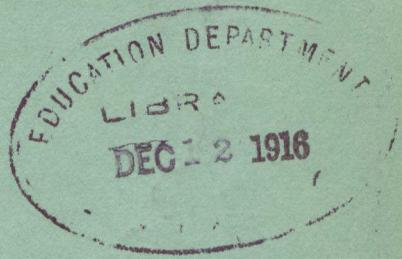


The Western School Journal

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England

This royal throne of kings, this scepter'd isle,
This earth of majesty, this seat of Mars,
This other Eden demi-paradise,
This fortress built by nature for herself
Against infection and the hand of war,
This happy breed of men, this little world,
This precious stone set in a silver sea,
Which serves it in the office of a wall,
Or as a moat defensive to a house
Against the envy of less happier lands,
This blessed plot, this earth, this realm, this England.

—Shakespeare.

Winnipeg
December, 1916

Vol. XI
No. 10

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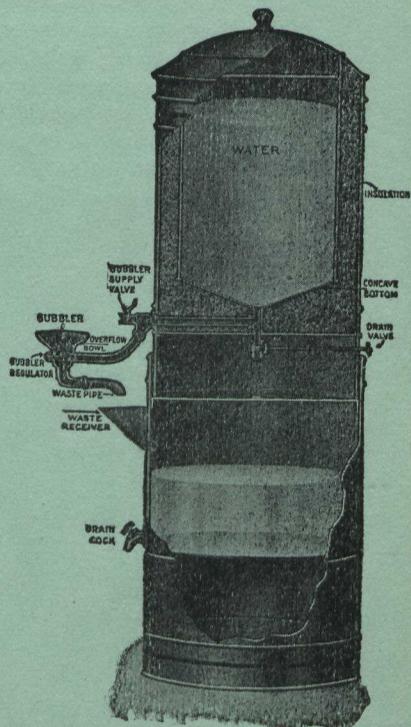
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The Western School Journal

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VOL. XI

WINNIPEG, DECEMBER, 1916

No. 10

Editorial

The Closed Mind

Have you ever met the man who knows it all? He is intolerant of the opinions of others because he has become so accustomed to voicing his own opinions. There are some teachers of this class. Having been accustomed to dictate in the schoolroom, they are ready to dictate in all matters, great and small. They are charming in their self-sufficiency, and as egotistic, though perhaps not so loquacious as ——— Well! we need not give names.

This self-sufficiency leads to all forms of injustice. A new book appears and is dismissed with a wave of the hand as an American fad or a modern frill. By some intuition the content of an article is known before it is read. A speaker's opinions are known before he utters a word.

An old-time politician in the far east, listening to his candidate, punctuated the speech by such elegant remarks as "Good! Fine! Give him another! That's the way to fetch him! Do you hear that, Dunk?" etc. When the opposing speaker arose, his first words, "Mr. Chairman, ladies and gentlemen," were cut short by this elegant retort from our old-time, self-sufficient partizan: "Tehod, man, you're a liar."

Now it will be confessed that this attitude is not hopeful in any person, more particularly in a teacher. There should be openness, willingness to entertain the views of others, concession that there are more ways than one of arriving at the same goal.

These words are written as a protest against attempts at forced uniformity in methods of teaching and government.

It is a sign of narrowness—this desire to have all teachers revolve in the same groove. Two illustrations are just to hand. There are some, even yet, we are told, who are following to the extreme the method of teaching number by what used to be known in this province as the tens system. Not only so, but they are condemning all and sundry who have adopted, with better results, a modified system which has some elasticity. Why not let each follow his own plan? A second illustration is that of two teachers presenting phonics, both equally earnest and probably equally successful, frowning at each other and uttering uncomplimentary epithets, because one uses diacritical marks and the other doesn't.

The cure for arrogant self-assertion is, of course, intelligence. Any teacher who will take the trouble to find out how arithmetic and phonics are taught in the best schools of Canada and the United States will perhaps have some surprises in store. We do not live at the hub of the universe. Others are thinking and doing, and we are all subject to error. The worst mind of all is the closed mind. The most unsafe guide is the man or woman who is inhospitable to new ideas. "The world do move."

What is true in elementary methods is true in all education. There is yet much to be discovered. No one has a monopoly of truth, and that which seems truth today may be only partial truth or even error tomorrow. Yes, and the golden age is a long way ahead.

There is more than a little truth in the fable of the blind men of Hindu-

stan. Then why should any of us be so abominably self-assertive? Do you know that self-assertion in a man is no proof that he is right. The man who is right is sometimes too modest and too gentlemanly to argue the point. He may prefer to exercise amused pity. Perhaps we should extend pity rather than show impatience to all those who possess charming self-sufficiency.

Always Learning

The best thing about life is that it offers opportunities for endless development. There is a perennial satisfaction in growing. The teacher's life is continually open to growth. Association with those who are always learning makes stagnation almost impossible. Only those who keep school and nothing more remain at a standstill. Death-in-life is a condition not enjoyed by most people.

What a joy there is in learning, in ever climbing up the mountain steep, or as the poet has it, "How dull it is to pause, to make an end, to rust unburnished, not to shine in use!"

The teacher should have two or three distinct lines of study. First there is professional knowledge to be gained—particularly knowledge of educational practices in other places and lands. It is a shame that those who are not teachers should sometimes know more than those who are, regarding experiments in education elsewhere. Here for instance are a few subjects on which every teacher should be well informed: Recent surveys in education; the

Schools of Gary; the playground movement; open air schools; schools for defectives; treatment of stammering; the sex problem in school; organized play; the lunch problem; the modified programme for rural schools; individual instruction; forms of manual training for schools; standard tests; research tests. No teacher can be said to be abreast of the times, much less can he be trusted to guide others, if he is not aware of the best opinions on these and related studies.

The second line of study for teachers who would grow is that suggested by the curriculum of a modern university. There is ample room for choice and any choice is good. It should be the ambition of all teachers to affiliate themselves with their provincial university, and the university should make extramural work possible. It is a mighty poor university which endeavors to limit its operations to the classrooms of the central buildings. There should be university extension work done in every town and in most homes of the province.

The third line of study is that which might be known as an avocation. No teacher can afford to rest quietly without having something to do. An avocation has in it something of the form of play. The enjoyment is personal. It may take the form of music, drawing, making things, collecting things and the like. There is nothing more informing, and nothing which gives greater power and pleasure, than following up some hobby or side-occupation.

Are we all growing as we might?

Ring out the grief that saps the mind,
For those that here we see no more;
Ring out the feud of rich and poor,
Ring in redress for all mankind.

Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land—
Ring in the Christ that is to be.

—Tennyson.

Departmental Bulletin

GRADE VIII.

At its regular October meeting the Advisory Board decided that there will be no written examination in geometry, bookkeeping or drawing for promotion from Grade VIII. to Grade IX. in June, 1917. The exercise books of the candidates containing their work in these subjects, as done from day to day, will have to be submitted to the examiners along with the examination papers in the other subjects. This means that Grade VIII. candidates will be under examination daily in these three subjects and their standing will be based upon their class work. Teachers are cautioned that it is the actual daily class work of the candidates that is re-

quired, and all the work done in these subjects must be presented to the examiners.

If it is found necessary to restore the written examinations for 1918, the burden of responsibility will lie with the teachers.

ARITHMETIC

Mensuration of the cone, sphere and pyramid should be omitted from the arithmetic in the elementary grades, and teachers will understand that this is not to be touched even though it has been set down in the programme of studies.

ORGANIZED PLAY IN SCHOOLS

By W.A. M.

Beginning with this issue the Journal will present a series of articles dealing with organized play in the schools. First of all it may be necessary to describe some of the games and plays that may be followed in the schoolroom and on the playground. Later it will be shown how these may be organized. For convenience sake a rough and ready classification of games may be followed. First will be mentioned a few games in which familiar objects are used. These will be followed by ball games, ring games, games of pursuit, guessing games, etc. It is not necessary in these articles to go into every detail, since standard texts may be had dealing with every point mentioned. Lists of these texts will be furnished from time to time.

Games With a Bit of String

(a) Tying knots—Everybody should know how to tie the simple knot, the slip knot, the sailor's knot, etc. In the Boy Scouts books these knots are de-

scribed and pictures of the most important are given in the dictionaries and the Book of Knowledge. Many a rainy recess can be brightened if pupils are permitted to learn the various knots, and modes of splicing ropes.

(b) Mathematical Investigation—Pupils may learn how to compare the diameter and the circumference. They may also learn the law of the pendulum, namely, the number of beats varies inversely as the square root of the length.

(c) Tying Parcels—This is midway between work and play, but it is just as useful an exercise as parsing or working numbers.

(d) Pass the Button—In which the pupils stand in a circle, a string run through their hands and the button passed from hand to hand. The trick is to find who has the button.

(e) Skipping.

(f) Measuring.

(g) Estimating.

(h) Making hammocks, or weaving patterns.

2. Games with a Jack-knife

This will include (a) Whittling, which leads to basket work, making of picture frames, tables, furniture, etc.

(b) The game of knife, or mumble-the-peg, known to every schoolboy, but perhaps ruled out of some schools as dangerous.

3. Marbles

These are very common toys or playthings. The following uses may be made of them: (a) Shooting at the ring—and here the good old fashioned method of shooting is much to be preferred to the modern way. There is probably more fun in the game if children do not play for keeps.

(b) Rebounding from the wall—This corresponds somewhat to the game of handball.

(c) Plumping—that is, shooting down upon a marble from the height of the waist. This is one of the most skilful of games.

(d) Games of Jacks may be played with marbles. There are many variations in this game such as playing with right and left hands, playing the bounding game, playing the silent game, etc.

Games With Paper

The apparatus in this case is always to hand, and the variety of games is great. For example: (a) Tearing paper freehand to represent animals, fishes, people in class, etc.

(b) Paper cutting to make darts.

(c) Making windmills.
(d) Making kites. There should be a kite contest in every school every spring.

(e) Matching paper to make patterns.

(f) Making paper cubes.

All this work and much more will be given in detail in standard texts.

Blackboard Games

For rainy days these games are excellent, and include (a) Tick Tack Toe.

(b) Fox and Goose or X's and O's. This is usually played with two upright lines crossing two horizontal lines, and the idea is to get three X's or three O's in a line. It is a very much better game when there are eight or nine lines running both ways and the game is to get four in a row.

(c) Games or tricks with numbers, such a trick as getting nine digits into a square, so that the numbers add 15 every way.

(d) Transposing letters and words.

(e) Buried cities.

(f) Rhymes.

(g) Word squares.

(h) Acrostics.

All these and many other board games are suggested in the puzzle columns of the magazines. Such papers as "The Woman's Home Companion" and "The Ladies' Home Journal" give a good deal of attention to games, puzzles and paper pattern making.

And in despair I bowed my head;
"There is no peace on earth," I said;
"For hate is strong,
And mocks the song
Of peace on earth, good-will to men!"

Then pealed the bells more loud and deep:
"God is not dead; nor doth He sleep;
The wrong shall fail,
The right prevail,
With peace on earth, good-will to men!"

—Longfellow.

Trustees' Bulletin

Owing to school trustee elections, there will at this time be many changes in the membership of the trustee boards of the various school districts. Secretaries are requested to promptly advise the Western School Journal, Winnipeg, of any such changes, giving name of the trustee retiring, and name and address of the new trustee. This will avoid delay in the Journal promptly reaching the trustees.

MUNICIPAL SCHOOL BOARDS

By a Trustee

Some few years ago the question of municipal school boards was quite a live topic at the annual convention of trustees, but for the last year or two it does not appear to have received that attention to which one would naturally suppose it was entitled, though now that the province is getting fairly well covered in the organization of local trustees' associations the present would seem an opportune time, and the local meeting a suitable place to revive interest in this important subject.

The School Act, of course, formerly provided for such boards, but the provisions were considered by most men who had given the subject any thought quite unworkable, as what seemed one of the worst features of the present system, viz., inequality of taxation, was still retained.

At the last session of Parliament, however, these provisions were so amended that the objectionable features were removed, and the way is now clear for the change if public interest can be sufficiently aroused to get a municipal council to submit the necessary bylaw to the ratepayers.

To anyone who has been interested in the management of school affairs in Manitoba, as the writer has been for a period of nearly twenty years, it must be distressing to notice the amount of bad feeling and petty spite which is engendered among neighbors when any change is suggested in the outlines of existing school districts, even when such change may be of considerable benefit to the community at large, and in my opinion this evil is largely attributable

to the fact that no two districts pay the same school tax.

A municipal board, levying a uniform rate of taxation, would, in my opinion, supply the remedy, as children would then attend the most convenient school, and transportation routes could be laid out to much better advantage, both from a driving and a financial standpoint.

I have frequently thought that it would have been of inestimable benefit if consolidation had followed municipal lines, as the municipal school board would then have been a most natural sequel.

It is a noteworthy fact that council meetings are almost invariably well attended, and candidates can always be found for municipal office, while school trustee meetings are frequently postponed for want of a quorum, and trustees have to be repeatedly re-elected, and I have more faith in human nature than to suppose that this is due to the fact that council members are paid, rather, I think, is it to be attributed to a greater sense of responsibility by reason of the larger constituency.

By enlarging the unit of representation, better men would be attracted to our school boards and greater interest would be taken in school management.

Incidentally, the upkeep of buildings, sanitation, laying out and superintendence of school grounds, purchasing of supplies, and various other matters could be much more efficiently and economically carried out.

I am sure there are many of my fellow trustees who could tell of districts

where the long-suffering secretary-treasurer is the "alpha" and "omega" of the board. He is practically left to run the show, and actually does so, to the best of his ability, until he does something to rouse the ire of a few rate-payers, and then the poor unfortunate is called down for trying to run the district.

I have tried, in my humble way, to point out a few of the advantages to be gained from a municipal school board, and I would like to see the subject

given a place on the programmes of our local trustee meetings.

In spite of the statements made at one of our conventions that this question was simply the fad of a few cranks, I feel sure that if it were properly ventilated at our local meetings a movement in favor of municipal boards would soon gather enough impetus to make itself felt, and result in the organization of such a board in some of our rural municipalities.

"One of the Cranks."

IMPROVE THE SCHOOL GROUNDS

It is not a difficult, and certainly not a costly, matter to have the school grounds improved. Trustees who really wish it can get trees and shrubs for almost nothing. The following outline shows what provision is made in Saskatchewan:

Distribution of Trees and Shrubs

It is the desire of the Department of Education that trustees and teachers should pay increased attention to the teaching of the subject of Nature Study and Agriculture in order that it may attain its proper place as one of the most important studies of the curriculum. To obtain satisfactory results from the teaching of this subject a school garden is an absolute necessity, and this garden should be protected by a suitable fence and shelter belt.

To assist trustees and teachers in obtaining trees and shrubs the directors of school agriculture have completed arrangements with the chief of the Tree Planting Division, Forest Nursery Station, Indian Head, and the landscape architect Provincial Nurseries, Regina, for the free distribution of trees and ornamental shrubs to school districts.

All applications for trees and shrubs must be made to the directors of school agriculture before the first day of March, in the year previous to the one in which it is desired to do the planting, i.e., application for planting in the spring of 1918 must be made before March 1, 1917, and so on. Trees and

shrubs will be supplied only to those schools where the ground has been properly broken and cultivated to kill grasses and native shrubs, and in the year previous to the tree planting, thoroughly summer-fallowed.

The secretary of the school district making application will be required to forward to the directors of school agriculture before November 1 of the year preceding planting (a) a complete statement of the work done on the land; (b) an agreement to properly care for the trees after planting; (c) a complete plan of the school grounds showing the exact location of all buildings, shelter belts, plots, playgrounds, etc., as well as location of proposed planting. The necessary forms will be supplied by the directors.

When the directors by inspection of the grounds or otherwise have ascertained that the same have been properly prepared and that the trees will be well placed and cared for, a number of trees or shrubs, as the case may be, will be allotted and shipped to the applicant. A specific quantity of planting material cannot be guaranteed, as the amount available for distribution is limited. In the case of trees for shelter belts an endeavor will be made to maintain a minimum of 800 trees. The material will be sent express collect to the applicant at his nearest express office having a resident agent, and the applicant must make his own arrangements for further delivery.

Ornamental shrubs and perennials only will be supplied for school grounds already protected by bluffs or natural timber, or in cases where a good supply of natural timber is in the immediate neighborhood where seed and seedling trees of native varieties can be obtained with little difficulty.

Correspondence relating to these matters should be addressed to A. W. Cocks, B.Sc., director of school agriculture, Regina, from school districts in the southern part of the province; or to F.

W. Bates, M.Sc., director of school agriculture, Saskatoon, from school districts in the northern part of the province.

Trustees and teachers in Manitoba should write to the director of the Experimental Farm, Brandon, or to the Agricultural College, to find out the best way of getting shrubs and trees, and to find out the best way of planting them. One of the very best things in any community is a well-treed and well-kept playground. Trustees as well as teachers can be educators.

PROVINCIAL TRUSTEES' CONVENTION

The annual convention of the Provincial School Trustees' Association will be held in Winnipeg on March 6-7-8, 1917. Further particulars will be given in the next issue of the Journal.

A good programme is being arranged, and we look for a better and larger convention than we have yet had.

In view of the Provincial Spelling Contest which will be held in Winnipeg on Thursday afternoon, March 8, 1917, the last day of our Provincial Convention, we would ask the secretaries of the local Trustees' Associations to communicate at once with Mr. H. W. Cox-Smith, of High Bluff, as to the arrangements as to time and place of holding

their annual meetings, as we would like, as far as possible, that the finals in the local spelling contests might be held at these annual meetings.

We would ask all our local associations to co-operate with the inspectors in making the spelling contest a great success.

We would also ask the secretaries of the local associations to send a report of their annual meetings to Mr. Cox-Smith as soon after they have been held as possible, together with copies of all resolutions that have been passed at their meetings which they want brought before the Provincial Convention in March.

FREE PRESS PROVINCIAL SPELLING BEE

Acting in co-operation with the Manitoba School Trustees' Association, and with the approval of the Department of Education, the Free Press is making arrangements to include within the scope of the

Third Spelling Bee

to be held under its auspices all the school children of the Province of Manitoba who have passed the third grade in the elementary schools.

By a process of elimination carried out in each Inspectoral District, and similar in principle to that adopted in the Winnipeg schools, the number of contestants in the Spelling Bee will be

reduced sufficiently to permit of a Final Competition among about sixty scholars. This competition will be held in Winnipeg at the beginning of March.

The winners in each of the preliminary contests to be held separately in the city schools and in each of the Inspectoral Districts will be awarded

Silver Medals

The conditions of the competition will not differ in essentials from those already conducted. All scholars in Grades 4 to 8 will be eligible to compete in the preliminary contests. The words used in the actual tests will be selected, in the case of the preliminary

contests, from the Spelling Books and Readers authorized for use in Grades 4, 5 and 6. Those used in the final competition will be selected from the special books, "Sharp Eyes" and "The Cricket on the Hearth," in addition to the foregoing.

The preliminary contests in the Public School Inspectoral Divisions will be carried out under arrangements made by the Public School Inspectors acting in conjunction with the Executive Committee of the Local Municipal Trustees' Associations.

For the purposes of this contest, the city of Brandon will be considered a Public School Inspectoral Division and will be entitled to send one representative to the final contest. The city of Portage la Prairie will be considered as belonging to Inspector Maguire's Division.

The winner of the Final Competition,

the arrangements for which will be announced in ample time, will receive a

Gold Medal

Preparations for the preliminary contests should commence without delay. No entrance form is required by the contestants. The Inspectors and Principals of all the schools will in due course announce the dates and methods for the selection of the contestants. All necessary arrangements will be made for the transportation of the winners in the preliminary contests to Winnipeg and for their entertainment while in the city.

Meanwhile, every scholar in the grades embraced by the conditions of the contests should begin to prepare for the spelling tests through which will be chosen the Silver Medallists and participants in the Final Contest in Winnipeg.

SWAN VALLEY CONVENTION

The Sixth Annual Convention of Swan Valley Trustees' Association, which was held on October 26th, 1916, was a notable success, if not in point of numbers, it most certainly was in the interest manifested on the part of those present. Bad weather and heavy roads were responsible for the absence of many who otherwise would have been present. After routine business had been attended to, the Hon. Dr. Thornton, Minister of Education, addressed the trustees on matters of vital interest to every trustee and parent in the valley, or for the matter of that, to every citizen of this province. He was followed by Mr. Fletcher, who led a conference along lines which confirmed the opinion of those present that he was the right man for the position he holds.

The afternoon session was brought to a close by an address from Inspector

J. S. Peach, who brought home to those present the value of proper equipment, including grounds and buildings. A splendid crowd greeted Dr. Thornton in the evening. Capt. McIntosh was present at this meeting and made a most earnest presentation of the Boy Scout movement.

No one who attended this convention could fail to be impressed with the fact that the welfare of the pupil is surely obtaining its proper place in the minds of the people of this part of our great Dominion. The following are the officers of the association for the next year: President, Chas. McCormack, Kenville; vice-president, Mr. Benning, Birch River; sec.-treasurer, J. McGaw, Swan River; members of executive, D. R. McHaffie, Swan River; Jas. White, Kenville; Mr. Elliot, Lancaster.

PORTAGE RURAL SCHOOL FAIR

The boys and girls of the rural municipality of Portage la Prairie held their usual annual fair on October 6th, on the Agricultural fair grounds at Island Park, Portage la Prairie.

This is the third successful fair the boys and girls have held. This club is under the management of the Rural Trustees' Association for the district. The first fair was held in July, 1914, at

the time of the agricultural fair, but as a separate organization. It proved to be the feature of the show. Everyone is interested in what children do.

Much credit is due to the men of the executive, busy farmers, who spent the whole two days in an effort to bring the year's work to a fitting climax.

The exhibits fall naturally into two classes. The school activities and the home activities of the children.

The display of school work was, perhaps, not so large in quantity as last year, but it was, on the whole, better in quality. The judges found it difficult to decide among so many excellent examples of work just who should get the prizes.

The home work was very much better, both in quantity and quality, than last year. The display of vegetables and roots was exceedingly good. There were over eighty coops of chickens, and a number of pens of pigs. In the girls' department the cakes and bread and butter, and preserved fruits and pickles, augured well for the wholesome living of the next generation. The judges announced this display larger and better than last year. The sewing, junior and senior, was a very creditable display, and some of it most excellent.

The following exhibits, though not classed, deserve special mention:

A hand-made model of a modern gun carriage, Clifford Smith, Nairn S.D.

A set of twenty different patterns of crochet work, Eva Tidsbury, 11 years of age, Cochrane S. D.

Hand-made nightgown, a beautiful piece of work, Martha Vint, Ingleside S.D.

Some specimens of wood carving, the children of the High Bluff S.D.

A collection of birds' eggs, T. H. McCarthy, Jr., Portage la Prairie.

A moth trap, a most ingenious piece of work, Bert Crewson, Edwin S.D.

A collection of mounted insects, the children of Kelvin S.D.

The marked improvement in this home department of the fair was largely due to Mr. Bell, district representative, who was stationed here by the Agricultural College to help in all rural community work, and who took a special interest in the work of the boys' and girls' club.

This year, as last year, the ladies served lunch, and the crowded condition of the tables from 12.30 to the late afternoon spoke not only for the excellence of the viands and the appetites of the visitors, but for the rapidly filling coffers of the society.

The actual returns are as follows: Receipts, \$175; expenses, \$32.85. Balance \$142.15.

This was disposed of as follows: Contribution to prizes, \$25; Red Cross, \$20; Duchess of Connaught's Prisoners of War Fund, \$75; total, \$120. Leaving on hand, \$22.15.

Prof. Hernier, of the Agricultural College, and Mr. Bell, district representative, judged the agricultural exhibits, while Mrs. Oliver, Mrs. Hall, Mrs. Hamilton, of this city, and Miss Gowzel, of the Agricultural College, together with Mr. J. P. Young and Mr. W. S. Young, judged the school exhibits.

The thanks of the club are due to the judges for their careful and painstaking work.

PHYSICAL EXERCISES

By W. VAN DUSEN, I.P.S., Stonewall

Perhaps there is no subject that receives less attention in the rural schools than Physical Drill, owing to its value and importance being over-looked.

The reasons or excuses given by some teachers are: (a) No manual, (b) inability, (c) inexperience, (d) no time.

The course of studies is elastic enough to suit conditions in various schools, but this gives no license to omit or neglect the routine work.

It is also clear that the programme of studies has been prepared carefully by educational experts of long experience,

so that teachers are safe and wise to conform thereto. If one does not teach drill because it becomes distasteful, another could, for the same reason, drop music, another grammar, and so on.

The value of these exercises should be kept in view. Indirectly the health and strength improves. This would be sufficient argument in itself, but in addition, pupils are trained in promptness, grace, erectness, and ease of carriage.

Some teachers have a fixed hour for this work, others guide themselves as time or opportunity permits. The psychological moment seems to be when boys and girls are mentally fatigued, and even ten minutes during the morning or afternoon devoted to this would be a welcome relief from prolonged seat work, foul air and slow blood circula-

tion. For obvious reasons such exercises should be given out-doors during the warm summer months. Daily practice is essential.

One of the most noticeable faults in teaching this subject is the mis-placing or poor arrangement of pupils in the room. There should be some kind of order and uniformity, giving each child the greatest possible space, avoiding awkward, inconvenient, cramped or dangerous positions. There must be plenty of freedom for the various movements of the body.

As a stimulus to better teaching in this work the Stratheona Trust has offered annual prizes to the schools giving the best results, forty dollars being allotted to each inspectorate.

Special Contributions

LEARNING FROM OTHERS

By W. A. M.

(School Surveys)

A school system may be excellent even though people are discrediting it, it may be very inefficient even though people are praising it. When a body of men or women, duly qualified, examine a system and make a report touching upon all essential matters, such a report is called a survey. In the United States within the last four years about sixty educational surveys have been made, some of them of city school systems and some of rural systems. That surveys in Canada will soon be demanded goes without saying. If they are carried out as sympathetically and as carefully as most of those on the American side they may be of great service. Often those outside of a system can see its merits and shortcomings better than those directly connected with it. It is possible that a survey of the educational aims and administration in this province would reveal many things that are

worthy of commendation; it may be that it would cause somewhat of a commotion. There is not the slightest doubt but that a demand will be made for surveys here, and on that account the Journal feels justified in outlining very briefly, in successive issues, some of the findings of surveys that have been made. These findings have often more to do with school boards and boards of education than with the teaching forces in the schools.

Boston (1911)

This survey was made to satisfy the public mind as to the need of increased expenditure or to suggest a specific policy of retrenchment. On the whole the survey was very complimentary to those in charge of school administration. The cost of education in the city was held to be very reasonable, and comparatively few suggestions were made for increasing efficiency while reducing expenditure. Two recommendations that

might have a bearing in Manitoba cities are these:

1. That the policy of reducing the quota of pupils to teachers in the High and Elementary Schools be continued, and that still further reductions be made.

2. That the existing policy of permitting the use of school buildings for other than school purposes be extended, as funds become available.

In some of our cities the class rooms are unduly crowded. Teachers cannot do good work if classes number more than forty. They cannot exercise personal supervision, and personal supervision is essential to success in teaching.

The cry for wider use of the school plant is not to be heeded, if it means that the buildings are to be used simply because they are there. They should be used only if they serve a useful purpose. People should be careful about breaking up homes in order to build up schools or clubs. Keeping this in mind always, it is yet possible that in Manitoba much greater use could be made of school buildings in the evenings than is now being made. Many young people now walking the streets would be better employed if working or playing under supervision in the unused buildings.

East Orange, New Jersey (1911)

This survey, made by Prof. E. C. Moore, of Yale University, was "to pronounce upon the educational efficiency of the East Orange schools." The points reported upon were, history of system; relation to community; the function of school board; cost; general efficiency; the teaching body; course of study; the High School. Among the recommendations the following have a meaning for us:

1. That systematic effort be made to secure more active co-operation on the part of parents who have children in the schools.

It is unfortunate that in Manitoba this co-operation is not always as thorough-going as it might be. In some schools there are systematic monthly reports to parents, and systematic visitation of the homes by teachers. Occasionally in some places parents visit the schools. In one of our schools, with less than two hundred pupils, the at-

tendance on parents' day reached over one hundred and eighty parents. This was not the occasion of a concert either. It is always possible, and it is in every way desirable, to get the parents lined up with the school. Parent-teacher clubs, if carried on disinterestedly, may be of great service. So may school equipment clubs whose aim it is to help the school workers by making the buildings and grounds attractive.

2. That the school day for first and second grade children be made as short as possible consistent with the requirements of the school law.

This suggestion is followed in some of our schools and ignored in others. Its meaning is that little children should not be expected to study for six hours a day. Three hours is quite enough. Better two hours real work than six hours devoted chiefly to dawdling. The Gary schools are right in saying that the school should stand for work—study—play, and that the three are equally important. In the Model School, Winnipeg, an experiment has been made lasting now for six years. The time for class-instruction, including manual work, is four hours a day, but one hour is left open each day for work with individuals. The school would not on any account revert to the old system.

3. That standards of quality be raised, and standards of quantity lowered.

This, of course, can not apply all around. For instance, it would often be better if more literature were read in a casual way and less read so intensively. On the other hand it would be better if High School students were permitted to study six or seven branches concurrently rather than eleven or twelve. In some branches a little well done is clearly of more value than much done superficially.

4. That teachers do less, and pupils do more, in the daily work of the schools.

Here is a plain hit at most of us. It is an assertion of the old maxim: "The mind grows by its own activity." If the maxim be true then the most important hours in school are the study hours, and the teacher's chief aim in class should be to make the study hours

profitable for the pupils. This is a most suggestive recommendation for all teachers, especially for such as are inclined to shine by talking.

5. That a gymnasium, preferably an open air one, be equipped at once.

Here is a really valuable suggestion for many schools in Manitoba. Why not continue the gymnasium and school playground idea? Of course, gymnastic apparatus is useless and worse than useless unless a trained teacher directs pupils in their exercises. It is a question if we are not placing too much dependence upon systematic physical training, and attaching too little importance to free play and gymnastics.

6. That a male physician be detailed to make the health examinations of boys at the High School.

Now, I wonder! What do you think?

7. That the chasm between the Elementary and the High Schools be bridged.

In other words, pupils should not pass abruptly from the care of one teacher to the care of a dozen. Those who would put Grade VIII. in the High School will be doing a great wrong unless they guarantee an organization that will give Grade VIII. and Grade IX. pupils fewer teachers each year than the larger High Schools now provide. The 8-4 arrangement of the American High Schools, and our 8-3 arrangement, could well give way in large cities to the 6-3-3 arrangement, where the second figure stands for an intermediate school with say three teachers. In this school a foreign language could be begun.

8. That meetings be held for the discussion of recent contributions to the literature of education.

Why not? Why, for instance, should not a whole session be given to the study of just such a survey as this? Better in many ways the study of current educational practice than the study of ancient educational systems. Somebody has said our teachers as a rule know next to nothing of current educational practice. Is it true?

9. That systematic effort be made to further reduce the number of over-age pupils in the several grades.

10. That teachers do more individual work with backward children and, if possible, that another ungraded room be opened for irregular pupils.

These two recommendations emphasize the need of the individual instruction previously referred to. The system of herding pupils is yet altogether too common, and it is possible even where congestion is worst to overcome it. The old plan of half-day classes, still practised in some of our schools, illustrated the well-known fact that "Necessity is oftentimes a virtue."

Wisconsin Rural Schools (1912)

There was a minute examination of 27 counties by a competent committee. The subjects of investigation were (1) Factors of progress in rural schools; (2) Expenditures; (3) Sanitary and educational conditions; (4) Supervision (county and state); (5) Administration and legislative remedies. Among the recommendations were the following:

1. The appointment of inspectors to insure the proper teaching of agriculture and domestic economics.

This is a very necessary provision. So soon as municipal school boards are in operation all this can be attended to. How long will it be until these are common in Manitoba? This is the greatest reform that we require just now.

2. The addition of farm accounting, medical inspection, more agriculture, and methods of keeping records and accounts in the curriculum of the country training schools.

The demand for an education that bears upon the activities of life is being made everywhere. It may be that it is possible to think of business success alone, but it is possible on the other hand to forget that pupils on leaving schools have to live and make a living. There is great educational value in all the studies mentioned, if they are pursued in the right way.

3. A closer co-operation between the schools and the circulating libraries.

Why not have circulating libraries as well as individual libraries for schools? Why not have some municipality make the experiment? Here

again is seen the advantage of the municipal school board.

4. Wider publicity of school facts.

This requires no comment. A school board is appointed by the people and should report back everything to the people. The same is true of inspectors and superintendents. Good officials will make the fullest reports possible. Frequently reports are very incomplete.

A close reading of the educational statistics of the various provinces indicates that there is still much to be desired. Nova Scotia reports seem to be as complete as any in Canada. All the provinces would do well to get together in this matter and agree upon a uniform system so that comparative studies could easily be made.

(To be continued)

SCHOOL TEACHERS' INFLUENCE

To the rising generation must we look for many changes and improvements in our municipal conditions.

The children of the present, under the influence of a broad-minded teacher, will absorb lessons which will later be an enormous influence for good. A recognition of this fact, and of the great dependence placed upon them should be in the mind of everyone entrusted with the upbuilding of our youth. The extent to which this power to influence children for good is recognized may be gleaned from the number of appeals made to the school teachers for assistance. Every interest working for the betterment of Canada and Canadians lays stress upon the necessity of securing the recognition and support of the children.

To this already long list has been added a call for the influence of school teachers in the keeping of streets free from litter. To a large extent the children are responsible for this. Waste

paper, chewing gum and candy wrappers are thrown on streets and sidewalks regardless of the untidiness they cause. This litter is carried by the wind, and, blowing about the streets, frightens horses, causing many runaways and sometimes serious accidents. Waste paper also collects in sheltered places, falls through grates into basement window openings, or accumulates against wooden buildings or fences; a lighted match or a cigar or cigarette stub carelessly thrown aside may fall upon this accumulation of litter and cause a fire. All fires are the same size at the start, and it is the apparently small and harmless fire which sometimes causes the greatest loss, both of property and lives.

The school teachers have it in their power to inculcate in their pupils a spirit of pride in the appearance of the streets, and great benefits will accrue from this effort on their part.—D.

THE MAN WHO WOULDN'T GIVE UP

To most of us who have attended school any time in the last decade, the oft-quoted words "Never give up! 'Tis the secret of glory," are a familiar quotation, and how aptly they fit the case of the now famous Colonel Elkington! Through all this mighty conflict that is raging in Europe at present, woven in and out, a thread of gold in a black background of sorrow, are the romances born of brave deeds and great

sacrifices, and shining among these with a special lustre is the romantic story of which we are going to endeavor to give you a brief outline. Many months ago, when first the Great War spread its horror over Europe, a famous regiment, the Royal Warwickshires, left England for the front, under the command of Lieut.-Col. Elkington. His was a famous name in a famous regiment, as his father had been com-

mander before him, and he himself had risen during thirty years of service from Lieutenant to Lieutenant-Colonel. During an engagement in which his regiment took part, Col. Elkington made a mistake. No one knows what it was, but it must have meant the unnecessary loss of precious lives and valuable territory. A courtmartial followed, and Colonel Elkington and another officer were deprived of their rank and dismissed in disgrace from the army. Can any of you even fancy what that would mean to a brave man who loved his country, and who wanted to do his part in protecting her from her enemies? Feeling probably that this terrible punishment was just, but almost more than he could bear, the soldier returned to his English home, where his wife and a wee girl and boy waited his sad return. Was this man satisfied to sit by and watch other men fight for his country while he did nothing? Far from it. Feeling he could not command, he knew he could obey, and unable to join any British regiment he journeyed to France and there joined the famous Foreign Legion. This regiment, officered altogether by Frenchmen, has in its ranks men of every nation, and color, and creed. There is no red tape about getting into the Foreign Legion. Let the doctor say you are strong and healthy, and all the other requirements are a desire to fight and a willingness to bear the brunt of the battle when in an engagement. Hardly any man in the Legion enlisted under his own name; hardly any cared whether he lived or died, and for this reason this regiment justly earned the reputation of being the most daring and reckless regiment in the whole French Army. Was there a desperate night attack to make, was there a crumbling trench within range of the enemies' guns to hold, was there a bayonet charge to be made under withering fire, all other regiments cheerfully yielded their jealously guarded rights if told that this was for the Foreign Legion. Their right to take the front rank in posts of danger was never questioned. The story is told of an occasion when

a British regiment was holding a trench which was a great vantage point for the night attack which had been promised them, when suddenly they were given orders to retire into the supporting trenches to make way for another regiment. In sullen silence the men complied with their orders, but as they passed out to their new position they had to retire into the communication trenches to let the relieving regiment pass them. No sooner had they realized that it was the Foreign Legion passing in than great cheers were raised, and each man cheerfully relinquished his post to this peer of brave regiments. It was to this strange medley of human beings that Colonel Elkington attached himself as a private, and in company with an American and a Canadian he, although a middle-aged man, shared in all the hardships and dangers of the Legion. During one great battle, to quote an officer, "he distinguished himself on a field where valor was common." Finally, in the forefront of a desperate charge, he was wounded in the knee, and fell, and it was hours afterward that he was picked up. His wound became poisoned, and when he was able to leave the hospital one leg was an inch-and-a-half shorter than the other. While in the hospital he was decorated with the French Military Medal and the Croix de Guerre by a Staff Officer sent from General Joffre, "for conspicuous bravery." What his brave deeds were he has never made known, but the story of his bravery and his obstinate determination to "do his bit" in spite of all obstacles had reached England before he did, and the king, recognizing that the man had retrieved his mistake, and made still greater the name of the land he had fought so bravely for, not only restored him to his original rank, but commanded his presence at Buckingham Palace, where the soldierly breast, already decorated with the four-clasped Queen's medal from the South African War, and with the two French medals, was further honored with the ribbon of the Distinguished Service Order, which, next to

the Victoria Cross, is the highest honor given in the British Army. And so a brave man who wouldn't give up won back his own honorable name and his profession, and added honor upon honor to his regiment and country. In years to come the story of this soldier in the

Great War will be read by little children all the world over, and boys and girls will be taught how good a thing it is to try again. And it should be an even greater inspiration to us, to whom this is no story-book legend, but a history of real facts.

HOW DOES YOUR CLASS WRITE?

The following is a composition written by a Grade VIII. pupil, twelve years of age. The work is just as it was handed in, no corrections being made.

Loch Katrine

A clear, bright, little stream running down a mountain side and widening towards its mouth is the source of one of Scotland's most beautiful lakes—Loch Katrine.

Loch Katrine is set in a wild and rough country. On the south side is the huge mountain of Benvenue, with its steep, rugged sides. On the north side "Ben-an heaved high his forehead bare." In the setting sun "Loch Katrine lay beneath him rolled, one burnished sheet of living gold," with all its bays and inlets shining and the mountains and islands masses of purple. One of these islands was Ellen's Isle.

The beach of Loch Katrine was very pebbly, and when the sun or moon shone it, it looked like silver. Along the shore many beautiful plants and trees grew. The weeping willows bent down to the water as if they would bathe their branches in the waves.

On a summer's dawn the sun seemed to change the blue of Loch Katrine to purple, and the mountain shadows made it darker. The surface of Loch Katrine looked very beautiful on a summer morning, with its deep dotted here and there with the gleaming white of the water lillies.

The many plants and trees around Loch Katrine made it a favorite nesting place for birds. The deer came there in the early morning to feed on the grass which twinkled with dew drops.

It is no wonder that Scott chose such a beautiful lake as the scene for his poem "The Lady of the Lake."

SOME CHRISTMAS GIFTS LITTLE CHILDREN CAN MAKE

The following suggestions are for gifts which may be made by any girl or boy from five years old on, and it is possible to make them all from pieces out of the family scrap bag, eked out by remnants which teachers, big sisters and mothers could pick up for a few cents at the stores.

There are tiny plush bags made just large enough to hold thimble, needle, spool and small scissors for auntie to carry when she goes out to an "afternoon tea." Larger bags of all shapes, made of all materials, to hold buttons, tapes, balls of yarn and twine. There are stocking bags, darning bags, piece bags, sponge bags made of rubber cloth,

or oiled silk, clothes-pin bags, coffee-sacking bags, made for sister to keep her rubbers in at school, with a plain initial letter marked on one side in lead pencil and then sewed in etching stitch with embroidery cotton or silk. Simple outlines sewed in this way may be such as suggest the use of the bag, as clothes-pins, hair-pins, yarn, etc.

There are stove-holders, dainty holders for the coffee-pot handle and ironing holders. Coffee-sacking or bed-ticking holders (12 x 24) inches with a loop at each end are best for use around the oven, and the fancy stitches around the edge furnishes work for little fingers.

Children tire of patchwork, but love

to do enough to make a doll's quilt, and after a sheet of wadding and lining are basted on they love to tie it and overhand the edge with zephyr. Fold back the edges of each block, baste them together and have them sewed with the over and over stitch. This is a pretty gift for one child to make for another.

A ball for baby brother is made of eight oval pieces cut from suitings or heavy flannel, say eight inches long and two inches at the widest diameter, sewed overstitch on the right side with gay silk thread and stuffed with raveled yarn from worn-out hose.

Doylies in linen, or lamp mats in felt are found stamped in simple designs, easily sewed by a child of five. When wash-silk is used pour boiling water on the skeins and shake them till dry and they will stand washing much better.

Needle-books are always in order, so are chamois skin pen-wipers, which may be cut in the form of some leaf picked from the window-garden. Take a large geranium leaf, or abutilon or very small calla leaf, or a pressed maple or oak leaf, pin it on the skin, outline with lead pencil and cut with scissors, put in veins with pen and ink or water-colors, sew together the leaves at the stem and tie narrow ribbon around over the sewing. A little child can do this alone, or he can outline a leaf on cardboard, color it, and use it for needle-book covers, match-scratchers, etc. Mount the sewed, pricked or painted design on the back of sand-paper and make a loop and bows of ribbon to hang it by. Or, cut an apple or pear, from stem to blossom, through the centre; lay the half on paper, draw its outline, including the stem, cut out the drawing and use that for a pattern to lay on your better material, be it linen, cardboard or chamois skin. Children are ingenious if you set them to work in the right way. They

can roll paper lamp-lighters and tie them in neat bundles. They can cut about fifty circles of tissue paper, in one color or in shades of one color, string them on a wire, which is first fastened to a small button, crowd them together and make a beautiful ball of shaving papers for papa. Or, they can outline the baby's stocking in cardboard, pat etching, scrap pictures, or painting on for ornament, cut shaving papers the same shape and sew lightly on to the back of it at the top, and suspend with a loop of ribbon.

For grandfather make a chamois skin spectacle wiper of two oval pieces sewed together at one end, or a chamois skin spectacle case. This is most suitable for eye-glasses.

An old-fashioned beech nut of cardboard covered on both sides with silk, then sewed together, leaving one seam open, is easily made. Cover each of the three ovals (8 in. x 4 in.) separately, then sew them together. A little child can overhand the covers after they are basted on. It will open by pressing upon the two ends.

Fancy blotters and calendars and sachet bags are easily made, especially if children know anything of Kindergarten sewing, drawing or weaving, to ornament the work with.

Pretty boxes are made by a little folding and cutting. The sides can be ornamented. Handles can be put on. Many Kindergarten folds make pretty bon-bon boxes. Old-fashioned cornucopiae (horns of plenty) are good to make.

As these suggestions are for little children, there is no mention of knitting, embroidering, or making of larger articles, such as sofa pillows, head-rests, scarfs, table and bureau covers, yet the little ones can also do this work if too much is not required of them.

—Susan P. Clement, Racine, Wis.

MANUAL IN THE LOWER GRADES

"How many boys of an ungraded school profitably employ their time while the girls are being instructed in sewing? Can boys of Grades III. and IV. be interested and helped by manual work? If so, how?"

These are types of questions so frequently asked that it has been thought that an article in which answers were attempted might be appreciated by those who are organizing manual in the lower grades.

I have found that the boys of Grade III. take great delight in using their jack-knives. This might be thought dangerous, but in five years experience I have known of no accidents. If the boys are first taught that they must hold their work with one hand and always whittle away from this hand there is little danger of cutting themselves.

In this grade the boys will supply their own wood from soap boxes, etc., the material being from one quarter to one-eighth inch thick. Each boy should have a knife, oil stone, wood file (fine), and a sheet of No. 0 sandpaper. These he should keep in a box in his desk. It is convenient, if a piece of wood should be broken when almost completed, to have a tube of liquid glue.

The first work given should be very simple, such as the making of a paper knife. To start the class at this the teacher cuts out a paper pattern and tells the boys to place it on the wood lengthwise of the grain and outline with pencil. The boys soon learn that in working wood the grain must always be taken into consideration.

Now have them whittle down to the pencil mark. Now draw a line along the middle of the edge and bevel both sides to this line. Next scrape smooth with edge of knife, filing the rough places, and finish with sandpaper. If this model is not near enough perfect to satisfy the teacher, have them make another, but vary the shape of the handle to sustain interest.

Other simple models are: The Match Scratcher, which is a strip or square of wood with a piece of sandpaper glued

on it. The wood may be whittled into any pleasing form. By this time the boys will have thought of many things they wish to make, such as match-holders, doll's furniture, etc. This may be made of straight strips and glued together.

Grade IV.

In this grade boys should work in the manual room, and, if possible, draw their own plans under the direction of the teacher. Here, too, the work must be very simple, and for the first two or three pieces the whole class should do the same work, for example, a tea-pot stand, or a whisk holder. After these are finished let the boys choose their own work. If the teacher thinks their suggestions too difficult, advise something more simple. In this grade boys delight to make stables, stations, guns, kites, boats, etc. A good book on how to make real toys is entitled "Manual Training Toys for the Boy's Workshop," by Harris W. Moore, price, postpaid, \$1.00 (The Manual Arts Press, Peoria, Ill.), and another excellent book for country schools on manual work is "Problems in Farm Woodwork," price, postpaid, \$1.00. Same address as above.

Boys who are allowed to choose their own subjects never lose interest in their work, and never tire of searching for something new, which they often find in papers and books. Some of these models they will work on for weeks without losing interest.

One boy that I have in my mind made all the furniture for his own den, and passed through two grades while completing it. In this way boys learn to think and work for themselves, which educationally is much better than to have the whole class working on the same model. By this means the interest is kept up through the grades. Moreover, in this way the boys rapidly gain confidence and initiative so that they are able to attack and solve manual problems of considerable difficulty. One boy of my class made most of the furniture for the summer cottage.

—Sara M. Hodgson.

A SUGGESTION FOR A LESSON IN MANNERS

By a Primary Teacher

Children like to do things. So I would suggest a plan similar to the following in giving a lesson in manners to little children:

"Mary, please bring your book to me."

"Thank you."

"John, please open your knife and hand it to me." (Call attention to the proper way of passing the knife.)

"Willie, please open your book to page 60 and bring it to me." (Call attention of all to the proper way of passing the book.)

"Kate, please get my scissors and

pass them to Walter." (Ask the others if it was done properly.)

"Fred, go and ask James if you may take his book." (Ask the children if it was done properly.)

Have the children pass pins, books, needles, pencils, knives, etc., to one another. Teach them by practice to pass behind people, when possible, but if necessary to pass before them to apologize therefor. Let two children walk toward each other and turn to the right in passing.

My pupils enjoy a lesson of this kind and they remember it much better by doing than by hearing it.

WASTE IN TEACHING

By W. A. M.

Last week I made an experiment with a boy just entering Fourth Grade. I found that he could spell correctly all the words assigned for his year, except about forty. It would take him, I suppose, about an hour, or four fifteen minute periods to learn these forty words. The average time spent in spelling in this grade is about fifteen minutes a day or fifty hours per year. Why should forty-nine hours be spent in unnecessary work? Or rather, why should not the forty-nine hours be employed in some form of profitable or enjoyable work?

In a senior grade a boy was learning these words: illimitable, peregrination, ecstatic, diletante, proselytize, and in his written exercises was misspelling such words as too, once, sense, eyes, since, pleasure. Why should he be doing work that is practically useless and leaving undone that which is of the highest value?

Here are two types of waste—the waste of unnecessary effort, and the waste of useless effort. Illustrations of each form might be multiplied indefinitely. It will be of assistance to us in solving the problem to understand how common a thing waste really is.

Illustrations of unnecessary effort are found in such exercises as looking up dictionary meanings for words whose meanings are known, or words whose meaning may be inferred from the context; formal writing lessons in senior grades when careful supervision of ordinary written work would be of more value; parsing of simple words in well-known constructions when they present no difficulties to the pupils; writing out tables or words twenty-five or fifty times when one or two writings would make as equally strong or a better impression; going through a physical exercise beyond the limit of beneficial repetition; singing a song after it has lost its charm.

Illustrations of useless effort are far more common. Some exercises are useless to all pupils and some are useless for individuals. Among the exercises that are generally useless may be included the spelling of many words now prescribed; the learning of nearly all the High School grammar; the solving of many arithmetical problems in all the grades; the study of agriculture from a book by girls in Grade VIII. in city schools; the minute study of place-geography when general geographical

knowledge is lacking; the memorizing of unrelated details of history; the study of text-books in rhetoric; the writing out of science note-books as an exercise in pure copying; physical drill which is formal and unscientific to the exclusion of free play. These and kindred exercises seem all the more useless when one considers how many useful things pupils might learn if they had time. They often lack general intelligence, know next to nothing of current history, have little knowledge of their community and the laws that hold people together, cannot read, speak, walk, and behave well, have not power to enjoy life nor power to initiate and carry out undertakings. And these are only illustrations of common shortcomings. Truly there is room for revision of the programmes of studies in some schools.

But the uselessness of much of the instruction given in certain schools is best perceived when application is made to individual cases. Let us grant that Algebra is a fine study. Is it necessary that all who attend High School or even that all who intend taking an Arts degree should pursue the study? One might ask the same question with regard to Geometry, Latin, Chemistry, Logic. Let us also grant that Arithmetic is a valuable study. Is it necessary that all pupils, especially all girls, should reach the standard of High School entrance in this subject? Wouldn't most people prefer that their daughters should forego this and rather learn to walk, talk and write well, and acquire those other arts and the common information which are necessary in both public and private life? Or to come down to actual class work, is it not useless to expect or demand the same work in the same time from all pupils? If seven pupils understand a principle in arithmetic or grammar, or are expert in writing, reading or singing, why should they be expected or compelled to keep step with the slower members of the class?

This brings us to the heart of the question. The problem is that of recognizing the unit in the mass, or that of adapting instruction to individual

need, and it is a more difficult problem than most people outside of teaching imagine. Yet it may be solved in part and a partial solution is now offered.

It is not my intention to endorse the practice in the Sacramento State Normal School, where the class is practically eliminated and the individual made everything. That system may possibly have great merit, but it is yet on trial, and of course has its limits, for in social education, the class rather than the individual must always be the unit of instruction. Nor do I wish to advocate a *laissez-faire* system of instruction, according to which each pupil does what he pleases, just how he pleases and just when he pleases. Fortunately there is an approach to this problem which does not demand revolutionary procedure. In a country like ours, with limited capital and limited school accommodation, pupils must be taught in classes, and this does not necessitate that they keep what is known as the lock-step.

Let us go back to the case of the pupil who was so perfect in his spelling. Forty words to learn in a year! Wouldn't it be a fair arrangement to ask this boy to come up in spelling class once a month, and to devote his spare time to some study in which he is "short"? Or, taking the reverse case, that of a lad unbelievably weak in his spelling, would it not be possible to arrange for special individual instruction for him? Here is just where I expect to hear the first protest. Individual instruction means "instruction after four o'clock," and that is to some the last straw to the load of the overburdened teacher, and the one thing which makes school a prison to the growing boy. It is only necessary to say that this "after four instruction" is not always so terrible a thing, and not so wearing to a devoted teacher, but fortunately it is not necessary to advocate it in this connection. There is a better way out. As an illustration of one better way let me refer to an experiment that has been in operation for seven years in the Model School. It is no longer necessary to speak of it

doubtfully. However uncertain the teachers are as to the value of several experiments that have been tried they are a unit in saying that the shorter hour experiment is in every way a success. Class instruction is in every room limited to four hours. This gives two half-hours each day for assisting individuals. It is in these half-hours that the very best work is done. Many a pupil who has felt himself slipping—slipping—slipping—during class instruction has been placed on his feet through individual instruction. He has gained knowledge, insight, and best of all, courage. Note that class instruction goes on all day for such as need it, and the extra time is given to individuals according to their necessities. This is, then, one suggestion for overcoming the problem.

Now it is clear that this suggestion is worthless to teachers unless they study their pupils one by one so as to be aware of their individual needs. This may open up the question as to whether many of our classes are not too large to permit the study of individuals.

When classes are so large as that it is clearly impossible that good teaching be done under any plan. With classes of forty and under individual tests may be given, indeed are being given all the time. These should pave the way always for one or two things—temporary exclusion from a lesson, because the class instruction is unnecessary, or individual instruction after the lesson, because the class instruction is insufficient.

This makes teaching a matter of following up the individual in his study and his outside activities, his weaknesses and his peculiar aptitudes. It gives teaching a personal quality, and that is perhaps the one thing which is really essential.

All the references in this article have been to the teaching of lessons as if that were the chief concern of a school. Of course this is not the case, but it was easier to make the application of the principle involved to the lesson rather than to the project or the occupation.

“THAT HARD SCHOOL”

By LUCY AGNES HAYES

Miss Gray was asked to take the school, but they told her that it had driven out four teachers in succession. She was not large, not muscular, just an ordinary looking little woman with extraordinary will power. She was advised to “whip those pesky boys the first chance” she got. Everybody was ready with advice. It was really kind of them, she thought, and she told them so. They talked and she listened. They went away just a little bit perplexed. They had told her what they should do but she had not told them what she would do. It piques us to be treated courteously, not confidently by people to whom we condescend to give advice. She looked like a person who would be glad of advice, but when you grew better acquainted with her she really had

a provoking, thoughtful, strange way of weighing your words and looking very much as if she were weighing you, too.

Well, school began. The pupils looked for such a teacher as they were used to, instead they found Miss Grey. She rang the bell, read the Bible, and ordered them all about in a masterful way, which was a quiet way—a determined way—a watchful way—a thorough way. She specified how she wanted the pupils to sit and insisted on their sitting just that way; and withal she was so lady-like and polite to them that they just let her have her way. Day after day, steadily, the school grew into order, and outside of school the pupils had no nicknames for Miss Grey. She was simply Miss Grey. The school had found its mistress.

High School Section

HIGH SCHOOL EFFICIENCY

One of the most difficult things in the world is the making of an outline to guide an inspector in his work. A man may visit a school and see only one or two things. His judgment may be very one-sided because his examination has lacked thoroughness. The thanks of inspectors are therefore owing to Dr. Ayer for compiling the most complete outline that has yet appeared. Though intended chiefly for High Schools, it is none the less valuable for Elementary Schools. Nor is the outline helpful to inspectors only. It is a fine guide to self-criticism by teachers and principals. Particular attention is drawn to V. 1. and VII. 1 and 2.

There is always a danger in following too closely a scheme of this kind, for inspection or criticism may become mechanical. Nothing could be worse than an examination which is looking chiefly to the making of tables of statistics, but almost as bad as this is an examination which considers only one or two minor matters.

Analytical Outline of High School Efficiency

I. Grounds

1. Location.
2. School garden and agricultural facilities.
3. Play and recreational facilities.

II. Building and General Equipment

1. General adequacy—size, entrance and internal plan.
2. Janitorial service.
3. Health equipment—light, heat, ventilation, toilet, etc.
4. Furniture, statuary and decorations.
5. General rooms—auditorium, study, library, etc.
6. Special rooms—office, laboratory, locker, etc.

III. Special Equipment

1. Library and study room.
2. Laboratory.
3. Industrial and vocational.
4. Fine arts.
5. Classroom—tables, devices, supplies, etc.
6. Gymnasium and playground.

IV. General Educational Programme

1. Types of education—preparatory, physical, cultural, vocational and socializing.
2. Relation to community needs.
3. Wider use activities.
4. Records, reports and publicity.
5. Economical organization — comparative costs.

V. Special Educational Programme

1. Organization of courses—flexibility, adaptability, sequence and correlation.
2. Extra classroom activities.
3. Medical inspection and supervision.
4. Supervision of instruction.
5. Measurement of instruction.
6. Requisites from graduation.

VI. Efficiency of Teachers

1. General adequacy—number and co-operation.
2. Time allotment and size of classes.
3. Individual efficiency (see Boyce's score card)—
 - (a) Personal equipment.
 - (b) Social and professional equipment.
 - (c) School management.
 - (d) Technique of teaching.

VII. Progress of Pupils

1. Drawing power of school.
2. Holding power of school.
3. Guidance of proper courses.
4. Effective classification.
5. Rate of promotion.

TEACHERS' SCORE CARD

The score card for testing individual efficiency in teachers, referred to above, is as follows. It is an excellent guide to self-criticism.

1. Personal Equipment

General appearance, health, voice, intellectual capacity, initiative and self-reliance, adaptability, accuracy, industry, enthusiasm and optimism, integrity and sincerity, self-control, promptness, tact, sense of justice.

2. Social and Professional Equipment

Academic preparation, professional preparation, grasp of subject matter, understanding of children, interest in school life, interest in community life, ability to meet and interest patrons, interest in the lives of pupils, co-operation

and loyalty, professional interest and growth, daily preparation, use of English.

3. School Management

Care of light, heat, ventilation, neatness of room, care of routine, discipline.

4. Technique of Teaching

Definiteness of aim, skill in habit formation, skill in stimulating thought, skill in teaching how to study, skill in questioning, choice of subject matter, organization of subject matter, skill and care in assignment, skill in motivating and attention to individual needs.

5. Results.

Attention and response of class, growth of pupils in subject matter, general development of pupils, stimulation of community moral influence.

A USEFUL LIBRARY

The Department of Education of Ontario has issued regulations for 1916-1917. There is contained in the regulations a list of books useful in giving information about the war. This will be of value to teachers outside of Ontario.

The Children's Story of the War. Nelson & Sons, Toronto, each No. 12c.

The Origins of the War (Rose). J. M. Dent & Sons, Toronto, 30c.

The War and Democracy (Seton-Wilson), MacMillan Co., Toronto, 50c.

Why We Are At War (Oxford Faculty), Oxford University Press, 85c.

Nationality and the War (Toynbee), J. M. Dent & Sons, \$2.25.

Political Economy of War (Herst), J. M. Dent & Sons, \$1.50.

The German Tragedy (Falconer), University Toronto Press, 50c.

General Sketch of the War (Belloc), Nelson & Sons, \$1.50.

How Armies Fight ("Ubique"), Nelson & Sons, 25c.

The First Hundred Thousand (Hay), Copp, Clark Co., Toronto, \$1.10.

Kitchener's Mob (Hall), T. Allan, \$1.10.

Between the Lines (Cable), Dutton & Co., \$1.35.

England's Effort (Miss H. Ward), Scribners' Sons, \$1.00.

Canada in Flanders (Aitken), Hodder, Stoughton, 35c.

My Year of the Great War (Palmer), McLelland, Goodchild & Stewart, \$1.50.

LETTERS FROM READERS

Can you tell me where I could get a good book on Standard Tests?—A. C.

Get the book by Starch, of Wisconsin University, published by Macmillan Co.

Dullards?" I have two in my room. They are not idiots, nor even feeble-minded, but just abominably slow.—J. J. M.

We shall try to get this article. In the meantime, read a book by Shields on Dullards, published by Catholic Educational Press, Washington.

Will you get someone who is competent to write an article on "Teaching

Children's Page

Christmas

There's a song in the air!
 There's a star in the sky!
 There's a mother's deep prayer—
 And a baby's low cry!
 And the star rains its fire while the beautiful sing,
 For the manger of Bethlehem cradles a king.

There's a tumult of joy
 O'er the wonderful birth.
 For the Virgin's sweet boy
 Is the Lord of the earth.
 Ay! the star rains its fire and the beautiful sing,
 For the manger of Bethlehem cradles a king.

In the light of that star
 Lie the ages impearled;
 And that song from afar
 Has swept o'er the world.
 Every hearth is aflame, and the beautiful sing
 In the homes of the nations that Jesus is king.

We rejoice in the light,
 And we echo the song,
 That comes through the night
 From the heavenly throng.
 Ay! we shout to the lovely evangel they bring,
 And we greet in His cradle our Saviour and King.
 —J. G. Holland.

EDITOR'S CHAT

Dear Boys and Girls:

Do you perhaps remember a little motto we adopted last Christmas in our Children's Page? or rather it was a resolution, and we want to repeat it so you will not be able to forget it this year. This is it, "**I will buy nothing for Christmas that is not useful, and I will give no unnecessary gifts.**" Now, we feel sure that the more you think about this resolution the more willing you will be to adopt it. In the first place, picture to yourself the first Christmas. Was it to a wonderful lighted palace, where soft-footed, silk-robed servants passed, where gold and silver dishes of rich food filled the tables, where the walls were hung with

costly embroideries, and the air scented with rare spices that the little Christ Child came? Was it a queen in royal robes, with a golden crown upon her head, and jewels on her hands, and maidservants to wait on her, who held the infant Jesus in her arms? Did wealthy monarchs bring costly robes and jewels as gifts to the little prince? Did minstrels play wonderful instruments to charm to sleep the little Jesus? No, you know none of these things were so, for the Prince of Peace came to earth in a lowly stable, where, in the darkness, the cows munched their hay, and only the stars gave light for the gentle, simple mother to see her little son. And the three wise men who

came from the East, what gifts did they bring? Gold and frankincense and myrrh. Symbolic gifts, which meant in the language of those days that the wise men brought tribute because Christ was a king; frankincense for prayer, because He was the son of God, and myrrh or spice to anoint His body because He must die. And who were the minstrels, and what was their song? Not one of victory, grandeur and splendor to come, but the song of the wonderful angels to the shepherds who watched their flocks under the quiet stars, and the song was the one we are all hoping to live to hear again, the song our soldiers are fighting to save, "Peace on earth, goodwill towards men." And, so in a humble home, where a simple mother lived, in a quiet village, and heralded by the angels' gentle song to the shepherds, the first Christmas Day was born. And surely the anniversary of such an event must be celebrated by us in the kindest, most simple ways possible. Let us first remember our dear soldier-boys, our own brothers, cousins, and fathers, and then let us send a card, a letter, a little package, perhaps, to some lonely boy we know. Then let us remember our own families with the simplest gifts we can get, just something to show our love and interest, and then let us put everything else we can afford into some fund such as the Lonely Soldiers' Fund, the Soldiers' Children Fund, the Returned Soldiers, the Red Cross, the Prisoners of War Fund. Some one has to make a beginning, and why should your school not be the first to contribute their Christmas money to

some patriotic cause? Perhaps you might begin a great movement which would spread all through your district, and then think what good would come of it. Write notes to your friends, of course, don't let them think you have forgotten them, but remember always that the first Christmas stood for simple Love, and let your third War Christmas mean the same. And then, dear boys and girls, here is one other thing you may do—choose your best letter writers from the school and write some nice Christmas letters, put holly stickers around them, tell all the home news, and perhaps put in clippings from your own newspaper, and send them off to the boys from your district who are lying in the hospitals of England and France. Even if you know the boys have other friends, think what pleasure it would be to them on Christmas Day to find that even the school boys and girls "at home" had remembered the man who had fought and was suffering for them. Where would your school-houses be, your happy homes, your Christmas joys, but for these boys who have suffered at the hands of our enemies? Get their battalion number and regiment, then address to Army Post Office, London, and mark "Wounded" in the corner of the envelope, unless you happen to know the hospital address. Write to them, every one of them, and tell them all the news you can. And may you have a Happy, Happy Christmas all of you. And as Tiny Tim said so many years ago, "God Bless You, Every One."

PRIZE STORIES

What a wealth of things we have this month, two prize stories—November's and December's—and so many for honorable mention. The November stories were so late last month we had to postpone them until this month.

The November prize was won by Ethel Hodges, Makinak, Man.

Honorable mention is given to Freda Long, Lillian Wilkins, Harold Moriss,

Clara Sutherland, Andrew Marshall, Isabel Dingwall, Cecil Wheeler, Greenway School.

The December prize is won by Wilma Fisher, Solsgirth.

Honorable mention is given to Veronique Chartrand, Emily Goodchild, Alphonse Lavallee, Kathleen Goodchild, Mary Nall, Hilda Connelly, Eva Lambert, St. Laurent School; Isabel Ding-

wall, Reenie Throp, Viola Elliott, Greenway School. James Barclay, John McBrien, Swaffham S.D., Hartney; Mae Lamb, Keith Thompson, Violet McArthur, Maude Shepherd, Solsgirth School.

What I Know About the "Battle of Jutland"

Early in the summer of 1916, Admiral von Tirpitz, with the entire German fleet, made a daring attempt to invade the English coast. Before getting many miles from their base they were observed by a few light cruisers of the British Navy, who immediately engaged them in action. They bravely held up the entire fleet, whose combined fire was concentrated on them until the arrival of Admiral Beattie with the main portion of the British Navy, who made an attempt to get between the German fleet and the mainland in order to cut them off.

The Admiral of the German fleet, seeing the intention of Admiral Beattie, turned his ships and fled in haste and disorder.

About twenty-one of the German ships were sunk or disabled, including three of their biggest Dreadnoughts. The remnant of the fleet sought shelter, some in neutral ports and some getting back to their base.

The British lost some seventeen or eighteen light battleships and cruisers, as well as many brave lives.

But the result was a signal victory for the British, which shows us once more that Britannia still rules the waves.

—Ethel Hodges, age 11, Grade VI., Makinak School, Makinak, Man.

The Autobiography of a Christmas Box

First of all I was a toffee-tin packed with toffee. I was put in a store and when all the toffee had been sold out of me I was given to a woman. She took me to her home and put me on a shelf, but not far away. I heard her tell her little son one day that she was going to pack me and send me to a boy at the front. This made me nervous, as I did not know where the front was.

A few days after I was taken off the shelf and put on the table. Then the lady began packing me. She put in a pair of socks, a candle, a pencil, gum, chocolate, and a stick of shaving cream. By this time I was packed full. She then put my lid down on me and wrapped me in an old oatmeal sack, sewing it tight around me with cord. That day the little boy took me to a post office, and I heard him tell the postmaster that I was to be sent by parcel post. I was put in a bag with many other parcels. Here I met another parcel.

I guessed by the motion we were put on a train. The journey was rather rough, and we were changed from one bag to another many times. One day we were put on a large ship, and for many days cramped in with other bags. Then we were taken off the ship and put on another train. At last the other parcel was taken away from me, and I heard a man say, "This goes to the Dardenelles." My poor chum felt very badly about leaving me.

I travelled some more. The last part of the journey was worse than the first. After much tumbling about I was handed to a man, as I saw through a rip in the cloth around me. As I was handed to him his face, which looked old and weary, brightened, and I heard him say that he forgot about his sore feet and weariness when I was handed to him. My contents were shared among a lot of men. Then I was pitched out on the field, from where I am telling my story.

—Wilma Fisher.

The Story of a Soldier's Christmas Parcel

It is Christmas Eve, and I am thinking how just a short year ago I was at home with mother preparing for Christmas, little thinking that within the short space of twelve months I would be one of the many khaki-clad figures who eagerly awaits the mail, in hopes of a letter from home.

At last the mail arrives! What! A parcel! The most I had expected was a letter. Oh! there is no time to think

of saving string or paper. The quickest way to open it is the best.

Now what is in it? Three pairs of socks, you know the kind, soft and thick and warm, the kind that only mother can knit. Four flannel shirts, which surely do look good to me. I guess mother must know how hard a soldier's life is on shirts. A dozen khaki-colored handkerchiefs and three towels. Now what is in this box? Some tobacco, cigarettes, a penknife and some soap, and at the very bottom a big box of homemade candy. Isn't it great? Now that is what I call a parcel. I guess I will just try a piece of that soap and

one of my towels, as it surely will not do me any harm.

For a few moments I have been busily employed sharing my candy and cigarettes with my less-fortunate companions, and as we sat around on the ground, eating and laughing and talking, we were just as excited as little children on Christmas morning, when they run to their stocking to see what Santa Claus has left. In the midst of our fun someone started to sing "Home, Sweet Home," so we all joined in, and I assure you our eyes were moist.

After, with "Merry Christmas" ringing through the trenches, we retired, to dream of our "Christmas Parcels."

—Mary Nall.

FOUR LITTLE POEMS

The four poems following were written by four little girls in Grade V. After studying "The Last Rose of Summer," they were asked to write a story of four other "last things." These little verses were the result, and there

were some excellent prose compositions, too, but we thought you would enjoy the poetry. Next month we will give a prize for the best poem on "A Christmas Tree." Now, young poets, here is a splendid chance for you!

The Last Petal on the Rose

"I'm the last petal on the rose,
Left fluttering all alone.
All my pretty sister petals
From the mother rose have flown.
My dress was dainty, bright and pink,
But now it's faded brown.
And, O, I would far happier be
With my sisters on the ground."
—Dorothy Sugden.

The Last Little Bird

Swinging on the willow spray,
A little bird of brown and gray.
Not of brilliant colors he,
That wee bird in the willow tree.
Pleasant sounds the sparrow small
In the dreary, darkening fall.
His cheery chirp's a welcome sound,
When no sweeter songsters found.
The little sparrow knows no fear,
Though the last bird of the year.
He stays to cheer the snow-clad earth.
That's the time we know his worth.
—Ruth Broder.

The Bird That Was Left Behind

The last little bird near the nest's left alone,
 All her companions to the south now have flown.
 "Oh, where are my comrades?" she sadly cried,
 "Oh, where are the others, that sang by my side?"

The wild geese fly honking far, far overhead,
 The squirrels seek a place for a safe winter's bed.
 "Oh, stop dear swallow, oh, stop in your flight,
 I'm alone, I am lost, and sad is my plight."

"Cheer up," said the swallow, "If that is your tale,
 Come, fly to the southlands, your wings will not fail."
 "Thank you, dear swallow, I'll come, all is well.
 Farewell, dear northlands, I love you, farewell."

—Betty Evans.

The Last Little Pansy

The last little pansy lay in the flower bed,
 All her sweet comrades were withered or dead.
 She looked at her sisters, once so sweet and so fair,
 And with a sad heart she wished she was there.

While she is sighing a lad draws near,
 And her wee, timid heart just jumps with fear.
 He looks at the tiny, trembling thing,
 Then round the earth he cuts a small ring.

You poor, little pansy, he tenderly cried;
 Your sisters and brothers have gone from your side.
 So I'll take you to my home with me,
 And there you will very happy be.

—Constance Evans.

SOME DON'TS FOR CHRISTMAS

Don't buy cheap, showy, useless presents, such as gift jewelry boxes, plush handkerchief boxes, shell boxes, poor jewelry with imitation stones, handkerchiefs with poor lace on them that will tear, painted sachets, that only collect dust, and all the other ugly, cheap things put out to tempt you at Christmas time.

Don't buy cheap perfume in a fancy bottle. A little drop of good perfume, in a plain bottle, is much better.

Don't buy highly perfumed soap.

Don't buy what are called "gift brushes," the bristles all fall out.

Don't ever buy imitations of any thing

Don't give anything to anyone just because they give to you.

Don't give more than you can afford.

Don't give the best presents to the

richest people you know and the smallest to the poorest people, **but—**

Do give useful gifts, pretty gifts, such as plain, dainty handkerchiefs, work, darning and knitting bags, a muslin bureau cover, a cheap edition of a good book, a plant, note paper, a new hair ribbon, a string of dainty sachets, crocheted slippers, a raffia frame, a ribbon-covered coat hanger.

Do give something, if only a letter, to the people you love.

Do give to the poor and the sad, and the lonely.

Do write letters.

Do be happy and cheerful.

Do be contented with your own gifts, even if they are not just what you wanted or hoped for.

"Do all the good you can, and help along the 'good time' coming."

For the Month

THE WATCH ON CHRISTMAS EVE

Close by the chimney, on Christmas eve,
 Are huddled two tiny forms;
 The rafters creak and the windows shriek,
 And the night is wild with storms.
 'Tis a lonely watch, for the specter doubt
 Has entered a childish breast,
 And faith tonight must be lost in sight,
 And the spirit laid at rest.

“Are you sure he'll come?” says a tiny voice,
 “Oh, say you are certain quite!
 Oh, what could we do if it shouldn't be true,
 And nobody came tonight!”
 But the sweeter tones of a childish trust
 Break in on the other's doubt;
 “Oh, never you fear, you will see him here
 When the midnight bells ring out.”

“Perhaps they have told us a story, though,
 You see we're such little boys;
 I should feel so bad, if I thought they had,
 That I'd hate the Christmas toys.
 Do you think he'll care for the wind and rain?
 They say he's getting old—
 With that heavy pack on his poor hump-back,
 And the night is so very cold?”

“I tell you the reindeer brings him here,
 And the load of toys is light;
 His coat is warm and he laughs at storm;
 I know he'll come tonight.
 There never can be a doubt, I say,
 Oh, never a cause to fear;
 Our watch we'll keep while the others sleep,
 And we're sure to see him here.”

But the minutes drag and the small heads droop,
 When soft through the parlor door
 Two shadows creep, while the bright eyes sleep,
 For the bold night-watch is o'er.
 They cram the stockings with loads of toys,
 And then, with stealthy tread,
 They lift each form in its nightgown warm,
 And put the watchers to bed.

STOCKING SONG

Welcome, Christmas, heel and toe—
 Here we wait, three in a row.
 Come, good Santa Claus, we beg,
 Fill them tightly, foot and leg.

Little feet, that ran all day,
 Twitch in dreams of merry play;
 Little feet, that jumped at will,
 Lie all pink, and warm, and still.

Fill them quickly ere you go;
 Fill them till they overflow.
 That's the way! and leave us more,
 Heaped in piles upon the floor.

See them, how they lightly swing;
 Hear them, how they tried to sing.
 Welcome, Christmas! heel and toe;
 Come and fill us ere you go.

Here they will hang, till someone nimbly
 Jumps with treasure down the chimney.
 Bless us! how he'll tickle us!
 Funny old St. Nicholas.

CHIMNEY-TOP, CHRISTMAS MORN

By Prof. J. W. Bailey

Not a sound was heard save the cricket's low cry,
 As down your tall chimney I hurried;
 Not a child awake could I anywhere spy,
 But all in deep sleep lay buried.

I came in softly at dead of the night,
 And to the bedside creeping,
 I found the stockings all hung in sight,
 While the owners were quietly sleeping.

With visions of hope their sleep was blessed,
 Nor did nightmare vile confound them;
 But they lay like children taking their rest,
 With the clothes tucked in around them.

I laughed as I stood by the children's beds,
 Where each lay on his downy pillow,
 To think how they'd cry when they raised their heads,
 "Old Santy's a nice old fellow!"

And how they would stare to find no more
 The stockings where they had laid them,
 And gaze on the tree all covered o'er
 With the gifts Old Santy had made them.

My pleasant task was scarcely done
 When I found it was time for retreating—
 For I heard the distant morning gun,
 And reveille was beating.

So, wishing to all a Christmas Day,
 Merry, happy and pleasant,
 From the children's beds I stole away,
 And left them to look at their present.

SANTA CLAUS' HELPERS

Who helps old Santa Claus, do you suppose,
 When he goes his rounds late at night?
 Someone who looks from the sky over head.
 The shining moon and the stars all bright.
 The stars are awake when old Santa Claus comes;
 And they twinkle and twinkle their eyes;
 They laugh with Santa Claus merry and long,
 As they think of the children's surprise.
 They peep through the windows, where all are in bed,
 Then whisper in Santa Claus' ear:
 "A dear little girl is asleep in that room,
 Be sure to leave something in there."
 They race with the reindeer, and climb on the sleigh,
 While Santa Claus chuckles with glee.
 I really believe they consider themselves
 Almost as important as he.
 So the stars at glad Christmas time help
 When you are all quite fast asleep.
 That's why they twinkle and laugh so at you;
 They have Santa Claus' secrets to keep.

—Maud L. Betts.

HELPS FOR CHRISTMAS LESSONS

1. History—Story of the first Christmas, Stories of life in Far East.
2. Geography—(a) Study of Palestine, (b) Where Raisins and Currants grow.
3. Nature Study—Christmas tree, holly, mistletoe.
4. Reading—Dickens' Christmas stories, The Bird's Christmas Carol, The Little Match Girl.
5. Industries—Manufacture of toys, making of candies.
6. Composition—The Story of the Shepherds, The Story of the Wise Men, An Imagined Christmas in Many Lands, Christmas in the Trenches.
7. Spelling—Words used at Christmas time.
8. Drawing and paper cutting suited to the season.
9. Handwork—Suggested gifts, Jack Horner Pie.
10. Decoration—Decorating school room.
11. Songs—Old carols and selected hymns.

A CHRISTMAS CAROL

Scene I.

Place: Scrooge's Counting House.

Characters: Scrooge, Nephew, Clerk.

(Clerk on high stool with comforter about his neck. Nephew enters.)

Nephew: A merry Christmas, uncle! God save you!

Scrooge: I do. Merry Christmas!

Nephew: Christmas a humbug, uncle? You don't mean that, I am sure.

Scrooge: I do. Merry Christmas! What right have you to be merry? You're poor enough!

Nephew: Come, then, what right have you to be dismal? You're rich enough. Don't be cross, uncle.

Scrooge: What else can I be when I live in such a world of fools as this? Merry Christmas! Out upon Merry Christmas! What's Christmas time to you but a time for paying bills without

money; a time for finding yourself a year older, and not an hour richer? If I could work my will, every idiot who goes about with Merry Christmas on his lips should be boiled with his own pudding and buried with a stake of holly through his heart.

Nephew: Uncle!

Scrooge: Keep Christmas in your own way and let me keep it in mine. Much good may it do you! Much good it has ever done you!

Nephew: I have always thought of Christmas as a good time; a kind, forgiving, charitable, pleasant time, and, therefore, uncle, though it has never put a scrap of gold or silver in my pocket, I believe that it has done me good and will do me good, and I say, God bless it!

(The Clerk claps his hands.)

Scrooge: Let me hear another sound from you and you'll keep your Christmas by losing your situation.

Nephew: Don't be angry, uncle. Dine with us tomorrow.

Scrooge: Good afternoon.

Nephew: A Merry Christmas and a Happy New Year, uncle.

Scrooge: Good afternoon.

(Nephew leaves the room.)

Scene II.

Place: Scrooge's room.

Characters: Scrooge (lying on couch), Ghost (Christmas past), Little Fan and others.

(Ghost dressed in white and carries a sprig of Christmas holly. Bell outside strikes twelve; an interval and then it strikes one. Ghost enters.)

Scrooge: Who and what are you?

Ghost: I am the Ghost of Christmas Past.

Scrooge: What business brings you here?

Ghost: Your welfare. Rise! and walk with me!

(Ghost waves his hands, Scrooge rises and looks uncertainly about him, rubs his eyes.)

Scrooge: Good Heavens! I was born in this place. This is my old school.

(A little girl runs in.)

Girl: I have come to bring you home,

dear brother. To bring you home, home, home!

Scrooge: Home, little Fan?

Girl: Yes! Home for good and all. Home forever and ever. Father is so much kinder than he used to be, that home's like Heaven! We're to be together all the Christmas long and have the merriest time in all the world.

(Ghost waves his hand. Fan goes out, and an old gentleman in a wig appears. He mounts a high stool and begins to write.)

Scrooge: Why, it's old Fezziwig! Bless his heart! It's Fezziwig alive again!

Fezziwig: Yo ho, there! Ebenezer! Dick!

(Two young men enter.)

Fezziwig: No more work tonight! Christmas Eve, Dick! Christmas, Ebenezer! Clear away, my lads, and let's have lots of room here.

(Enter fiddler with violin and music book, Mrs. Fezziwig, daughters, apprentices, etc. The Virginia Reel or any country dance is danced. The clock strikes eleven, Mr. and Mrs. Fezziwig shake hands with all as they depart.)

Scrooge: Spirit! remove me from this place. I cannot bear it! Leave me! Take me back! Haunt me no longer!

Scene III.

Place: Scrooge's room.

Characters: Ghost (Christmas Present), Scrooge, The Cratchits.

(Clock strikes one. Ghost enters and waves his hand, Scrooge looks about and finds himself in Bob Cratchit's home. Cratchits all enter. Tiny Tim has a crutch. Scrooge in corner unseen.)

Bob: Why, where's our Martha?

Mrs. Cratchit: Not coming.

Bob: Not coming on Christmas Day? (Martha appears from behind the door. Great joy and clapping of hands.)

Mrs. Cratchit: And how did Tiny Tim behave?

Bob: As good as gold and better. He told me, coming home, that he hoped the people saw him in the church, because

he was a cripple and it might be pleasant to them to remember upon Christmas Day Who made lame beggars walk and blind men see.

(The table is set, and the family gather around.)

Bob: A merry Christmas to us all, my dear! God bless us!

Tiny Tim: God bless us, every one!

(Bob raises his glass.)

Bob: I'll give you a toast, dear ones. Here is to Mr. Scrooge, the Founder of the Feast!

Mrs. Cratchit: The Founder of the Feast, indeed! I wish I had him here. I'd give him a piece of my mind to feed upon, and I hope he'd have a good appetite for it!

Bob: My dear! The children! Christmas Day!

Mrs. Cratchit: It should be Christmas Day, I'm sure, on which one drinks the health of such an odious, stingy, hard, unfeeling man as Mr. Scrooge. You know he is, Robert. Nobody knows it better than you do, poor fellow!

Bob: My dear! Christmas Day!

Mrs. Cratchit: I'll drink his health for your sake and the Day's, not for his. Long life to him! A Merry Christmas and a Happy New Year! He'll be very merry and very happy, I have no doubt.

(Bell strikes twelve and Ghost waves his hand. Cratchits disappear and Ghost also.)

Scene III.

Place: Scrooge's room.

(Scrooge on couch. He awakens with a scream. Sits up; rubs his eyes; feels of all the articles of furniture; looks out of the window or door.)

Scrooge: What's today?

(Boy at the door.)

Boy: Today? Why, Christmas Day!

Scrooge (clapping his hands with glee): It's Christmas Day. I haven't missed it. The Spirits have done it all in one night. They can do anything they like. Of course they can. Hello, my fine fellow!

Boy: Hello!

Scrooge: Do you know the poulterer's in the next street but one, at the corner?

Boy: I should hope I did.

Scrooge: An intelligent boy! A remarkable boy! Do you know whether they've sold the prize turkey that was hanging up there? Not the little prize turkey; the big one?

Boy: What! the one as big as me?

Scrooge: What a delightful boy! It's a pleasure to talk to him. Yes, my boy!

Boy: It's hanging there now.

Scrooge: Go and buy it.

Boy: Walk—er.

Scrooge: No, no, I am in earnest. Go and buy it and tell 'em to bring it here, that I may give them the directions where to take it. Come back with the man in less than five minutes, and I'll give you half-a-crown!

(Boy runs off.)

Scrooge: I'll send it to Bob Cratchit. He shan't know who sends it. It's twice the size of Tiny Tim. Here's the turkey. Hello! Whoop! How are you? Merry Christmas! Why, it's impossible to carry that to Camden Town. You must have a cab.

(Boy goes off with turkey in his arms.)

Scene IV.

Scrooge's Office.

Characters: Scrooge, Bob Cratchit.

(Bob Cratchit enters in great haste.)

Scrooge: Hello! What do you mean by coming here at this time of day?

Bob: I am very sorry, sir, I am behind my time.

Scrooge: You are! Yes, I think you are. Step this way, sir, if you please.

Bob: It is only once a year, sir. It shall not be repeated. I was making rather merry yesterday, sir.

Scrooge: New, I'll tell you what, my friend. I am not going to stand this sort of thing any longer. And, therefore, I am about to raise your salary. A Merry Christmas, Bob! A merrier Christmas, Bob, my good fellow, than I have given you for many a year. I'll raise your salary, and endeavor to assist your struggling family. Make up the fires and buy another coal scuttle before you dot another i, Bob Cratchit!

(Claps Bob upon the back; puts his arm over his shoulder and they go out.)

Art Lover's Page

THE GREATEST OF CHRISTMAS GIFTS

By Art Lover

"But see the Virgin blest
Hath laid her Babe to rest."

We do not know that these lines by Milton inspired the beautiful painting of the Madonna and Child which Carlo Dolci gave to the world about two hundred and fifty years ago, but Milton

splendid ode written by the great English poet does not matter much, but today as we stand before the lovely picture which hangs in the old Corsini Palace at Rome, the lines come quickly to mind.

The painting does not represent the



THE MADONNA AND CHILD

wrote "On the Morning of Christ's Nativity" in 1629, when he was twenty-one years of age, and Carlo Dolci was then thirteen years old. Whether the young Florentine painter ever knew the

Nativity with its familiar surroundings of shepherds, angels, beasts, and rude manger or shed, which many of the early Italian masters thought appropriate for the subject, but simply the

loving, tender mother laying her Babe down in sleep. The black and white cut gives but little idea of the wonderful, glowing beauty of the original canvases, which, like most of the work produced at that period of art, has marvelously kept its bright coloring. The Madonna is robed in rich garment with a veil of old-gold colored material draped about her neck; upon her head, and falling over her shoulders, she has a mantle of the deep blue color that Carlo Dolci used in so many of his Madonna pictures. Her hair is fair, and the coloring of the face is exquisite. About her head glows the golden rays of the halo, which shows in strong relief between the intense blue of the mantle and the dull brown of the background of the picture. The couch upon which the Babe lies is covered with white drapery, and the pillow, with soft green material, having old-gold tassels at the corners. The Child has fair hair of the same tint as the mother's, and a faint pale-gold halo shines about His head. The little body is rounded and chubby, and looks very life-like indeed, being a decided improvement upon the stiff, wooden-looking bodies given to many of the holy children by the old masters. Taking it altogether, it is very sweet and natural. The Madonna is young and fair, as she should be, and watches her sleeping Child with a look of tenderness and worship. She raises her hand, as if in blessing, over the Babe who lies so peacefully asleep.

Carlo Dolci, sometimes known as Carlino, was a Florentine, born in May, 1616, just three hundred years ago. He was the grandson of a painter, and at eleven years of age painted a whole figure of St. John, and a head of Christ, which attracted much attention. He hardly ever left Florence, his native city, and devoted his brush chiefly to the painting of religious subjects. He was a slow and painstaking worker, and did not produce as many pictures as his contemporaries. Most of his canvases were small, only a few of them containing life-sized figures. One learns to know his style very quickly from the delicacy of the coloring, and the serene,

sweet look upon the features of his Madonnas, which often have a touch of sadness about them. The critics of today say that his faces are too sentimental and lack character, but they appealed strongly to many people of his time, and often represent the patient suffering of the sorrowing Mother, or Christ, in a way that cannot fail to make an impression upon the person looking at the picture.

The Corsini Palace, which was presented in 1883 by Prince Don Tommaso Corsini to the State, has been known since 1895 as the National Gallery of Ancient Art, and contains one of the finest collections of painting in Rome. Several canvases by Carlo Dolci have found a resting place upon its walls. This old palace was built by Cardinal Riario sometime about the middle of the fifteenth century, and in 1659 became the abode of Queen Christina of Sweden, who lived there until she died in 1689. The Queen amassed within its walls a magnificent collection of works of art, and no doubt purchased the pictures by Carlo Dolci, who was then at his best. Today we go to the old palace, situated upon the wooded slopes of the Janiculum of Rome, to study and enjoy the work of many centuries.

It is said that Carlo Dolci's brain was affected in 1682 by watching Luca Giordano at work, and realizing that Giordano could produce more in four or five hours that he, Dolci, could in as many weeks, he grew melancholy and quit painting and finally died in Florence in 1686.

"St. Andrew praying before his Crucifixion," painted in 1646, and now in the Pitti Gallery at Florence, is one of his most important works. "The Madonna della Stoffe." "The Archangel Gabriel," so lovely with his white wings and the spray of white annunciation lilies in his hands, and another dainty "Mother and Child" are also to be seen in the Pitti. The Royal Gallery at Dresden possesses the beautiful "St. Cecelia" playing upon the organ, and also an "Adoration of the Magi." The Uffizi Gallery at Florence has a beautiful "Magdalen," holding her jar of

ointment, and the Corsini has a sad looking "St. Agnes," with her white lamb in her arms. There are a number of other paintings of Christ and the Mater Dolorosa in the various European Galleries, but none of them are lovelier in form or coloring than the picture we have chosen for our subject.

"O Child! O new-born denizen
Of life's great city! on Thy head
The glory of the morn is shed,
Like a celestial benison!
Here at the portal Thou dost stand,
And with Thy little hand
Thou openest the mysterious gate
Into the future's undiscovered land."

Selected Articles

SERVING MEALS TO SCHOOL CHILDREN IN COMFORT

Among the many reforms proposed in connection with our rural schools, none are more important than those which have to do with the daily comforts of the child while at school. A child who cannot have fresh, cool drinking water during the hot summer days is being cruelly treated. Trustees are duty bound to provide this comfort, and we must demand that they do so. Clean, sanitary towels with good soap are very necessary for every school. But there is one reform badly needed and we must introduce it without further delay. Provision should be made whereby the children shall have an opportunity to eat their midday meal in comfort. The child has a heavy day's work if business is properly conducted in the little school, and it is very necessary that he should receive proper nourishment. In the summer a table might be set in a nearby bluff, if there are trees nearby. If there are no trees then there should be trees planted right away. Trustees should provide for every school, dishes, a few cooking utensils, knives, forks, spoons, a coal-oil stove, etc. Twenty-five dollars will purchase a sufficient supply. Warm dishes and hot drinks can then easily be prepared and served by the larger pupils. Children will sit around a table, at the head of which is the teacher, and eat like civilized people. Lessons in manners and table etiquette may be in-

cientally taught during the meal, and a general discussion regarding daily events in the outside world will widen the child's vision. We smile at this, but we must remember we are living in advanced times. The methods adopted when we were children are now obsolete. It is not right to say, "what was good enough for me is good enough for my child." This is a narrow, selfish, unprogressive view. Our children will have to occupy a more important position in this old world than we have been called upon to fill, and they must be prepared for this position.

Let us seriously consider this all-important matter.

The rural children attending the Theodore village school have solved the warm lunch problem, and for this they deserve special commendation. Every noon hour a warm meal is served, in which all rural pupils take part. One of the pupils has written a short essay on "The Best Hour of the Day." It is very interesting and reads as follows:

We country pupils of the Theodore senior room each day serve a hot dinner at school. During the early winter months we brought a cold lunch, generally consisting of some sandwiches, a piece of cake or pie, or sometimes a little fruit, and we drank a glass of cold water. This really became very tiresome and made us feel like not eating any lunch at all. The girls dis-

cussed the subject quite often but we went no further.

The first week in January, the weather being very cold, we decided to make a cup of tea for each country person. This made the luncheon hour seem a little more pleasant and I am sure it was appreciated by the boys as well as the girls.

A few of the boys could not be induced to drink tea. We thought they were shy. However, a few days later one of the boys brought some eggs and half a pound of butter with the request that some of the larger girls make scrambled eggs for dinner. Since then the boy has been persuaded to have dinner with us. The other boys have

also joined us since we accepted their contributions.

The day we had scrambled eggs was really the beginning of a hot dinner. At noon or after four we decide what each person shall bring for dinner the following day. We take turns about in making the meals, and we all help wash dishes and putting the dinner away. We have soup, potatoes, meat, fruits, tarts or pies and various other dishes of food for different dinners. Today we entertained our teacher, Mr. Yemen, and Inspector Anderson at dinner.

We have found hot dinners a success and are sure all other schools would find it so.

MY EXPERIENCE IN RAISING CHICKENS

By SIDNEY SMITHEMAN. Matriculation Class

I first took a box and made a nest in about two-thirds of it, the other part I left for a door, so that the hen could get in the nest without breaking the eggs. I left the boards sufficiently wide apart to allow the hen plenty of air. In the nest part of the box I put about two inches of damp earth, covering it slightly with straw. The purpose of the earth is to keep the eggs moist.

I got thirteen eggs from Mr. McCullough on the 9th of April; they were from pure bred Wyandottes.

My hen seemed pretty broody, but I tried her first on some ordinary eggs and she sat well.

I then powdered her well with insect powder and set her on the eggs. That was the night of the tenth of April.

I allowed her to sit until noon of the twelfth and took her off and fed her. I left her for a time and she went back on the nest herself.

I fed my hen oats all the time she was sitting because I thought if I fed her any soft food she would dirty the eggs.

I sprinkled my eggs twice during the time the hen was sitting. I used every day to lift my hen off when I came from

school at noon, and saw that she went on again before I left for school.

The hen broke two eggs at different times; at each time I took out all broken shells and washed the eggs with warm water.

On the fifth day of incubation I tested the eggs and found them all good but one. This one I boiled to feed the chicks when they came out.

I dusted the hen again with powder about the tenth day.

On the day before the chicks were due, I heard peeping in the nest, and did not take the hen off but felt under her and took some shells out.

The next day I took the hen off and found out of the ten eggs left, nine chicks out. The other egg was unchipped, so I took all shells out and put the hen back on the nest.

The next morning I looked in again and found the egg still unchipped. I broke the egg, and found a dead chick in it so I was justified in my act.

I put my hen and chickens in an enclosure I had in a coop and gave the chicks some hard-boiled egg and bread crumbs, I also fed the hen.

I fed the chicks on hard boiled eggs, bread crumbs, rolled oats and cracked

corn for the first two weeks. I then gave them a little grain.

I was able to raise them without

losing any, and they are now large birds. I fed them oats, barley and wheat for different changes.

RANK HERESY

There's a teacher's journal published in America, that is vigorously pushed and widely read; it contains a great deal that we read with interest and approval. But, not long since, we found the following precious morsel in its editorial columns:

"Boys and girls cannot be made better by law. 'Thou shalt' and 'Thou shalt not,' never made either children or men better; on the other hand, it has made multitudes of them worse. Blind force never creates character; spiritual force does. The soul must be inspired by contact with soul. The trouble with the rod is that there is no soul force in it. Punishment may be the means of arresting the attention and putting the subject of its application in the way of receiving spiritual force, but as a means, of itself, it is bad and bad continually. So is authority; it is bad, pure and simple."

Shades of Moses and of Solon! We omit to apostrophize the wise legislators, the upright judges, the effective school masters and the conscientious parents, who have lived since the two worthies mentioned above.

Now, we suppose this editor sees that all true government of children should aim at training them to govern themselves: and, forthwith, because this is a good thing, he would do away with all authority. How much farther must he go to stand with Herr Most and the rest of the anarchists? Who is it that says a half truth is more mischievous than a whole lie?

The truth is that the very first lesson the child should learn in this world is that he is under authority—that there are limits to his arbitrariness which he cannot safely pass. Dr. Rosenkranz—and what writer on pedagogy is wiser and sounder than he?—insists that at first no reason should be given for the teacher's commands; his authority should be enough. We remember when,

in our childhood, our mother used to say "Come into the house"; and, in reply to our "Why, mother?" we got the answer, "Because I tell you to do so." After the experiences and observations of more than half a century, we see the justice of her answer as we did not see it then.

Government from the outside, sheer authority, is not the best government, do you say? Granted, when the pupil is old enough, and has a disposition for something better; but it is always better than no government. And, with the child, it is the only sound beginning of that training which shall lead to true self government. In this same journal, we read not long ago, "Do not govern the child; teach him to govern himself." The same half truth again. The true precept is, govern him in such a way that he shall learn through the exercise of your government to govern himself. And, if he will not learn self government, then the outside authority should never be withdrawn.

Of course, we are aware that many foolish parents and teachers see nothing in this exercise of authority but the thing itself; but even they do not err so egregiously as those do who exercise no authority. Nor is the result of their training so bad, for the child, and for the community in which he is to pass his manhood.

One has risen to "self-conscious freedom" when of his own free will, guided by his own reason and conscience, he acts as wise law directs him to act. He is then a law unto himself, and this should be the aim of all government at home and at school. But, the first step of training toward this end is to cause him to yield to rightful authority because it is rightful authority; and we much doubt whether the desired result is ever reached, if the first step is not taken in this way.

—E. C. H., in Public School Journal.

“DON'T YOU DO IT”

Among the “Suggestive Notes” in a school journal is the following: “Do not sit while teaching. You will have better control of your class while standing.”

I have to say of this idea that it is rankly absurd and pernicious. It belongs to the epoch of holding out the dictionary on the child's arm for half an hour; to the big boys pitching the teacher out of doors; to the apotheosis of brute force over spiritual dynamics. The best teacher I ever knew sat as in his parlor entertaining polished guests and his auditors responded to his gentle bearing. One of the best teachers in California today often meets her pupils in her invalid's chair.

Stand up, indeed, and drag your physical weariness along with your necessary depletion of mental energy! As well stamp and roar with Squeers to

drown the noise. A man might endure stalking about, perhaps. I never knew a man to tire himself out in the school room, but a woman, beskirted and beswathed even in her best estate of Jennings Millerism, why should she tax herself unnecessarily? She was not born to stand constantly any more than to kneel or to jump or perform any other muscular function constantly.

I would say: “Teachers, economize your strength. Do your work comfortably. If you have not the inner force that can conquer spirit, get it or leave the business of teaching. Police tactics will not make you a success. Sit enough higher than your pupils to be able to look into every eye. This is your leverage. You can overturn the hosts of the unruly by the glance of conscious authority and serene determination.

—Educational News.

NATURE STUDY IN TOWN

By CHAS. L. EDWARDS

Nature-study is meant for the child of the crowded tenement district equally with the farmer's boy or girl. Dogs, chickens, pigeons, goldfish and other neighborhood denizens are brought into the schoolroom. Mixed wild flower seeds are planted on vacant lots and by the school fence, and then springtime with its fragrance and beauty is reproduced. Excursions to park, zoo and museum are as necessary as lessons in spelling and arithmetic. These excursions are not given over to aimless wanderings, but in each some definite and limited field is covered with its own fascinating story told by the interpreter to the children.

It is our plan to have a nature room in each school building, as a neighborhood centre for pupils, teachers and citizens interested in nature. Collections of specimens will be preserved in cases, from year to year, until the school shall possess a valuable museum. Spe-

cially designed sanitary cages are provided where visiting pets may be cared for in comfort and snakes, lizards, insects and other animals, brought in from the field for closer observation. Fresh and salt water aquaria, made of cemented concrete, provide homes for the living things of pond and sea. Flowers are raised in window boxes and upon the walls hang sketches from nature in oils or water-colors. A book-case is filled with the standard works of reference so that neither teachers nor pupils may be helpless when authorities are ready to lead them to knowledge. Everything is done to make this room interesting and beautiful.

When it comes to collecting animals we strive to be in agreement with the state laws and economic biology, taking the pests who are under the ban because they destroy crops and protecting birds and other animals who assist man in agriculture. As the primeval forests are

being destroyed the various woods are increasing in value and must be raised in crops. Around our school and home yards we plant trees for shade and fruit and welcome the birds to their share of this wealth. We stand for the conservation of all the resources of nature. The pupils learn to tan mammal skins as leather or with the fur on and to make purses, belts, muffs, collars and other useful or ornamental objects. They stuff the skins of birds found dead after accidental electrocution and preserve butterflies and other things which they may collect.

The annual nature-study exhibition is the culmination of the year's course. All of the treasures are brought together for inspection and comparison by citizens, teachers and pupils from the various schools. Pets of all kinds remain in cages in the yard or are led on leash and parade through the halls with their proud guardians. We offer ten of the best books on nature as prizes in subjects which have been especially emphasized, thus not only recognizing achieve-

ment, but assisting in future development.

These exhibitions are really wonderful and the exhibits have improved in quality each year. The following are some of the subjects considered: Rocks and soils, pressed wild flowers with names determined, sections of wood with the leaf, flower and seed of the tree, seeds, showing their methods of distribution, collections of insects with particular attention given to the life-histories from egg to adult and the plants fed upon, tanned skins, stuffed birds or mammals prepared by one pupil, methods of conducting an anti-fly campaign, neighborhood studies of the various plants and animals or of sanitary conditions illustrated by specimens and maps, sketches, or photographs from life of plants and animals or of natural groups in the open, story of excursion to zoo, museum, mountain, sea-shore or field and groups of pets with note-book kept by pupil containing a description of the habits and behavior of each pet.

PIGS

By ARCHIE SMITH, Age 14, Clandeboye

I bought my pigs which I showed at the Children's Fair at Selkirk, October 1st, from our neighbor, Mr. C. Anderson, on the 31st of May. They were then four weeks and two days old. I put them in a dry, comfortable pen and kept them clean. I fed them on shorts and skimmed milk and what greens they would eat during the first three months then I added a little barley chop and corn meal. I could not get much milk from this time on, so I mixed what I got with water. I kept an account of all feed at market value. I paid six dollars to Mr. Anderson for the pigs and sold them to Mr. Jameson, butcher, Selkirk, on the Fair day for \$41.20. They weighed 485 lbs. live weight.

Cost Account

May 31—Sack of shorts	\$1.30
May 31—Cost of Pigs	6.00
July 2—Sack of shorts	1.30
Value of rope75
Value of lettuce25
Aug. 3—Sack of shorts	1.30
Sept. 6—Part of sack of shorts.....	.40
Total cost for cleaning pen	1.00
Barley chop	2.00
Corn meal	1.25
Milk, 92 days at 5c day.....	4.60
Milk at times since35
Total	\$20.50
Price received for hogs	\$41.20
	20.50
Net profit	\$20.70

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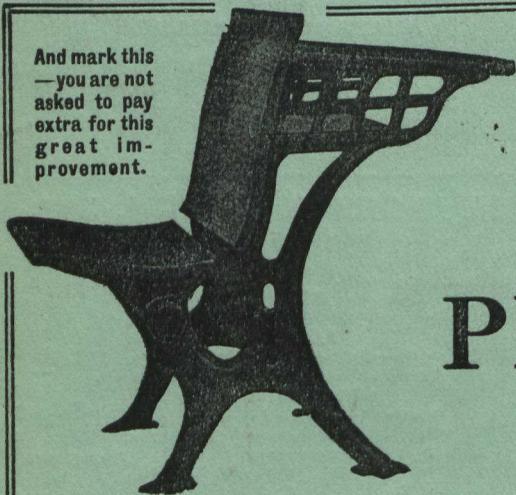
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