad by the government of his province to gather information for the benefit of the rural communities. He was a young Russian farmer, typical of Young Russia at its best, seeking knowledge, getting fuller understanding, and standing for liberty and intelligence and co-operating goodwill.

In 1908 when I was Principal of MacDonald College a young Russian woman, sent by the Department of Agriculture from St. Petersburg, came to learn all she could of the Domestic Science classes and the training of teachers for school gardens and elementary agriculture, to take it back to Russia. When she spoke to the students in the Assembly Hall, she had a little book printed in Russian. She whacked it on the reading table and began by saying: "You do not know what that is, but I shall put the title of it in English for you. It is, 'How to Keep Poultry Profitably on the farms', and its author's name is James W. Robertson, of Canada. The Russian Government has distributed many hundred thousand copies of it,

sending them to farmers all over Russia." Of course, I was quite delighted with the Russian woman; and I knew that Russia was sending over increasing quantities of poultry and eggs and butter to England. The Russian Government is trying to help the men and women to understand and manage farm and home affairs.

We have a pretty big country. I hear some people say we have a great country; but Canada is not yet a great country. It is just a large country with great opportunities. Russia is a very large country, 7,000 miles from the Baltic provinces to the end of the railway on the Pacific coast. That is about twice as far as from Halifax to Vancouver. It stretches 3,000 miles from the northern boundary down to the cotton fields of the Caspian. You could plant on it three countries each as big as the United States—from Maine across to California and from Dakota to the Gulf of Mexico—and you would have covered its area. That indicates her size. And she had been invaded. Her armies have been pushed back, but not broken up. How far back? You know the map of this continent. You take a point between Quebec and Montreal about Three Rivers, and run your pencil down through Connecticut to the ocean. The Germans have not taken any larger portion of Russia than the area lying east of that. Do you see any sort of comfort in that? These valiant armies had been going back for five months because they had not ammunition. Where else could you find soldiers—even our own of whom we have all reason to be proud—that would take this pounding with shells, this battering with the accumulations of years of aggressive preparation, for four and five and six months and then hold and come back with their courage not the least bit shattered, their spirit not the least bit dismayed? This is an example of Russian courage and tenacity. It has not been a disastrous retreat; and Russia is not broken or disheartened. Now that she has the munitions and machinery of war she may be depended upon for her bit.

I have not time to tell you of the local self-government within Russia. The villages and counties and provinces have large measure of self-government. There are village councils elected by the people themselves. The head of a family gets 11 acres of land; and every 12 years or so a redistribution is made for the sake of equity. That is what the old rulers did under theocracy. There are county councils elected by the people, about 40 members to a county. They meet once a month. A doctor in the community is a member of the county council. The doctors are trained and have skill. The Russian doctors are reputed to be the best educated physicians in the whole world.

There are also elected bodies which are somewhat like our Provincial Legislatures, but to which the majority of members are elected by the county councils—the district zemstvos. Russia has 78 such provinces or governments, besides 23 territories. The bureaucracy and nobility are said to control too much of the power. Who are the nobility? Russia has not a political nobility like the House of Lords in Britain which is a small body with less than 700 members. In Russia there are 600,000 members of the nobility. Any youth in Russia by his education, intelligence and public service may rise through all the grades except two or three highest.

As to common public schools, the Russian government gives \$200.00 a year to any locality which agrees to provide within three years adequate teaching accommodation for 50 children. At the rate of construction and progress before the war it was estimated that by 1920 there would be a school place for every child in all Russia. In Siberia about 23 per cent. of the people can read and write and in the Baltic provinces about 80 per cent. In education, as in other matters, Russia is full of contrasts. It has the very backward and the most advanced. For example, in large areas only 23 per cent. of the people can read and write; and in 1893 its town schools sent to the World's Fair at Chicago the best exhibit

of manual training work that was there. That was seven years before manual training was introduced in Winnipeg. It had several thousand school gardens before that movement was begun in Canada. In 1900—six years before the opening of the first Duma—the National Parliament—the state granted \$5,300,000 to elementary schools. Their maintenance was provided by 20 per cent. from the state, 23 per cent. from the provinces and counties, 35½ from village councils, and 11½ from private persons. By 1910 the Duma voted a broad measure for school development calculated to provide elementary education for all children within the empire in 10 years, and in 1910 it voted \$35,000,000 as grants in aid of elementary schools. In 1906, the second year of the Duma, the state grants for all education amounted to 40 million dollars; in 1912 to 85 million dollars. As illustrations of the kind of school courses provided it is worth remembering that beekeeping is taught at about 1,000 schools, silk-worm culture at 300, and various trades at 900. Great attention is now being paid to the development of education for the occupations of rural life. Higher education has been provided for the professions for many years. There are ten large universities, the largest at Moscow having an enrollment of 10,000 students. Besides these there are numerous technical colleges and institutes.

The government gives large grants in aid of migration of farmers to Siberia and for the improvement of agriculture. In 1906 these amounted to \$20,000,000, and in 1912 they reached \$59,000,000. The grants in aid of these two national interests—education and agriculture—

amounted in 1912 to 9 per cent. of the total expenditure of the government. In the budget of 1913 the amount subject to the scrutiny of the Duma was the enormous total of \$1,604,000,000. Of that no less than \$143,000,000 were the grants for education and agriculture.

In Russia there are 35,000 co-operative societies with 12 millions of male members. There are 2,700 co-operative creameries managed by farmers. There are 10,900 consumers' leagues through which the people club together to buy on the best terms and get good values. They have over 14,000 Mutual Credit associations. Russia is by no means all a big, crude, uncouth country, but a great liberty loving people, full of devotion to the noblest of ideas.

You will recall that the use of vodka, their strong drink, was abolished by imperial ukase at the beginning of the war. Drunkenness was threatening national disaster. The Czar enacted prohibition. That was autocratic, but it realized the will of the people. The improvement in national efficiency has been enormous. It has been estimated at from 50 to 100 per cent. Then when a vote was taken in one large and important district as to how the people regarded it, this is what their votes revealed: "Do you want prohibition made permanent?" 84 per cent. voted "Yes." "Have you tried any substitute?" 86 per cent. voted "No." In this great field of social reform Russia leads the van.

The outstanding characteristics of Russians are perhaps commonsense, kindness, a willingness to let things wait till tomorrow, unflinching courage, and deep religious feeling.

(The "Petit Journal," Paris)

Little by little the old-time misunderstandings which have caused so much pain between Great Britain and France are completely disappearing. Little by little the alliance between the two countries is being firmly established. It is a military necessity in war-time and a social necessity in peace. The more ob-

vious this necessity becomes the more forcibly is felt the need of immediate concerted action with all the sacrifices it involves. This will soon become an obligation, a duty, a law, and its consequences in the future will make it one of the most important results of the war which Germany provoked with quite a different object.

Art Lovers' Page

A PAINTER OF ANIMALS

By Art Lover

Sir Edwin Landseer, unlike many of the world's great artists, commenced his study of art under the most favorable circumstances. He was born in London on March 7, 1802, and his father, John Landseer, who was an engraver of note and an able writer on art, took great interest in the education of his three sons. Thomas, the eldest, became an engraver, while Charles and Edwin, the youngest, became painters. So zealous was the father in his instructions that Edwin had learned to etch when seven years of age, and could paint in oils when only twelve.

The first animals that Edwin Landseer began to sketch were the sheep and cows in the neighboring fields, but it was not long before dogs were the chief attraction to him. Perhaps the best paintings of animals from his brush are the many and varied pictures of dogs of all sizes and degrees of character. That he did wonderful work in the painting of horses and stags is proven by numerous canvases of these subjects to be seen in public and private galleries, but somehow his dogs seem to possess more of a human character than the others. It has been said of him that "wherever animals might be seen and studied there Edwin Landseer was to be found, sketch book in hand."

One of the greatest charms of Landseer's pictures lies in their simplicity. Often we see but a single dog or stag in a picture with a background so in keeping with the character of the subject that it is hardly observed save as something that helps to make a perfect whole. Again there may be two dogs, or a man on horseback or occasionally three animals; but the most impressive pictures contain the figure of a single animal.

In the article on Country Life in Art, published in the Journal a few years ago, reference was made to several of

Landseer's paintings of dogs, so this month our illustration of his work will be "Shoeing the Bay Mare." This splendid picture is hanging in the Tate Gallery of London and is one of the best that Landseer ever gave to the world. It is about 4ft. 8in. high by 3ft.



"SHOEING THE BAY MARE"

8in. wide, and was first exhibited in 1844. The artist has more than his usual number of figures in this picture, and we see not only the bay mare, but a small gray donkey, a brown dog, and the man who is shoeing the mare. Of course the finely formed mare is the central figure of the group, and her beautiful coat shines like satin showing her to be well groomed. She turns her head to watch the man at his work, in a most intelligent manner such as only Landseer knew how to portray in animals. Even the donkey and the dog are watching with curious interest the work that is being done for their companion. The man himself is absorbed in his task, and, who but Landseer could give to the three animals almost as much of a human aspect as he gives to the man? Only a great lover of animals could accomplish such a fine piece of work. This splendid group is not marred by useless details; the sur-

roundings are very simple and only serve as a suitable frame for a very humble scene.

So greatly is this painting admired by artists that when you visit the gallery where it hangs, you may often find one, two or even more students, sitting before it, endeavoring to make copies fine enough to be sold in some London art dealer's shop.

One of the greatest pieces of Landseer's work was the modelling of the four lions for the base of the monument erected in Trafalgar Square, London, in commemoration of the victory won off Cape Trafalgar by Lord Nelson. The artist spent much of his time during eight years in this work, and on January 31, 1867, the colossal lions cast in bronze were unveiled in their places.

This great artist who was as careful about painting the eye of a bird as the shaggy mane of a great lion, who could paint a careless, playful kitten as well as the tragic, death-stricken

figure of a wounded stag, and who portrayed horses and dogs with almost human attributes, painted on nearly to the end of his life. Most of the time during his last months was spent in his studio where it was his wish that he might die.

He passed away on October 1, 1873, and was buried with full honors in St. Paul's Cathedral, London. His grave has been marked by a sculptured slab bearing a medallion portrait of the painter, beneath which is modeled in high relief a copy of his most pathetic work, "The Old Shepherd's Chief Mourner." This picture deservedly celebrated, has been called by Ruskin "one of the most perfect poems or pictures which modern times has seen." The pathetic figure of the mourning dog, with his head laid against his master's coffin, seems to be grieving over the loss of Sir Edwin Landseer, one of the greatest lovers of animals in the artistic world.

School News

Winnipeg

The resignations of Miss G. L. Lush, Miss A. McKnight, and Miss M. Roblin were accepted to take effect on the dates specified in their several letters of withdrawal.

The schools close for the midsummer vacation on the 16th of June and re-open on the 21st of August.

The Board expresses its agreement with what is known as the Daylight Saving proposal. According to this agreement the city schools open at 9

o'clock—city time, or one hour earlier than formerly.

The following are appointed to positions on the teaching staff under Agreement Form "A," appointment in each case to date from the term of assignment to classes:

G. Skewell, R. Buchanan, B.A.; F. Lipsett, B.A.; V. G. Craven, E. J. Drever, Grace H. Riley, Mary Smith, M.A.; Marie Goodeve, Carrie Pierce, Gertrude L. Marshall, Irene L. Kellington, Alma E. Newmarch, Edna E. Richardson, Beatrice Gunn, M. Dobson.

Have You Heard This ?

"Yes," said the man from the Northwest, "it's cold where I come from. But you don't feel it—no, sir! We don't have any of these cold winds out there; fifty and sixty below is nothing

when there's no wind. Why, out there you can leave your window open, nights, and the air's so still it won't come in—frozen stiff, yes, sir!"

The Children's Page

Child's Song in Spring

The silver birch is a dainty lady,
 She wears a satin gown;
 The elm-tree makes the old churchyard shady,
 He will not live in town.

The English oak is a sturdy fellow,
 He gets his green coat late;
 The willow is smart in a suit of yellow,
 While brown the beech-trees wait.

Such a gay green gown God gives the larches—
 As green as he is good!
 The hazels hold up their arms for arches
 When spring rides through the wood.

The chestnut's proud, and the lilac's pretty.
 The poplar's gentle and tall,
 But the plane-tree's kind to the poor dull city—
 I love him best of all.

—E. Nesbit.

EDITOR'S CHAT

Dear Boys and Girls:

Here's May Day and Arbor Day and we are afraid we have missed them both because the Journal comes out too late for them, but anyway, we must have our little annual talk about trees—altho it is hardly necessary to tell all you wide-awake girls and boys what trees mean to a country. First of all they mean Beauty and Pleasure; second, they mean Protection, and third, Usefulness. Who needs to tell any of you of the beauty of the trees from the first soft, silvery catkin to the last red-brown leaf that flutters crisply on the ground in October? Who needs to tell you of the fascination of looking through the shimmering green of the leaves up to the cloud-flecked summer sky? No one need enlarge on the joys of the picnic tea in the shade of a "bluff" because you have all experienced it. Many of you know how the trees shelter the shy violets, yellow and blue, the columbine and Solomon's seal, and those who

don't know should go and look and learn as soon as they can. How many of you realize that the worst enemies old Father Winter and Jack Frost have are the trees? Do you know that the climate in Manitoba has modified wonderfully since so many trees were planted? Do you realize that a grove of trees, even the despised, woolly poplars, planted on the north side of your house will shelter you from the bitter winds that blow across our prairies in the cold months? And then set your imagination to work and think what each tree means to that dear little brother of ours, the bird. Here is a home and shelter for generations of that brave little citizen, a storehouse for the squirrel and a larder for the woodpecker. Here is fuel for the fires of future generations, either as wood or coal. Here are houses, barns, furniture. Those oak and walnut trees may furnish the wood for a school, a hospital or a ship in years to come. Think of the

romance you plant when you help to put a tiny tree in the ground. Shut your eyes and think for a minute. Try and picture one of the giant oaks for which England is famous. Imagine for a moment how that tree has stood there, sending forth its leaves and shedding them year by year for generations. It may have sheltered the Druids in days of old. It may have looked down on William I., riding for the first time through the dense forests. It may have seen Queen Elizabeth in her stately robes with Sir Walter Raleigh in her train. It may have shaded the men who executed King Charles, or looked upon the face of England's young Queen Victoria. That same old oak may now be shattered by a bomb dropped from a German Zeppelin or be cut down that Kitchener's army may drill in the place where it stood, or it may be built into a submarine, or wonderful battle cruiser, and although no one knows what bird carried that acorn from a foreign land or when it first began to grow in the warm soil, yet there it stands, wrapped

in mystery, one of God's most wonderful works. And to think that you may help to plant such Romance as well as Beauty and Pleasure, Protection and Usefulness surely will inspire you all to plant a tree this "merry month of May."

Let every community plant a tree!
Let every school plant a tree! Let every family plant a tree! Let every person plant a tree! Make your own desert places blossom like the rose, that in years to come generations of Canadians yet unborn may live under the shade and dream in the beauty of Canadian trees planted by Canadians for Canadians.

How it standeth like a giant,
Casting shadows broad and high.
With its trunk and leafy branches
Spreading up into the sky.
There the squirrel loves to frolic;
There the wild birds rest at night;
There the cattle come for shelter
In the noon tide hot and bright.

PRIZE STORY

Well, Boys and Girls, you have given us many instances of "What We Have To Be Grateful For in Canada," and there are some very good stories here, indeed. You all agree that our greatest blessing is the peace of the land and the absence of the immediate horrors of war, but you have all missed three things that the Editor thinks most important of all—three things without which peace and plenty, wealth and beauty, would be as nothing, and these three things are the loyalty, generosity and bravery of our men and women. We might well be grateful for peace but would that peace be honorable had we not done everything in our power to help England and her allies preserve it? Would the possession of a vast and wealthy country make us a nation to be respected had we not men and women brave enough to defend it? Would it be right to be grateful for

wheat and timber, gold and silver, fish and fruit if we did not share it with those who through war and pestilence have lost their country, their homes, their loved ones and their wealth? So you see loyalty, generosity and bravery, are the foundation stones of our gratitude in Canada today. We have pleasure in giving the prize in this competition to Mary Nall, Grade VII., St. Laurent School.

Honorable Mention to, Agnes T. Connelly, Hilda Connelly, Herve De Laronde, Veronigne Chartrand, Gregoire Ducharme, St. Laurent School; Russel Spear and Effie Craven, Makaroff Con. School.

Mary Moore, Emma Moore, Lake Francis.

Connie Averill, Edith Averill, Elsie Wilmot, Elsie Averill, Lucy Woodcock, Mary Woodcock, Clanwilliam, Man.

WHAT WE HAVE TO BE GRATEFUL FOR IN CANADA

There are so very many things to be grateful for in Canada that we do not know just where to begin.

The main thing at present which we are very thankful for is that this terrible war is not being waged here. Of course what concerns Mother England concerns us and the fact that so many of our heroic soldiers are losing their lives on the battlefield casts a gloom over us, still, how very happy we should be to think that our fair Dominion is not turned into a field of carnage.

In the winter when we are engaged skating and sleigh riding, etc., we never stop to think that in some places they never have snow, and again when we are enjoying the nice summer do we ever stop to think that the poor people up North never have summer? Truly we have a great many things to thank God for in Canada.

There are railways to enable us to travel around and telephones and telegraph systems with which we can send messages.

There are many provinces and all have their own products. Ontario, Quebec and British Columbia are noted for their fruit, Manitoba and Saskatchewan for their grain and Alberta for its ranches.

In Manitoba the land is quite level, but as we go east it becomes more hilly till at last there seems to be nothing but hills which to us from the West, look like small mountains.

We also have very good schools and as quite a few of the books are free, even the poorer children can be fairly well educated.

In Canada there are many kinds of trees, and birds with their trills and songs are lovely.

We are all in hopes that this war will soon conclude and then we Canadians will be even more happy than we are at present. I am sure when our soldiers return to Canada they will find, in spite of their trips to Europe that "There is no place like Home."

Mary Nall, Grade VII.

SOME TREES OF NEW ZEALAND

"Forest" is a word that is never used in New Zealand when speaking of her tree-clad hills. "Bush" is what it is always called. The New Zealand bush is very dense. It is a mixture of giant trees and dense undergrowth. The stately kauri rears his head scores of feet above the trailing supple-jack and grasping lawyer, while these in their turn are often almost concealed in a mass of feathery ferns.

The kauri is the king of New Zealand trees. It is a stately, if somewhat stiff-looking tree, with an enormous bole and a somewhat formal spread of foliage. It is really, although one might not think so from my description, a beautiful tree. It is, of course, the chief of timber trees, and, as such, is being ruthlessly destroyed—indeed, already men who should know are beginning to speculate how long the kauri will last

in New Zealand before the grasping march of the timber dealer. The kauri attains a great size, sometimes exceeding 150 feet in height and 20 feet in diameter.

The rata is an interesting tree. It starts life as a seedling, often quite high up in the branches of the tree that is to be its victim. It winds lovingly round a giant kauri a slender caressing tendril. Anon it expands, and encircles it in its network with a stronger grip, and in the course of years that grip closes in on the monarch of the bush like the folds of a mighty boaconstrictor, and crushes the life out of it. Then the rata, now a great tree, instead of a tender vine, stands where stood the noble kauri.

The totara is a splendid tree, and its wood is exceedingly strong and durable. It is largely used for wharf-piles and

fencing posts. The puriri is another fine wood that furnishes most of the railway sleepers.

New Zealand is rich in beautiful cabinet making woods. I cannot remember them all, but a few are mottled kauri, puriri, rewa, rimu, and totara.

The rimu is one of the most graceful of New Zealand trees. It has a very pretty, almost feathery-looking foliage, and the tree itself is frequently of a slender nature.

The pohutukawa, the cherry, crimson-blossomed Christmas-tree, is a fine hard wood, and is used for many purposes other than boat-building.

The New Zealand bush is evergreen. We therefore do not have the beautiful tints of the English spring and autumn. On the other hand, except in the imported trees, we do not see for months at a time the gaunt bare arms that seem so cold. There is a charm in the New Zealand bush that is hard to describe. That it is very beautiful those who have been privileged to see it will readily admit. At certain times it is perhaps a little sombre, but in the season there are many beautiful and interesting flowers. There is the flaming rata, the yellow and red kowhai, the golden berry of the karaka, the giant fuchsias (which there are great trees), the crimson glory of the pohutukawa, and many other bright and cheerful blossoms.

There are two shrubs or trees that are poisonous; these are the karaka and the tutu. The karaka is a handsome tree, and is frequently planted in gardens and parks. It has a large bright, leathery leaf, and an orange-yellow berry. It is said that the poison of the karaka distorts the limbs of the person eating it, and leaves them rigid in their distortion. I can only say that I never heard of such a case, nor have I heard of a child being poisoned by

karaka berries; but there is no doubt that they are poisonous.

The other evil plant is the tutu. The berries and shoots of the tutu are undoubtedly poisonous, as many a poor stock-owner has cause to know. Cattle and sheep eat it, and die from the effects of the strong poison.

The supple-jack, mentioned by me early in this chapter, is a long, flexible parasite that flings its rope-like lengths in black snaky coils, and stretches from tree to tree in the air and from root to root beneath the ferns, so that, unless you "gang warily," it will trip you up, and then get you by the neck as you fall; but it really is very harmless, if aggravating, and the boys use it largely for sticks. If cut out by the root it frequently has a curiously shaped, bulging head, which makes a good handle.

The lawyer, as is indeed quite natural, is a far more dangerous customer. It is a trailing creeper, and is generally called the bush-lawyer. It is armed with a multitude of curved hooks, which insinuate themselves into your garments, and sometimes even into your skin. They cling on to one with great persistence, and once they have obtained a good hold are hard indeed to shake off without the loss of some blood or temper, or both. Shall we say that it is not well-named?

The New Zealand bush has many very beautiful and interesting plants and ferns, the ferns particularly being very fine. There is one that I sometimes think is the sweetest fern in the world. It is called the Prince of Wales's feathers. Its proper name is *Todea superba*. It resembles nothing so much as ostrich-feathers curled and dyed green. It grows to a great size. I have seen fronds 3 and 4 feet long, but it is at its best when it is a little fern, and the tiny pea-green fronds begin to unfold in delicate fragile loveliness.

We first saw light in Canada, the land beloved of God;
 We are the pulse of Canada, its marrow and its blood;
 And we, the men of Canada, can face the world and brag
 That we were born in Canada beneath the British flag.

Pauline Johnson.

CONVENTION OF 1916

General Sessions

MINUTES

Tuesday, April 25, Convention was called to order promptly. The teachers rose and sang the National Anthem. Music was provided by Mrs. Palmer's class of Mulvey School.

Mayor Waugh, the President, and Hon. R. S. Thornton delivered addresses. Reports of these follow.

Wednesday, April 26, Convention was called at 2 o'clock. Music was supplied by Miss Parsons and her class of the Alexandra School. Addresses were given by Col. Rowley, Mr. Ira Stratton, Mr. R. T. Riley and Dr. Stuart Fraser. A report of these is given later.

In the evening the Convention visited the Agricultural College. President Reynolds addressed them. The address is printed.

Thursday, April 27, Convention assembled at 2 o'clock. Minutes were confirmed.

The following officers were elected:

Honorary President—Hon. R. S. Thornton, Minister of Education.

President—Mr. A. C. Campbell, Winnipeg.

First Vice-President—Mr. E. E. Best, Winnipeg.

Second Vice-President—Miss McMorine, Brandon.

Secretary—Mr. P. D. Harris, Winnipeg.

Treasurer—Mr. E. J. Motley, Winnipeg.

Auditor—Mr. R. H. Smith, Winnipeg.

EXECUTIVE COMMITTEE

Dr. W. A. McIntyre, Winnipeg.

Mr. E. Burgess, Neepawa.

Mr. Hogarth, Brandon.

Bro. Joseph Fink, St. Boniface.

Mr. J. S. Wolkof, Plum Coulee.

Mr. J. E. S. Dunlop, Brandon.

Miss McManus, Gladstone.

Mr. E. D. Parker, Winnipeg.

Miss S. J. Gayton, Manitou.

Mr. M. F. Pringle, Killarney.

Mr. F. H. Burkholder, Portage la Prairie.

Mr. J. W. Gordon, Manitou.

Mr. A. B. Fallis, Neepawa.

Mr. H. D. Cumming, Teulon.

Miss C. A. Dohaney, Sturgeon Creek.

Miss Lawson, Shoal Lake.

Miss M. E. Sitlington, Winnipeg.

Miss Cameron, Laura Secord School.

Miss I. Parkinson, Brandon.

Mr. Wm. Iverach, Isabella.

Mr. H. Cox-Smith, High Bluff.

The committee on exhibits reported as follows:

In the ungraded schools:

1. Headingly.

2. Hilbre.

3. Niverville.

(Honorable Mention—Polson, Bradley and Ericksdale.)

In the grade schools (less than 4 rooms):

1. Sturgeon Creek.

(Honorable Mention—Hazelridge and Binscarth).

Larger Schools:

Honorable Mention—Brandon, Dauphin, St. Norbert and Winnipeg.

Judges—A. A. Herriott, Flora Henderson, O. T. Gamey.

The following resolutions were adopted:

Committee on Resolutions.

D. McDougall, Brandon; T. Neelin, Hamiota; E. K. Marshall, Portage la Prairie; H. D. Cumming, Teulon; Wm. Iverach, Isabella; Miss May Bissett, Bannatyne School; Miss McManus, Headingly and A. E. Hearn, Winnipeg, chairman.

The committee met Thursday, April 27th, with the following members present: A. E. Hearn, Miss Bissett and Miss McManus.

Your committee beg to report as follows:

I. Resolved that: We the members of the Manitoba Educational Association in Convention assembled, desire to express our appreciation of the efforts being made by the Government to ascertain the number of mental deficient in our province, and to provide a place to care for them.

Being satisfied that there are within our province a number of mental deficient, some who are attending our schools, others who have never attended, and still others who have gone out into the world of work; and being convinced that it is in the interests of humanity that these should be provided for and thus enabled to live a happy and useful life, up to their ability, and also be prevented from swelling the numbers of our criminal and unemployed classes; we would earnestly urge upon the Government that some immediate provision for caring for these deficient be devised.

We deplore also the number of retarded children in our schools who for different reasons are years behind in mental development, and would suggest that some special provision be made for those, who, while not wholly unable to take the ordinary school training, are several years retarded, and whom we believe should have special courses in manual and vocational training, wherever it is possible to make arrangements.

Resolved also that a copy of this resolution be sent to Dr. Thornton, Minister of Education for the Province of Manitoba, with the assurance of the hearty co-operation of the teachers in the work of locating and classifying those whose cause we plead in this resolution.

II. Resolved that the thanks of this Association be tendered to the Government of Manitoba for the provisions of the Attendance Act passed at the recent session of the Legislature and we assure the Department of Education of the hearty co-operation of the teachers in assisting the carrying out of the Act.

We would further recommend that the provisions regarding the regular attendance of pupils over the age of fourteen enrolled on the school registers be extended to apply to those pupils enrolled who are under the age of seven.

III. That the thanks of the Association be extended to the following who have by their kindly and generous help contributed so much to the success of the Convention.

1. To the press of Winnipeg for the daily reports of proceedings.

2. To his worship the Mayor; to the Minister and Superintendent of Education, and to the representatives of the Boy Scouts' Association and the Manitoba Trustees' Association for their presence and addresses.

3. To Mr. R. T. Riley; to Dr. Stewart, and

to Dr. Fortin for their able addresses before the Convention.

4. To the President and staff of the Agricultural College for the splendid entertainment provided for the members of the Association, and in giving them an opportunity to visit the College and surroundings and for their able addresses delivered before the Convention.

5. To Messrs. E. N. Moyer & Co., Russell, Lang & Co., Richardson Bros., The T. Eaton Co., and Chicago Floral Co., for their contributions to the exhibit of "a fully equipped Rural School."

6. To Mr. Paul Wood, of Sifton, Man., for a loan collection of water colors by members of the Ruskin Club.

7. To the school districts of Winnipeg, Brandon, Dauphin and Sturgeon Creek, and to the Sisters of St. Norbert and to the Model School for special exhibits of work.

8. To the pupils of the elementary and High Schools of Winnipeg and their teachers for their enjoyable programmes of music.

Mr. Harris reported progress on behalf of the committee on superannuation.

Music was provided by pupils of the Technical High Schools, Miss Petrie in charge.

Addresses were given by Adj. C. K. Newcombe, Superintendent of Education and by Capt. Fortin. These are reported later.

The meeting closed with the singing of the National Anthem.

ADDRESSES

CIVIC WELCOME

Mayor Waugh

The mayor expressed his pleasure at meeting the teachers, the most important class in the community, and the most poorly paid. He had just visited the exhibits of work and expressed his pleasure at what he had seen especially in the practical arts room under Miss Halliday's direction. He believed that education should turn out men and women useful rather than ornamental. Particular pains should be taken to induce

pupils to enter upon agriculture. Courses in this subject could, in his opinion, be given in cities as well as in the country. There is always a force in the country urging cityward. There should be in the city a force working the other way. What to do with 13,000 boys of the city schools when their education ends is a problem worthy of the most serious thought.

PRESIDENT'S ADDRESS

Dr. W. A. McIntyre

His Worship the Mayor has welcomed you on behalf of the city. Let me welcome you in the name of the officers of the Association. It is no small tribute to the earnestness of the teaching profession that you have been found willing to make such great sacrifice in order to attend these meetings. My hope is that you may receive inspiration from the addresses of the chosen speakers, that your ideals and standards may be elevated as a result of your deliberations and observations, and that new powers for service in the school-room and in the community may be developed in such as attend the classes for practical instruction.

I can well remember some thirty years ago the first meeting of the Manitoba Teachers' Association. The membership was small—

consisting of but a few dozen people, and the programme necessarily limited—being confined to the hours of a single day. In the thirty years great changes have taken place in the world, and many of these have affected life in our own province. Domestic, social and economic conditions have greatly altered. It is only natural that there should be a corresponding change in the aims and methods of education. "A changing civilization demands a changing form of culture."

Among the changes that have affected educational procedure one of the most striking is that the factory has superseded the home. Manufacture has been centralized. This has led to the centralization of people, and to the centralization of capital. Fifty years ago twelve per cent. of the people lived in towns

and cities, and property was somewhat evenly divided. Now fifty per cent. of the people are of the urban class, and less than two per cent. of the people own sixty per cent. of the wealth. Hence have arisen the great problems which religion, education and legislation must combine to solve. Those who say that the only problem in education is that of the rural school, speak in ignorance. In a peculiar way, the problems of vice and crime, of disease and dissipation, are city problems. Upon the wise solution of these depends the permanent welfare and happiness of the nation.

During the last few years many attempts



A. C. CAMPBELL

President of the Manitoba Teachers' Association

have been made here and elsewhere to adapt educational methods to altered conditions. Some reformers, fixing their attention upon the change in industrial conditions, have emphasized the need of vocational training. Others noting the change in social conditions have advocated the need of social-moral culture; others with slight regard to tradition, have tried to find a solution in a new programme of studies or a new method of school administration; while a fourth class have flatly denied the necessity of change and have been satisfied to call themselves conservative with the conservative's privilege of "hanging on to the tail of progress and shouting Whoa!" The world has listened patiently to conflicting theories and has noted carefully the results of honest experiment.

Who has not heard of the Dewey School, the Gary School, the Batavia system, the Part-

Time system, Menomomie schools, the Pueblo plan, the individual plan of the San Francisco Normal School? Who has not heard of Standard Tests? Who has not read of Kirksville, and of Mendota Beach? Who is not acquainted with such writers as Holmes, McKeever, Lee, Scott, Weeks and Sleight? Who indeed has not read such semi-imaginative productions as "All the Children of All the People," "What Is and What Might Be," and "The Brown Mouse"? With new types of school on every hand, and new books and leaflets on every newsstand, it is not wonderful that local celebrities are awakening. Nor is it wonderful that each, as he awakes, begins to proclaim himself a discoverer. Such is the way of the world! The last rooster to crow always thinks himself to be lord of the barnyard.

It is not to be thought that all reforms have been attempted abroad. Canadians are as a rule, poor advertisers, but none the less they have even in poor benighted Manitoba been moving a little. In the organization of Consolidated Schools this province leads all Canada, and perhaps all America; a beginning has been made in municipal school boards; and in the great majority of schools nature study and school gardening are regularly taught; a successful attempt has been made at individual teaching; self-government has taken the place of coercion; physical education, art instruction and manual training are recognized in a growing number of schools; in secondary education the practical arts have found a leading place; night schools are established in the cities and are spreading to villages and rural communities; the hot lunch and the properly equipped playground are not unknown; the old prison-like school buildings are giving way to structures that have architectural beauties and hygienic advantages. The trustees are organized as in no other place, and a co-operation of trustees, teachers and department has been effected that is bound to result in further gains. This is only a sample of what is taking place. It is perhaps very little, but it is an earnest of the future. Perhaps it may truly be said that of all the educational agencies of the community the school most nearly recognizes its opportunities and fulfils its mission.

There is always in every calling a body of men who suspect every reform that does not originate with themselves. Every departure is to them a fad, a frill or a fancy. Yet it is a truism that "no fool idea was ever conceived that had not in it a grain of wisdom." There is no hope for the man who is self-centred, who refuses to recognize that "beyond the mountains there are men also." It will be a sad day for us and our country if we do not recognize that the hope of our schools is not in stagnation but in continuous adaptation—and this is in a two-fold sense. The general system of instruction and training must be adapted to our age and our provincial and national needs, while particular schools must modify their activities to meet local and special conditions.

The adaptation required touches school organization, school management, aims and methods of instruction and training, and imposes duties not upon teachers alone, nor upon the public school alone. Every man and woman is concerned in this great movement, and all organizations must learn to co-operate in a friendly way. There is not yet in Manitoba the clear cut co-operation that is desirable, either among the various schools, or between the schools and the other humanizing forces in the community.

I shall have time to give but a few illustrations to show, how in my opinion our schools are to be more fully adapted to our changing needs.

1. We are living in Manitoba. As Manitobans we must work out our own system though we must surely be guided by the experience of workers everywhere. Early in our history we made the unfortunate blunder of copying almost in its entirety the system of Ontario. The organization of public schools, the courses of studies in High Schools and Universities and the method of the Agricultural College were all shaped after the Ontario ideal. We have spent a lifetime to get away from the worst features of this system. We have, I hope, been thankful for all that is good. Now there are those who would repeat this error by forcing upon us, *holus bolus*, the system of Denmark. Any one who considers the character of the people and the mode of living of the two countries will perceive the absurdity and the wrong. We must work out our own salvation. We must grow our own plumage rather than deck ourselves in borrowed feathers.

2. We are living in the twentieth century. This suggests the reign of science, the growth of social and moral ideals, the triumph of love. Authority and superstition must yield to research and reason; individualism and narrow sectarianism to community interest, and co-operative activity. In every school, whether primary, secondary or advanced, the demand is that self-assertion take the place of discipline, that joy and kindness thrust out harshness in all forms and bitterness, and that there be exalted faith, hope and love—the abiding graces of the soul.

3. We are approaching the end of the Great War. We are to take part in the reconstruction of the Empire, and the reconstruction of the world. Will Canada be ready for the new role she must play as a dominant force in the Empire, and as a leader among the nations? If so our men and women must no longer be local and provincial in their sympathies and their outlook. Our workmen must be leaders in thought and in ability to perform. In scientific knowledge and technical skill they must hold their own with the best of other nations. Towards this end educational facilities of a new order must be provided. Schools new in type and organization must be instituted. Otherwise our children will grow up ignorant and inefficient and they will become, "Hewers of wood, and drawers of water" to those who have been more carefully trained in their home

lands. Nor is this enough. The strength of individuals must be perfected in union. However, it has been in the past, it must be in the future that all distinctions of race, color and class and condition are forgotten, so that "men may live as brothers as in the brave days of old." There is no agency ever devised by man equal to the public school for unifying the diverse elements of our population. It is only when individual and social efficiency are promoted by the joint effort of all our educated forces that we can hope for national prominence. And nothing less than this can satisfy us.

But there is another side than that of the merely national. The Great War is to end, we believe, in the Great Peace. So to love of home and community and nation, we must add love of humanity. It is not the time



P. D. HARRIS

Secretary of the Manitoba Teachers' Association

now to talk of that, but when war is over and God has given us the victory we shall, I trust, be ready to include in our thought all men and all conditions of men.

"For so the whole round world is every way Bound by gold chains about the feet of God."

4. We have to recognize local differences and individual needs. In a measure they are already so recognized both here and elsewhere. Nature has made it impossible to put all children in one grade. The demands of society and sound pedagogy have compelled the recognition of variation in High School courses. Schools with new aims and possibilities have been opened in the larger centres. Where schools have not been found equal to the task new organizations have sprung into being to meet individual and social needs. Hence have arisen such organizations as Boy Scouts, boys' and girls' clubs, Audubon societies and the like. Perhaps the school is at fault because it has not anticipated the need of some of these organizations.

Anyone who has thought or observed will confess that the school has but made a begin-

ning in this matter of local and individual adaptation. It is cheap, and it is easy to treat all pupils as if they were built on the same model. It costs less to put sixty pupils under one teacher than under two, and it is in some ways easier for a teacher of sixty to treat her pupils as one class rather than as two or more. Yet it is a pedagogical crime to sacrifice an individual to a class just as it is a crime to educate an individual apart from a class. You will forgive me if I give a few illustrations to show the necessity of local and individual adaptation.

(a) There are living in the vicinity of this school several hundred pupils. In their well-ordered homes they enjoy every convenience. They are well dressed, well fed, and they give evidence that luxury is common in their homes. Tuition in music, dancing and kindred arts is given out of school. Opportunities are furnished for visiting theatres and moving picture shows. Access to good libraries is easy. Opportunities for social enjoyment are many. Athletic organizations and church privileges are free to all. This, and much more.

There is, out in range X and township Y, a school building, small, cheap and dirty. It has no blinds, no paint, and since its erection it has received no care. It is never scrubbed and rarely swept. The children are poor, and many of them are unable to speak English freely. They walk from one to four miles to reach school. The average attendance is eight. The occupation of the people is mixed farming. The homes are poor, the cooking bad, the housekeeping worse. There is no reading matter in the district and there are no social privileges. All the rest is in keeping.

Can any one doubt that here is need of adaptation? Can any one think that the same activities and the same methods will apply to the two schools? On pedagogical grounds it is impossible to begin or to continue in the same way with the two sets of pupils. They have not the same capital to begin with. Nor on practical grounds should they follow the same course of instruction and training. The life activities in which they are to engage are, on the whole, different, and there should surely be some relation between school activity and the activities of after life.

Right here of course, is the battle ground in education. Those who think of the pupil as taking up the life in his own community ask with reason why cooking, housekeeping, sewing, study of soils, grains and live stock are not as valuable and educative as the study of grammar and decimal fractions. They believe that a playground and workshop are as necessary as books and desks, and that the hands should be trained as well as the head.

Those who believe that children have inherent rights which the claims of the vocation and the state cannot override, may claim that as in the background of all lives some elements are necessarily lacking, emphasis must be laid upon the missing elements.

The child of the city should probably have the benefit of associations with a teacher born and bred in the country. A country child might possibly benefit by association with a teacher bred in the city. Nothing could be more objectionable in a free land than an attempt to cultivate or develop caste. However it may be in the secondary school or the trade school, it should be said of the elementary school that the aim is always the child, rather than the vocation or trade. Life is vastly greater than the vocation. Our social and political conditions call out not so much for men who can make money readily, as for men of high intelligence, fine sensibility, and high moral worth. It is time that in Canada King Midas was dethroned, and the King of Righteousness enthroned. No one has a right even in the name of good farming or commercial advantage to rob a child of this privilege of enjoying himself as a child. No one has the right to ask him to sacrifice his childhood to the ministry of profit. There will be enough of that in later years. Virtuous children are more to be desired than prize stock, and a happy home than a good bank balance. A country child has just as much right to broad and generous culture as a child of the city.

(b) There is a class room in one of our towns where there are enrolled about fifty children of six years of age. They are given the same studies, and common provision is made for play and handwork. They are expected to keep together, class after class, and year after year, until their course is finished. Half yearly or yearly, promotion examinations are held to make certain that they are keeping step. Occasionally a slow one falls by the wayside and joins the left-overs or "culls." Nearly always a few clever ones are marking time while they wait for the mythical average child to come up to them. This is the famous lockstep system. As I have already said it has been discarded in the best of our schools. Yet its evils are still only too apparent. We cannot remain satisfied until all the needs of all the people are fully met, until the system is adapted to the pupils, rather than the pupils to the system. The worst enemy of progress in education is the "Knight of the Blue Pencil," the man who is examination mad, and the slave of a system. The best that is done in a school can never be recorded in percentages. The growth of knowledge and of power may be measured by standard tests, but who can measure the love, the faith and the ambitions of childhood? These are among the things worth reckoning. I should like you to look carefully at the exhibits in another part of the building to see how individual tastes, talent and opportunities are recognized.

Some day we shall see that it is necessary for good education of the pupil that he should have some freedom of choice; that boys should be treated differently from girls; that those artistically inclined should have

some opportunity of developing their talent, and that those with no such talent should not go through the mockery of studying what they cannot comprehend.

And so it is not in any spirit of irreverence, that old programmes and methods are set aside. "The old order changeth for the new." New wines cannot be placed in the old bottles.

(c) There is in a little class room a number of children, varying not only in intellectual power but in temperament and disposition. Yet in this school the same standard of behavior is expected from all. Is it not true that as some plants thrive best in the sun while others grow best in the shade, some creep close to the soil, and others reach their arms in the air, so some little children require love and smiles, while others may need more of reproof and correction, some require human friendship and feeling, even when others are apparently independent or careless of affection. We are always in danger of forgetting the advice of a teacher of a bygone age:

"There is in every human heart,
Some not completely barren part,
To plant, to watch, to water there
This be thy duty, this thy care."

If pupils differ intellectually, much more do they differ emotionally. What is required in school behavior is what is required in social organization—not uniformity but diversity in unity.

(d) There are to be found up and down the line a number of children who may be classed as subnormal. They may be intellectually incapable, physically incapable, or they may be morally weak. What have we to offer these in the way of education? Except for one institution—the Deaf and Dumb Institute—there is nothing but the ordinary school. Surely a wealthy province and a growing city should remedy this. In other lands there are schools for the weak, the feeble-minded, the blind, and there are training schools instead of prisons for those who require moral strengthening. Here is a field for adaptation. Shall we not enter it? It is a pleasure to note that the governments of the western provinces have this problem under consideration.

(e) There are a number of young men and women anxious to enter the University. They surely should be encouraged. They differ as to opportunity, natural capacity and ambition. What are we to say of a University that demands of all such the same standard of attainment as a condition of entering upon a course of study? Why should all girls have to study algebra and all boys Latin? Why should linguistic attainment be considered so necessary in a land where practical ability and normal stamina are so necessary, and where the artistic is likely to be overlooked, indeed where it has been overlooked? Why should the study of unknown x's and y's have in it more of culture than the study of sonatas and groups of statuary and masterpieces of art? There seem to be no words

strong enough to condemn a system which prevents the free development of individuality, and which compels youths who are yearning to achieve something, in fields that are worthy and inviting, to labor needlessly and with loathing at unnecessary tasks. If any subject has intrinsic worth it will find students. Bolstering by regulations is as unnecessary as it is unwise. Perhaps I have given enough illustrations to show the need of adaptation, in every field of educational endeavor.

Successful adaptation depends upon the co-operation of all those responsible for educational progress. The Department of Education and the Advisory Board, the parents, the trustees, and teachers cannot get too close together. Nor can various classes of schools stand apart. Fortunately there is no division in the province between elementary education and secondary, and there are growing signs that the University and the Agricultural College will before long touch more closely the life of all the people. Nothing could be more helpful than a clear definition of the relationship of the various institutions concerned in education. Such a definition would remove many misunderstandings and misconceptions.

In the long run it is the teacher who must make the school. She must analyze her problem whatever it may be and make the necessary adaptation of means to end. It is folly to think of realizing our hopes merely by altering the programme of studies. It is not now carried out in the same way in any two schools, nor is this expected. For example, I find that though no specific instruction is given to rural teachers in the matter, 68 out of 69 made an effort to relate the activities of the school to the activities of the farm home.

The preparation of teachers for their work is the most important work the province can undertake. I am not now referring merely to the preparation in the Normal School though that is important. Permanent improvements will result only from co-operative action on the part of the High School, University, Agricultural College and Normal School, and only when fathers and mothers are prepared to pay the price. As teachers, we can make them willing to pay the price if we make the schools worth while. The more this statement is examined, the more true it will seem.

There is one way above all others in which teachers may accomplish something of value.

It is the way of personal example. What the world is waiting for is not a series of inflammatory articles in a newspaper, nor for scoldings, misrepresentations and impossible suggestions. It is waiting for some one to show the way. There are in Manitoba today scores who are showing the way—brown mice all of them. In little self-created demonstration schools they are preaching the lessons we all require so much. It is possible that I am addressing some of them this afternoon.

I am not so cocksure as I was in the early days. The only man who is cocksure is the fellow who never visits a school and who is basing his opinions upon what he experienced in his own childhood. There are one or two things, however, of which I am still somewhat certain, and to one of these I shall refer in closing these rambling remarks. I am sure that educational effort is to be approved just in so far as it meets individual and social needs.

There comes to me today as there has come so often, the cry of children pleading for knowledge, guidance and affection; of parents asking that their loved ones be taught to work gladly and serve nobly; of a nation asking that all differences of class, race, speech and creed be reconciled in a broad Canadian citizenship. Above all I can hear the divine command, "Go ye! Teach until truth and beauty and righteousness cover this wide earth as the waters cover the sea." And of this I am sure that no one is a safe guide who will view the work narrowly or

irreverently. It is a gracious privilege this, of pointing children to a higher life and leading the way, it is a noble privilege this of unifying the people of a great land. We shall succeed just in so far as we adapt means to ends in the spirit of love and reverence. For after all these twin virtues rule the world.

My best wish for you all is that you may at this gathering get a vision of a land redeemed from sin and wrong and injustice of every kind—united, strong and free. With that as your ideal you will give yourselves to your labor in no ungrudging spirit for you will determine within yourselves to know the joy of service. Some of you have been my companions in service for many happy years; most of you have been under my weak guidance and instruction for a time; all of you I am sure I can count as friends. Let me then, as your older friend, address you in those noble words our own poet has put in the mouth of the great Ulysses:

There lies the port: the vessel puffs her sail:
There gloom the dark broad seas, My mariners,
Souls that have toil'd, and wrought and thought with me—
That ever with a frolic welcome took
The thunder and the sunshine, and opposed
Free hearts, free foreheads—you and I are old;
Old age hath yet his honour and his toil;
Death closes all; but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks:
The long day wanes: the slow moon climbs: the deep
Moans round with many voices. Come, my friends,
'Tis not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
It may be that the gulfs will wash us down;
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew,
Tho' much is taken, much abides, and tho'
We are not now that strength which in old days
Moved earth and heaven; that which we are, we are;
One equal temper of heroic heart,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.

ADDRESS BY DR. R. S. THORNTON,
Minister of Education,

Mr. Chairman, Ladies and Gentlemen:

I am very glad indeed to have this opportunity of meeting you, the members of the Manitoba Educational Association and to find that so many of you, as Dr. McIntyre has remarked, have come here at expense and inconvenience to take part in your annual gathering, where you will receive inspiration and suggestions that will aid you in carrying on your work more effectively and in your general progress in your profession. I am glad also to have this opportunity, to make the personal acquaintance of so many

of the teaching profession as are gathered here. Your work as teachers interests me, because you are the men and women we have to depend on for carrying our educational plans into effect. I don't know whether it has occurred to you in just that light. So many of you, especially in one-room schools have your own area of work to attend to and except on occasions like this, you may not realize how important a part you play in our educational machinery, and I would like you to get that impression now if it has not been with you before.

I was very much struck with the splendid address which our friend, Dr. McIntyre, just gave you. A great many different ideas went through my mind while he was speaking. He gave an address which in most marvellously condensed form touched upon pretty nearly all the difficult points which the question of modern education presents to us. Particularly was I impressed with the freshness and readiness of thought. We do not have in that address any stereotyped formula, and I think it is a good thing for the Province of Manitoba that we have at the head of our Normal School a man, who, after having been in harness for thirty years, presents to us all the freshness of ideas, the open mind and the enthusiasm of the young man of twenty. (Applause.)

In coming before you today I cannot give you any better message than the one you have just heard to keep in your mind the appeal to progress. As I came down in the car this afternoon, there was seated opposite me a man concerning whom I made inquiries. I was informed that he had been teaching for forty years, and he is here today looking for new ideas, hints and suggestions to aid him in carrying out his work. That is the spirit we would like all our teachers to have—that on leaving Normal School your work is beginning, not ending, because, as was pointed out by Dr. McIntyre, the more you know the more you feel you have to know. You know the properties of a circle and the larger the area of the circle, the wider is the circumference; the larger the circle of light, the wider is the circumference of darkness; the larger the circle of light, the bigger the horizon is. The more you know, the more you probably will carry with you the lesson of keeping your mind ever open, as Dr. McIntyre so admirably impressed.

I mentioned a little while ago that you were an important part of our educational machinery. I am glad to see on your programme an address from the President of the Manitoba Trustees' Association, and also to note the presence of the Secretary in the audience. That is a body which has been organized for some years and it is now getting into its stride and making its influence and work felt. We cannot find any better opportunity for helping the work of our schools than by keeping up the most intimate association between these two bodies—the association which represents the trustees or governing bodies of the schools, and this other association which represents the teachers, the educational force.

I see also on your programme an address by Mr. Riley who is to speak to you on education from the point of view of the business man. The lesson from that is the lesson of co-operation. This question of education is too big a question to be handled by any one teacher or set of teachers. It is too big a question to be handled by any one man or set of men; by any one calling or set of callings. If we are to be progressive, we must have increasingly the common sentiment

as to what is necessary in our schools. That is the spirit of co-operation. It is the spirit that we would like to have to exist increasingly between the teaching staff on the prairies, in the towns and cities of the Province and the Department of Education at the centre.

There is one practical matter of administration to which I might refer for a few minutes. I refer to the Act respecting school attendance. To those who have not received a copy of this Act, I may say that if they will apply to the Department of Education, a copy will be sent. Large numbers have been distributed so that all the teachers and all the people concerned might become acquainted with the provisions. The law requires that except under certain given circumstances, which are specifically set forth in the Act, all children between seven and fourteen must attend some school or be educated in some way up to the average standard of the public schools. It does not say that they must go to a public school. The public school is provided if they wish to take advantage of it. The door is open for those who wish to enter. Those who prefer to have their children educated in some other way are perfectly free to do so provided their children are being educated to the required standard. There is a further clause which is of interest to teachers in high schools and that is, while the limit is placed at fourteen, those over fourteen who are attending school are subject to the laws just as much as if they were under fourteen. For the administration of the law, the schools are divided into two classes. For three-room schools or larger an attendance officer is appointed. In the two and one-room schools, the machinery is met through the Department of Education. The point which concerns you is this: that we require in cases of a district where there is an attendance officer, that you report all cases of absence to him and, in other schools, to the Department of Education. It is not your part to enforce the law, but you can do a great deal in that spirit of co-operation to which I have referred, to make the work easier. It is not the intention, nor is it desired that the provisions of the Act should be enforced in any arbitrary spirit. The provisions must be lived up to, because the Act is framed for the protection of the growing boy and girl. These must have their chance. Now is the time for them to get their education and if they do not get it now, they will never be able to catch up. We must have ever in view the welfare of the child and when indifference or neglect or selfishness of the parent or guardian interferes with that, the law steps in. In the first place we point out by all persuasive methods that the child should get its chance and only in the last resort, in cases of absolute indifference, or neglect, should it be necessary to invoke the penalties of the law. In that way, in spreading that sentiment you as teachers can do a great deal in carrying out the purpose of the Act, quietly and

easily. If a child is absent you can inquire. If you find that there is sickness in the house or that something has happened to affect the domestic routine, that is not a case for reporting as a fault. You know that it is excusable.

Four weeks from now we will have our Empire Day celebration. Hitherto this celebration has been more or less academic in character. Surely, however, this year, the second year of the great war, the idea of Empire Day should take on a new significance, not merely in this Province of Manitoba or in the Dominion of Canada, but in the Old Land and in the other Dominions over the seas. This year, the programme of Empire Day should take on a different aspect. It brings us close to the ideals which as educators and as teachers we should have before us in the work we are carrying on in the public schools.

In education there are two points of view. One looks upon the child as simply a means for the acquisition of so much knowledge and training without reference to what the child can do with it, and the other is that which does not see the value of any training that cannot be turned to practical account; that the only education worth having is that which can be translated into dollars and cents, overlooking the fact that there are many joys in life that are not reached in that way. These represent the extremes and the object of those who are setting the curriculum is to try and strike the happy medium. They aim to develop the physical and the mental side of the child. The aim should be to give a training that will fit the child for his duties through life, and provide him with knowledge, information and accomplishment. Along with these ideas there is a third—to develop, mould and direct the individual character of the child. That is the great idea in all teaching. Day by day there is the impress of the teacher upon the child and the consequent development of that child's character. That is the important thing in our school work and the thing after all which will last longest. (Applause.) That is the thing when Empire Day comes that should be impressed specifically upon every one of the schools. Day by day and week by week while you are going through your school work there is underneath all, your influence impressing itself on the child. There is something more, there is the development of national character as well as individual character.

We are at present engaged in a world struggle between two conflicting ideas. Modern civilization has been threatened by military might and to defeat it we have had to invoke military methods. We have to resort to arms to repel armed might and the evil may grow and so develop into too much militarism amongst ourselves. (Applause.) We are delighted with the response being made by our boys (Applause) and the lesson they emphasize for us, is this, that service to the community is the keynote of citizenship.

So many are giving up careers, homes, positions, to do their duty by their country. It is not necessary to impress the military idea upon the children. They are getting that in good measure from the present conditions, but it is necessary to impress upon them that same spirit of service to the community; that same sacrifice of the individual to the common good, is just as true a doctrine and just as much to be desired in peace as in war. (Applause.) We should in this time of stress through which we are passing, and in realizing the great sacrifices which are being made, impress upon our boys and girls that that same ideal ought to be woven into the warp and woof of our ordinary everyday life. On Empire Day we may have our children singing martial songs and waving flags and coming along in uniform to too great an extent, but we want to take advantage of the occasion and drive home the thought that at all other times this spirit should be the animating spirit of the boys and girls of our Province, of the Dominion and of the Empire to which we belong.

You know that every conflict is a contest, in its ultimate analysis, between ideas and ideals and you see how important it is in looking forward to ten years from now, to consider all those problems to which Dr. McIntyre has referred. There will have to be reconstruction and we must see to it that those under our care, the boys and girls of the school, should be given that ideal, so that when this present struggle is over and they as men and women enter into the social life of the country they will bring with them the idea of service to the community.

We have not thought enough of the power of the teachers—singly and in a body. How potent they may be in the life of the community. You come from every part of Manitoba. From parts where many nationalities are represented, north, south, east and west. Some educated in the city, teaching in the country schools, and some educated in the country, teaching in the city schools, getting a common inspiration and enthusiasm; going back to your work and carrying it with you. Don't you see what a wonderful power you have, particularly when you have the great privilege of moulding and guiding and directing the child mind?

The other day I noticed, (I think the President of the University directed my attention to it) a list of the economies necessary to be practised in various ways over in the Old Country and in one city they were beginning by cutting out the grants to high schools. It seems to me that is not the place to begin to economise because if ever it was necessary to preserve the idea and the ideal in our national life, it is now. In the time of stress and trial we should by every means in our power carry on that continuity of sentiment in order that when the strife is over we may take up the threads of national and social life and weave them with even greater success.

You may not have realized fully how great

a force you are, but perhaps you will realize it more now with that picture of the influences centering in this meeting and radiating throughout the Province. You will see the work you may do, so that in coming generations in this Province of Manitoba there will be preserved and amplified the British ideals of freedom and justice. After all, ideas and ideals are the most potent factors in the struggle. We have not thought sufficiently of the importance of the teachers in that respect. See what has happened in Germany! Neither Bismarek, nor the Kaiser, nor the Prussian colonels, nor the Krupps could have prepared for and precipitated this conflict if there had not been spread abroad through the people of Germany the idea which made it possible for them to consent. Starting from the university, down through the preachers and the teachers in the common schools and right down to the kindergarten, the teaching to the people of "Germany above everything," "to Germany the first place in the sun," and the spreading of that idea abroad for one generation, has for the present transformed a people whom in themselves we

know to be industrious, peace loving and thrifty. They have been transformed so that they stand behind militarism threatening the civilization of today. What they have done, we must do in the opposite direction. It is more necessary now than ever before that those ideals for which the Union Jack stands should be inculcated into the minds of our children.

One hundred years ago, Napoleon met his Waterloo on the plains of Belgium. After the conflict was over, the remark was made that the battle of Waterloo had been fought and won on the playgrounds of the public schools in England. That is, that training there had impressed on the officers and men that courage, steadfastness and persistence which after all made for victory and put down the oppressor of that day and must put down the oppressor of today. (Applause.) This is how one of the English poets sets forth this fact more strongly. He shows how the school at play influences the after life. He takes us to where the cricket match is going on and writes:

There's a breathless hush in the Close tonight—
 Ten to make and the match to win—
 A bumping pitch and a blinding light,
 An hour to play and the last man in.
 And it's not for the sake of a ribboned coat,
 Or the selfish hope of a season's fame.
 But his Captain's hand on his shoulder smote;
 "Play up! play up! and play the game!"

The sand of the desert is sodden red—
 Red with the wreck of a square that broke;
 The Gatling's jammed and the Colonel dead,
 And the regiment blind with dust and smoke.
 The river of death has brimmed his banks,
 And England's far and Honor a name,
 But the voice of a schoolboy rallies the ranks:
 "Play up! play up! and play the game!"

This is the word that year by year
 While in her place the school is set,
 Every one of her sons must hear,
 And none that hears it dare forget.
 This they all with a joyful mind
 Bear through life like a torch in flame,
 And falling fling, to the host behind:
 "Play up! play up! and play the game!"
 (Applause).

GREETINGS FROM THE BOY SCOUTS

Col. C. W. Rowley

C. W. Rowley, outlined the aims and objects of the scout association, which are to make of boys honorable, truthful, upright, punctual, honest, neat and tidy men of good morals. It will incidentally also, claimed the speaker, teach them personal refinement, consideration, and that polish of manner so

often lacking among the peoples of a new country. The scout movement does not, it was explained, aim at militarism, but in case of war men who had been scouts would be found much more ready than the other. Mr. Rowley asked for the co-operation of the teachers in promoting the scout movement.

GREETINGS FROM THE TRUSTEES

Mr. Ira D. Stratton

A Summary

I am here to represent the Manitoba School Trustees' Association. I am to convey to you their fraternal greetings.

You have your association. It is hoary with age as compared to ours. But its later years appear to be its most active, and the influence it exerts in its maturity is the mightiest it has ever wielded.

You have made splendid progress and yet you feel the weight of your problems more than ever before. Is it not so?

The Trustees' Association is in the primary grade so far as age is concerned, but it is a sturdy youth.

While you work in a spirit of optimism on one side of the mountain of difficulty, the trustees will dig and delve and burrow on the other, and though the mountain may not become a plain, it will become a highway, well travelled.

The life that is real to the children is the life that your trustees and their neighbors are living. Have some common ground with your pupils by learning of the life they live. Will you take them from the known to the unknown in class? Very good. Do the same in their study of life.

That bluff old trustee may become your staunchest ally, if you are an apt recruiting sergeant.

Do not hold the country life in contempt, even though it may not be as attractive as it might be.

Your extra education should give you self-control and make you a force in the district. The school should be the community centre.

I am looking forward confidently (though I cannot give much reason for the hope), to the time when the teacher will become a fixture in the neighborhood—almost a permanency. I would not have him the neighborhood's hired man, but I would have him be

the community's servant in the broader sense of that term, and by that means, the community leader.

There are groups of children as teachable as the best we can find, whose past surroundings have given them no means of intelligent communication with us.

I would have no worry about book English if only somebody would step in and teach them the language of life, by unfolding life, unfolding it by living it with and before them.

The Greek who shines my shoes at yonder stand knows the story of Leonidas and his 300 Spartans. The son of the Italian navy thinks of freedom and Garibaldi. The youthful Swiss thinks of Arnold Winkelreid and sings of William Tell. The old Ontario Reader in the "Downfall of Poland" told some of us that "Freedom shrieked as Koscisko fell." From our own country's brief history we recall that Adam Daulac, the hero of the Long Sault, was born in France. The darling hero of the present death-dealing time is King Albert of Belgium. Can we impress these people by the tales of our fathers? Only to the extent of convincing them that we too are of brave descent. Let us find in the general record of brave deeds the foundation for a common admiration for the brave.

Go back to your posts rejuvenated as far as may be. Go back resolved that you will nurse the ideal, that you will cultivate the ethics of the highest type of freedom. That you will inspire the youth with the will to do, the soul to dare, on behalf of justice, broader sympathies and busier helpfulness.

Let them look for the full accomplishment of the ideal in the nearby coming years, but let them not look for illustrations in the ancient history of the nations so much as to concrete examples in the life which you unfold to them.

THE SCHOOL AS A FACTOR IN LIFE

(Mr. R. T. Riley)

Now, I am going to speak today on a subject I see here described as "The School as a Factor in Life." That is a pretty comprehensive title. In thinking the matter over last night, I am afraid I lost sight of that title. Anyway, it covers a very wide ground. I am going to talk to you as a man who represents probably nine-tenths of the output of your schools. I was educated in a common school up to the time I was sixteen years of age. I then started to work and have been working ever since, and hope to work as long as I am able to. I have brought up in this city six children, that is, with the assistance of school teachers, churches, boy scouts and other organizations. (Laughter and applause.) Anyway, I took some hand in it. Now, I have

a board of directors. I am simply an executive officer of the family, of course. (Laughter.) I brought them up and they were educated at the public schools of the City of Winnipeg. I think they have turned out fairly well in spite of certain obstructions I would insist in putting in the way of the teachers, and they got a very fair start in these schools. Now, representing, as I say I do, about nine-tenths of the output of your schools, for I should say certainly not more than one out of ten of your pupils pass on from the common schools to the colleges and graduate, I have had a good deal of experience with what you might call your output. I have had charge of young men and women in various enterprises in life and I know some-

thing about what we require, that is, what we require from the graduates of the common schools before we can make use of them in a business establishment. The business men have never been—what shall I say?—active in co-operating with the school boards and the schools, or in suggesting what should be taught or how it should be taught. We have been content simply to take your product as we found it and make the best of it we could. Preachers and politicians, to the best of my recollection, have had a good deal more to say about the schools than the people who employed the scholars after they left school. That is all right, perhaps. We don't want to dictate to you. What we want you to do is to do such work in your schools as will make your scholars fit to take their proper place in life.

Now, you know well enough—you have been fed up on it, no doubt—that the work you do is only preparatory to the work of after life. You have been told that your vocation is the most valuable and the finest thing on the face of the earth. I don't know anything about that because I never taught school. (Laughter.) I never had the slightest inclination to teach school. Frankly, the only thing that I can see attractive about the life of the school teacher is the two months' holiday in the summer. (Laughter.) Yet, I am prepared to admit this, that you have one of the most useful and one of the most exacting occupations that there is in the world. Now, you know, that in many other occupations you can, if you feel so disposed, loiter a little one day and make it up the next, and you can work a little harder at the end of the week or at the end of the month. I never saw that the school teacher had any chance for that. He has got to be a good man every day. That is the reason, I think, so many young ladies have broken down in school teaching. I don't think they would break down to the same extent in anything else. They never did in anything that I was connected with.

You do a lot of preparatory work, and to convince you of that I want to use this illustration. Colonel Rowley will tell you that what you do is equivalent to setting up drill in military work. They get a man's back straightened up and teach him how to march and then he takes his place in the regiment and the regiment takes its place in the army and they forget almost how to do that particular setting up drill. Now, I want to tell you, and make a confession, and that is this, your pupils have just as good "forgetters" as memories. (Laughter.) After they get out of school, they promptly start to forget almost everything you have taught them except something in which they are specially interested or must make use of. For instance, I remember learning this under very special circumstances, and it stuck:

It's a very sweet world that we live in,
And to lend or to spend or to give in;
But to borrow, repay or recover one's own
'Tis the very worst world that ever was known.

I remembered that for fifty years. About the same time, I was also taught equations. Now, I cannot work out the double rule of three to save my life. I don't believe I could repeat offhand the nine, or is it seven, parts of speech there are? (Laughter.) Now, I am not an exception to that general rule. You tackle men thirty, forty, fifty, or sixty years of age and ask them some of the things you are teaching your boys of ten and twelve every day, and see whether they can answer the questions. They would not know what you were talking about. I would like to ask Mr. Rowley—I know that he dictates fifty or one hundred letters a day in the course of his banking business and in very good English, too—but I guarantee that if I were to ask him what are the component parts of a sentence (Laughter) I would stump him. He could not possibly answer me. Your work is preparatory. The things you teach your scholars, if they are not used, are quickly forgotten, and yet it is exceedingly important that you should get your work well in.

I want to say a word or two about what we want as business men from your scholars. The things we require of those we take into our employ are exceedingly simple. I am not going to discuss now anything about college. The college graduate is almost an unknown quantity in business. He goes very largely into the professions of preaching or medicine or law. A few drift into business houses, but they are really not a factor. The great bulk of the boys and girls we employ are those that finish their education when you get through with them in the grade schools and high schools. What do we want of the boy from fifteen to eighteen or from the girl of the same age? They come to me. What do I ask? Have you matriculated? Have you any intention of going to university? How many books of Euclid did you work? Do you know the double rule of three? Have you a good knowledge of vulgar fractions? I ask nothing of that. What we ask is this. Do you write a good hand? Now, I never knew a young lady that admitted she did. I had a few boys who hesitatingly said pretty good, pretty fair, a plain hand. The next thing is this Can you make good figures? Are you good at figures? The next thing is this, can you spell correctly? Now, you know how modest they are. Some spell very well indeed. Some spell a good deal better than their bosses. (Laughter.) Many of them spell a good deal better than their bosses. A great many employers dictate letters which their stenographers must put in shape for them, but they do not often admit that they can spell well. Those three things are three elementary things that ought to be drilled into every boy and girl you put through your schools. I don't care what else you teach them, they should know these things well.

There is another thing that we want. We want good morals. I think this has to do with you as teachers; good manners and good morals. These are the things we require. I am not going to tell you just how you may

bring them about. All I say is that we want them, and if your scholars are going to be successful with us and make anything like rapid progress, they must have them. All these things are essential. I am not referring to a knowledge of geography, or history, or literature. All these are good, excellent. I am not depreciating them in any way, but these other things you must have. For instance, in the matter of morals, you want your pupils to have a thoroughly good knowledge of what honesty is. When I say honesty, I don't mean just honest enough to keep out of gaol. We are all that at least. We are, because we are here. (Laughter.) But I mean an honesty so thoroughly grounded in that child's mind and morals that as that individual grows up in an office he would no more think of making use of what we call inside information than he would of putting his hand into the till, or stealing. He would not think of making personal use of the office stationery or postage stamps. Students not brought up by good teachers such as you are, are apt to consider these little things and think that they don't matter. They should be trained in an honesty that would prevent these young people as they grow up from ever incurring a debt that they cannot be sure they have every probability of paying. How do you teach these things? I don't know. I suppose it is by precept and example. I would say this, if you want to teach your boys what I would call real honesty, for instance, you have got to ring that school bell sharp at nine o'clock in the morning, otherwise your pupils will unconsciously get the idea that the time you are selling to your trustee board is not from nine to twelve but from any time that you choose to ring that bell. If you are strictly accurate in your relations with your pupils, they will acquire from you the idea that it is their duty to be exact in their relations with others and you are always going, as you know, to influence your children when you least expect it. When you are trying to teach children something, they are often quite listless. It is going in one ear and out of the other. They are thinking of what they are going to after four o'clock and during the holidays, but some chance remark you may make is going to influence them much more. When I was a lad of fifteen, I was in a room with a number of men. They were not talking to me or at me. One old gentleman was relating to the others some experiences and he closed by making some such statement as this: "Well," he said, "you know wherever I have been and whatever I have done or been up against, one time and another, one thing I am thankful for. No man ever had to ask me twice for what I owed him." Now, that man was not talking to me. He was talking to his old cronies. He was a man of over eighty, and that remark struck me like a flash of lightning. I repeated it to myself. I stepped forward and looked at this old man, standing there and stating "One thing I am thankful for: no man ever had to ask me twice for what I owed him."

I don't know why that made such an impression on me, but it has stuck to me for over fifty years, and every once in a while it has recurred to me. Therefore, I have no hesitation in saying this, that every day you are saying things or carrying on some action that will make an impression on one or the other of your pupils that you will never know or perhaps may not know for twenty or thirty years, when one of your pupils will come back and say "I will never forget one day your doing so and so." You have no idea what your unconscious influence is in regard to manners, and in manners I include everything that has to do with a person's behaviour and appearance. I will tell you this of manners, that a good manner is just as essential to a clerk, to a stenographer, to a salesman, as a good bedside manner is to a physician. With some it is their whole stock in trade, and if you in your daily conduct at your schools neglect to do little things, or do them only in a half hearted way, the effect is bound to pass on to the pupils. Supposing—this is very personal—supposing you black your boots only once a week and then only shine the front part and neglect the heels altogether, the same as I did when a young man or boy (Laughter), what will be the effect on your pupils? Why, they won't black their boots at all. Supposing you don't dust your jacket and go with the brushings of hair on it, the youngsters will notice that and they won't dust their clothes at all and will come covered with mud. You need not teach them all that. You keep yourself tidy and you will be an object lesson to them every day of the year.

Then there is a good deal in the matter of manners—slangy talk and slouchy ways—that you can correct by the example you set your pupils. Take this among the nations. The Germans—I won't say they are the best educated people in the world; I have not enough knowledge to compare them—but they are one of the best no doubt, and yet the manner of the German people is something awful. I can say that because I have had to endure it in their company. The Italians, on the other hand, do not come up to a very high standard of education, but their manners—their manners—are perfect. It is a pleasure to ask an Italian in his own country, an employee, to do something for you, just to have him forget so that you may ask him again and see the beautiful manner in which he apologises. They have magnificent manners. This matter of manners is something that you can find out for yourself in your own way, but it is one of the things most essential and greatly appreciated amongst employers, and, Mr. President, many a young man or woman who has been perfectly competent has been dismissed from a good position simply because his manners were so abominable. Now, then, you don't go to that young man, or very seldom, and never to the young woman and tell her that her manners are not satisfactory. You make use of their competence and then take them into your office and say "I shall

not have any more work for you after next month. There are a number of positions vacant and no doubt you will be able to find one." You may think that is not right, Mr. President. You may say that you should go to that young lady and tell her that her manners are not good, but I want to tell you that you will never do it but once. With a young man, you might. I had a young lady employee who once was very competent but very pensive on some of her ways and for her own good, I thought I would go and tell her. It was my first and only experience. (Laughter.) She said that one thing was sure—if her manners were not good, she would never learn any from me. (Laughter.) We parted company. Now, I don't want to keep you too long. I don't want to tire you. I have a lot of items here. I am not quite sure of the time at the disposal of the association, but I was going to mention a few matters that from conversation with school teachers and inspectors, I have been given to understand you consider of importance, and I just want to let you know the attitude of the business man.

For instance, you teach bookkeeping, don't you? Well, I want to say this, I never met a man yet who had charge in an office who would ever admit that any bookkeeping his clerks had ever learned before they came into the office was any good, except in so far as it taught them to write figures carefully and clearly. I will tell you why. Your bookkeeping, I presume, includes a cash book, a ledger, a journal, and so on, perhaps a bills receivable and a bills payable. You start in and you teach this thing in—what shall I say?—in miniature. You make a few entries in the journal and post them into the ledger, and the whole thing is done on such a small scale as to be of little use. When a man goes into an office, he may be there six months on invoicing alone, entering up invoices from Monday morning till Saturday night. He may then be put on the ledger from A to L and he does not know another book in the establishment. He may then go to the journal, which is not used so much now, but for entries such as matured interest and so on. He is for years in that establishment writing daily in the same books on a large scale before he is ever asked to show how the books are correlated to each other. Perhaps you are teaching the "science" of the thing. Well there is not a young man of eighteen anywhere in the Province of Manitoba who cannot understand the science of bookkeeping inside of an hour. It is just as simple as A. B. C. There must be two entries, one on each side of the account. The books must balance, and if they do, all right, and if they don't, it is all wrong. The science of bookkeeping is very easy, but the practice is very different, and I don't care what you teach them about it, they will find a lot of conundrums that you cannot teach them in school.

Then there is the matter of homework.

That matter used to bother me a great deal as a parent. My children would come home with a lot of work and say "We can't go to bed, father, we've got homework to do." My answer was "You go to bed. If you have got so much homework that you cannot do it before nine o'clock, you have got too much." "Oh, but the teacher will expect us to have it done." "Well, you tell the teacher what I say." I don't know whether it is correct, but I have this idea. If you overburden your children with homework, you are going to impair their health and put them back instead of forward. No child should have too much homework to do, and if they have chores to do as in the country, then you ought to be particularly easy in the matter of homework.

Another thing is the establishment of penny banks. Somebody started that idea in this city. One of my boys started at Mulvey School, I think, and I was surprised to see his name advertised from Ottawa the other day as the owner of an unpaid bank balance of about one dollar. (Laughter.) That plan had made such an impression on his mind that he had forgotten all about it. If you are going to teach children the proper use of money, well and good, but if you are going to teach them to hoard money, I think it is wrong. The reason given to me was to teach the youngsters to save, on the basis that it was a grand thing to save money to buy bread and butter for old age and that sort of thing. It might be all right if they were taught to save the money for some good purpose, but I would not want my grandchildren to be misers. Shakespeare had absolutely the right idea. You know what he says:

"He who steals my purse steals trash;
'Twas mine, 'tis his
And has been slave to thousands."

Teach that idea. Money is a servant, simply to use and to do something with.

Another idea that I have found to work out is this. It has worked out in the case of my children and in the case of children of my friends to whom I have recommended it when they came to me for advice. When the boy leaves public school or high school and the question of sending him to college for a university career is under consideration, send him out to work for a couple of years. That experience will give him a new idea as to his relations with other people. Let him earn money and live on it and spend it and get the proper idea of the value of the dollar. Those two years will not be lost. They are simply two years of education under different circumstances. The university man who has had no experience must some day come down amongst his colleagues and readjust all his ideas.

The matter of memory is another important thing. A retentive memory is one of the most valuable things a young man or young woman can have, and I wish that all business employees could have a knowledge of the multi-

plication table up not merely to twelve times twelve, but to twenty-four times twenty-four.

I just want to say one further word as to the carefulness with which you should conduct yourselves before your pupils. I believe

that your pupils watch you more carefully than you watch them. They may not all know everything you do, but I am quite sure of this: there is nothing about you that escapes them all. (Applause.)

BOARD OF HEALTH PLANS

By Dr. Stuart Fraser

A sanitary survey of each school district and each school will be made periodically by a man connected with the School Board, and rural school nurses will be introduced into the routine of the public schools of rural districts, was the welcome announcement made by Dr. Stuart Fraser, of the Provincial Health Board. Four such nurses are already appointed and more will follow.

The teachers, said Dr. Fraser in a strong appeal for their co-operation, are the natural means through which parents and children

can best be reached to combat the alarming toll of child death taken by the child diseases which are known commonly as "simple," such as measles and whooping cough, which carry off more children under two years of age than any other ailments known. The ignorance of the parents is to blame for the high mortality rate among the children, and it is to reach the parents and help to enlighten them that Dr. Fraser solicits the help of the teachers.

EDUCATIONAL IDEALS

(President Reynolds, Agricultural College)

Let us accept it as an axiom that the result of education should not be knowledge, but power. The educated person should be an efficient person, a competent person.

Let us accept it as a second axiom that, since democracy means equality of opportunity, in our Canadian democracy every child has the right to acquire efficiency and power through education. I wish to develop these two ideas, namely, education for mastery, and the right of all citizens to acquire such mastery as their native ability makes possible.

1. Education for Mastery.

The maxim "Knowledge is Power" is of doubtful acceptation. True, the cultured mind has power over the uncultured mind, and the mind is cultured by the process of acquiring knowledge, by the exercise of memory and thought and judgment. From that point of view power is more or less independent of the nature of the knowledge acquired, whether a knowledge of Latin grammar and literature, or a knowledge of biology. The question of power is, however, not merely that of the cultivated mind over the uncultivated. It is also a question of two minds equally cultivated by the acquisition of different kinds of knowledge. It is in this relation that the nature of the knowledge makes itself felt, in securing to the possessor the requisite degree of competence or efficiency. In fact we cannot intelligently discuss this question without inquiring what kind of knowledge, and what kind of power.

One kind of power is the power over other men—

"Those who think must govern those who toil."

That is, those who have been trained to think must exercise authority over those who have not been trained to think. And even without the power to think, the mere display of know-

ledge overawes the unlearned. Goldsmith says of his schoolmaster:

The village all declared how much he knew;
'Twas certain he could write, and cipher too;
While words of learned length and thundering
 sound
Amazed the gazing rustics ranged around;
And still they gazed, and still the wonder
 grew,
That one small head could carry all he knew.

These two kinds of power resulting from knowledge—the power to excite admiration and the power to command obedience from other men—have failed and must fail in a society where education is general. This admiration for mere scholastic attainments, this obedience exacted by the cultivated from the uncultivated, is undemocratic, because democracy means opening wide the gates of opportunity, because democracy means universal education. Admiration is good, and obedience is good, but let every man and woman be worthy of admiration for some power acquired through education, and let every man and woman be entitled to obedience by reason of some native gift or grace of character improved by cultivation. And that **Will to Power**, that ambition to exercise authority over others, that division of society into two classes—masters and slaves—according to the damnable doctrines of Nietzsche, we Canadians are engaged in a war in which we are prepared to spend every dollar and offer every man to fight that very thing. The Hun soldier fighting for "Kultur" has his sanction in the gospel according to Nietzsche: "Blessed are the valiant, for they shall be lords of the earth." The British soldier fighting for Democracy has his sanction in the gospel according to Jesus: "Ye know that they which

are accounted to rule over the Gentiles lord it over them; and their great ones exercise authority over them. But it is not so among you: but whosoever would become great among you shall be your Master." This is the sequence, and this is the aim: Education for mastery, and mastery for service.

For the boy or girl who are acquiring an education for mastery, what shall be the sign to them that they are attaining, or have attained? Let it be understood once for all in education that the mastery sought is not a mastery over the minds or the fortunes of other men and women, but a mastery over things, a mastery of circumstances, and above all a mastery over one's own spirit. The test of education comes when the boys and girls are confronted with the problems and the duties of life. If their school studies have no relation to the things that interest them or ought to interest them out of school, if their studies do not enable them to comprehend and to solve the questions of their daily life, if they are not taught somehow to saw a board, or cook a meal, or nurse the sick, or raise a crop, to work and play in a spirit of good fellowship, to know and choose the right from the wrong, then their education is inadequate, and it sends them forth into the world burdened with a sense of helplessness and inefficiency. It is significant that a large proportion of tramps have been men with a college education.

This is how a great thinker of the past century put the question:

"I hope you'll excuse me for troubling you uncle," said Tom, colouring, but speaking in a tone which, though tremulous, had a certain proud independence in it; "but I thought you were the best person to advise me what to do."

"Ah!" said Mr. Deane, reserving his pinch of snuff, and looking at Tom with new attention, "let us hear."

"I want to get a situation, uncle, so that I may earn some money," said Tom, who never fell into circumlocution.

"A situation?" said Mr. Deane, and then took his pinch of snuff with elaborate justice to each nostril. Tom thought snuff-taking a most provoking habit.

"Why, let me see, how old are you?" said Mr. Deane, as he threw himself backward again.

"Sixteen—I mean, I am going in seventeen," said Tom, hoping his uncle noticed how much beard he had.

"Let me see—your father had some notion of making you an engineer, I think?"

"But I don't think I could get any money at that for a long while, could I?"

"That's true; but people don't get much money at anything, my boy, when they're only sixteen. You've had a good deal of schooling, however: I suppose you're pretty well up in accounts, eh? You understand bookkeeping?"

"No," said Tom, rather falteringly. "I was in Practice. But Mr. Stelling says I write a good hand, uncle. That's my writ-

ing," added Tom, laying on the table a copy of the list he had made yesterday.

"Ah! that's good, that's good. But, you see, the best hand in the world'll not get you a better place than a copying-clerk's, if you know nothing of bookkeeping—nothing of accounts. And a copying-clerk's a cheap article. But what have you been learning at school, then?"

Mr. Deane had not occupied himself with methods of education, and had no precise conception of what went forward in expensive schools.

"We learned Latin," said Tom, pausing a little between each item, as if he were turning over the books in his school-desk to assist his memory—"a good deal of Latin; and the last year I did *Themes*, one week in Latin, and one in English; and Greek and Roman History, and Euclid; and I began Algebra, but I left it off again; and we had one day every week for Arithmetic. Then I used to have drawing lessons; and there were several other books we either read or learned out of. English Poetry, and Horae Paulinae, and Blair's Rhetoric, the last half."

Mr. Deane tapped his snuff-box again, and screwed up his mouth: he felt in the position of many estimable persons when they had read the new Tariff, and found how many commodities were imported of which they knew nothing: like a cautious man of business, he was not going to speak rashly of a raw material in which he had no experience. But the presumption was, that if it had been good for anything, so successful a man as himself would hardly have been ignorant of it.

"Well," he said, at last, in rather a cold, sardonic tone, "you've had three years at these things—you must be pretty strong in 'em. Hadn't you better take up some line where they'll come in handy?"

Tom coloured, and burst out, with new energy—

"I'd rather not have any employment of that sort, uncle. I don't like Latin and those things. I don't know what I could do with them unless I went as an usher in a school; and I don't know them well enough for that: besides, I would as soon carry a pair of panniers. I don't want to be that sort of person. I should like to enter into some business where I can get on a manly business, where I should have to look after things, and get credit for what I did. And I shall want to keep my mother and sister."

"Ah, young gentleman," said Mr. Deane, with that tendency to repress youthful hopes, which stout and successful men of fifty find one of their easiest duties, "that's sooner said than done—sooner said than done."

"But didn't you get on in that way, uncle?" said Tom, a little irritated that Mr. Deane did not enter more rapidly into his views. "I mean, didn't you rise from one place to another through your abilities and good conduct?"

"Ay, ay, sir," said Mr. Deane, spreading himself in his chair a little, and entering with

great readiness into a retrospect of his own career. "But I'll tell you how I got on. It wasn't by getting astride a stick, and thinking it would turn into a horse if I sat on it long enough. I kept my eyes and ears open, sir, and I wasn't too fond of my own back, and I made my master's interest my own. Why, with only looking into what went on in the mill, I found out how there was a waste of five hundred a year that might be hindered. Why, sir, I hadn't more schooling to begin with than a charity boy; but I saw pretty soon that I couldn't get on far without mastering accounts, so I learned 'em between working hours, after I'd been unloading. Look here," Mr. Deane opened a book and pointed to a page. "I write a good hand enough, and I'll match anybody at all sorts of reckoning by the head, and I got it all by hard work, and paid for it out of my own earnings—often out of my own dinner and supper. And I looked into the nature of all the things we had to do with in the business, and picked up knowledge as I went about my work, and turned it over in my head. Why, I'm no mechanic—I never pretended to be, but I've thought of a thing or two that the mechanics never thought of, and it's made a fine difference in our returns. And there isn't an article shipped or unshipped at our wharf but I know the quality of it. If I got places, Sir, it was because I made myself fit for 'em. If you want to slip into a round hole, you must make a ball of yourself—that's where it is."

"Well, uncle," said Tom, with a slight complaint in his tone, "that's what I should like to do. Can't I get on in the same way?"

"In the same way?" said Mr. Deane, eyeing Tom with quiet deliberation. "There are two or three questions to that Master Tom. That depends on what sort of material you are, to begin with, and whether you've been put into the right mill. But I'll tell you what it is. Your poor father went the wrong way to work in giving you an education. It wasn't my business, and I didn't interfere; but it is as I thought it would be. You've had a sort of learning that's all very well for a young fellow like our Mr. Stephen Guest, who'll have nothing to do but sign cheques all his life, and may as well have Latin inside his head as any other sort of stuffing."

"But, uncle," said Tom, earnestly, "I don't see why the Latin need hinder me from getting on in business. I shall soon forget it all: it makes no difference to me. I had to do my lessons at school; but I always thought they'd never be of any use to me afterwards—I didn't care about them."

"Ay, ay, that's all very well," said Mr. Deane; "but it doesn't alter what I was going to say. Your Latin and rigmarole may soon dry off you, but you'll be but a bare stick after that. Besides it's whitened your hands and taken the rough work out of you. And what do you know? Why, you know nothing about bookkeeping, to begin with, and not

so much of reckoning as a common shopman. You'll have to begin at a low round of the ladder, let me tell you, if you mean to get on in life. It's no use forgetting the education your father's been paying for, if you don't give yourself a new un."

"Those who think must govern those who toil."

This may be poetry, but it is bad philosophy for our Western democracy. It recognizes a distinction between thinkers and toilers, which universal education must finally obliterate. It implies that to escape from toil one must only learn to think, and that the thinking man need not toil. We need a new philosophy for Canada, at least so far as agriculture is concerned:

Those who toil must also learn to think.

Those who think must also learn to toil.

Hitherto the aim of education, for the child of the common man, has been to improve his condition—to escape from the drudgery of labor and to rise in the social scale, which, if he were clever enough, he could manage to do by way of the learned professions. Hence the requirements of the learned professions have been allowed to dictate the courses for school studies. Those who were able to make the grade, escaped from the degradation of manual labour into the learned professions. Those who were not able to make the grade, and still were determined not to be toilers, became speculators, promoters, exploiters, and real estate agents. The remainder, a very large proportion of the total, being without the requisite brains, and lacking in social ambition, remained toilers.

That is perhaps a blunt way of stating the case. It is so stated in order to bring out emphatically the main issues. Our aim has been wrong, our whole assumption and attitude have been wrong. We have assumed that the only way of escape from the degradation of labour is not to labour. We have taught the clever child of the working man to improve his condition by abandoning it. What we need to remember now, in our educational policy, is that when our scheme of universal education is well under way there will still be work to be done, hard, rough, exhausting manual labour, and when all are educated, the educated will need to labour. And so we must put some of our ideas on these matters into repair. Before we can whole-heartedly commit ourselves to any ideal of universal education, we must forget that any occupation was ever stigmatized as venial, and forget that labour was ever condemned as degrading. If any occupation is essentially menial—domestic service for example—that occupation will be abandoned, and some other way of doing housework devised. If any labour is found to be essentially degrading—ditching or tilling the soil for example—we shall need to eliminate the human factor in such work and do our ditching and tilling by machinery.

"It is not because of his toils," says Carlyle, "that I lament for the poor: we must

all toil, or steal (howsoever we name our stealing), which is worse; no faithful workman finds his task a pastime. The poor is hungry and athirst; but for him also there is food and drink: he is heavy-laden and weary; but for him also the Heavens send sleep, and of the deepest; in his smoky cribs, a clear dewy heaven of rest envelopes him, and fitful glitterings of cloud-skirted dreams. But what I do mourn over is, that the lamp of his soul should go out; that no ray of heavenly, or even of earthly knowledge, should visit him; but only in the haggard darkness Fear and Indignation bear him company. Alas, while the body stands so broad and brawny, must the soul lie blinded, dwarfed, stupified, almost annihilated! Alas, was this too a breath of God, bestowed in Heaven, but on earth never to be unfolded! That there should one man die ignorant who had capacity for knowledge, this I call a tragedy, were it to happen more than twenty times in the minute, as by some computations it does, the miserable fraction of Science which our united mankind, in a wide Universe of Nescience, has acquired, why is not this, with all diligence, imparted to all?"

The problem of education is not the redemption of the educated person from the necessity of labour, but the redemption of labour from its present penalties. Labour may or may not be ill-paid—that it is ill-paid is not its chief disability. Its chief disability is its divorce from intelligence. Labour is dignified and honourable not in itself. It is the intelligence of the directing mind that dignifies the labour of the performing hand. Hitherto, by our system of education, and still more by our sense of values, the directing mind belongs to one person who, according to our wrong sense of values, has been taught to despise labour; while the performing hand belongs to another person who has received no education. No democracy is worthy of the name unless it enables labour and trained intelligence to be united in the one person. It is not the educated person who finds labour uninteresting and degrading, but the dull and ill-educated. I am not now considering the question of pay for labour. This is a matter for economic adjustment. I am considering the question of the interest and satisfaction one may find in the daily task. Without that interest and satisfaction, work of any kind is brutalizing. That interest and satisfaction are secured by a sense of fitness and competence, by a sense of knowledge and mastery over the conditions of labour. Whether it be teaching children or keeping accounts or digging a ditch, unless the mind is engaged—if the work becomes mere routine—then the task becomes dull and the spirit of the worker becomes deadened in the process. I claim that the deadening effect can be prevented or alleviated only by right education, by making the worker competent not only in a manual sense, but also in an intellectual sense by understanding the science of the operation, and its social or economic or commercial significance. And if

it be objected that it is absurd to speak of the science of digging ditches, I beg to submit that objection is not well taken. Let the objector try to dig a ditch to drain a field, planning the whole affair himself—determining beforehand the position and depth of the outlet, the depth and grade of the ditch, and then dig the ditch true to depth and grade, and he will find, as I have found in many a day's work, sufficient occupation for the mind to relieve the labour of any tedium. True, I would condemn no man to endless digging of ditches, especially if he has to work in groups superintended by some superior intelligence.

Just now I am concerned in enabling you to look upon farming as an occupation that may be mere tedious unintelligent labour, or a high order of service quickened and enlightened by intelligence, according to the kind of education that the farmer has received. Thousands of boys and girls must come under the instruction of the teachers of Manitoba every year—come, and go, after a brief year or two of training at your hands, into farm work or household duties. What do you do to make them fit for their work, competent and efficient in that work, able to extract from the conditions of their work satisfaction and interest that make their lives not only tolerable but pleasing to them? Farming and housework—the two most necessary and insistent of occupation. Our material wealth, our health, and our social well-being, are dependent upon the skill and intelligence and devotion that are exercised on the farms and in the homes of our country. Before our system of education can be freed from the charge of educating the privileged few and disregarding the needs of the many, we must be sure that, from the public school, through the high school, to the university vocational education receives its due attention.

The demands of agricultural education are threefold: the education of the hand, in securing manual expertness in the art of agriculture; the education of the mind, in securing an understanding of the science of agriculture; an education of the spirit in securing a sympathy with rural life as contrasted with urban life. The public schools and the high schools should set aside one-fourth of their time to vocational training, and in schools drawing largely from country districts, that vocational education should be largely agriculture and household science. I am aware of all the difficulties and objections to this course—the difficulty of persuading trustees, the difficulty of providing time, the objection of the ratepayers on account of expense, the difficulty of securing teachers and apparatus for such teaching. In view of these difficulties, it is certain that all the public schools and all the high schools which should teach agriculture will not fall into line for many years. But something is accomplished when we have accepted and defined a policy. We then know at least in

what direction we should go, and shall begin travelling on that road.

I believe that the public schools of Manitoba have seriously set themselves to the task of agricultural education, within the limits of their opportunities. How about the high schools? There is more need for it in the high schools than in the public schools, since the boys and girls in the high schools are nearer the age when they must begin to think of their vocations. One thing is sure, if the high schools do not set about this business in good earnest, and soon, it will be otherwise provided for, to their permanent loss in influence and prestige. In the Province of Alberta three agricultural schools have been established, and four more are projected to do the work in agricultural and general education that the public and high schools of the province have failed to do.

An important part of agricultural education is the directing of the minds of boys and girls

towards the advantages of farm life. It requires a trained intelligence to master the complex problems of cultivation, crop-raising, breeding, feeding, marketing and rural organization. Farming in Canada will never be on a proper footing in its relation to the national life until people rightly educated for country life are found in occupation of the farms and rural homes. But there are many disabilities—economic and social—in country life, which must be removed before the country can offer a desirable and attractive life for educated people. These disabilities can best be removed by people on the spot, and can only be removed by trained intelligence. We must foster a pride in the business, a love of rural things, a high regard for rural values, an intellectual interest in the science of agriculture, and a love of nature and wide open spaces. Pride of calling is engendered by success:

But Parson a cooms, an' a goes, an' a says it easy an' freea;
 "The Amoighty 'is a taakin' o' you to 'issen, my friend," says 'ea.
 I weasnt saay men be loiers, thaw summun said in 'aaste;
 But 'er reads wonn sarmin a weeak, an' I 'a stubb'd Thurnaby waaste.

Dubbut loook at the Waste; there warn't not feead for a cow;
 Nowt at all but bracken an' fuzz, an' look at it now—
 Warn't worth nowt a haacre, an' now theer's lots o' feead,
 Fourscoor yows upon it, an' some on it down i' seead.

Nobbut a bit on it 's left, an' I mean'd to 'a stubb'd it at fall,
 Done it ta-year, I mean'd, an' runn'd plow thruff it an' all,
 If Godamoighty an' Parson 'ud nobbut let ma aloan—
 Mea, wi' haate hoonderd haacre o' Squire's, an loon o' my oan.

Do Godamoighty know what a's doing a-taakin' o' mea?
 I heant wonn as saws 'ere a bean an yonder a pea;
 An' Squire 'uu be sa mad an' all—a' dear, a' dear!
 And I'd 'a managed for Squire coom Michaelmas thutty year.

To that pride of calling must be added the civic spirit, the desire not only to succeed oneself but to improve the conditions of life for all about us, and that desire need not

be expected in those who have received the vision of the higher agriculture and the better social life from our schools and colleges.

THE SOCIAL ASPECT OF EDUCATION

Adjutant C. K. Newcombe

(Unfortunately there is no stenographic report of this excellent address, and Captain Newcombe is too busy at the present time with regimental work to write out what he said. Later on it may be possible to get a full report.)

Society today is dynamic, more than at any previous time in its history. Change is incessant. Readjustment is more necessary and more frequent than during any previous age.

In the readjustments to be made, education must be the distinctive force. This is the true place of education in modern philosophy.

In the work of direction, education has four chief functions to perform.

1. It must locate and correct mal-adjust-

ment. For example, it must deal with overcrowding in cities and with depopulation of rural areas; with increase in cost of living, and with false standards in life.

2. It must minimize friction resulting from readjustments in the social order. For example, it must make provisions for re-education of returned soldiers, for education of immigrants, particularly for the teaching of a new language, and for classes organized to meet the needs of homesteaders.

3. It must give us better wishes and desires. Among these is the desire to make a living by honest work. Then there is need for the cultivation of good literature, music and art; for social enjoyment and for sport of the right type.

4. It must show how proper wishes and

desires are to be gratified. Right here is there need for emphasis of the law of service.

Education has always been slow to adjust itself to new conditions. Educators are timid and conservative. Naturally they refuse to do work that has traditionally been performed through other agencies. Yet the school of the future must discharge activities that were unknown in former times, for example, when incidental and informal education is

insufficient as in the case of home economics; when the factories refuse to train apprentices; when ordinary means of supervision fail, as in the case of medical inspection.

It is the place of education to take the best from the past and to add to it the dominant idea of the present century. That idea is the thought of the many as opposed to the thought of the few. Education is for all the children of all the people.

ECHOES FROM THE WAR

Capt. Fortin

The captain opened by referring to the blessings we enjoy. He compared conditions here with those in blood-stained Europe. All we know of the war is its echo. When we went to war we were not so unprepared as you might think. The work of the previous five years had counted for something. It was no small thing to raise an army in a week. And it was a Canadian army. The life at Valcartier, the voyage across, the long training in self-discipline at Salisbury Plain, were all described. A rope had to be made that would stand the strain, and when it was

tested it did stand it in spite of Bernhardt's prediction. Germany has had three great defeats, and one of these was by the little despised Canadian army. The captain gave an account of the trenches and the life in them. He pictured the sorrow, the losses, the humorous side, the periods of rest—when they played games and held concerts, and concluded with a touching reference to the Maples and the message of the dead to us. At the conclusion of the address the audience rose instinctively and sang the National Anthem.

Elementary Section

MINUTES

Wednesday, April 25, the meeting opened at the hour announced with Bro. Joseph Fink in the chair.

An exhibition of physical drill was given by the students of the Provincial Normal School.

Musical selections were rendered by classes from the Alexandra School led by Miss Parsons.

Prof. Jackson gave an interesting illustrated lecture on Manitoba birds.

Dr. D. A. Stewart gave an address on "Tuberculosis, a Community Disease." Fuller reports of these will appear later.

The officers for 1917 were elected as follows:

President, Inspector A. Weidenhammer.

Secretary, Miss Florence Budd.

Thursday, April 26, sectional meetings were held as follows:

Grades I, II, and III.—Demonstration of Reading by Miss McIntosh; Demonstration of Arithmetic by Miss Bishop; Demonstration of Drawing by Miss Barbour.

Grades IV, V, and VI.—Demonstration of Music by Miss McCleery; Demonstration in Oral Expression and Dramatization by Miss Aaron; a paper on Social Development of Children in School by Mrs. Duncan. (This paper is printed).

Grades VII, and VIII.—Paper on History by Miss Craig; Description of Gary School by Mr. W. E. Grant.

Rural Schools—Five minute talks were given as follows:

Adaptation of the Programme of Studies to the Grades of a Rural School, by Mr. Geo. Garrett, Langruth.

School Gardening by Miss L. Green, Hilton; Miss M. Gutzke, Morden; Mr. J. W. Richardson, Edrans; Mr. W. J. Mihaychuk, Arbakka.

The School a Social Centre by Mr. Gerald Stewart, Two Creeks.

The Christmas Entertainment by Miss B. McPhail, Somerset; Miss Jean McBean, Carlowrie; Miss Myrtle Sinclair, Greenway.

The Annual Fair by Mrs. Jackson, Dugald.

The School Library by Mr. A. E. Harris, Altamont; Mr. Mackie, Lac du Bonnet.

Regularity of Attendance by Mr. J. M. Carmichael, Arnaud; Mr. R. E. Brown, Winnipeg.

The Teacher on the Playground by Mr. Geo. Garrett, Langruth; Mr. R. R. Malloch, Carberry; Mr. H. Bearisto; Mr. W. G. E. Pulleybank, Dominion City.

The Hot Lunch by Miss Margaret E. Wood, Emerson; Miss McManus, Headingly.

The Rural Skating Rink by Miss E. Swartwood, Haslington.

The Lunch Hour by Mr. Roy Stewart, Neepawa.

(A synopsis of some of these follows. Other papers will be published later.)

Grades VII, and VIII.—A paper on History was read by Miss Craig. A discussion followed. A paper was read by Mr. W. E. Grant on the Gary School. This last paper will be published in the June issue.

ADDRESSES

THE SOCIAL DEVELOPMENT OF CHILDREN IN THE SCHOOL

By Mrs. Duncan, Brandon.

It is generally agreed that the aim of educational institutions and educational policies is to prepare the child for efficient service to his community. This should include the completest possible development of personality. Years ago when only a small percentage of the people took advantage of the schools, and those from the leisure class chiefly, the aim to make every pupil as like the next one as possible did not have any very serious drawbacks. But now when every stratum of society is represented in our public schools we must turn to good advantage the individual character and capacity of each pupil. We must not think of the pupil as a receptacle into which we may pour our knowledge of this and our knowledge of that, but rather as an organism that has a personality and individuality all its own awaiting development. Let this development be from within and not layers put on externally.

The State does not compel attendance at school on the part of the child for the individual good the child is going to receive, but rather for what the State is going to get out of him as a future citizen.

It is our duty to produce loyal, disciplined and sympathetic citizens. The pupils, by learning to be loyal to their school, their fellow pupils and their teacher, learn to be loyal citizens. They learn to be sympathetic citizens by living and working harmoniously with their fellow pupils. The discipline of the school should prepare for later life also. This discipline should come from within as much as possible and external force used as little as possible. Because a child who has been disciplined under external force does not realize the responsibility of freedom and frequently abuses it. We see instances of this around us every day, where parents exact unreasoning obedience from their children and have kept them under control by force. The result, almost invariably, is that when the child attains his freedom he does not realize the attending responsibility and consequently abuses his freedom. A word here as to punishment: This is a vital question to all teachers. It is sometimes easier to follow the line of least resistance and administer punishment right and left without extremely careful consideration of the effects on the pupil. Punishment is the disapproval or repression of the group one feels he belongs to. Therefore it is absolutely necessary that when a teacher punishes, he must carry with him the sentiment of the class. Otherwise the punishment falls short of the desired end.

Again, the child when training for citizenship must be taught to see that no individual really has separate rights, as the claim that one may do as he wishes so long as he does not interfere with any other, is an impossible one, as even if one could withdraw from con-

tact with his fellow beings entirely, that in itself, would be an offence against society.

Now, are we producing this kind of citizens? Are our pupils going into the world with the broad outlook with which we would have them? Do they look on property as a social product and a social good? Do they look with respect or envy on the accomplishments of a fellow citizen? These are questions we must answer and let the answers guide us in our work. The test of our work is the extent to which our pupils, when not under the coercive influence of the school, can use the knowledge and carry out the habits and ideals which the school has been inculcating.

For the highest social development in the schools Dr. Scott, of Boston Normal School, recommends self-organized group work and this work to have its place on the time table. He claims if this is not done that organization sets in independently of the teacher and works in antagonism to the teacher. If this antagonistic spirit is allowed to remain it is a menace to the best interests of the pupils and gives them a lesson in hostility to many of the best things in society as a whole. He says further, that the teacher must creep in or break this child community if he is to set them on the way to highest development. The most reasonable way to develop this, says Dr. Scott, is to make some suitable opportunity in the regular school work for real leadership and organization. The leaders then get a chance for full swing and get this in the presence of the teacher and with his approbation and consent. The teacher may offer advice which may not always be accepted by the leader. Under these conditions the latent underground kind of organization finds a legitimate outlet and the resource, fulness and initiative of the pupils get a chance for development, to say nothing of the closer understanding the teacher gets of his pupils. It stands to reason that these self-organized groups would be very advantageous in social development as adult society abounds in self-directed groups.

The Faculty of the Francis W. Parker School, of Chicago, says that the motive of school work must not be advancement of self as against another, nor yet for the benefit of self alone, but must be for the furtherance of one's own powers and possibilities as a factor for all. To accomplish this aim they bring in the Social Motive as an ever present, powerful, active force. They believe also that training in initiative is the child's greatest need. Thoroughness and accuracy and skill result from purposeful effort rather than dull repetition. Also, that self actuated work causes the greatest gain to the child.

In my opinion we need to make co-operation our watchword in our work, not competition. Doing one's best for the honor or good of

the whole class is a worthier aim than doing it for self aggrandisement.

At the present time when so many, or I might say all teachers and pupils are making an effort towards doing their "bit" in relief and patriotic work there is a greater opportunity than ever before for social development. The fact that a class puts forth their best efforts for no personal gain certainly gives the pupils a chance to see that there is a more satisfactory and lasting pleasure in doing for others than doing for self.

We have had splendid examples of this in our own Brandon schools. A number of our girls have worked Saturdays in Woolworth's store and turned all their earnings into the fund. Boys shovelled snow last winter to make their contribution. Some classes have had teas, some concerts, some sales, etc., in order to be able to contribute to the relief fund. This has an excellent effect on the pupils. It makes them thoughtful for others and gives them training in organization, etc.

School gardening is another line of work that provides excellent opportunity for social development. We find in connection with our

own school garden that the discipline that the lazy and careless ones get is very effectual. The more industrious members of the class will not put up with the other's nonsense and straightway tell them so. The class gain an excellent economic lesson here also. They have money to spend on seeds and they gain experience in wise expenditure. They learn lessons in the law of supply and demand and the division of labor. Each pupil finds out that it is necessary for him to do his little part thoroughly in order that the whole may be a success. A respect for another's property is developed in gardening which is very valuable.

A good social training is obtained by the pupils when one pupil is allowed to help another. In handwork this rule can easily be followed. A teacher robs her pupils of a distinct pleasure when she prohibits this mutual help. In all subjects when the teacher encourages the pupils to co-operate in their work a greater good is accomplished than by setting one pupil against another which only encourages selfishness. Let the teacher keep before her co-operation and not competition.

HISTORY OF THE TEACHING OF HISTORY

By Miss Craig

In the word "history," especially when applied to our public school curriculum, we include three aspects of the subject.

1. The events, forces, and institutions which together disclose a people's social character and progress.

2. The branch of science which studies these things.

3. The branch of literature in which they are narrated and discussed.

The history of a people is not merely a chronicle of "wars and rumours of wars." It includes every item which has interest or importance in connection with that people's life, growth and present condition. Thus it deals with social, industrial, religious and political facts, and with the lives of individual men to the extent that the lives of individuals typify the life of the period or affect the course of any people's history.

Some have asserted (as does Emerson) that the history of any people may be resolved into the biographies of a few great men. This theory is hardly true in a broad sense, however, for the central fact of all history has apparently been the struggle of men for liberty or for the truth, and though this struggle has generally been led by great individuals, from the time of Moses and Joshua to the present time of our own great leaders, yet it has always been the outgrowth of social conditions, and has been carried forward by the many rather than by the few.

History has been termed an "inexact science." The basic material for the study of history is provided by—

1. Old buildings, specimens of ancient implements, ruins;

2. Copies of ancient laws and documents:

3. Specimens of the art and literature of those who lived on "the road of the long-ago";

4. Contemporary historical narratives and annals; and

5. Traditions.

It is upon history that the students of all other social sciences must rely for the data upon which to judge of present conditions and tendencies. The light of the past throws its light not only upon the present, but ahead. "All education makes for character." That axiom was given us as daily food all during our normal period; and the purpose of history especially is to train our children to walk in the light that shines from the past, and to "follow the gleam" that glows from the future that should be. Our purpose in teaching history is to make good citizens. History shows social, community and national development.

Intelligently taught, history should make the child acquainted with the great events which have moulded the lives and circumstances of the people, and made a nation what it is.

The aim of history teaching should be to give correct general notions rather than multitudinous isolated facts. In this subject the teacher should proceed "from general to particular."

History stimulates patriotism. The teaching of history fails in an important respect if it is not given in such a way as to foster in the child a love of his native country. He ought to feel elated at its progress, its greatness and its victories; our children fairly revel in the outstanding feature of the 1812-14 war, when Canada proved her ability to

defend herself against great odds. The more a child knows of his country's story, and realizes what a glorious inheritance it is which has been handed down to us from our forefathers, the more firmly rooted will become the determination to defend its liberties and keep its honor untarnished. And so the patriotism engendered is not only military, but civic.

A certain school had in conjunction with its history books a supplementary reader called the "Citizenship Reader"—a book which dealt with the general and broad principles of good citizenship. One boy in the top class became ill with scarlet fever. His mother, as is frequently the case with mothers, preferred to nurse her boy at home rather than have him taken to the hospital. This plan suited Aubrey's particular desires, but troubled his conscience, and frequently during his delirium he was heard to mutter, "It's dandy being at home if a fellow's ill; but if I were really thinking of the others round me, I'd go to the isolation hospital! Wouldn't it be awful if somebody became ill just because I am selfish!"

Aubrey's history lessons, or his reader—or probably both—had made of him a true patriot of his city.

A great aid towards implanting this patriotic feeling is the learning and singing of national songs, and songs of home life, e.g., "Rule Britannia," "The Maple Leaf," and "Home, Sweet Home."

"I knew a very wise man," said Andrew Fletcher, a couple of centuries ago, "that believed that if a man were permitted to make all the ballads, he need not care who should make the laws of a nation." Lord Wharton boasted that by "Liliburlero" he had rhymed King James out of his kingdom.

History develops the minds of our pupils. It stimulates their imagination (particularly in the lower grades), trains the memory and develops the reasoning powers.

The mind training given by history, as is the case with geography, is absolutely necessary for an intelligent reading of the newspaper or any other current literature.

History, properly taught, helps to develop character. It should arouse enthusiasm for what is good and noble, inculcate respect for what is great, and lead to the recognition of our duty and responsibility in social and political matters.

"To set the cause above renown,
To love the game beyond the prize,
To honour while you strike him down,
The foe that comes with fearless eyes;
To count the life of battle good,
And dear the land that gave you birth,
And dearer yet the brotherhood
That binds the brave of all the earth."

"History," says a French writer, "teaches patience to those who lack it, and hope to those who grow discouraged." There should not, however, be any dry moralizing. The subject should be so treated that the moral influence is felt, not preached.

In this connection biography has an important bearing, beyond the fact that the history of a nation is inseparably bound up with the lives of its great men. Children are great hero-worshippers, and Prof. Blackie says, "There is no kind of sermon so effective as the example of a great man."

"Speak, history! who are life's victors?

Unroll thy long annals and say,
Are they those whom the world called victors,
who won the success of a day?
The martyrs or hero? The Spartans who fell
at Thermopylae's tryst,
Or the Persians and Xerxes? His judges or
Socrates?

Pilate or Christ?"

To teach history successfully the teacher must have a thorough knowledge of her subject. As in every subject, one must know more than one has to impart. The teacher must be able to correlate her subject, especially to geography and literature.

She must be able to direct her pupils in their study and in the use of supplementary reading.

She must have the ability to present the subject in a clear, vivid, and interesting manner. She must provide interesting and entertaining details, and yet leave the important facts outstanding in importance.

So far as the school is concerned, the teaching of history appears to fall naturally into three stages, that aspect of the subject being presented in each which most nearly accords with the character and wants of the pupil at the time.

The Earliest Teaching is the picture and story age. Anything like formal teaching of history with young children would be out of place, but it is quite possible to do much to prepare for the later instruction of a more systematic kind.

The child's love of stories and pictures should be utilized. He will dearly love to hear, and to see portrayed, stories of personal adventures, accounts of what men did in past times—how they lived, and dressed, travelled, and fought—deeds of heroism, picturesque descriptions of striking events within his comprehension. More than that, he will dearly love to re-act those adventures of the heroes of old—and there's our subject matter for some of our language lessons.

2. The Intermediate Stage is just a continuation of the primary stage, and aims at an acquisition of a clear and well arranged programme or outline of the more important facts of a nation's growth and development. This forms the foundation for the

3. Third or Upper Grade Stage, by which we mean the systematic study of the subject of history.

In this stage the history should be studied in periods or epochs, and information should be grouped under and around leading events rather than under monarchs. To divide up the subject of history by the accession of sovereigns is a most arbitrary and senseless plan.

Each teacher will prefer her own mode of treatment, but whatever plan is adopted, the guiding principle of the teaching should be to cement the acquired facts into a clear and consistent whole, and to get the children to think and to read for themselves. They are going to help make some more "history."

My subject is, I believe, to deal more especially with the teaching of history to the upper grades; and so may I pass on some stray thoughts, some of which I hope may prove helpful to someone.

1. History should wherever possible be correlated with geography; and moreover it is absolutely impossible to teach history successfully and thoroughly without having frequent and repeated use of maps. Of what value would it be to a child to know that a great massacre of British people occurred at Cawnpore in 1857, if he does not know where Cawnpore is?

The upper grades should be encouraged to make sketch maps in their written answers, e.g., as in writing an account of the Indian Mutiny.

2. Quite frequently we ask the children to memorize long lists of dates, which having been laboriously mastered, are valueless when they are learned. Generally speaking, chronological relation is much more important than the actual year in which an event occurred.

For instance, for a child to forget the actual date of the abolition of slavery, or of the passing of the Factory Acts is not a great fault. Of greater importance in this connection is that he knows that these things happened early in the 19th century, and that they followed as a result of the Reform of Parliament in 1832.

3. Personal touches have a great attraction for children. "I saw the path up which Gen. Wolfe's men climbed to take Quebec." Then immediately my class become more interested, and the event is to them more real.

"Ethel's grandfather was shot in the leg in a battle in the Crimea." "Don's father got a pension for having volunteered to defend his country against the Fenian raiders." "I know a man who helped to guard the Boer prisoners sent to St. Helena. While he was there, somebody gave him a walking-stick that had belonged to Napoleon." Doesn't the personal element help to vivify past events?

4. Pictures, photographs, picture postcards, coins, souvenirs, etc., are always a valuable help, if obtainable.

5. The use of pictorial and diagrammatic effects help to show chronology and relative importance. Chains, ladders, trees, etc., are helpful to illustrate facts. They make the lesson more interesting, and the facts are more easily remembered.

6. A bare skeleton or a brief B.B. synopsis of the lesson, made during the lesson or after the lesson has been given, is easily remembered and is a form to clothe with words for full answers.

7. It is a good plan not only to give notes of the lessons, but to let the children make their own summaries of the work; in which case it is as well to give them the headings for their summary, e.g.:

Causes
Leaders
Events
Results

It is wonderful how many of our history lessons can be fully discussed under the three headings of causes, events and results.

8. Tabular forms may be found useful.

9. Children should be taught how to use their text books.

(a) How to pick out and retain the essential facts of a paragraph.

(b) How to hunt up information from an index.

(c) How to interpret correctly the illustrations and diagrams given.

(d) How to get chronological relation in the "contents" pages—if such be given in their books.

(e) How to mark their books so as to save time in the future, to show up important paragraphs, and to underline outstanding and "key" words.

And now, ere I cease, may I repeat what I have said once already—"All education makes for character."

May I also give you three quotations:

1. . . . "He alone is great who by a life heroic conquers fate."

2. "The finest fruit earth holds up to its Maker is a finished man."

3. "A king for a beautiful realm called Home,

And a man whom the Maker, God,
Shall look upon as He did the first,
And say, 'It is very good.'"

May we try, in our teaching of history perhaps more than in any other subject, to bring about this consummation much to be desired.

THE AIM OF SCHOOL GARDENING

By Lottie Green

1. To keep our boys and girls on the farm, and to make them realize the farm is a place of opportunities as well as the town or city.

2. Each one has a call to be a citizen of the community. Gardening encourages co-operation, and brings each child near to becoming real citizens and to realize their duties as such.

3. Parents become more interested in the school through gardening, and teacher and parents together awaken a community to something more worth while.

4. Gardening creates a love for nature study, which helps to mould more beautiful characters in our boys and girls.

SCHOOL GARDENING

By Miss Gutzke

School gardening, though a comparatively new idea, is a very practical one and nowhere more so than in the rural district. Everyone acknowledges its desirability, yet some are afraid it is not going to prove a success. If only teachers and trustees all felt it was a successful thing, the problem would be solved and the school life broadened and enriched. During the three years in which we tried gardening in a little school in Mr. Dunlop's division, we learned much and became proud of our school and grounds.

When the idea is new to the people, experience tells me to advise a teacher to talk with the trustees and ratepayers, and never to attempt too much unaided. The children are not able to do hard work, and it will only encourage failure to attempt things unaided.

In the spring, divide your garden into plots of about 8x10 or perhaps larger—but not too large. Allow the children to choose their plot, their own partner in work, and in every way possible let them be free to feel it is their very own and they are responsible for their garden. One thing is very essential to success, to begin early, even before Arbor Day if possible, to put in hardy vegetables and flowers.

A teacher must always be there to supervise the children's work and help when necessary. The more you work with them the more you see how much their little minds must learn, and that you are able to help them, though you may feel you know very little yourself. When the danger of frost is over such plants as the children started in boxes or cans at home can be transplanted and other less hardy seeds as cucumbers planted. And here at this stage is an opportunity for excellent work by planting in different ways, such as deep and shallow, planting early and late, using ashes about plants to keep away cut worms and any experiment which your mind can suggest or the children can suggest. New varieties of grain or new flowers are always one of the best means to interest the older boys and girls who see something useful in this.

The next step is careful weeding between rows as soon as the rows appear. The rows should be far enough apart to let a hoe be used between them. If some seeds do not come up transplant any plants you have into the spaces or re-sow. In every way try to fill up the garden and so encourage the child-

ren, for there is nothing so sure to destroy the interest of your children as a garden of Rip Van Winkle's type, where weeds are the only hardy inhabitants. By vacation every garden should be thoroughly clean and in good condition. Before leaving this subject of weeding a suggestion to the time for weeding may be helpful. It is this—weed when necessary and when the sun is not so hot, make time, in short, when necessary.

One of the greatest problems is what is to become of the garden during vacation. Every teacher has her own problem here. In the district where we had our garden, the parents and children visited the garden chiefly to get bouquets I think, but no doubt they weeded it as well. One has to do the best one can in this respect, and a solution is not impossible as we all know.

In the middle of August you are back again and now is your opportunity to at once see that every weed disappears in the shortest time possible. It will surprise you to see the progress every plant makes after this is done. Seeds will be ripe, too, and here again the teacher must learn with her pupils when seeds are ripe, when they are, how to clean them and label them for next year. The value of this work is very great and very obvious to anyone. In the fall every plot should be cleared of all dead stalks and be ready for cultivation for the next year.

School gardening was a success in the district we tried it, for three years. We failed in some things but our failures taught us, and on the whole it was a delightful, true success. The children had radishes and onions to eat with their lunch in the early summer, in the fall they had melons to eat in the shade of the school. They sold some of their vegetables, and with the money bought books for their library.

One little girl, whose home needed beautifying, was particularly influenced. In the spring she went to a kind hearted neighbor and got lilac plants and caragana and planted these at home. She asked me if she could have the roots of some pinks we had, and certain seeds, which certainly proved her interest. One thing is certain, that we know it has an influence in the direction we desire and no one can exactly measure how much good can be done by the little school gardens.

THE SCHOOL AS A SOCIAL CENTRE

By Gerald L. Stuart

We are living in an age in which the subjects of social welfare, social democracy, social service, socialism, etc., are very much to the fore. Why so? Evidently it is because we are realizing that the social question is of very great importance to the life of the community and nation. Long ago it was believed that

one could serve best by living a life apart from the world, seclude in a monastery. Now we find that such is not the case, nor was ever meant to be so. One of our highest aims in life should be that of service, and we can best serve God by serving our fellow man.

I consider, as our president said last year,

that one of the greatest blessings arising out of this convention is the meeting and greeting of old friends gathered from all parts of the Province and the mutual exchanges of friendship.

The country is spending large sums of money on its schools. Is it getting its money's worth from them? Why let the school be used only five days in the week, ten months in the year, for the purpose merely of the ordinary routine between nine and four? Surely we can use the building for more purposes than that.

We might now consider briefly how schools are being used as social centres. In my own, a consolidated rural school, the building has been used mainly for two purposes, dancing and meetings of the Grain Growers. The dances as such have been a decided success, well attended and enjoyed by the community. The Grain Growers met to transact the general business of the community, after which business a mock parliament was held, which gave

rise to much discussion. The young people were, however, very backward in taking part in the debates. A movement for a night-school was set on foot, but this did not mature. The school is very soon to be used as a place for religious worship.

I might add to this other ways in which we can use the school building. First of all the school library might be much improved and used as a community library, well stocked with good literature, to which the farmer would have easy access. The average farmer who has so much leisure in winter, does not indulge in good reading as we should like to see. The school may further be used: (1) For literary and debating societies. (2) For a musical society. (3) For parents' meetings. (4) For seed and milk-testing.

Seeing, then, the importance of social service, let us do all we can to foster and encourage any social enterprise which is for the good of the community.

THE CHRISTMAS ENTERTAINMENT

By Beatrice McPhail

The Christmas season is a busy one for all. Very often, too, the duties outside of school are allowed too much time and thought by the teacher, thus depriving the pupils of much pleasure which marks the true Christmas time. The making of gifts, preparing for a trip home, or the packing of a trunk, should never interfere with the preparing of a real good school entertainment.

As to the method of preparation, I commence early in November to search through magazines, scrap-books and dialogues for suitable material for a programme, for after all that is what requires the most time. The programme is always "Christmassy" in general, but a great many Christmas items are not necessary, especially when the room is decorated for the occasion. During the first two weeks of November, I ask the children to also aid me in this work, and in a very short time we are stocked with the choicest of choruses, recitations and dialogues.

Then begins the arranging. Every boy or girl in the whole school or community must be considered and take part in a chorus or something else. It is only proper and right to have at least three Christmas songs in the school, and these may be easily utilized for the entertainment. If there were some who could not follow a tune, I did not leave them out, but asked them to sing softly, and told them their voice was "too strong." Four boys might sing a quartette and two girls a duet, and a child could sing a real solo. So much for the musical part of the programme.

I have had as many as fifteen recitations in the evening. Some of the older pupils gave a reading or recitation of some length, but the wee ones said a short, catchy piece. I find that a child will put twice the enthusiasm into it, when he knows that there is a joke in his recitation and that the audience is

going to be sure to laugh and give him a hearty clap.

As to dialogues, it is easy to choose a good one, but it has to be "very good" in order to be appreciated sufficiently to the amount of work put on it. A short dialogue for the smaller children is fine.

We do not do all our practising after school hours. During reading lesson hour I ask my grades to repeat their recitation, give their reading, etc. If the work of this kind has been thoroughly done the remainder of the year there is no reason why they should have great difficulty in bringing out the proper effect at this time. In music hour we devote the time to our choruses. At drawing lesson we make Christmas mottoes and placards, which help to decorate our room on the evening of the entertainment. As I am not musically inclined, I required an organist, but otherwise the teacher and pupils prepared the concert.

For decorations, I think simple decorations, made by ourselves, are better than the showy garlands purchased elsewhere, but here there is room for disagreement. Popcorn strung on threads, when looped at the boughs of the Christmas Tree, serve as pretty decorations; also mottoes on window screens covered with wallpaper the plain side out, for the beautifying of the walls. On the white paper you may paste such words as "Merry Christmas" or "Welcome." Home-made garlands of red and green tissue paper can be cut by the children during recesses.

As for the gifts on the tree, I always ask parents to bring their own children's presents and if there are any poor children in the school we put on a small one for them. One year we gave presents to an orphanage, but put them on the tree just the same. I always try to instil into the children's minds the idea

of unselfishness at this time. I even show them that they are to be the entertainers of the evening and that the success of it rests with them largely. They will feel quite a responsibility, and the keen interest which they take in it will encourage the teacher and lift her burden as well.

When the great event is to take place, every home in the district will be well represented. In most cases we had a trustee or the secretary of the school board. We charged an admission fee of twenty-five cents for adults, and with the proceeds we bought books for the library. But I found it more successful to have it free to all, and strictly undominational.

I find no better means to bring pupils, parents and teacher together than by this entertainment. Its social value is indispensable. In the case of a teacher leaving the district, what gathering could be more appropriate.

By good practice and sufficient rehearsals, the pupils should go through their respective exercises in perfect order and routine. I might say that not one word of any exercise was our audience unable to hear. With such as the result of our efforts, the parents have faith in their children's capabilities and better still, the children get experience in themselves.

THE ANNUAL FAIR

By Mrs. G. E. Jackson

The annual fair in connection with the Boys' and Girls' Club.

We have had an agricultural fair at Dugald for many years, but until last year, the part taken by the school children was very small. Last May we organized a Boys' and Girls' Club. We covered a large district, including nine schools. We were very fortunate in securing an enthusiastic president. To obtain money for prizes the trustees of each school donated \$10, which made \$90. Then \$40 was collected privately. The prize money then reached \$130, besides which a fine banner was given by the T. Eaton Company to the school securing the highest number of prizes.

The contests of the club we took up were: (1) Poultry Raising; (2) Canning and Preserving; (3) Needlework; (4) Fodder Corn Growing; (5) Woodwork or Farm Mechanics; (6) Potato Growing.

The Woodwork was quite a specialty. Through the kindness of Mr. Newton, of the Agricultural College, we were allowed to have Mr. Mitchell, who is an expert in this work. He came out to Dugald and gave the boys a short course in Woodwork. The articles made by the boys can be seen in the Boys' and Girls' Club book. Bulletin 15.

This work exhibited at the fair, filled the whole countryside with enthusiasm. We all felt that the boys who had shown such skill should not be neglected in this line of work.

As a result, the President of the club, Mr.

R. W. Andrews, by interviewing Mr. Winkler and Mr. Newton, was able to obtain for us a course of instruction in Woodwork. The instructor comes out to Dugald every Saturday and has a class of about twenty boys.

Besides the club contests, our prize list included nearly all the ordinary school work, such as Writing, Drawing, Maps, etc.

We had collections of insects, mounted; noxious weeds, pressed and mounted. The value of these two contests cannot be overestimated to country children.

We had also a large display of needlework and through this we obtained a week's special course last February. We arranged to hold our club fair the day before the agricultural fair so that the prize winners on the first day could enter for the second day. The club fair was a big attraction. Although the weather was unfavorable and the roads bad, yet there was a much larger attendance than at the agricultural fair the previous two years when both the weather and roads were good.

There is one other item I must mention and that is, we had an exhibition of Physical Drill between the nine schools of the club. Each exhibit to take no longer than fifteen minutes. This started at 3 o'clock in the afternoon and took place on a raised platform in the fair grounds. We found that this kept up the interest in the proceedings until the end of the day. We concluded with a few sports for the children.

REGULARITY OF ATTENDANCE

R. E. Brown

The success of a school depends largely on the regularity of attendance of pupils. The question is how are we best to secure this? The school I taught two years ago averaged 85 per cent. of pupils enrolled for the year.

Roll of Honor

The following scheme is original. I haven't seen it tried in any school I have visited.

It has helped in securing a high average attendance, but also helped in the discipline.

I have a blackboard, about 4 feet long, on one side of the schoolroom. I rule this similarly to the school register by horizontal and vertical lines into small spaces with divisions for the weeks of each month. I arrange the names of pupils for the month according to grades, commencing with the higher grades,

according to merit, including good deportment, punctuality and general proficiency. I mark regular attendance and good deportment with yellow colored crayons in shape of stars. When pupils are late or receive misdemeanor marks they lose that star for the day. Pupils who do excellent work in the different subjects receive a red star for each exercise that is well rendered. The yellow stars are marked above the horizontal line and red stars below the same line opposite respective names. Friday of each week I count these stars and award those who stand highest. The names on the honor roll are changed each month according to merit. We have competitive exercises each Friday in spelling, composition, arithmetic, writing. This adds zest to the work, and pupils become interested. Trustees have given grants towards such a worthy object. The chairman of the last School Board, who had no children at school, gave a grant voluntarily.

Just insofar as pupils become interested in their school work will tardiness, irregu-

lar attendance, laziness, disobedience and disorder disappear. Pupils will feel a general pride in the success and good name of the school. They will co-operate willingly with the teacher in all plans for the progress of the school.

The schoolroom must be made attractive and homelike. Pupils must be provided with outdoor and indoor amusements, guided by the teacher. If the discipline is felt to be based on high principles; to be vigilant and entirely just; to be strict without being severe, nearly all forms of punishment will vanish and pupils will delight to come to school. By all means respect the happiness of children. Cheerfulness, joyousness—the atmosphere of well ordered liberty—these things make the heaven where the child lives and in which all that is gracious and beautiful in character thrives the best.

The merit you are most concerned to encourage is not cleverness, nor that which comes of special natural gifts, but rather the merit of conscientious industry and effort.

THE TEACHER ON THE PLAYGROUND

By R. R. Malloch

I commenced teaching in my first school during the winter term. I was very anxious to do my best and used to spend a great deal of my time planning and studying. I carried this so far as to take up all my recesses and a good part of my noons. It was my habit to eat my dinner by myself at my desk and then remain there until I called school. Consequently, my pupils saw very little of me, or rather, I saw very little of them, except during lessons.

Soon, I began to see that things were not going right. I had no trouble as far as discipline went, but I could see that my pupils obeyed only from fear and that they only did what they were required to and no more. I felt that they disliked me, with very few exceptions. Things grew from bad to worse until I was, several times, forced to use the strap.

When spring came, I used to go out once in a while and play. I found that they liked to have me come out and whenever I stayed in after that they always asked me to come out. I could now see that I was only wasting time sitting at my desk at recess, so I then, went out regularly. I began to see something good in those pupils, which I hadn't seen before. I won't say that the change came about at once, but come it did. The work seemed to go on better in school and there was a friendlier spirit between the boys and girls and myself. Having won the friendship of the boys and girls I was surprised to find the parents very friendly. I was really sorry to leave at the end of the term.

Profiting by experience, I planned to commence right in my next school. As in the other case, I commenced with the winter term. The attendance during the winter was

five pupils, a very large boy of thirteen, three little girls of eight, ten and eleven years and a little crippled girl of seven. As I have said before, I planned to take my place on the playground. But how was I to manage it with such a variety of ages and sizes. I plainly saw that it was impossible. Then I turned to indoor games. I got a game of Tiddley-Winks or Flip. From the first this proved a very popular game. I chose the two smallest girls and we played against the other three. We kept these sides all winter. To get some fresh air we used to all go out and run twice around the school before and after the game. From the very first I had the goodwill of these pupils and no complaints of any kind from the parents.

When spring came we subscribed to a common fund and sent for a set of croquet. In the meanwhile we spent our time measuring off the croquet field to be ready when the set came. This game also proved very popular. When the attendance increased we were obliged to purchase another set so that all could play. When this second set arrived I divided the players into groups of two, placing the poorest players along with the best to even things. We next marked off two more croquet grounds and proceeded to play regular schedules of games. Occasionally we had a tournament.

So far I had found this a very satisfactory arrangement. The boys and girls were delighted with the game and above all, every pupil could be playing at the same time as there was field room for all, and a ball and mallet for each. I held each responsible for his or her own mallet and ball.

The game was so popular during the summer that we continued it until cold weather in the fall term. Several of the older pupils,

especially two of the boys used to stay night after night after school and play a game. I found this tended to raise a spirit of comradeship between these boys and myself.

When the weather became too cold for croquet we had to play some more strenuous game, such as Tag and Pom-Pom-Pullaway. The younger pupils had by this time begun to stay home, so only the older pupils were left. These were fit for such games, being nearly of the same size.

During the second term, the attendance was ten. These were all pupils of from ten to fourteen years and we purchased a football. I placed the opposing sides so that the larger boys opposed each other and the girls and smaller boys similarly. This gave the weak and the strong a fair chance and the girls a fair chance against the boys. Being in the game myself, I could supervise the play and would allow no rough work. I also watched closely that no one stood around to get cold. My plan was to keep every one moving.

On the very stormy days we could not play football but no matter how cold or stormy we always went outside for the recess or a few minutes according to the day. At first I found several of the pupils, girls especially, rather unwilling to go out on the cold days. At first I let these few stay in at will and the others followed me. Later I had no trouble in getting them all to come out. I was always particular that each was warmly wrapped up. Consequently before the winter was over all were in the habit of going no matter what kind of a day. I had the satisfaction of having one mother say that her two boys hadn't been bothered with a cold all winter. This she declared was very unusual for them as they could not stand much cold weather. If they couldn't stand the cold then, I know they can now.

During the spring when the snow was melting we found it impossible to play outside. The few patches of dry ground were too small to be of any service. Finally I conceived the plan of using the intermissions for some purpose. I had all the windows opened except those on the windy side. Then I lined the class up for physical exercises. We also took marching and singing and singing games. To vary this I often exchanged places with one of the class, letting him or her give the commands while I exercised and marched with the rest. I found that this helped to strengthen the comradeship between pupils and teacher. This didn't seem to cause any of the boys and girls to take advantage of me and get out of control. I always treated all the same, with firmness and kindness. I have never had a case of impudence to deal with yet.

With the coming of summer the attendance increased. There were no pupils under nine years of age and all were nearly of the same size. As they did not seem to care for croquet I decided to try baseball. We gathered some mitts and bought a ball and bat and mask. Then I divided the school into two opposing sides, one captained by one of the larger boys and the other by

myself. When we found out who were the best players we had to redistribute the players to make the sides even. I found it a very good plan to have my side the strongest so that I could control the play. Under this arrangement I allowed my side to win about half of the games and our opponents the other half.

When we played baseball I found that I had most influence over my pupils. I was in a position to see that every one played fair. In cases of close decisions I always gave in whether right or wrong. This was sometimes not satisfactory to my side but I allowed no arguments whatever. I aimed to teach each one to give in a little rather than argue.

After the summer vacation we played baseball again until it became too cold. On rainy days both in the fall and the summer we took physical exercises as I have already stated of the spring. With the close of the baseball season we went back to football again.

Just before Christmas we commenced flooding an area for a skating rink. We completed it soon after Christmas vacation and it lasted until late in March. Every one got skates. Several knew how to skate and the remainder learned during the winter. Those who could skate devoted part of their time to helping the beginners and the remainder to their own pleasure.

Last summer we played baseball again. There were quite a number of smaller children attending so I was forced to divide the school into two sections. Then I had to decide whether I would play with the younger or the older pupils. I finally decided that the little ones could get along better without me than could the older ones. I found that the younger children would play at whatever I set them without any quarreling. I got a soft ball and bat and they played baseball too. Occasionally I devote a recess to playing with them.

We expect to open the baseball season after the vacation. I expect several young children will have to follow the plan of last summer. I am planning also to devote the last recess in each Friday to athletic sports. We devoted a few periods last fall to this and found them both interesting and beneficial to all. There were competitions in running and jumping for both boys and girls.

The past winter necessitated another change still in our sport programme. The enrollment has been very small owing to a movement of families and to the bad roads. The regular attendance has been seven. With this number we could hardly play football. Then again there was so much snow in the yard that it was impossible to make a sheet of skating ice. The snowbanks were so numerous and afforded so many hiding places that on days which were not too cold we played Hide-and-Seek and Hoist the Sails. When this grew tiresome we began digging tunnels and building snow houses. Next the boys thought they would like to dig some trenches and build a fort. The girls readily agreed to this

and fort and trenches were constructed. On very cold days we played such strenuous games as Follow-the-Leader, Fox and Hounds, to keep warm.

The above is an account of my experience as a teacher on the playground. I am fully convinced that any teacher can add consid-

erably to his or her efficiency as a teacher by active supervision on the playground.

It is my aim to satisfy my trustees and district through winning the respect and esteem of my pupils. To do this, my appearance on the playground has been of great help.

HOT LUNCH IN RURAL SCHOOLS

By Margaret E. Wood

Hot lunch during the cold days of winter would undoubtedly be a benefit to both teacher and pupils.

The daintiest of lunches is apt to become uninviting to a tired teacher after being packed up for a few hours, and from a purely physiological point of view some freshly cooked or fresh heated dish would be of much more value than the sandwiches, etc., which, no matter what I did, always seemed to get so very dry and uninteresting by noon.

The teacher's health and digestion, and as a natural consequence, her work, must suffer to a certain extent from a continuance of cold lunches, which at best are not very appetizing and which the teacher is tempted to neglect.

There is no teacher who would not welcome the chance of something hot at mid-day, and no mother who would not feel happier to know that on the cold days her children could have some warm food. The chances of physical and nervous overstrain would be lessened materially, and the average winter attendance would be raised by the hot lunch, and the school work would prosper proportionately.

The noon recess in winter is a rather difficult time to deal with. It is too cold to remain out long, but change and movement and relaxation are necessary for the children, and the hot meal offers something towards the solution of that problem. Some share in the preparation of the meal or its clearance afterwards should be planned for all if possible, and so the idea of co-operation and mutual service be implanted or strengthened. An alternation of duties would keep up the interest of the children and would arouse a wholesome spirit of emulation, and each in turn should take some share of the actual cooking, as well as of the other duties.

The lunch should be made to give a practical every day exercise in cookery and domestic science. The fundamental principles of cookery and food hygiene could be taught and practised in the preparation of even one hot dish each day; and to the children the fact that they are working with each other, for each other, for a definite meal that all are to share, should give their work an interest that the more experimental cookery of the cookery schools might lack.

It seems quite possible and even probable if the work has been intelligently and carefully managed, that when spring comes and the hot lunch is no longer necessary on

account of the coldness of the weather, some of the pupils might be unwilling to give up the cooking entirely and a valuable opportunity for further training in domestic science would be ready and waiting.

A teacher who has profited by a course of training in cookery would have a splendid chance to show how much could be done, and what a great variety of food could be prepared, not with the thoroughly up-to-date



BROTHER JOSEPH FINK

and complete equipment of a modern school of cookery, but with the very limited "batterie de cuisine" possible in a country school.

To me another attractive possibility in the "hot lunch" is the opportunity for continual practice in "manners," and so of course in "morals," since the two can hardly be separated.

The meal carefully prepared, served at

least with neatness, shared by teacher and pupils, the whole school family, would merit from all a consideration and courtesy of manner towards each other that the scrambling haphazard devouring of food from the lunch pail could never get, and we all know that though the occasional lecture or precept may be helpful, it is only the continued practice which is of real definite value. The absolute social equality of the whole school family should also have good results, and I see no reason why even the youngest children should not in their turn be "head" of the family meal and so all would have a direct interest not only in the preparation of the meal, but in the behavior of the family.

If the hot lunch could be so managed that each day it gave a period of friendly mutual courtesy and consideration on the part of the school family, it would prove an incalculable blessing, for the influence of that period would spread.

The hot lunch should prove a gain in all ways; physically, in the lessened strain and increased comfort of teacher and pupils; educationally, in the valuable practical training it would give, as well as in the better general work which would follow an improved average attendance, and morally, to an extent of which it is impossible to form an estimate, but which would depend largely on the personality of the teacher.

THE LUNCH HOUR

By Roy Stewart, Neepawa.

When a time table is being drawn up in the rural school, I am afraid there is probably in many cases one period which does not receive a careful enough consideration, namely the time allotted to the lunch hour. This is a period which if given a careful thought could be made one of the most profitable, one of the most pleasant, and one of the most efficient periods of the day.

In some, if not many of our schools, when the gong rings at noon hour the children rush to their book-bags or to the cupboard to obtain their lunches and with a cup of water in one hand and a sandwich in the other, they form different groups in various portions of the room and partake of their mid-day meal. Dust is caused by the children moving to and fro, crumbs are scattered about the floor and instead of the mid-day meal being made a most profitable one it has been turned into one which has not the real educative value it might have.

When the time comes for noon hour it is well to have the children dismiss quietly and obtain their lunches. Each pupil should have his own drinking cup and as soon as he obtains his lunch he should get a cup of water and go directly to his seat. Each pupil should further provide himself with a desk cover so that upon taking his seat the cover may be spread over the desk and his lunch eaten without confusion. When his lunch is eaten he should then carefully pick up his desk cover and deposit the crumbs into the waste paper basket. By so doing, no dust is caused by the children moving around the room during the course of the meal and no crumbs are scattered about the floor by the children as they are eating.

In the rural school it is well to have a sink installed in one portion of the room and have a mirror, a hand brush, a comb, a hair brush and shoe brush included in the equipment, so that the children may wash themselves, comb their hair and tidy up before the close of the mid-day period. The total cost for installation of this equipment would be from four to seven dollars, and its value

in the school cannot be over estimated. It not only teaches the children to be clean but they learn to keep themselves neat in dress and tidy in appearance, they learn to take pride in their semblance and to rejoice in their cleanliness.

Now many of the teachers in the rural schools throughout our province are beginning to realize and to act upon the well known fact, that if you wish to get work out of a boy you must feed him well. In order that the brain be clear and capable of doing efficient work the physical needs of the body must be supplied by proper food. The food must be of the kind, of the quantity, and of the quality suited to the requirements of the person, and at no time during the life of an individual is the subject of "What to Eat," more important than in childhood. Because children are in the formative stage, not only of muscle and bone, but also of mind and habits. So perhaps these facts more than anything else have been responsible for the introducing of "The Hot Lunch Method" into many of our rural schools.

How often we have heard the boy lament when he sees his mother preparing his lunch for him in the morning, how he wishes he could come home and get a warm meal at noon hour, how he hates having to eat a cold lunch for dinner, day after day, week after week and month after month. Now, why should this be the case? Why could the boy not leave home in the morning with the assurance that he is going to have a warm lunch at school during the mid-day period, that he is going to have a hot dish of soup, some nice baked potatoes and a hot cup of tea.

Briefly, as to how a teacher might go about to introduce this system into his or her school: It is the custom in most of our rural schools to have programmes frequently, when the parents of the children are cordially invited to attend. To the teacher who is planning out a method and system to follow along the "Hot Lunch" idea, it might be advisable to arrange for such a pro-

gramme and especially urge the mothers of the children to be present and also invite the trustees to attend, then after the programme is through a discussion on the "Hot Lunch Method" could follow. You will find that there will be many varieties of suggestions offered by the parents and so as "Variety is the spice of life," so will these suggestions aid a great deal in the drawing up, in the working out, and in the successfulness of a set plan to follow.

In order to carry out the "Hot Lunch Method" to a successful issue, the school should be equipped with a coal oil heater with an oven, which would cost from ten to twelve dollars and also the following utensils which might include a tea kettle, a teapot, a frying pan, a dipper, a large spoon, a stewpan and a dishpan. These would possibly meet the requirements in most cases and would cost from three to five dollars more. Each pupil should be asked to provide himself with a cup, a bowl, a knife, a fork, a spoon, a desk cover and a table napkin.

The topic of "What to Eat" should be thoroughly discussed. Here we have many suggestions offered, many questions asked, and many methods to follow. One that will probably work out successfully in most of our rural schools is the method which provides that each mother take her turn, one day each week in providing one hot dish, sending it baked, ready to be warmed up in the school. The tea, coffee, cocoa and sugar can either be brought by the children in turn or supplied free of charge by the school board.

Now, I believe, wherever the "Hot Lunch Method" will be given a fair trial, you will not only be taking a step toward making the school more homelike to the children, but you will find that you will have their hearty support in your efforts to make it a success, that they will also take a keener interest in their studies, that they will do more work in less time than formerly, that they will grow to like school instead of dreading it and that you will obtain better results from your work throughout the entire day.

THE CHRISTMAS ENTERTAINMENT

By Jean McBean

There are few things which arouse greater interest among the parents, create as much pleasure for the children, or aid the pupils individually, more than the Christmas entertainment. Besides increasing regular attendance and furnishing amusement and recreation for the school during the time spent in practising, it provides a pleasant social evening when, for once in the year, the people of the district, parents included, see the inside of the school, and see to a certain extent the progress the scholars are making.

Christmas is the time of all the year that is looked forward to by the children, and it seems so especially children's day that we should help them to enjoy it; then we all know how little it takes to make children happy. So, no matter how small or weak our attempt may seem, and although we may have to overcome a few trials and discouragements in our preparations, these are soon forgotten, and the joy in the children's faces, and pride in the faces of the fond parents are ample fruits for our labors.

In rural schools, where the building is small and attendance low, it is sometimes a good plan to have two or three schools join and have a "Union Christmas Tree," in a hall or church where the problem of accommodation is easily solved. However, this cannot always be done, and it is perhaps more satisfactory to be independent. In my case the entertainment was held in the school.

The first thing I considered was the number of pupils and planned my programme accordingly. I had eighteen on the roll, but, while we were practising, three families moved away causing the number of pupils to dwindle to ten, therefore compelling us to cancel several dialogues and select a new supply.

I had purchased several books containing Christmas songs, drills, recitations and dialogues, at Russell Langs. Also received a splendid supply from Fillmore's Music House, Cincinnati, Ohio.

After choosing a piece the next step was to choose the child who was best suited to act the part. They were all eager to help and anxious to make it a success. Even a little six-year-old Galician boy, who had started to school a few months before without being able to speak a word of English, learned a recitation. One little tot who hadn't started to school learned a little speech with four lines and came on Friday afternoon to practise "saying her piece." We had various kinds of recitations and monologues which I cannot take time to describe, but the dialogues were the most interesting. We had four besides two acrostics.

Fortune favored us in that we had an organ in the school which was very useful in practising songs and choruses. Our greatest drawback was that the children were not all good singers; the young people of the district were all willing to help and promised to aid us in the musical part of the programme.

We practised every day, at noon or recesses, and sometimes a few minutes before being dismissed. On Friday afternoons and on the last two days we had a rehearsal. For the last two rehearsals I had all costumes and articles needed for the dialogues, etc., so they would become accustomed to using them and lose no time getting ready.

For the bags I had got three yards of green netting, which made over forty. The secretary-treasurer, who was going into Winnipeg, promised to get candies to fill them. About eleven o'clock, the night before the event was

to take place, he returned, minus the candies, having completely forgotten them. His regrets failed to soothe my feelings or console my grief, but experience is a good teacher; I decided that that was a lesson never to depend on anyone else (at least as far as Christmas Trees are concerned).

Next morning dawned cold and stormy, with prospects of a blizzard at night. However, like Columbus, we "sailed on." One of the big boys volunteered to go to town, a drive of seven miles. I sent for nuts, candies, apples, oranges—anything to fill those bags. Though the quality was certainly not what it might have been we got the quantity.

Noon came, it was still snowing, but we worked on. About three o'clock, school was dismissed, and two of the obliging trustees appeared on the scene with a load of lumber. Before long they had erected a temporary platform and arranged the seats.

I had borrowed two curtains, one to go across the stage and a smaller one for one corner behind which all articles needed for the dialogues were left in order. The organ, with the Union Jack draped above, served as a screen for the other corner. We had decorated the school with spruce boughs, red,

white and blue garlands, and the flags of the Allies.

The boys, who had just returned from deer hunting, had brought me back a fine large tree. This we put in the front of the school and decorated it with tinsel garlands, red and green garlands, and artificial snow. The candy bags when tied on greatly improved its appearance, and before the concert began it was loaded with presents.

Towards evening, the weather changed, and the night was clear, calm and mild, with bright moonlight.

At the last minute several numbers which had been promised by outsiders had to be stroked off for various reasons, but a neighbor's phonograph helped to fill in the vacancies, and we had about thirty-five numbers on the programme. Santa arrived when the concert was about two-thirds over, and after a few preliminaries helped distribute the presents to the eager, expectant children, and, of course, to the "grown ups" too.

At the close a collection was taken up in aid of the school library. Every child got some gift off the tree, and we came home feeling—well, like Tiny Tim, when he said, "God Bless Us, Every One."

Secondary Section

MINUTES

Tuesday, April 25, the meeting opened at 9.30, Dr. Gillen in the chair.

Mr. S. E. Lang presented the report of the Committee on University Matriculation Requirements. As the University Council had made no reply the committee was able to do no more than report progress. The report was adopted without discussion. (Will be printed later.) Mr. McDougall was appointed to take the place of Mr. D. M. Duncan on the committee.

In the absence of Mr. A. C. Campbell, Dr. W. A. McIntyre introduced the discussion on Specialization in High Schools. He was followed by Messrs. Huntley, Lang, Dr. MacLean, Prof. Osborne and others.

A resolution asking the Executive of the Association to appoint a committee consisting of elementary and secondary school teachers to consider the contents and division of the programme above grade VI. was adopted.

Mr. Stevenson explained the filing system at Souris. A report will be published later.

Wednesday, April 26, the Secondary Section, divided into groups and the discussions proceeded as follows:

Modern Language Section

Prof. Baker in the chair. Miss C. M. Robinson read a paper on Phonetics. It has been the custom in teaching pronunciation to depend upon the ear alone. Phonetics show the exact position of lips, tongue and

vocal cords. A person with a poor ear may be taught to reproduce correctly. Victor's chart was shown and explained.

Prof. Heinzelman discussed, "What We Should Do With the Author's Class." The first aim was not to get translation into English, but to get a feeling for the idiom of the language studied. Much time should be given to difficulties of construction and the story should be used for oral or written reproduction.

Miss McMorine, of Brandon, discussed the Place of Grammar in Language Teaching. The grammar of language is the foundation upon which the language stands. The pupils demand grammatical explanation. At the age of 14 to 16 the sight is a more tangible thing than the sound and the written language involves grammar. The study of grammar is not an end but a means. The just and fair test of a student's knowledge is one which proves his power to translate or speak.

Mr. Muller, of the University, spoke on "The Translation of Irregular Verbs in French." It is not necessary to memorize countless irregularities. He reduced the system to two distinct kinds.

It was decided that the Executive Committee of the Modern Language Section make suggestions as to the French and German in the High School course for 1917-1918 and report to the Advisory Board and Board of Studies.

The officers for 1916 were elected as follows:

President, Miss A. L. Brunstermann.
Secretary, Miss K. Haffner.

Classic's Department

Mr. P. C. Dobson in the chair. Dr. F. W. Clarke read a paper on "The Relation of High School Latin to the Study of English."

Prof. Joliffe led the discussion on the report of the committee on the change of matriculation Latin texts. The proposals were as follows: 1st, instead of Caesar Books IV. and V. put Book II.; 2nd, in place of Virgil's Aeneid, Ovid 1 to 575; 3rd, in place of Matriculation Latin, a Third Year Course in prose and grammar from "Latin Lessons For Beginners"; 4th, greater accuracy in construction and greater emphasis on sight translation. The report was adopted.

The following officers were elected:

President, Mr. P. C. Dobson.
Secretary, Miss Brown.

History Department

Mr. Burland in the chair. There was a discussion on the best method of studying history. Miss McManus believed in the dramatic method. Miss King illustrated the concrete method in studying civics. Miss Yemen emphasized the value of the conversational method. Mr. Burland illustrated the value of the map and topical outline method. It was decided that the chairman and secretary should make a presentation to the Department of Education touching the method of setting examination papers.

Mr. Bayley was made chairman and Mr. Reeves, secretary.

English Department

Mr. Cowperthwaite in the chair. There was a discussion on the preparation of examination papers. A resolution was adopted protesting against the present form of examination papers in history and composition. Mr. Cowperthwaite was asked to present a protest to the Advisory Board. A discussion followed on the suitability of the literary texts and selections. There was a feeling in favor of short poems rather than the long poems such as "The Princess." A resolution was moved to the effect that a selection of short poems for grades IX. and X. be recommended for adoption. A discussion followed concerning the amount of literature studied in grade XI. It was decided to recommend to the Advisory Board that the teachers of English feel that each year in grade XI. three plays of Shakespeare should be studied, one comedy, one tragedy and one history, but that these be not studied microscopically. A discussion followed as to the value of the text books used. It was decided to recommend to the proper authorities that the texts of Stephens and Alexander are faulty, and that extreme care should be taken in the selection of text books for the province. A discussion followed as to the selections from Wordsworth and Tennyson for grade XI. It was moved and carried that the teachers of this province voice their condemnation of the

selection from Wordsworth and Tennyson for grade XI.

Officers for the year 1916 are,
President, Mr. Cowperthwaite.
Secretary, Miss Helen Ross.

Science Department

Mr. E. A. Garrett in the chair. A paper was read by Mr. H. D. Cummings on the Elementary Science of Grade IX., and another by Mr. Huntley on the Science of Grade X. Mr. E. W. Jefferson then read a paper on "The Completion of the Contribution Which the Secondary School is to Make Towards the Education of its Students." It was decided to ask that these papers be published in the Western School Journal as



DR. GILLEN

occasion permitted. Mr. Watson spoke briefly on the Science Course for Grades IX. and X. The idea of the Natural History Club was endorsed, also the affiliation of the same with the Horticultural Society. The matter of the organization of clubs was left to the individual High Schools.

The officers for 1916 were elected as follows:

President, Mr. Garrett.
Secretary, Mr. Huntley.

Agricultural and Manual Training Department

Mr. E. Robinson and Mr. W. J. Warters in the chair. A number of short addresses were given emphasizing a method of making instruction more in line with the everyday problems of the student. Prof. A. B. Reynolds, of the Agricultural College, gave some practical suggestions for linking up mathematics with industrial considerations. He held that all industrial training was education.

Inspector J. W. Gordon said students are too much the slaves of books. He advocated the development of practical vocational education. Pupils should think in actual, not symbolic acres. School gardens also were not enough, they should be connected with home gardens. The hot lunch was good on account of its social benefits. Mr. Nelson Smith gave an account of the short course system at the Agricultural College. Mr. Arthur Beech took up vocational education from a labor standpoint. He said Labor was favorable to vocational education. He advocated conferences between employers, employees and educators. Mr. S. T. Newton spoke on "The Forward Movement in Education." He thought the High School should make provision for vocational guidance. Boys' and Girls' clubs were supported by every class in the community because the clubs appeal.

Officers for the year 1916 for the Manual Training Department,

Chairman, Mr. J. W. Warters.

Secretary, Mr. R. B. Vaughn.

Officers of the Agricultural Section to be appointed later.

Home Economics Section

Dr. McIntyre opened with an address on "Correlation of Home Economics and Other

Subjects." Miss Halliday gave a helpful review of recent Household Art Publications. Miss Patrick, of the Agricultural College, reviewed some recent Household Science books. The names of the books will appear in the next issue. Mr. R. Fletcher opened a discussion on the "Introduction of Home Economics Into the Rural Schools." Supt. McIntyre and Miss Kelso elaborated the subject.

Mathematical Section

Committee on Geometry reported, recommending a two year course by syllabus. There was some discussion of topics of interest to mathematical teachers.

The president for the ensuing year is Mr. J. C. Peacock, and the secretary Mr. W. F. Loueks.

Thursday, April 27, there was a Round Table conference on the problems of the smaller High School.

The officers were elected for 1917 as follows:

President, Prof. Warren.

Secretary, Miss McManus.

(Some of the papers mentioned are published in this issue, or will be published later.)

ADDRESSES

SCIENCE COURSE FOR GRADE IX.

By Mr. Cummings

It seems to me that the Science teaching in the high schools has undergone at least three stages of development. Science was at first admitted to the curriculum of the high schools because of its value, which along with languages and mathematics, tended to mental development. It was believed that in acquiring a knowledge of these subjects, the mind as a whole became strong, and no matter what line of work or profession the student in after life chose to follow, this mental training was of great aid to him. I do not think that this is borne out in practical life; that the man who becomes a great linguist, should he enter the field of mathematics or science would find that his previous training in language would help him much in acquiring a knowledge of these subjects. Psychologists tell us that the training of one faculty of the mind does not help to develop other faculties which are not closely related, owing to this idea, that great mental development resulted from the acquiring of a knowledge of these subjects, the science taught was of a most abstract kind and had very little practical bearing on the life of the pupil.

The second stage in the development was reached when the science of the high school was made a subject for college entrance. The colleges at this time had begun specializing and they to a large extent shaped the science courses in our high schools to suit

themselves. Text books became the product of college professors, specialists in their various departments. These books were largely abbreviated forms of the larger college text books, used in the university courses. All students passing through one high school were compelled to take these courses. Of these only a very few ever reached the university and of those who did only a small percentage took the science courses there. The addition of these extra science students from the high schools tended to swell the ranks of specialists. Science was broken up into many branches and work along each branch was brought to a high stage of development.

One of the great results of this work of specialization was the application of scientific principles to nearly every activity of our life, recasting and revolutionizing every phase of city and country life. The telephone, the gas engine, electricity in our homes, household and farming appliances, manufacturing and transportation, in fact, at every turn in our life we meet with the results of science which specialists have brought to us. The working and principles behind these things remain mysteries to the great majority of the people who use them or who fail to take advantage of many of them because of their lack of knowledge concerning them.

The third stage in the development of science in our high schools is an endeavor to

bring this knowledge to the masses of the people. Science and scientific training have got far in advance of the masses and what we need most now in the first years of our science courses is the high school to give the pupils a knowledge of the physical and scientific principles behind the various activities and appliances of modern life.

The first stage in the development of science led up to the second, but I do not believe that the second will lead up to the third. The specialist of today is interested in his special branch of science. To him this is the all important thing. From his standpoint the high school science course is satisfactory and rightly taught insofar as it passes on to him students grounded in the principles of his particular branch of science. To his pupils he emphasizes the importance of his own subject and knows very little and cares less for other branches of knowledge only insofar as they help in the mastery of his own subject. Our text book of today and our courses of science in the high school have very markedly this characteristic, that they are compiled from the standpoint of the specialist who is interested in science for science's sake and cares very little about the practical application.

What we need most now in our high schools is a course in science which will be of real interest and immense practical value to the pupils. Such a course cannot be got by restricting our work to one or two of the branches of science. The material we meet with in life comes from all sciences and is not classified. The young pupil does not understand the need for classification. Classification is the result not the beginning of scientific training. The matured scientists appreciate the classification of science to physics, chemistry, botany, entomology, etc., but he must remember that the child in the first years of the high school has not his viewpoint. Viewed from his standpoint, and with his training, things very naturally fall into classes; but to the child these classes are artificial and he fails to grasp their significance.

On account of science playing such a large part in the affairs of modern life, I believe it should be given a much more prominent place in our courses of study, especially in the last years of the public school and the first two years in the high school. It is here we get the masses of the pupils. If a real practical course in general science were to be put on in these years and given the emphasis which it deserves—a course which both parents and pupils realized would be essential as a preparation for a successful life, a large number of our pupils who today drop out of our school during these years would be retained. If the boy and girl knew that by staying in school through these years they would get an intelligent understanding of the things they meet with and use every day in life: the telephone, the automobile, the gas engine, vacuum cleaner, water supply, labor saving devices; were they given a

knowledge of the principles of sanitation and ventilation, the science of cooking and preserving, and the economic importance of bird and insect, and weed, of the thousand and one things with which they come in daily contact but which always remains more or less of a mystery to them; if the boy from the farm knew that by staying in school through these years, he would get a knowledge which would be of incalculable value to him in becoming an efficient and intelligent farmer, helping him to utilize the many discoveries which the specialist has brought to him; if the girl knew that by taking these years in school she would get invaluable help in making her a successful home keeper, then, I believe, they would be only too willing to remain in school during these important years.

If we wish to take a place beside the countries which are training the masses of their people to think more scientifically and use the knowledge which science has given them, I do not see how we can afford to neglect such a course in elementary general knowledge that is in the possession of our various government departments, experimental stations, and universities, and how little of this is utilized or appreciated by the common people. We send specialists and bulletins to our people, but the bulletins are seldom read and the specialists find it hard to get a hearing owing to the lack of scientific training and the lack of a proper attitude of mind. Today the facilities for transportation bring us into competition with the markets of the world. Our farmers, our stock raisers, our manufacturers, have to compete on the markets with those from the United States, Argentina, Australia, New Zealand, Germany, Holland, Denmark, Japan and other nations who are utilizing, or making strenuous endeavors to utilize the knowledge which science has placed at their disposal, and so far as the masses of the people are applying scientific methods to the various activities of the home, the farm, the factory or their business, so far are they becoming a more efficient and intelligent people.

The dissemination of scientific knowledge to the common people and the training of the common people to utilize and appreciate this knowledge is the real problem for our general science courses in the first years of the high school; not how much physics or chemistry is required for entrance to the university; not a question of teaching pure science for science's sake. These are good, but science has reached a stage in its development where the university and college are quite able to take care of the production of specialists.

I think the time has come when the high school should fulfil the purpose which called it into being—that of educating the masses, of giving them a knowledge of the affairs of everyday life. I believe that the work in the high school, in the first two years, at least, should be taken up largely in educating

the pupils in the activities, phenomenon and industries of the community in which they are placed. They are not fulfilling their true function if they are not sending back into the community the best and brightest of their boys and girls as permanent and efficient residents.

How can the high school serve this purpose better than by putting on a strong course in general science in the last years of the public school and the first years of the high school? Science is today the very basis of modern life. Shall we leave the teaching of this important subject until the pupils get into the higher grades that before giving them training in general science they may first be taught the fundamental principles of physics and chemistry. These subjects as they are taught today cannot be taught before grade XI. Only a small per cent. of the pupils who come up to us in grades VII. and VIII. reach grades XI. and XII., consequently at least ninety per cent. of the pupils go out into life without much scientific training. Those who do go out thus are the very ones who are going to need it most. The boy who goes onto the farm, not the boy who becomes a teacher or enters the university, is the one who is going to need scientific knowledge most. Can we not teach the principles of physics and chemistry and other branches of science best by taking them where we usually find them. The boy is much more interested in the compression of air in his bicycle tire, or football, than in Boyle's Low tube; but he is willing to learn and try to understand Boyle's experiment if it is going to help him to understand the principles and workings of his machine. The other day I took my grade VIII. class to the basement in order to give them a few lessons on the running of the gas engine. You should have seen those boys how eager they were to learn the function of its different parts and understand the working of these parts. I could scarcely get near the engine owing to how closely they crowded around so as to better understand the instruction I was giving to them. I would not be afraid to take these boys at this stage of development and teach them the main principles of the gasoline engine. I could take them from the engine to the laboratory or text book, or better than the text book to the booklet put out by the maker, and by returning to each of these as we required them, give the boy a working knowledge of fundamental principles of physics which are illustrated in the making up and running of this machine. These principles would then be associated in their minds not with the laboratory or text book, but with the things where they meet them in their everyday life. Starting science where it belongs would put the science courses of our high school into their proper place. How many boys and girls associate physics with the furnace in their home, the pump on the farm, the telephone, the electric car, the bicycle, the cream separator? How many associate chemistry with the baking of bread,

dyes, household chemicals, photography, cheese, souring of milk, etc.? In my own life chemistry has always been associated with a certain small box of chemicals which once or twice during the term was dragged out from some dark corner of the school, with some mysterious things in odd looking bottles and boxes, with curious looking flasks and test tubes, with which a few experiments were performed such as the making of hydrogen and oxygen. Physiology was associated with a certain skeleton which was kept away in a cupboard and which at times was brought out in order that the study of this important branch of science might be made more concrete. This was the result of starting these branches of science in a place where they had no relation to the child's life. Start the teaching of science where you find its principles in their closest relations to the child's life. Any material of real interest and educative value should be a proper starting point for a lesson in science. As long as the child knows what he wants and returns to the problem from which he started, I don't see that it matters if his investigations have earned him into several branches of science.

I believe that general science taught in this way to our lower grades in the high school would bring the pupil into an intelligent relation to the things around him and that he would much better understand and appreciate the processes and phenomena with which he comes in daily contact, and moreover he would have a better and more intelligent foundation for work in special science in the higher grades of the high school or when he enters the university. How can we fully understand physics or chemistry or botany or any of the various branches of science without first having a broad knowledge of general science? I have found that the present course we have in general science is of immense value to the pupils as a preparation for the study of botany, physics and chemistry in the higher grades. What we want to emphasize strongly is that the course be of immense practical value to the pupil in his everyday life and not look upon it as it never was primarily intended to be a preparatory course for the more classified science of grades X. and XI.

The greatest obstacles to the introduction of a good, strong course in general science into our high schools is the difficulty of procuring teachers who are willing to teach such a course. The ordinary teacher of science tells us it is absurd to think of one teacher giving instruction in a dozen branches of science. Looking at it from the standpoint of the specialist, who is often more zealous for the principles of his science than for the child, it does seem a formidable undertaking. They say how are we to teach entomology, ornithology, astronomy, bacteriology, having never studied these?

The specialist in the branches of science says it is nonsense, that this kind of teaching is going to do more harm than good to the

science. It is superficial, a regular hodge-podge science. Better, I say, a hodge-podge and superficial science than an artificial one. These teachers fail to catch the true spirit of general science. Let the teacher forget that there are such classified branches of science as physics, botany, entomology, ornithology and all the other ologies, and think of science from the standpoint of the child. Try and make his science teaching fit the life of the child and not try and use the child as a receptacle into which he wishes to cram all the fundamental principles of the particular branch of science he happens to know best. In order to become true teachers of elementary science we must become as little children. The longer I have occasion to teach general science the truer this seems to be. Go with the child into his world where he finds all science and phenomena in one whole healthy unity. Let us become more interested in him than in getting the material we meet with classified. Let us not be afraid to say to the pupil: I don't know; come, let us work together and find out what we can about it. The science teacher with his

previous training in some branch of science, with his more matured mind, should be able to bring good sense to bear on his work and good sense should mean good science. He should be able to lead and direct the pupil and to emphasise where he sees importance lies.

Summing up then in a few words, I would say: Let us follow along the lines we have been working, let us broaden out the course by bringing in material from any or all branches of science so long as the material is of interest and educative value to the child in his present life, and secondary, as a preparation in his future life. Make general science the important subject of study in the last two years of the public school course and the first two years of the high school course. In these years get the child into the way of thinking scientifically and into a proper scientific attitude of mind, so that the masses of the pupils going out into life may be able to utilize and intelligently understand the many blessings and helps which science has brought to them.

THE FORWARD MOVEMENT IN EDUCATION

S. T. Newton

Education has been defined as a training that fits for the duties of life, and the greatest forward movement of the past decade is a general recognition of the fact that the schools must deal with real problems, in real things actually related to the life of the people. From time immemorial the utilitarian point of view has been frowned on in educational circles. But happily that day is forever past, for it is now recognized that no amount of Literature, or Languages or Culture or Knowledge is worth much to the man who cannot make a living and perform his part in doing the world's work.

In order that an individual may do his best work it is very necessary that he be given an opportunity to find his aptitude to learn something of the conditions that obtain in a number of professions or occupations, and the qualities of mind and body that are required if success is to be obtained. It has been claimed that the best way to do this is to be given an opportunity to get actual experience in a number of typical industries by actually working at them. This would take a lifetime, as a few hours or weeks is not sufficient time for a boy to determine whether he would like a given kind of work or not, especially as the earlier exercises are usually of a somewhat uninteresting character. Further it gives the student a dilliantee method of doing things.

Far better results will be obtained if a concerted effort is made to give the boys and girls an idea of their capabilities along certain lines and definite information relating to many lines of effort such as, Physical Conditions of the industry being considered as it

affects Eyesight, Hearing, Breathing, etc. Opportunities for learning all branches of the industry, previous training needed, conditions of apprenticeship, provision made for further instruction, wages at different stages, hours of employment, degree of monotony in machine operations, degree of permanency, etc. This information would enable the pupil who is trying to decide on a vocation an opportunity to make a wise choice, instead of depending on the opinion of older companions. If after giving the vocation chosen a fair trial he finds that he does not like it, another one can be tried out. Vocational Guidance is good in that it will lead our young people more systematically than in the past to study themselves, and to study the world, its callings, and its opportunities. Vocational Guidance will help to arouse ambition in boys and girls, ambition which is the greatest lack of students in our high and public schools today.

The business men of Winnipeg are to be congratulated on the splendid inspirational lectures which they have given in the schools but they can make them of still more practical benefit if they will give definite information on points similar to those enumerated above.

If education is to be a preparation for life, it must be an active experience in life. If the boy lives in the country, let him raise pigs and potatoes and chickens. Give him a working interest in the farm, let him solve real problems: How pure seed is produced, why and how crops are rotated, why and how moisture is conserved. Let him make wagon boxes and chicken coops. Let him market his own produce and open up his own

bank account. Many a farmer has the foresight to permit all this, but in the fall, he himself markets the results of the boy's labor, most of it done in his play-time period, and possibly gives him a quarter to spend at the fall fair or a picnic, and then wonders why the boy wants to leave the farm. A boy loves to work at a man's job, and often he will do it as well, but he has sufficient knowledge of the justice of things to know when he should be treated like a man.

To the girl similar opportunities should be given. Let her learn how to care for the milk and the chickens and the children so that none of them suffer. Let her grow peas and beans and tomatoes and learn to can them so that the family may have green food, put up under the best conditions, available all the year round. But do not ask her to do all this, play-time work, for nothing. For hard as has been the lot of the farmer's boy in the matter of spending money, his sister's lot has been infinitely worse. By all means let her have some money to spend on some of the little articles that are dear to the feminine heart, without having to be held accountable as to how it is expended.

If the boy lives in the city he has plenty of opportunity to earn spending money, but he is denied the great opportunity of getting close to nature that is the birthright of the country boy. However, some of the country boy's joys may be his if a part of the cherished back yard is turned over to him in order that he too can raise potatoes and beets and onions, as well as food for his rabbits. In Boston schools last year, 187 pupils made as much as \$47.00 from their garden plots, and the Superintendent of Education reported in his speech at Oakland last summer that he considered the garden work of the schools the most important phase of their vocational work.

For years an effort was made to fasten on the country, city methods of manual training as well as academic studies. Fortunately the matter of equipment and teachers has made this impossible, and efforts have been made along other lines to solve the problem. So far the most promising solution of the problem has proved to be what is known as Boys' and Girls' Clubs. In these clubs the aim is to give experience in the real life of the farm and the farm home. In six years the membership has increased to over 2,000,000 in Canada and the United States. In two years the membership in these clubs in Manitoba has increased from 700 to over 10,000. No educational movement has ever had the active support of so many interests in the community. At one centre a member of an agricultural or home economics society is the prime mover, at another the school inspector, at another the Methodist minister, at still another a retired farmer, whose heart is still young.

Lumbermen, storekeepers, editors, grain growers, station agents, doctors and even lawyers are found among the organizers of these clubs. No less than six managers of the largest branches of the Bank of Commerce in Manitoba are not only taking a keen interest in the movement, but are devoting a great deal of their spare time to the problem of making these clubs a success. They even plan to visit the boys on the home farm, and will give them valuable hints on the business side of their work.

The Boys' and Girls' Clubs have brought more than the banker and the editor to the home farm and the home garden. They have brought the teacher there as well. The teacher is probably more interested in the home project work than anyone else, and has welcomed this opportunity of getting better acquainted with the parents, and thus getting the parents' idea of the child's personality, of his hobbies and interests. Any movement that affords an opportunity for parents, teacher and pupils to think, talk and work together is well worth while.

The Boys' and Girls' Club work to a great extent corresponds with the extension work of an agricultural college, and just as the college through its extension department has vastly widened its area of usefulness, so can the teachers in rural, village and town schools.

1. By directing the work of the Boys' and Girls' Clubs, especially, those members of clubs who have been obliged to drop out of school.

2. By planning for school exhibits at both the school and summer fairs as well as at the seed grain and poultry shows, and seeing that there are classes open only to boys and girls.

3. By organizing and directing study clubs among those who are not in attendance at school. During the past three weeks hundreds of boys in Manitoba have been obliged to drop out of school to take the place of the regular farm help, and of older brothers and even fathers who have joined the armies of our nation in defence of liberty, right and justice. These boys, although too young to fight on the battlefields of Europe, are nevertheless doing their bit in helping to provide food for the Empire. For in order to win this war, munitions and food are needed as much as men.

These boys are also making great sacrifices for the nation, and it is the duty of the school to co-operate with all other available agencies and reach out and assist these boys to continue their education through the medium of Study Clubs even though they are unable to attend the regular classes. The Agricultural College is co-operating with a number of teachers in carrying on this work, and results of a particularly gratifying nature are confidently expected.

"A progressive society counts individual variations as precious since it finds in them the means of its own growth. Hence a democratic society must allow for intellectual freedom and the play of diverse gifts and interests."

CONTENT OF HIGH SCHOOL SCIENCE COURSE

A Summary, by E. W. Jefferson

Education hitherto has lacked purpose. Analysis of possible aims is necessary before progress can be made. Possible objects in Science teaching are:

Teaching for Examinations or for Permanence?

For Pupils? Parents? Politicians? School Board? Future Employers? Inspector? Rate-payers? University Authorities? Ourselves? or the Community?

To satisfy Prejudices? Desires? Needs?

Looking chiefly to Past? Present? or Future.

Intensive Culture? or Extensive?

Industry? or Intellect?

In the spirit of Romance? Religion? Rationalism? Individualism? Nature Worship? Research? Commercialism? Co-operation? Competition? Service?

Dealing with the things of Life? or the words of Books?

Facts? Principles? Methods? or Powers?

What Facts?—Utilitarian? Industrial Operations? Individual Life? Community Life?

Facts for Culture Knowledge? Scientific History? Nature Knowledge? Appreciation of General Literature?

Principles? Fundamental Laws?

Mental Methods? Classification? Deductive Reasoning? Inductive Reasoning? Application of General Laws?

Development of Abilities? Apprehension

from things (Observation), from Words, from Pictures and Diagrams, from Graphs, from Formulae? Expression in Things (Practical Work) in Words, in Pictures, in Diagrams, in Graphs, and in Formulae? Judging Size, Weight, Time, Force, Power, Energy, Strength, Elasticity, Rigidity, Scent, Taste, Colour, Sound? Sense of Proportion of Things, Words, Ideas, Actions? Memorizing? Remembering? Correlation? Manual Dexterity and Accuracy? Calculation?—and in all these shall we aim at Quickness or Strength?

Good Habits and Feelings? Thoroughness? Orderliness? Love of Nature? Self Reliance? Self Control? Initiative? Attack? Co-operation? Continuity? Desire for Usefulness, Efficiency, Simplicity and Truth? Sympathy with noble Effort? Ambition? Civic Sense? Economy? Money making?

We must decide which of the above are our aims before we can begin to outline a wise course in Science. We must take a large view, not a shortsighted glance at one aspect only.

A rough attempt was made to decide on aims and to suggest means of starting towards them.

It is useless to try to force what we desire on our pupils; they must be led to the big things ahead by means of interesting things immediately in front.

SCIENCE COURSES FOR SECOND YEAR HIGH SCHOOL

By H. W. Huntley

(A Summary—to be elaborated later)

The first part of this paper dealt with the elementary science of the first year. Here an endeavor was made to show that although the work was by no means satisfactory, yet it had greatly improved. Every effort had been made to raise the standard and any change at the present time might seriously interfere with the work which has been so well begun.

In the second year Botany and Physics were suggested as optional courses. Botany should be compulsory in the teachers' course, and Physics in the Matriculation for Engineers. By means of a graft it was shown that Botany was not too difficult a subject for the second year, but so far had given poor results. Many had passed, but few obtained high marks.

The cause of this was traced either to the type of examination papers set or to the lack of due importance given to this subject on our curriculum and the time spent on it.

Special rural agricultural high schools were then suggested where the teachers' and agricultural courses would be taught. Special teachers in agriculture should be engaged in these schools, and the work done equated in the first and second years of the Agricultural College. With these conditions the teachers would be better fitted for their future work. On the other hand the introduction of courses in agriculture without skilled teachers would injure rather than benefit the development of agricultural work in the Province. The paper ended with the following table marking out the places for the different science subjects in our high school courses:

Course	First Year	Second Year	Third Year
Univ. Matric.	Elem. Science	Botany or Physics	Chemistry
Agricultural	Elem. Science and Agriculture	Botany and Agric.....
Commercial	Elem. Science
Teachers	Elem. Science	Botany	Chemistry
Technical	Elem. Science	Physics

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