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The **WESTERN SCHOOL JOURNAL**

— INCORPORATING —

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

HIS PRAYER

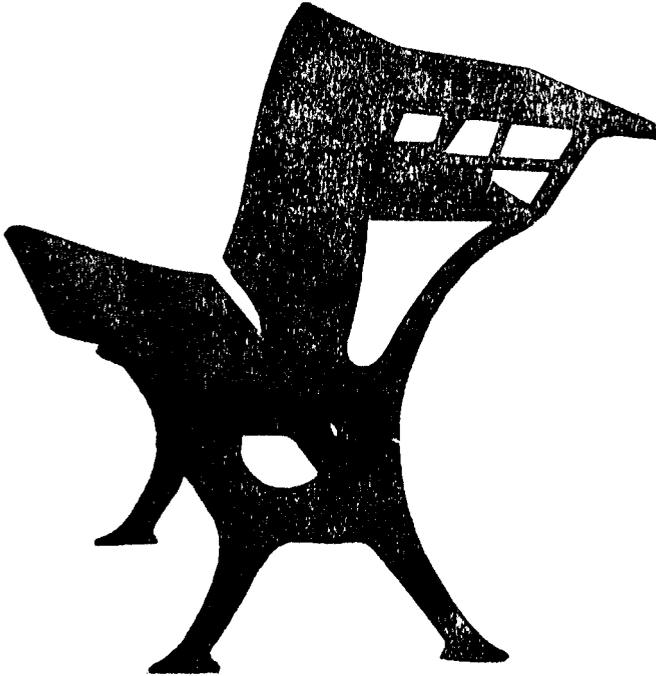
(From Poems of the War by Wm. Letts)

He prayed,
There where he lay,
Blood-sodden and unkempt,
As never in his young carelessness he'd dreamt
That he could pray.

He prayed;
Not that the pain should cease,
Nor yet for water in the parching heat,
Nor for death's quick release,
Nor even for the tardy feet
Of stretcher-bearers bringing aid.

He prayed;
Cast helpless on the bloody sod:
"Don't trouble now, O God, for me,
But keep the boys. Go forward with them, God!
O speed the Camerons to victory!"
The kilts flashed on: "Well played," he sighed, "well
played."
Just so he prayed.

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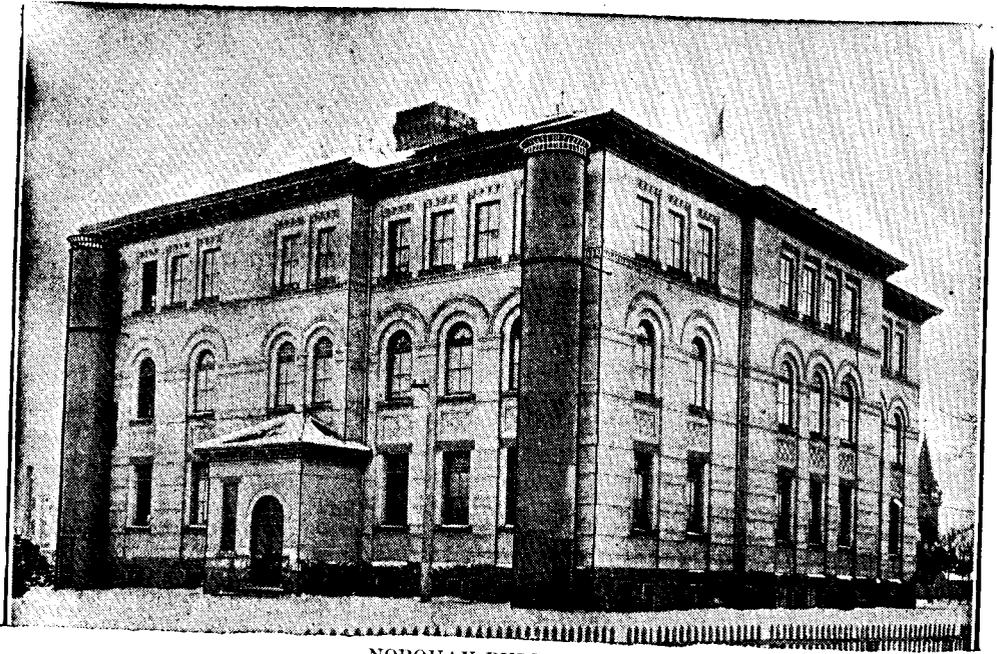
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The Western School Journal

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

VOL. XII

WINNIPEG, SEPTEMBER 1917

No. 7

Editorial

National Unity

At the beginning of another year let us remember that we are the one great force in the state making for unity. Language, race and religion; the newspaper, the lodge and the union; wealth and poverty; city and country — all these divide people into classes, often unkindly disposed to one another. But in the public school all races, classes, creeds, meet; all differences are reconciled. In work and play, children unite in friendly co-operation and rivalry. It is possible for them to sink all differences in the thought for common nationality.

This raises a very important question. Should any one be entrusted with a public school who is not in heart and soul a loyal Canadian? Can he promote unity and loyalty unless his own heart is aflame with a passion for the glory and welfare of the land of his birth or adoption? We think not. We believe that some to-day are in our schools who do not love our land, and "who despite the fact that they are eating the Queen's bread, are yet not loyal to the Queen." They live in Canada, but will not be children by adoption. They nurse their little prejudices and racial peculiarities and refuse to assimilate. Their ideal is not to build up a nation within a glorious Empire, but to take possession of the land and establish, as it were, a number of independent kingdoms.

There should be an end to all this. The first question in certificating a

teacher should not be with regard to his scholarship and training, but with regard to his character and loyalty. We may tolerate in business and even in social life those who have no great patriotic fervor, but we dare not permit them to take charge of our children.

There is indeed a serious responsibility resting upon our Departments of Education. They may fail in some ways, but woe to them if they fail here.

Teachers' Salaries

The Deputy Minister of Education has been quoted in the press as saying that the average salary for teachers in Saskatchewan and Alberta is very much higher than here, and that for this reason many of our best teachers are leaving for the West. This is not new information, but it is well to have the statement made officially.

Teachers are human, and they naturally go where they get the highest remuneration. Until Manitobans wake up the exodus will continue. And so it should.

This, however, is only one phase of a much greater problem. We are not only losing many of our best teachers, but we are failing to get and retain good men where they are sorely needed. Once again it is largely a matter of money. It would be no harm for the Department to enquire if the remedy for conditions does not lie primarily with itself. Two things seem to be fairly clear, that the chief offices in

other Departments of Government are more remunerative than those held by men of greater experience and ability in the Department of Education, and the salaries paid by the City of Winnipeg are higher than those paid by the province of Manitoba to corresponding officials. In this matter of giving, the people naturally follow the leadership of the Department. The schools will not come into their own, that is, they will not get the best teachers, until the Department of Education becomes the great spending department of government, until it is publicly recognized that the man who directs the lives of children and lays the foundation of national greatness, is of more importance to the state than the man who administers finance, or looks after loans, or examines deeds and titles. We cannot be right till we put first emphasis upon the human element.

The Examinations

Attention is called to the comments of the examiners and to the specimen answer papers, to be published in this and succeeding issues. The papers and comments are printed just in the order in which they came to hand. Those who do not find what they most desire in this number will exercise patience.

The Death of Heroes

Lieutenant Wm. G. McIntyre died of wounds.

Captain W. H. Clipperton died of wounds.

These two brief notices tell of the passing away of two of nature's noblemen. The manner of their deaths was in keeping with the honor and devotion which characterized their lives.

Lieutenant McIntyre was one of the noblest characters that ever adorned the teaching profession in this province. Quiet, unostentatious, thorough in all things, and a perfect gentleman in word and behavior, he was loved by all who knew him. Close intimacy only increased the respect in which he was

held. There was not in the most obscure recess of his heart an ugly thought, or an unkind wish. He was clean to the core of his being and faithful unto death. It was only natural that one who so actuated by a sense of duty should heed his country's call. No one will think it strange to rank him among the dead heroes, for his short busy self-sacrificing life was a continuous record of heroic service.

Captain Clipperton, the bright, sunny, joyous Clipperton, who will not miss him? There was no one on the whole staff of the Winnipeg schools who more fully illustrated in his life and actions good-fellowship and enthusiasm. He was a leader in every manly activity, a joyous comrade, and if it were in a game, a matchless opponent. He was one of the first to enlist, and he would be in the very front rank leading his men when the summons came. The courage that animated him in life would sustain him in his last hours.

Of these two well may it be said, "**Dulce et decorum est, pro patria mori.**"

The Living Teacher

She brings brightness and beauty into the lives of children, she brings peace and harmony into the life of the community. She radiates loveliness, hope and courage; she stimulates thought and encourages noble and kindly action. She is an unpretentious worker in her school district, and yet she is the real leader in every movement looking towards welfare. Her reward is little as measured in dollars and cents, but it is great if measured by the affection showered upon her, and the satisfaction experienced in useful service.

In the Convention number of the Journal there was an error in the printing of the fine article of Mrs. Parker on "War Poetry." The phrase, "The young knight's laughter pleaseth God," was made to read "Knight's slaughter."

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

RE GRADE VIII.

1. ARITHMETIC — Omit mensuration of the sphere, pyramid and cone.
2. DRAWING—Candidates will submit their daily work in this subject at the examination next June.
3. GEOMETRY — An examination will be set in this subject next June.
4. BOOKKEEPING — Teachers will certify the work of their pupils in this subject. Stress must be laid upon Bills, Accounts and Business Forms. The pupils' knowledge of Bills and Accounts will be tested in the Arithmetic paper, and their knowledge of

Business Forms in the Composition paper.

GRADE XI. ALGEBRA

Teachers are advised that the work in graphs for Grade VI. is covered by Chapter 44 to the end of page 385.

GRADE XI. MATRICULATION HISTORY

It has been decided to defer the introduction of History in Grade XI. in the Matriculation and Combined courses for one year. The examinations for the year 1917-18 do not include this subject.

MAP OF MANITOBA

The Department of Agriculture has a supply of a new Map of Manitoba and any teacher wishing a copy for her school may receive one free on application to Mr. Louis Kon, 439 Main Street, Winnipeg.

This map is done on ordinary paper and will be found more convenient for

school purposes and more durable if mounted. Teachers desiring to have the map mounted should bring this matter to the attention of their trustees. Mr. Kon will attend to the mounting on receipt of one dollar to cover the expense.

SCHOOL LIBRARIES

The orders for school library books to fill the 1916 orders from the schools, was placed with Messrs. Clark Bros. in May and they have all the books now in their warehouse with the exception of two shipments which are coming from England. They have advice that these shipments are on the way and as soon as they arrive the distribution of the books will begin. The teachers will understand the delay in getting orders from the Old Country

under present conditions, and the Department asks them to kindly explain this to their trustees.

We hope to distribute the 1917 order sheets during September and we shall ask that they be returned very promptly so that we may compile the various orders and place our order in time to have the books distributed before the end of the Spring term in June next.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

LOSING THE BEST

Are the children of Saskatchewan and Alberta any more worthy than those of Manitoba? Are the people of those provinces any more wealthy than the people of Manitoba?

every year many of the best teachers are taken away from us because the Westerners outbid us by \$200 a year. Isn't it time for us to wake up and ask ourselves a question?

THE MORAL IDEAL

There has been so much discussion recently about teaching agriculture, gardening and other activities of the kind in school, that there is danger of overlooking the vastly more important consideration. This war tells us, our present condition, politically and socially tells us that the outstanding need in Manitoba, as in the other Canadian provinces, is moral stamina. Our boys and girls grow up with a yearning desire for wealth, position and power, but when they reach the voting age they appear to have no passion for their country — but merely a passion for party. The school, along with every other agency, must exert all its effort to develop a national sentiment. This is particularly necessary now that we are swamped by so many who have no British ancestry, and who as yet have no strong attachments in Canada.

When boys and girls reach adolescence they naturally become interested in political movements. The influence of political parties is greater at this time than that of any other power. The teachings of school and church are almost forgotten, because parents are in politics with heart and soul, but are

only indirectly interested in school and in religion.

If our country is to be saved from such scenes as we have recently witnessed, our thinking people must take a right-about face. We have gone clean party mad. We are going to lose everything in this unseemly wrangle over the loaves and fishes. It is necessary that we should all say to the school teachers, Develop in our pupils by all the means at your disposal strong, manly, honest character. Develop a love for country and a love for truth and right. Put everything else in second place. We will back you to the limit. And as for ourselves, we shall give up this game of parties. It has done us no good, and has ruined our fair land. It is no game for honest men. Now, particularly, must all live for country. The man who lives for self or party at such a moment is accursed."

With the ending of the war there will be need for a reconstruction of education in elementary, secondary and higher schools. In this process of reconstruction the moral element must not be ignored. Scholarship, power, habit, taste are valuable only in so far as they can contribute to community service.

A FEW THOUGHTS RELATIVE TO THE SCHOOL TRUSTEE AND THE SCHOOL

(By E. J. RANSOM, of East Kildonan School Board)

A Trustee Board holds very much the same platform as the board of directors in any commercial enterprise. The school premises are owned collectively by persons residing within certain specified boundaries, and the necessary funds are provided by these people to carry on the work of educating their children. In order to prosecute the work most effectively, certain members of the community are chosen by the people to attend to the details of management, these representatives are termed "School Trustees."

This Trustee Board accepts the responsibility of employing teachers, building and repairing the schools, and all matters relative to the proper carrying on of the work of education. The money for carrying on the schools is collected by the Local Municipal Authorities and paid over to the Trustee Board as they demand it. I have tried to outline in as few words as possible the position of the School Trustee in our present system of education.

The Trustee Board is invested with fairly broad administrative powers, and the successful conduct of the school or schools in their respective districts is laid on their shoulders.

In giving this paper some thoughtful consideration I pictured to myself other possible forms of school management and educational advancement, and I wondered to myself if School Trustees as a whole are doing their part as well as it could be done. Does this vital question of education receive the thought and serious consideration of the vast majority of people that it should? Are we not all too content to accept things as they are, instead of striving to co-operate and plan better methods and more effective systems?

We have heard a great deal of talk upon the Conservation of our National Resources. We have seen our forests vanishing, our water powers going to waste—our soil being carried by floods

into the seas and lakes—and the immense stores of coal and iron rapidly and surely being used up. Whole nations have been made aware of the importance of conserving our material resources and large movements have been started which will be effective in accomplishing this object.

But in comparison how vaguely we have as yet appreciated the importance of increasing our National Manhood Efficiency. The groundwork of such efficiency would of necessity be laid in our public schools. The huge wastes of human effort which go on from day to day through such of our acts as are blundering—ill-directed or inefficient—these perhaps are less visible—less tangible—and thus but vaguely appreciated; but nevertheless they exist.

Awkward and ill-directed efforts of the labor of thousands of men and women leave often nothing visible or tangible behind them. We must first come to a vivid realization of these truths amongst ourselves before any section or body of persons will make vigorous enough demands that result in effective action being taken by our administrative and executive bodies.

The strength of nations in the future will depend not upon their military power and might; but upon able statesmanship and a broad national efficiency. We are living in momentous times and far reaching powers are already at work changing for all time, what we considered as permanent and stationery.

We here should ask ourselves as persons interested in education what effect will this upheaval have upon education or will it have any effect at all? I venture to say in answer to this question that we must prepare for a greater national efficiency than at present exists, and the foundation must be planned and laid by our educationalists. In business life the search for better and

more competent men was never more vigorous than it is now.

In the past it has been customary to look for the READY-MADE COMPETENT man—the man whom someone else has trained. Some day it will come home to us all as a nation that it is our duty as well as our opportunity to systematically co-operate in the training correctly from childhood up to manhood of our rising generations along such lines that will produce more efficient men and women.

In the past the prevailing idea has been well expressed in the saying that "Captions of industry are born not made," and the theory has been that if one could get the right man, methods could be safely left to him. In the future we shall acknowledge the fact that our leaders must be trained right as well as born right, and the training must begin right down in the lower classes of our public schools.

The present generation enjoy a material gain over those generations who have gone before, because the average man today with a given expenditure of effort is producing two, three and perhaps four times as much of those things that are of use to man, as it was possible for the average man in the past to produce. This increase in the productivity of human effort is of course due to many causes. It is due to the discovery of steam and electricity and to numerous inventions great and small, but primarily to the great progress we have made in science and education.

This greater national efficiency will come when leaders of thought, trustees, teachers and industrial workers will

guide their efforts more by science instead of rule of thumb as we do it today. Co-operation instead of individualism—harmony instead of discord—and maximum output in place of restricted output—must be our watch-words.

I find I have strayed from the subject allotted to me; my thoughts have wandered over broad and distant fields; but possibly there is something amongst them worthy of our consideration.

This old world of ours has been forever advancing and we as teachers and educational workers should have our ears to the ground and our eyes on the horizon. Too many of us suffer from short-sightedness. We should be prepared for the advance—the future is hazy and befogged just at present. All the more reason for us to be alert and strenuous in our endeavors to take our places as leaders in the changes that are bound to come.

Governmental administrative bodies are slow moving, ponderous affairs; they are often short-sighted and hard of hearing; they apparently live on a level above the noise and din of active human endeavor, and you and I have got to do some heavy pushing and shoving and shouting before we can draw their attention and eventually get them to move.

I am going to ask pardon from yourselves and our chairman for my wandering remarks; but I trust that I have at least stirred you all to think more seriously of your calling and to realize that our national welfare in the future will be closely connected with more efficient education.

The school stands among the institutions of civilization as a support for them all. The home is helped when the children are taught obedience, consideration and all the noble virtues. The church is helped as they are grounded in reverence and instructed in duty. The state is assisted whenever honesty, co-operation, and community responsibility are emphasized. Polite society is thankful when courtesy, good manners and genuine culture constitute the atmosphere of the schoolroom. The great work of the school is to help the institutions of civilization, not merely to teach the subjects of study.

Special Articles

ACTIVITIES SOMEWHERE IN MANITOBA

Staff—Fourteen Teachers.

For several years the teachers with some aid from the School Board have subscribed for a dozen magazines and journals treating of primary work, art, English and science. These pass in rotation from room to room and are read.

All the teachers take a share in the community life. Seven sing in the church choirs, seven teach in Sunday School, four are officers in League and Endeavor, one is superintendent of a Sunday School and secretary of the horticultural society, one is captain of the Girl Guides; another is lieutenant. One is president of the Home Economics Society, one is the moving spirit in one of the best attended and most alive Junior Endeavor Societies in Manitoba. All are interested in patriotic work, the women assist in I.O.D.E. or Red Cross work, attending meetings,

sewing and knitting for our soldiers and the suffering French and Belgians. The Girl Guide movement, the Junior Endeavor and the Home Economics Societies were organized here by teachers. All the staff are willing and able, and are called upon to write papers or give addresses for patriotic work, home economics or Christian endeavor.

Everyone on the staff goes out at both recesses in play weather with his or her group, supervising or taking active part in the games.

This, with their school duties, is their public life, but there is a private life which demands needlework, correspondence, music, social duties, study, recreation and a multitude of small responses to the unexpected.

While all the teachers receive their cheques with satisfaction, they have all found out a number of things that are better than gold.

THE RACES OF EUROPE.

(By G. J. REEVIE)

The science of anthropology, which is concerned with the physical characteristics of mankind, has achieved notable successes in the past two generations; it has added much to our knowledge of the races of Europe, and has rendered out of date that part of Myers' summary which deals with this point (General History, p. 15).

Before dealing with the results arrived at, it is necessary to clear the ground by removing a fruitful source of confusion. Anthropologists insist that race is determined by **physical characteristics** alone; that a race is a group of men who are alike in head, form, height, coloring and features, but who do not necessarily form part of the same nation or speak the same language. Indeed, a single nation may in-

clude representatives of two or even three races, as does the British nation; or the members of a single race may speak a variety of languages, as in Spain where, although the population belongs almost entirely to the same race, no less than four languages—Castilian, Catalan, Portuguese and Basque—are spoken. Nationality and language, then, have nothing to do with race.

It is a justifiable assumption that at the back of the classification given in Myers, lies the theory that Europe was peopled by a succession of waves of men of Aryan race whose starting point was somewhere in Central Asia. This theory is largely discredited by modern writers on anthropology, whose researches have led them to conclude that

the peoples of Europe are derived from three great racial stocks, and in only one case does the evidence point to an Asiatic origin. And while it is true that a considerable blending of the three races has taken place in greater or less degree throughout the length and breadth of the continent, it is nevertheless possible to assign definite limits to the distribution of the original types.

The earliest man who has left traces in Europe is of the Palaeolithic Period, or Old Stone age, a hunter and cave dweller, whose traces are especially found in Southern Europe. The continent was for the first time extensively peopled at some stage of the Neolithic Period, or New Stone age, by a great movement of man which probably followed in the wake of a much greater convergence of plants and animals from the south and east to the north-west, which had been lately released from the grip of the Ice age.

It is conjectured that the human side of this migration began when a race known to anthropologists as "Mediterranean," which had developed and possibly originated in North Africa, crossed the Mediterranean Sea in three great swarms and took possession of the three great southern peninsulas of Europe. Soon afterwards came a second great racial wave called the Alpine or Celto-Slavic race; it probably originated in Central Asia and reached Europe by way of the land ridges which run from Hindu-Kush to Pyrenees. Much later a third race, the Nordic or Teutonic, which either originated in Scandinavia or was developed in the Northern forests from Mediterranean stock, is found in possession of the North of Europe and in its southward expansion drives Alpine man before it.

Each of these three races has physical characteristics peculiar to itself. Mediterranean man is marked by oval head and face and belongs to the class technically called "dolichocephalic" or "long heads." He is rather short and of slight build; his hair, eyes and skin are dark; his nose is rather broad.

Alpine man belongs to the type known as "brachycephalic" or "broad heads." This face is broad and the nose, though varying in living types, commonly rather broad; the coloring of the eyes, hair and skin resembles that of Mediterranean man except that in most cases the tint is lighter; hazel grey eyes, chestnut colored hair and parchment hued skin are frequently found; his height is medium and his build somewhat stouter than that of Mediterranean man.

The theory that Nordic man was evolved from the Mediterranean type receives support from the similarity of the two races in head form, for Nordic man is long-headed. In most other respects, however, he offers a striking contrast with the man of the South; in height and build he is a giant; in coloring blonde with fair skin and blue eyes; his nose is in the pure type narrow and aquiline.

It remains for us to consider the distribution of these three races over the face of modern Europe. The people of the Iberian peninsula are almost universally of the Mediterranean race, a fact which points to North Africa as the original home of the race. Mediterranean man predominates also in Southern France, Southern Italy and the islands of the Mediterranean. In Greece he has been able to retain his hold only on the coast fringe. He also forms the vast majority of the inhabitants of North Africa. In the days of his prime he pushed out beyond the borders of the Mediterranean region to which he was specially adapted, but seems to have made good his hold only in places like Ireland and the western parts of Great Britain, where Mediterranean conditions are more or less reproduced. This expansion can be traced in the dark haired strain of Welsh, Irish and Highlanders. Intolerant of cold and highly susceptible to diseases of the breathing organs, Mediterranean man never obtained a footing on the higher ground.

In the West of Europe the broad heads and faces of the Alpine race are confined to the higher and relatively

infertile lands. In Britain they have left no traces of their occupation beyond their language. As we pass to the East, Alpine man becomes more numerous and is not limited to the infertile regions. In Austria, the Balkan States and Russia he predominates to such an extent that one of the main arguments in favor of his Asiatic origin is founded on this increase in numbers and dominance towards the East.

Nordic man, starting from the forests of the North-West, drove Alpine man from the richer lands of the West and is now supreme in the Scandinavian Peninsula, Britain, Northern France, Holland and Denmark; in Belgium and

Germany men of the Nordic strain dominate the more numerous Alpine men of the Southern districts, but in Russia the broad-headed Slavs rule the long-headed Finns.

It would seem that to-day Nordic man in the race of life, but it should be in the race of life, but it should be borne in mind that his supremacy is largely due to his control of the chief coal fields of Europe and may not always endure.

*If the length of the skull from front to back be 100 then dolichocephalic is less than 70 in width, brachy cephalic more than 75.

A SYLLABUS OF BRITISH HISTORY FOR GRADE X.

As a result of experience gained in marking the papers in this subject the committee of sub-examiners felt that the drawing up of a syllabus in British History would meet a real need.

This decision was reached after thorough discussion both of the quality of the answers and of the type of questions that should be aimed at; and was based upon an unanimous opinion that the use of a syllabus would best remedy some very general faults met with in the answers, such as lack of historical perspective; the stressing of irrelevant or unimportant details; a weakness in realising the significance of facts obviously known.

The aim of the syllabus would be to make a selection, based on relative importance, of the multitudinous facts given in the text book; and, by arranging the selected facts topically as far as possible, to emphasise the continuity of the historical development of the British nation. The syllabus would aid the teacher in selecting the material of his lessons, and would form a guide to the examiner in framing his questions.

The committee appointed two of its members who have given much time and thought to the subject to draw up a syllabus. This was done, and the resulting syllabus was unanimously adopted. In order that it should be available for immediate use, it was decided to secure its publication in the next issue of the Western School Journal, and further to ask the Deputy Minister of Education to publish it in the form of a Bulletin. The general feeling of the committee was that with or without official recognition the syllabus would be of such material help to the teachers of the Province that it should be put into their hands at the earliest possible moment.

The authors desire to emphasise the tentative character of their work. They expect that changes and re-arrangements will be necessary from year to year; they will give a hearty welcome to criticisms and suggestions, particularly to those that emanate from discussions held at the local conventions; and they will gladly explain or expound any portion of the syllabus when asked.

A prompt reply will be given to any query sent to

Prof. D. C. HARVEY,
Wesley College, Winnipeg,
or G. J. REEVE,
St. John's Tech. High School,
Winnipeg.

SYLLABUS

The Foundations of England (-1066)

Lesson 1. The Celts:

(a) Social, political and religious organizations; occupations.

(b) Extent, character and effects of Roman occupation of Celtic Britain.

2. The Saxon Conquest:

(a) Character and extent of Saxon Conquest.

(b) Free village community of the Saxons.

3. The Church Before the Norman Conquest:

(a) The conversions: Patrick, Columba, Augustine.

(b) Roman vs. Celtic Christianity and the Whitby Settlement.

(c) Organization under Theodore and its effects.

4. The Coming of the Danes:

(a) Their raids and settlements.

(b) Influence upon England.

(c) Rise of Wessex and work of Alfred.

5. Anglo-Saxon Government:

(a) Moots, judicial procedure, taxation.

(b) Weakness of this Government.

6. The Struggle for the Possession of England:

(a) The Danish Conquest — causes, effects, temporary nature.

(b) The coming of the Normans—

1. In the reign of Edward the Confessor;

2. The Hastings campaign.

8. Effects of the Norman Conquest upon:

(a) Institutions, monarchy, church and moots.

(b) Land tenure.

(c) Justice.

(d) Taxation—Domesday Book.

Mediaeval England (1066-1485)

9 & 10. Feudalism:

(a) A system of land tenure; King, tenants-in-chief, knights, villeins, etc.

(b) A system of government: military, financial, judicial .

(c) Chivalry and the Crusades.

11. Normandy:

(a) Effects of its possession upon king, barons and trade.

(b) Circumstances of its loss.

(c) Effects of its loss.

12, 13, 14. Church and State:

(a) Separation of courts (Wm. I.).

(b) Struggle about Investiture (Hy. I.).

(c) Dispute over church courts (Hy. II.).

d) Struggle with the Pope—

1. Re election (John);

2. Re taxation (Henry III. and Edward I.);

3. Re provisors and praemunire (Edward III.).

(e) Monks, friars and universities.

(f) Wyclif, the forerunner of the Reformation.

15 & 16. Centralisation of Government under Henry II.:

(a) A restoration after anarchy of Stephen's reign.

(b) Administrative reforms: Sheriffs, military, etc.

(c) Judicial reforms: Jury, itinerant justices, etc.

17. The Anglevin Empire:

Its origin, extent (map), its gradual loss.

18. Magna Charta — Struggle for Liberty:

(a) Events leading to Charter.

(b) Main terms of Charter.

(c) Results of Charter—King under law.

19 & 20. Beginnings of National Unity:

(a) Opposition to foreigners and Papal enactments under Henry III.

(b) Beginnings of Parliament—

1. Simon de Montfort, 1265;

2. Model Parliament, 1295;

3. Separations of Lords and

Commons, 1322.

(c) Legislative and judicial reforms of Edward I.

(d) His attempt to incorporate Wales and Scotland.

21 & 22. The Hundred Years' War:

(a) Causes and outline of the first phase (Edward III.).

(b) Causes, outline and results of second phase (Henry V.).

(c) Wars of the Roses.

23. Increased Strength of the Commons:

(a) Under Edward III.

(b) Under the Lancastrians.

24. The Peasants Revolt:

(a) Manorial system, villein tenure and statute.

(b) Causes and results of the revolt.

25. Social Life at the Close of the Middle Ages:

The New Monarchy — The Popular Despotism of the Tudors

26. Foundations of New Monarchy:

(a) Strength and weakness of the position of Henry VII.

(b) His achievements.

27. The Renaissance:

(a) The old and the new learning.

(b) Influence of new spirit upon people, church and government.

28. Discoveries and Explorations, Expansion of Trade:

29 & 30. The Reformation:

(a) Henry VIII.: Work of Reformation Parliament.

(b) Edward VI.: The Prayer Books and Articles.

(c) Elizabeth: Religious Settlement and Beginnings of Puritanism.

31. Foreign Policy of the Tudors:

(a) Dynastic Alliances (Henry VII.).

(b) Balance of Power (Wolsey).

(c) Nationalism (Elizabeth).

32. The Tudor Despotism:

(a) Tudor Parliaments.

(b) Conciliar Government: Council of Wales, Councils of North, Star Chamber, Court of High Commission.

(c) Paternal Legislation, Poor Law,

Struggle for Sovereignty Between King and Parliament.

33, 34, 35, 36, 37. Causes of the Great Rebellion:

(a) Changed conditions, character of Stuart Kings, Divine Right theory.

(b) Religious problems of James I. and Charles I.

(c) Financial problems of James I. and Charles I.

(d) Blunders in Foreign Policy.

(e) Petition of Right and Grand Remonstrance.

38. Division of Parties; Reasons for Failure of Charles I.:

39. Experiments in Government, 1649-60:

(a) The Commonwealth.

(b) Instrument of government.

(c) Rule of Major-Generals.

(d) Humble Petition and Advice.

40. The Restoration:

(a) The Restoration Settlement--

1. Declaration of Breda and Cavalier Parliament;

2. The Clarendon Code and the Puritans.

41. (b) Beginnings of Modern Parliamentary Government:

• 1. Supremacy of Parliament;

2. Beginnings of Party System (Exclusion Bill);

3. Beginnings of Cabinet (Cabal).

42 & 43. The Revolution:

(a) Foreign Policy of Charles II. and James II.

(b) Religious Policy of James II.

(c) His attempt at absolute rule—Standing army, suspending and dispensing power.

(d) Birth of a Son.

44. The Revolution Settlement—Limited Monarchy:

Bill of Rights, Toleration Act, Mutiny Act, Triennial Act, Act of Settlement.

45 & 46. Parliamentary England — Cabinet Government and Party System:

(a) Walpole and the Whigs.

(b) George III. and Personal Rule.

(c) Younger Pitt and the new Tories.

- The Expansion of England in 17th and 18th Centuries
47. England and Ireland Until the Union.
48. Union of England and Scotland.
49. Founding of the American Colonies.
50. India: Foundation; Clive; Hastings.
51. The Seven Years' War.
52. American War of Independence.
Modern Britain
53. The Industrial Revolution:
(a) Power.
(b) Transportation.
(c) Invention.
54. The Agrarian Revolution:
(a) New Enclosure Movement, Drainage, etc.
(b) Rotation of crops.
(c) Selective Breeding.
55. Religious Revival and Humanitarian Movements:
Wesley, Howard, Wilberforce, etc.
- 56 & 57. Political Reform:
(a) Reform Bills and Chartism and Parliament Act, 1911.
(b) Catholic Emancipation and Irish Home Rule.
- 58 & 59. Economic Reform:
(a) Factory Acts, Employers' Liability, Poor Law.
(b) Corn Laws and Free Trade.
(c) Education.
- 60, 61, 62, 63, 64. The New Empire:
(a) Canadian Confederation and Expansion to the Pacific.
(b) Australasia.
(c) South Africa.
(d) The Far East, India, China, etc.
(e) Egyptian and other African Protectorates.
- 65 & 66. Foreign Policy:
(a) The Near Eastern question.
(b) The Triple Entente.
- Total 66 Lessons—
- | | | |
|---------------------|---|----|
| Beginning till 1485 | - | 25 |
| “ “ 1783 | - | 21 |
| “ “ 1911 | - | 20 |

SUGGESTIONS TO TEACHERS RE SCHOOL AND HOME GARDENS

(By A. White, Brandon)

I will now suggest some of the ways in which the interest in gardens may be aroused, how wise guidance may be given, and in some degree how the regular school subjects may be correlated to this work.

1. Before spring opens it would be well to have a discussion of plots, their sizes and shapes. Let pupils read, and where possible interpret for themselves the conditions regarding size, and work out the various shapes and measurements that would meet the conditions, in the particular class to which each belongs. If in the junior grades it is made clear to them what a square foot means. I believe it is possible for many children who have not studied "area"

formally, to work out the necessary size of plots with very little help. In solving this particular problem they could get a grasp of the meaning of area in a way that no formal abstract problem would provide. Interest in a concrete problem, their problem, makes all the difference. In this connection, drawing the plot to scale would provide a valuable exercise requiring accuracy in measuring.

2. The laying out of the plot for vegetables or flowers would provide an excellent study in arrangement. Some knowledge of the growth of plants is necessary to do this properly. It is unwise, for example, to plant a large bushy plant where it will overshadow

a small one, or a bordering plant in the middle of a plot. Having decided then upon the size, and shape of plot, the laying out of the plot will help the pupil decide what seeds will be required. For a square flower bed for example, small bordering plants may be desired, with some rather larger growth next and taller plants in the centre. If, however, the plot is against a building or fence, a very different arrangement would be required from that of a plot in the open. There is abundant work here for some very interesting and profitable nature study, combined with work in design and arrangement. Upon this preparatory work largely depends the amount of intelligent interest in the work when it starts.

3. Some preparatory work in the germination of seeds, testing their quality, watching their growth, would be both interesting and profitable. This may be very simply done on flannel or blotting paper. If seeds thus tested prove that a small proportion germinate, better seeds might be secured, or at least those seeds that were tested could be sown more thickly. These methods of testing are useful and might well be tried with a few varieties. If 100 seeds are counted for a testing, a very practical and concrete lesson in percentage incidentally results. The study of the potato, its eyes, how they sprout, why potatoes are cut, etc., would also provide an interesting lesson. If some pupils could bring slips of plants in the early spring when danger of frost is past, some valuable instruction in propagating from slips could be given. These and other experimental efforts are most valuable.

4. When the school and home gar-

dens start it is a good idea to suggest to the children that they might keep a diary of daily work. They will need guidance. Let them note the dates of sowing various seeds, dates of appearance, progress of growth, items regarding weather, insects, birds, weeds, and any interesting information regarding their plots. This would be valuable exercise in English. An occasional opportunity to tell the class of this progress, or to write a letter to a friend telling of the garden would provide further valuable exercise. It is not necessary, however, to tell the children that it is an exercise in composition. When these kind of things are done sanely, interest is maintained, or it rather increases and becomes contagious.

Associated with the written diary might be added illustrative work of various kinds. A plan of the plot with the arrangement of seeds could be put into the diary, sketches of the plants as they appear, and any other illustrative work that might suggest itself as the work progresses.

Note. — In this work in gardening there is ample suggestive information available. The following publications may be mentioned:

1. "Children's Gardens for Pleasure, Health and Education," by Parsons.
2. "Industrial Social Education," by Baldwin.

3. "Departmental Bulletin" (of the Manitoba Dept. of Education) for 1911.

All these are in each school library.

In addition, there are a few bulletins published by the Dept. of Agriculture, Washington, that can be secured from the Education Library: "The School Garden," by Corbett; "Directions for Making Window Gardens," by Tracy.

WHAT TO DO FOR THE STUTTERING CHILD

"What can be done for boy who is seventeen years old, who has stuttered and stammered for ten years?" was a problem given to me not long ago by the editor of a great publication.

"Have you ever sought advice before?" he was asked.

"Yes, many times. No doctor was ever able to help me, so I turned to the various cults of suggestive healers. One

of these played upon his nervous system for a month or more. None of them ever improved his speech, though it should be said to their credit that they were attentive to and patient with him. This could not be said of the doctors."

"Why then do you again turn to a medical man?" came my rejoinder.

"Well, to speak truly, Doctor, I don't believe you will spend any more time with him than doctors in general would. But, I'm willing to pay your consultation fee, for explicit and circumstantial details about this ailment."

Here, then, was a frank avowal upon the part of a sane man and a devoted father, that he could not rely upon physicians to remain interested in and hopeful for such an annoying and chronic a trouble as stuttering. Perhaps this is justified in a measure, perhaps not. Unluckily, doctors as a group do not busy themselves with conditions that "bore" them, that are tedious, tiresome, and possibly in the end but little improved, and which take up their more important (?) time. Moreover, the compensation in fees that should be received for periods spent in training and instructing children how to correct their faulty speech, they are unable to obtain. It is, however, more a lack of interest, than a desire for excessive fees, that impels most physicians to neglect such defects.

The particular young chap discussed is no exception to the law that produces stutters. Two of his uncles had thus suffered, and his father, though cured, had stammered for some time in his childhood. The boy, too, had intervals when the broken words came not quite so haltingly as at other times. Still the inheritance was so definite, that there was absolutely no time when he was wholly free of the embarrassing trouble.

So sensitive had he become that the father removed him from college and put him to work. It was only when his attention was again called to the restricted opportunities for the boy's advancement, that he decided to consult a physician.

Here then was the crucial point in the boy's career. To make much of himself in the great world, his faltering speech must needs be cured. Yet all this difficulty could have been obviated, all the subsequent lingula disturbance could have been prevented if the guardians of the boy in his childhood, when words began first to tinkle on his lips, had cautioned and taught him how to speak.

A child usually begins to stutter about the ages of four and five. The alert parent, grandparent, or nurse at this delicate time must guard the pronunciation of each and every syllable that falls from the child's tongue. If he hesitates and halts over certain consonants, syllables, or words, he must be told calmly and pleasantly, with neither severity, anger, or suddenness that he must think first and then speak slowly.

I said "he" with a clear consciousness, because by a curious trick of inheritance, stuttering, like color blindness, skips the feminine portion of a family and elings like poison ivy to the vocal muscles of the boys and men.

Curiously enough, the origin of a child's staccato speech is clouded in mystery. I do not mean to say that it can not be traced to some hereditary factor or to some infantile malady, such as scarlet fever. Perish such a thought! Reference here is made to the first stuttering words. Usually the defects appear so insinuatingly that the beginning of the trouble is noticed neither by the guardian or the others in the house. The child of course is entirely unconscious of the unusual chopped-up and jerky consonants.

Often the careless relatives with their fatalistic notion about "things always come right in the end," have their ears attracted sooner or later to the child's stuttering. Then they labor under the mistaken delusion that the boy will "outgrow it." No more harmful doctrine has ever been perpetuated than the one contained in that stock phrase. As a matter of experience, speech troubles are not outgrown, they become ingrown. If not corrected at first, they go from bad to worse. So firmly root-

ed and ingrained into the child's habits does stuttering become, that with every hour's growth the chance for a cure becomes farther and farther removed.

Furthermore, be it borne well in mind, that the parent, nurse, attendant or guardian that scolds or yells at a stammering child, might as well pour a withering acid upon a blooming flower bed. The sensitive, nervous nature of most children makes them shrink in fear and excitement from all harsh language. If, then, the explosive temperaments that accompany the stuttering words of these children, are touched off by the fuse of a quick, sharp reprimand, there need be little expectation of a cessation of the trouble. On the contrary the very irritation that the reprimand produces, leaves an indelible impress on the boy's brain, which stamps the stuttering firmly into his tissues as a fixed habit.

As soon as your attention is attracted to the repetition of letters, syllables or words; whenever you notice words to be pronounced wrongly, interrupt the child gently and sweetly and with an ingratiating manner stop him from talking and calmly show him how to guard himself against the dangers of staccato utterance. It is astonishing how wise and full of understanding the boy of three and four is. They "catch on" very easily and will co-operate with almost anyone who deals cordially and intimately with them.

Children think so much more completely than their limited vocabulary allows them to openly express; they teem so fully with scintillating and not always vain imaginings, that they are wont too impetuously to try to crowd a mass of thoughts and experience into a few words and syllables. This only too often explains their anxious stuttering.

It is, therefore, of the utmost importance to have children who are thinkers, who associate with broadly experienced elders, and who absorb a wide number of experiences of their own, to learn to speak slowly and deliberately without impetuosity. The impulsive, voluble

boy who rushes into the slap-dash-bang fashion into the dining room and tries between gulps of porridge, soup, and other victuals to tell you about the day's doings, is the very child that must be cautioned to hold up, to stop a moment and to speak very slowly. This is the boy who must learn to take a long, deep breath before he starts to talk. Have him breathe deeply and count ten before he begins any little narrative.

Short periods of "silence" must be maintained, especially when he is in an excessively voluble mood. He may be taught Mother Goose rhymes and other simple melodies. Little speeches, stories, and fairy tales told him only to hear him slowly repeat them, will help in a measure. Gymnastic activities in a small way, and lessons in recitation and kindergarten songs should be given.

Though not common before five or six years of age, thereafter stammering and stuttering increases among children from imitation, association and faulty methods in elementary school teaching. Perhaps there is no greater omission in the whole public school curriculum than that which concerns methods of enunciation and precision of speech in children. Voices have been raised in the wilderness of primary education for years, speeches have been delivered, school boards have been besieged in vain. Young children acquire more bad habits of speech—here I do not discuss grammar, rhetoric, or pronunciation—at school than the best parent in the world can counteract or neutralize. Several instances of stammering have come under my professional observation that were picked up by unconscious imitation of an association with other children in the schoolroom and playground. This should not be so; indeed, someone is derelict when it occurs. You might as well put a hungry wolf in a sheepfold as to allow a stammering teacher or child to mingle with children in school.

Breathing exercises, singsong methods of learning school lessons, recitations in rhythm or with the whispered voice at first and the loud voice after-

wards are all helpful. Whenever any signs of trouble present themselves, three or four deep breaths should be taken, practice with the troublesome vowels and consonants should be carried out, and single powerful expiration should be made before any syllable or word is pronounced.

Every mistake should be at once slowly and carefully corrected by a proper repetition. Preservance in these exer-

cises, watchfulness and patience as well as detailed instruction with a pleasant guardian will go a great way in eradicating the defect. In young men and adults a hearty co-operation upon their part usually means a fairly complete cure. After all, the cure is more a matter of the individual himself and those in intimate contact with him, than of doctors, drugs or dogmas.

“PATRIOTISM AND PRODUCTION” IN PUBLIC AND HIGH SCHOOLS OF MANITOBA FOR 1917

(Adapted from the B.C. Bulletin by H. W. Watson)

The Situation as Seen by Our National Leaders

“At this time of national danger it is imperative that every citizen should realize the vastness of the work that Great Britain has to perform, and should so act that the full strength of the nation may be put forth. Not only must everyone pull, but, in order that the work may be well within the nation’s strength, all must pull together.

“No one can realize the vastness of the task before the nation without becoming keenly conscious that it demands the strenuous co-operation of every man and woman, youth and maiden in the country; that the nation’s energies must be completely concentrated upon the production of really essential things; and that the production of non-essentials must be wholly stopped.”—From Manifesto issued by British Bankers in Agricultural War Book, 1916.

“It is true that war is the first business of Canada until success crowns our cause, but it is, nevertheless, true that modern war is made by resources; by money; by developed natural resources; by products; by foodstuffs; as well as by men and munitions. And while war is our first business, it is the imperative duty, I repeat, of every man in Canada to produce all that he can, to work doubly hard while our soldiers are in the trenches, in order that the resources

of the country may not only be conserved, but increased for the great struggle that lies before us.

“The people of Canada can preserve their credit and keep the nation strong for the war by increasing production and exercising a reasonable economy. ‘Work harder, save more,’ is a good motto for war-time.”—Sir Thomas White, Finance Minister of Canada.

The Part of Teachers and Pupils

Every teacher in Manitoba must realize the truth and the particular force of these statements at the present time. The question comes home to us, “What are we doing and what more can we do this year to help to strengthen the great war arm of the nation?” Here and there throughout Canada striking instances of fine patriotic achievement on the part of the teachers and pupils have been met with. Can we not undertake something of the kind in every school in Manitoba? Already many of our finest young men have left the ranks of the teaching profession to join the overseas forces, and others will follow their example. But for those who remain at home there is the opportunity to do that which has been estimated by the nation’s leaders to be essential to the successful conclusion of the war

—viz., to add something more to the sum total of the nation's supply of food and clothing. Every boy and girl in Manitoba who is old enough to attend school is capable of doing something, however small it may be, to produce something of money value this year. All that is needed is organization and leadership, and for this we look with confidence to the teachers.

This proposed "Patriotism and Production" movement in the schools, however, goes a step further. It suggests that, instead of obtaining the money from parents and the public generally, who patronize the concerts and celebrations, the pupils themselves, with the advice and assistance of their teachers, create some wealth which may be devoted to patriotic purposes. Every dollar's worth of foodstuff produced by boys and girls in Manitoba add so much more to the staying power of the nation. Moreover, the mere fact that the boys and girls of this province have contributed in such a practical way to the needs of the country in such a time of national stress and anxiety will in itself reflect great credit upon them, and is something that will be remembered by everyone with pride and gratitude.

Lines of Work Suggested

The most readily available and most universal means to be adopted is the cultivation of a plot of ground. It does not require a large plot to yield under normal conditions a dollar's worth of vegetables. The smallest child in school, with a very little assistance and direction, can plant and take care of a plot 5 x 10 feet for the season. Such a plot would aggregate 50 feet of row, and would at a reasonable estimate produce 20 dozen marketable beets or carrots. The larger boys and girls would, of course, undertake larger plots, according to their ideas and the amount of space available. If a good money-making crop be chosen, which is suitable to the district, it is quite possible for a careful and industrious boy or girl to make \$6 or \$8 on a plot 25 feet square.

It is especially necessary this year that the children's school and home gardening be directed towards producing the necessary and valuable food-stuffs of the nation. It is also advisable that the children of a district, or even a municipality, agree upon a few particular lines of production, so that such in larger quantities and of uniform quality could be sold and shipped to greater advantage.

The following lines of production are especially recommended:

For boys—Growing $\frac{1}{2}$ to $\frac{1}{4}$ acre of potatoes, named variety if possible.

Buying and feeding one or more pigs or calves.

For girls—Procuring settings of eggs and raising a flock of a good utility breed of chickens.

Manual training work—Some boys in the cities may be so situated, unfortunately, that they cannot undertake any of the above money-making projects, but they might turn their mechanical skill to account by making some useful article which would sell for a respectable sum.

Domestic science work—Girls, especially, should consider what they could do to make money for patriotic purposes by making pickles and preserves, canning garden-stuff, baking, or the making of confectionery. To grow some fruit or garden produce and preserve or can it might be most profitable of all.

The earning of wages—There may be some boys or girls who would prefer to help other people in some line of work which they could undertake. They might utilize Saturdays and the summer holidays, at least in part, for the good of their country in this way.

Teachers should lose no time in taking this matter up with their pupils. Let the children do most of their own planning and seek advice and assistance at home. Except in the case of the regularly established school garden, it is understood that the work included in this "Patriotism and Production" campaign is to be done outside of regular school-hours. Teachers should try to effect such an organization of these

young workers as will stimulate them to put forth their best efforts.

Next, then, will be the teacher's personal project. It is not a question of the teacher contributing a part of his salary for patriotic purposes—most teachers are doing that already. It is a "production" movement; it is the "gathering of wealth out of chaos" and contributing it to the nation at this critical time. All should help unless physically unfit. It will all be needed.

Pupils taking part in this campaign will need help and encouragement from

their teachers; young people outside of school may lack only that organization and leadership which the teacher might supply, in order to accomplish much along the lines of practical patriotism: farmers and fruitgrowers everywhere will be only too glad to avail themselves of the services of teachers during the summer vacation; and so each teacher will be able to find his and her own best place in which to help in a practical way to meet the national crisis which now seems to be approaching.

CANADA AND THE WAR

(By Dr. R. C. Johnstone)

Germany and Austria-Hungary have diverged so far from the principles of righteousness, that they can lay no claim to any place at all among the great nations. A "sword of Damocles" is hanging over the heads of these recreant peoples; and, when the hour of their destiny shall come, that sword will fall with terrible power, and these perjured and treacherous foes of the world's common weal will sink into the limbo of confusion and disgrace.

When war was declared in August, 1914, the German Kaiser and his Prussian Lords were so consumed with their own overdrawn notions of themselves, that they had come to be living in a fool's paradise. Only in one thing were they wise, and that was regarding the political and military unpreparedness of the British Empire.

The first expeditionary force that crossed the channel was ridiculously insufficient, and gave some excuse for the Kaiser's expression, "French's contemptible little army"; but, while the world lasts, the heroism, and noble self-sacrifice, and whole-souled devotion, of that force will be remembered and spoken of with deepest love and gratitude. The rulers of Central Europe made an insane calculation respecting the attitude of the Dominions and dependencies of Great Britain towards the

war; but many weeks had not passed before their eyes were opened to the true state of things. They are only now beginning to take in the full meaning of the phrase, "Our Empire," as it is understood by the men and women who who own allegiance to it.

It must have seemed to them as a "bolt from the blue," when they learned that the great Confederation of nations, kindreds, peoples, and tongues, who live beneath the Union Jack, rallied as one man to the side of the mother country in the struggle for existence which has been wantonly forced upon her and her Allies.

Never before, in the history of civilization, had been such a sight as the world saw in the fall of 1914 and the spring of 1915.

Stately transports, each bearing its own pennant beneath the Empire's flag, and all guarded by convoys, making their way, with all possible speed, from India, Canada, Australia, New Zealand, South Africa, and other lands of the English-speaking race, carrying hundreds of thousands of loyal men to the help of the Motherland. Many of these citizen soldiers knew little or nothing of the trend of Balkan politics, and they perhaps were not much concerned about Belgium or Poland; but, they did know

how much depended upon the defeat of the German conspiracy.

I want to emphasize, as strongly as I can, the fact that loyal Canadians take Britain's war to be their war; that, as her coasts were threatened, so were theirs; as her Empire was in danger, so was theirs; as her liberties were threatened, so were theirs.

We are in the Empire and of the Empire.

It is of the utmost importance to us that our markets should be stable, and as wide as possible—and, this would not be if the Germans obtained a world-empire.

The sacred character of international relations is at stake.

We know, and the other Dominions know, that since the close of the Franco-Prussian war, in 1870, Europe has been an armed camp—and we know too that this militarism must be put down, otherwise it will be a perpetual menace to the rest of the world.

We realize the safety and protection that are ours, because of the supremacy of British sea-power.

Above all, we are loyal to our national traditions, to our glorious past; and just because of all these things, we have sent our very best, in men, in money, and in munitions of war. For similar reasons the other Dominions have done the same thing.

Neither the people of the other lands within the Empire, nor we, can ever forget that our Empire was won by the heroic deeds of our forefathers, that our liberties were wrested from tyrants and autocrats at the cost of rivers of blood—and, this being so, necessity is laid upon us to strike a blow in her defence.

From far and near, from a hundred scattered islands and remote protector-

ates, men of British race and allegiance have streamed to the battle fields of Europe.

Splendid has been their devotion; great has been their sacrifices.

The tie which binds the Dominions to the Motherland, and which cements together that wonderful structure which we call "the Empire" is a tie which has grown with the years, out of love and gratitude for the fostering and protecting care of the great Mother, which has made us what we are.

I do not think we are premature in supposing that the tide of war has turned, and that before many months have passed, we shall have to turn our minds towards the great question, which, if properly settled, will build up and consolidate our Empire, as it never was before—the question of Imperial Federation.

The "Round Table" scheme formulates ideas that are worthy of our serious consideration.

It demands a written Constitution for the Empire, which will provide for a new Federal Executive, to control foreign affairs, inter-colonial relations, Indian administration, the Navy and the Army, and the finance involved in these. It also demands a new Federal Parliament, drawn from all the Dominions and dependencies, to which the Federal Executive would be responsible.

If out of all the sacrifice of human life and the waste of our treasure, in this great war, such an end could be attained, we would not grudge the cost; but, we would feel assured that we should have the best guarantee the world has ever had—for the maintenance of justice, the preservation of liberty, and the prevention of war.

If mental discipline be the desideratum for admission to college, may not subject matter that has rich content for practical life also be made to furnish as desirable and as satisfactory mental discipline as do the traditional subjects, the social utilities of which have been largely lost?

The Examinations

1917

The Board of Examiners appointed by the Department of Education to read the papers of High School students writing on the Departmental Examinations of June, 1917, decided that it is desirable that the practice of former years of printing in the School Journal a statement from the several committees should be continued. Accordingly, reports of committees upon the examination questions and answer papers are here set forth in the belief that they will prove valuable to teachers in the Secondary Schools throughout the province.

The attention of teachers is directed to a new feature, namely, the Model Answer Papers. Some of these Model Answer Papers have been prepared by the Examining Committee. In some cases, which will be duly noted, the actual work of the candidate is given. Discriminating readers of the Journal will readily appreciate the fact that Model Answer Papers written by the Examiners themselves represent a standard of excellence somewhat higher than would be required to earn a full mark.

Theoretical Botany

On the whole the answers were fair but by no means good. It was thought that this was due, in part at least, to the fact that some of the work called for on the question paper is not covered in the prescribed text, e.g.:

- Question 1. Heliotropism.
- Question 2. Germination of the squash.
- Question 3. Types of underground stems.
- Question 5. Life history of the mushroom and rust on wheat.

2. Particular—

Question 1. Apart from the explanation of the term heliotropism, was answered quite well by all.

Question 2. Was answered by the majority quite satisfactorily, but some spent too much time on it for the marks given.

Question 3. (a) Was not answered by very many. Some seemed to have covered the work, but it was quite evident that many knew nothing about underground stems.

Question 3. (b) Was attempted by the majority, but many of the candidates described the cross-section of the endogenous stem rather than the exogenous. It was thought by the committee that perhaps the term dicotyledonous had been used by some teachers in place of the term exogenous, and that the students did not know what was wanted on the paper.

Question 4 was answered very well by the majority.

Question 5 was beyond most of the candidates. Some had evidently covered the work and gave very good answers, but the number was very small. A number tried the (a) part of the question, but could not touch the (b) part.

Question 6 brought forth a great range and variety of answers. The question was attempted by nearly all the candidates, but many of the answers were of a superficial nature, particularly the answers to the (a) part.

Question 7 was answered by a small minority only. Very few answered the question well.

3. Suggestion—

The committee felt that in the teaching of Botany greater emphasis should be placed on diagrammatic representation and systematic arrangement of material.

Geometry

- 1. The questions were well balanced.
- 2. They were not difficult; but afforded a fair test of the student's knowledge.

3. They were reasonable.
4. They were clearly stated with the exception of Question 9, where the word "Find" seemed somewhat confusing. Probably the word calculate would have been more suitable.

Arithmetic

1. No problem should be set which can be more readily solved by Algebra, e.g., Problem 3.

2. Methods of solutions are, on the whole, satisfactory; the work, however, is not in many cases arranged logically; mechanical work is generally poor.

Physics, Theory—Grade XI.

1. Some of the practical illustrations, such as the lawn sprinkler, the hot water heating system and the arc lamps in series did not come within the experience of the country student.

2. On the whole the paper was a fair test of the student's knowledge of the general principles of physics, but the marks given in each branch of the subject should roughly correspond to the amount of material in the text book. About one-seventh of the marks was allowed for "General Physics."

3. In answering a numerical question a statement of the law on which the calculation is based should be included in the answer.

4. More attention should be paid to diagrammatic representation in answering questions.

5. Inaccuracy in the arithmetical work was almost universal.

6. The spelling, upon the whole, was good; showing an improvement upon that of previous years.

7. It might be suggested that the booklets provided for examination should have a printed margin for examiner's marks only.

Music

The examiners found that the work necessary to answer Questions 3, 4 and 6 and part of 1 had evidently not been covered in most schools. The prescribed work, such as signatures, common musical terms, time, etc., seemed to have been fairly satisfactorily covered. Apparently there was some misunder-

standing as to the application of the term "varied" in Question 7. Many good students understood it to mean "varied in pitch only." Many lost marks in Question 5 by not reading the question carefully and writing the signatures for A^b major instead of A major and writing signatures for six major keys instead of three major and three minor. The transposition exercise was not well done on the whole, but this in the opinion of the examiners is rather difficult for the average student who has not had the opportunity of studying music outside school, and who in school has only one or two half-hour periods a week assigned for this subject.

The examiners recommend that if history of music and detailed theory are to be required, the syllabus should make this clear to the teachers, otherwise the student is penalized. They also recommend that an effort be made to educate the musical taste of the student and familiarize them with the works of the better composers. Many of the greatest composers have written music simple enough for schools and the study of these would be of greater educational value than the hosts of songs, such as "Good-bye, Dear Sweetheart," "When I Dance With My Soldier Boy," given in so many cases under Question 4.

French Authors—Grade XI, 1917

Examiners: Mr. Spence and Mr. Baker.
Translators and Sub-examiners: Miss Rowell, Miss McColl, Miss Leach, Miss Doupe, Miss Haffner, Miss Macmorine, Miss McKenzie, Mr. Bothwell, Dr. Smyth-Pigott.

1. (a) What was this Thenardier? If one could believe him he had been a soldier—a sergeant, he would say. He had probably taken part in the campaign of 1815. The signboard over his inn was an allusion to one of his military exploits. He had painted it himself, for he knew how to do a little of everything, badly.

(b) She no longer looked at a single shop window. As long as she was in the neighborhood of the church the

lighted shops illumined the path, but soon the last glimmer from the last hovel disappeared. The poor child found herself in darkness. She plunged into it. But, more and more a prey to a certain agitation, as she went forward she swung the handle of her pail as vigorously as she knew how. That made a sound which kept her company.

(e) The Thenardier woman, however, did not let the child go and gave countless poor excuses. Cosette was rather delicate to start out in winter, and then there were a few debts left, the bills for which Thenardier was collecting. "I will send someone for Cosette," said Father Madeleine. "If necessary I will go myself."

(d) Wealthy travellers are not so polite. This gesture and the inspection of the stranger's clothes and baggage, which Mother Thenardier took in at a single glance, caused her kindly grin to vanish and her sullen expression to reappear.

She replied curtly: "Come in my good man."

(e) Thenardier thought it was time for him to speak. "Yes, sir, if you fancy them we'll give you this pair of stockings for five francs. We couldn't think of refusing a traveller anything."

(f) A moment after she was in her place sitting motionless, but turned so as to cast a shadow over the doll which she was holding in her arms. The joy of playing with a doll was so seldom her's that it had all the force of a passion.

(g) She was hugging tight the doll whose great eyes glittered in the darkness. From time to time she would heave a deep sigh as if she were about to awaken and clasp the doll in her arms almost convulsively. By her bedside lay only one of her wooden shoes.

(h) Thenardier was one of those men who take in a situation at a glance. He thought it was the moment to act and to act quickly. He did as great captains do at that decisive moment which they alone know how to recognize, he quickly unmasked his battery.

3. (a) "It is true, Monsieur: that, indeed, makes the neighborhood rather

uncomfortable for us. My old Francis and I cannot linger a little late in the outskirts without exposing ourselves to strange indignities. Local superstition, aided by the twilight, lends us a marvellous coloring which usually puts passers-by to flight. It is true (bowing) that it sometimes attracts them, and that forms an agreeable compensation.

(b) "You mentioned just now the word 'curiosity,' Mademoiselle de Kerdie — excuse mine. (Francis removes the soup.) It is an astounding miracle to find in this wild desert a person who seems so well adapted to enjoy all the delights of civilized life— (Francis removes the plates)—and to enhance them (Mlle. de Kerdie bows). You do not spend all your time in this lonely place?"

(c) "I feel that my heart satiated with earthly loves might be quickened and made to throb again beneath one of these strange and more than human glances, at the rustling of those filmy robes, in contact with these immortal hands."

(d) "You ask of life unknown enchantments, Sir . . . Ah, it has in store for you more than one of them. I assure you. . . It has in store for you—you already have a foretaste of it — the sweet magic of duty accomplished . . . the secret charm of services rendered, the deep peace of the soul after a well-filled day . . . and the happy slumber which follows self-sacrifice. . . Try some of these pleasures and if life then seems to you empty and without savour, hurl back as a reproach to heaven your broken cup of life. Do so if you wish, sir (her voice becomes more and more moved), but I speak to you—do not doubt it—as she whom you mourn would have spoken to you, if you had been able to console her last look and receive her last kiss."

(e) Well, why should that surprise you, Monsieur de Comminges? Are not the annals of fairy land filled with such adventures? I flatter myself that you have conceived some slight affection for

me . . . you are aware that in every age the dauntless love of a young knight has sufficed to break the spell which concealed the beauty of the fairy beneath the wrinkles of the decrepit old woman. . . Unfortunately, you have only reached the stage of affection . . . hence I am but half rejuvenated. . . Perhaps a warmer feeling might effect a more complete transformation.

**Specimen Answer Paper in Physics—
Grade XI.**

(a) 1 The "Rotary Lawn Sprinkler" in action is an example of Newton's third law (action and reaction).

Action—the water leaving the orifice under pressure.

Reaction—the back pressure of the water on the sprinkler arm.

2 This is an example of Newton's first law (every body continues in its state of rest, etc.). When the car stops, the inertia of the draw carries him forward.

3 This is another example of Newton's third law. The force on the shell is the action, the force of the explosion on the breech is the reaction.

(b) (Cylindrical Tank.

Weight of water=(1500 c. ft.x62½ lbs. per c. ft.) lbs.

In the first case when filling from the top, all the water is raised to a height of 25 feet.

$$\begin{aligned} \text{Work} &= 1500 \times 62\frac{1}{2} \times 25 \text{ ft. lbs.} \\ &= 2,343,750 \text{ ft. lbs.} \end{aligned}$$

In the second case when filling from the bottom, the average height the water is raised is 12½ feet.

$$\begin{aligned} \text{Work} &= 1500 \times 62\frac{1}{2} \times 12\frac{1}{2} \text{ ft. lbs.} \\ &= 1,171,875 \text{ ft. lbs.} \end{aligned}$$

Difference in amounts of work done =1,171,875 ft. lbs.

2 (a) A diagram and an explanation ought to be given.

The principles involved in the operation of a hot water heating system are

(1) The conduction of heat through the metal of the boilers;

(2) The convection of heat by the moving water, the water being set in motion by the unequal density of hot and cold water;

(3) The radiation of heat from the hot water tank, pipes and radiators.

(b) Water boils in an open vessel when the vapour pressure equals the atmospheric pressure. If the pressure is increased (as in a closed vessel) the temperature of the boiling point is raised. In the case of the open vessel the pressure being constant, the temperature must also remain constant, the heat that is being supplied to the water being carried off by the steam.

[Note:—Marks were allowed if the answer were based on "heat of vaporisation" or "latent heat."]

3 (a) Heat lost by iron in cooling = heat absorbed by water in heating.

Heat lost by m lbs. of iron = mass x capacity for heat x fall in

temperature

$$\begin{aligned} &= m \times .11 \times (200-110) \text{ B.T.U.} \\ &= 9.9 m \text{ (B.T.U.)} \end{aligned}$$

Heat absorbed by water

$$\begin{aligned} &= 150 \times 1 \times (110-34) \\ &= 11400 \text{ B.T.U.} \end{aligned}$$

$$\dots 9.9 m = 11400$$

$$\dots m = 11400$$

$$9.9$$

$$= 1151.5 \text{ lbs. of iron}$$

(b) In order to obtain accuracy the diagram should be set out to a fairly large scale. In this case the diagram representing the parallelogram of forces is a square, the sides of which each measure 20 ft. per sec. to a given scale. The diagonal (which should be drawn between the two velocities) represents the resultant velocity both in magnitude and direction. The magnitude is 28.2 ft. per sec. and the direction 45° to the ground.

[In most answers to this problem the direction was not given.]

4 (a) The answer to the "Gravity Cell" should include a sketch with an explanation similar to that on p. 160, Mann and Twiss. It would be better if the word "bubbles" used in the text were replaced by the word "ions."

4 (b) In series—

Voltage of 7 cells = $7 \times 1.4 = 9.8$ volts
 Internal resistance = $7 \times .3 = 2.1$ ohms
 External " = 25 ohms
 . . . Total " = 27.1 ohms
 By Ohm's Law, Current = E.M.F.

$$\frac{\text{Resistance}}{= 9.8 \text{ volts}}$$

$$\frac{27.1 \text{ ohms}}{= .36 \text{ amperes}}$$

In parallel—

Voltage of 7 cells = 1.4 volts
 Internal resistance = $.3 = .04$ ohms

$$\frac{7}{\text{External " = 25 ohms}}$$

$$\text{Total " = 25.04 ohms}$$

$$\text{Current} = 1.4 \text{ volts}$$

$$\frac{25.04 \text{ ohms}}{= .056 \text{ amperes}}$$

5 (a)

Power in circuit = $(25 \times 45) \times 8$ watts
 = 9000 watts
 Since 1 H.P. = 746 watts
 . . . H.P. = 9000 watts

but efficiency = 85%

$$\therefore \text{Total H.P. supplied} = \frac{100}{85} \times \frac{9000}{746}$$

$$= 14.2$$

[A common error in answering the above was to take the total current as 200 amperes.]

5 (b) The first paragraph of section 194 (Mann and Twiss) on "Electrolysis," and the substance of paragraph 193 on "Electroplating," contain a full answer to this question.

6 (a) The main points to be brought out in the explanation of the transmission of sound are (1) that a medium such as air is required; (2) that the sound is transmitted by longitudinal waves; (3) that these waves form a series of condensations and rarefactions in the air; (4) that increase in temperature increases the speed at which sound travels.

(b) Pitch is that characteristic of sound which depends on the frequency. The greater the frequency the higher the pitch.

Beats: When two notes of slightly different frequencies are sounded together the interference of their respective waves produces a throbbing sensation.

Overtone: When a sound is produced from a vibrating string or an organ pipe, it is found that the sound is composed of a fundamental wave, and a series of waves having two or more times the frequency of the fundamental. The latter are known as the overtones.

Musical Scale: A musical scale is made up of the particular notes that produce chords which sound well when played in succession; the notes of this scale have vibration frequencies bearing a fixed ratio one to the other.

7 (a) The diagram showing how an image of an object is formed by a lens should show (1) the parallel rays from the object refracted through the principal focus, and (2) the rays through the optical centre, produced to meet so as to form the image.

The principal focus is the point on the principal axis where the parallel rays converge (in the case of a convex lens), after passing through the lens.

The focal length is the distance from the principal focus to the centre of the lens.

7 (b) The intensity of illumination of a given surface is inversely proportional to the square of its distance from the source of light.

When the illuminations are the same the candle powers are directly proportional to the squares of their distances from the screen.

Since the intensities are equal,

$$\text{c.p. of lamp } (8)^2$$

$$\text{c.p. of candle } (1)^2$$

$$\therefore \text{c.p. of lamp} = 64$$

8 (a) The diagram in Fig. 154 (Mann and Twiss), or a similar one, should be given, showing the greater refraction of the violet rays after dispersion from the other rays when passing through

the prism. The diagram would be better to be simplified into one single ray of white light striking the prism and diverging into its various components, which would strike the screen in a series of bands of colour, instead of overlapping circles as shown in the illustration. An explanation should accompany the diagram.

194 (Mann and Twiss) on

8 (b) **Real image** is the image which is received on a screen. It is inverted and the rays actually pass through the image.

Conjugate foci are the points where the object and image lie, when the image is in focus. They are called con-

jugate because they are interchangeable.

Limit of distinct vision is the shortest distance at which an object may be clearly focused by the eye. In normal eyes the limit is reached when the object is 10 inches from the eye.

Near sighted eye is an eye which sees things clearly only when they are close by or near to the eye. When the eye tries to focus distant objects the muscles controlling the lens are unable to produce the necessary accommodation. The image falls in front of the retina. The lens is still too convex and therefore a concave lens is required in spectacles which overcome the trouble.

A diagram should be given.

THE QUESTION DRAWER

1. Name a good reading book for use in a school where the pupils are beginners and unable to speak English?

One of the most suggestive books is that by Mr. Sisler of Winnipeg. It is not primarily intended for use with very little children, but it is exceedingly suggestive. The American primers prepared for this purpose are very disappointing.

2. What should I do with a semi-idiotic pupil?

Talk to the health officer and the inspector, and see if some provision can not be made for sending him to a special school. If not, let him remain at home. His presence at school is neither fair to him nor to the school. You can write to schools for the feeble-minded and ascertain what activities are suitable for such children and then talk the matter over with the mother.

3. How shall I deal in writing lessons with a boy who is markedly left-handed?

Let him write with his left hand. The Creator so intended it, and you should not for the sake of uniformity fly in the face of Providence. There are of course difficulties as to light and sometimes in other ways, but it is on the whole, safer to follow Nature than to oppose her working. This is not pedagogically orthodox, but it is right despite that fact.

4. How can I have music taught in my school? I cannot sing.

Two answers are possible. 1. You can teach music and teach it well even if you cannot sing. Some of the best singers are the worst teachers of music. Go right ahead, asking the pupils to do the work, encouraging them in their efforts, and insisting upon mellowness of tone and expression. It will come out all right. 2. Get some young lady or gentleman to come to your assistance once or twice a week. They will be delighted to do so and it will do them good. There is no reason why a teacher should not get all the helpful assistance she can.

Children's Page

Song of the Golden Sea

Sing ye ripening fields of wheat,
Sing to the breezes passing by.
Sing your jubilant song and sweet
Sing to the earth, the air, the sky!

Earth that held thee and skies that
kissed
Morning and noon and night for
long.
Sun and rain and dew and mist
All that has made you glad and
strong.

The harvest fields of the far, far West
Stretch out a shimmering field of
gold!
Every ripple upon its breast
Sings peace, and plenty, and wealth
untold!

Far as the eye can reach it goes
Farther yet till there seems no end,
Under a sky, where blue and rose
With the gold and turquoise softly
blend.

Here, where sweep the prairies lone,
Broad and beautiful in God's eyes,
Here in this young land, all our own
The garner-house of the old world
lies.

—Jean Blewett.

EDITOR'S CHAT

My Dear Boys and Girls:

Once more our page birthday comes around and we have to wish you and ourselves many happy returns of the day, for we are four years old this month, and that is quite a hoary old age for a Children's Page. Don't you think so? Well, anyway, here we are growing strong and lusty and doing our best to make ourselves heard every month among all the other pages devoted to grown-ups and their doings.

However, we would make but a poor showing if we didn't have the hearty support of all the boys and girls who send us such good stories, poems and letters, and we hope that now the holidays are over we shall hear from you all again. Won't you make some suggestion for us this year! You see it is quite a long time since the editors were boys and girls and sometimes it's hard to remember the things we liked best then. Won't you help us out? Tell us

what kind of stories you would enjoy the most. What kind of competitions? Are there any new departments you would enjoy having every month? Answer all these questions with as many suggestions as you can and we will do our best to make our page one of the best parts of the magazine.

And now tell us what have these last two long, warm, lazy months done for you boys and girls. Have they brightened your eyes and burned your cheeks a ruddy brown? Have they made your ears keen to hear the bird notes, your eyes quick to find the luscious blueberry, the prickly hazel nut, the crimson raspberry? Have they browned your hands as you gathered fruit and vegetables, hunted eggs and fished? Have they strengthened your arms and legs and shoulders as you rowed and swam and paddled, climbed trees and hills and walked along the country roads? Have they taught you some of old Mother Nature's secrets and filled your minds with happy memories of sun and rain and flowers and trees?

Have they cleared your brain and heart of all little quarrels and troubles and worries? Have they made you ready to begin the long year's work happily and willingly? I believe they have. For the great secret of holidays is that they make you ready once more to work so that you may be a real part of the great human machine that makes this old world run along from year to year. And how busy we must be again this winter. First of all there is school. Harder work this year for every one for we are all a year older. Then there is home, perhaps new work there for some of us, a new baby to look after, a sad father and mother to comfort. And then there is the church and the Red Cross and all the hundred and one things that make us all busy. And always there are letters to write and parcels to pack for our own brave soldier boys. And so here we are fresh and ready, like race horses waiting to be off on the long stretch of year that lies ahead of us, until next year's holidays come.

THE YEAR THAT HAS GONE

And once more we have been called upon to commemorate the anniversary of the day when Great Britain, realizing that Germany had declared war on all that is best and most worth while in the world, proclaimed the Empire in a state of war with Germany and her allies. When the 4th of August, 1914, dawned there were probably not more than ten persons in the world who realized that in 1917 we would still be fighting and that the end would not yet be in sight. When we think back those three years we all feel that long ages have passed since that quiet Sunday when into this peaceful world where people were busy over making money, making happiness and living lives as free as possible from trouble and care, came the terrible spectres of war, death, hate, destruction, malice, cunning, deceit, hunger, want and sorrow. Hardly any one has escaped the dreadful hand

of war, but in spite of all this horror we can look back on the past year with pride and the knowledge that our allied armies are moving slowly but steadily towards the victories that will bring us peace. We have had many discouragements, but many victories. Since the great allied offensive began over a year ago there has been no lack of munitions and new guns and the great tanks which so terrified the Germans, have assisted our armies greatly. In the air our brave men have continually met and defeated the German air men, and the scouting done by our aeroplanes behind the German lines has given us the most valuable information possible. On the sea our Navy stands guard through the heat of summer and the cold of winter, and lately we have been able to build so many ships for transport and merchantmen that even the terrible toll the dread submarines

have taken has not affected the food supply of Great Britain. Our troops have been guarded by our wonderful fleet of destroyers and though many, many precious lives have been lost on the sea and much valuable property destroyed, we have been able to convince our enemies that victory for them does not lie with the submarine.

Our Canadian soldiers on land and in the air have won fresh laurels for themselves and our great country. They played their part in the terrible battle of the Somme, which raged for months over weltering fields of mud and ended in the long retreat of the Germans to the Hindenburg line. Theirs was the victory at Courcellette, and many another hard fought field, and then in April came the wonderful victory of Vimy Ridge where the Canadians captured and held a hill from which the Germans had overlooked their lines for three long weary years. And even now is raging still the battle for Hill 70 and the great French coal city of Lens, which again and again our men have striven for, and the ruins of which they will in a few days undoubtedly hold.

And in the meantime our wonderful French allies, exhausted in men and material, are doing their noble part. The Italians in their rocky battle grounds are steadily driving back the Austrian enemy, and the troubles in

outside countries have been quieted.

The two outstanding events of the last few months have been the Russian Revolution and the entry of the United States into the war. As you grow older and read more of Russian history you will realize more and more how wonderful it is that a country where men have been slaves for so long should now become free so quickly and so easily, and you will understand why Russia has been not a help but a hindrance to her allies for the last few months, and why Germany has been able to pour down fresh men on the eastern front against our own war-weary men. With the coming of the United States into the war all the English-speaking peoples in the world are now united against the enemy, and with their assistance in money, food and ships, and later men, we should be greatly strengthened after our long weary struggle.

If the men and women of our own Canada will only do their part now, there is no reason why we should not hope that before the next 4th of August comes we may have placed our enemies in such a position that we may dictate our own terms of peace, and they will have to accept them. But we can make up our minds, young and old, big and little, that until we hold our enemies in this way we will not "lay down the sword, which has not been lightly drawn."

OUR COMPETITION

Our October stories should be in as early in September as you can send them, and the November papers should be in before October 15th.

Subject for October:—What do we know about Russia?

Subject for November:—Draw and decorate a calendar for the month of November. The design and drawing to be original. Each drawing should be certified by the teacher.

HONORABLE MENTION STORIES FROM THE JUNE NUMBER.

What It Means to be a Canadian

I am a little Canadian, as I am only nine years old I cannot tell you all it means to be a Canadian very well. For our flag we have the good old

Union Jack as we are a colony of England. We love and honor the British flag and try to be good children to our mother land. Canada is a fine country and we Canadians are proud because

we have a fine country of brave and noble men; even some people if they were not born in this country they call themselves Canadians because they were so long in this country where we have land with good laws, where all nations can live in peace together. I hope the Germans will never have any chance to rule over us or take any of our country. Although the Canadians were not obliged to go and fight many thousands of them have lost their lives fighting with the allies to help Great Britain, as it is our duty to fight for our mother country, as she is always ready to protect her colonies. The English and French languages are spoken through out the country. Many people know others but nearly everybody learns English or French and it is better to know both; there is lots of room in Canada for more people and every year many from the old country or from United States are glad to come and take up land here. Many were poor when they came but now they have farms and homes. In the winter it is cold, and the Canadians have to be tough to stand the blizzards. We have some nice lakes and rivers, Canadians are justly proud of their country because they can grow the best wheat in all the world, and Canadians raise cattle and horses and some of them work in mines and factories. Canada is improving more every year, people are getting more prosperous. The Canadians enjoy hunting wild animals and fishing. It is the finest place in the world a man could find for winter sports and I hope some day I will learn to be a real good Canadian.

John MacCarthy, Grade V., age 9, St. Patrick School, St. Rose Du Lac, Man.

What It Means To Be a Canadian.

I am a Canadian born and I am proud of it, and am also proud of our brave soldier laddies, who are doing such

good work in this terrible war. I am sure every Canadian who has left for the front has done his duty. We have had our share of the sacrifice as the casualty lists in every paper show, we have seen our brave lads go out from us in health and hope, amid music and cheers and already we know that some of them will not come back. "Killed in action," "died of wounds," "missing," say the brief dispatches, which tell us that we have made our investments of blood. We have a brave race of women, and they are doing their best to help keep the soldiers fighting by taking the men's places. It means so much to be a Canadian and we are the heirs of such a glorious past. Canada is a prosperous and growing land of law-abiding citizens. The Canadian people have the name of being sturdy, ready to do hard work and willing to depend upon themselves. The country has great resources in fish, farm products, minerals and timber. Our climate is favorable and we enjoy all kinds of sports and amusements, such as skating, hockey, curling and sleigh riding in winter and baseball, tennis, basket ball, etc., in summer.

What means a great deal to us too is the fact that we belong to the vast British Empire and are under her protection and enjoy all the freedom possible. All Canadians I am sure are proud of their country and doubly proud of the Canadian boys who have distinguished themselves so in such battles as Ypres, St. Julian, Festubert, St. Eloi, on the Somme and in that terrible battle of Vimy Ridge. We hope and pray that this dark war cloud, hovering over us will soon be lifted and we will come forth glorious victors and we must do our part by encouraging every man we know to answer the call of king and country.

Laura Tufford, Elm Creek, R.R. No. 1, Grade 7, age 12.

THE CANDY COUNTRY

"Yes," the prize for best gingerbread is a cake of condensed yeast. That puts a soul into me, and I begin to rise till

I am able to go over the hills yonder into the blessed land of bread, and be one of the happy creatures who are

always wholesome, always needed, and without which the world below would be in a bad way."

"Bless me! that is the queerest thing I've heard yet. But I don't wonder you want to go; I'm tired of sweets myself, and long for a good piece of bread, though I used to want cake and candy at home."

"Ah, my dear, you'll learn a good deal here; and you are lucky not to have got into the clutches of Giant Dyspepsia, who always gets people if

they eat too much of such rubbish and scorn wholesome bread. I leave my ginger behind when I go, and get white and round and beautiful, as you will see. The Gingerbread family have never been as foolish as some of the other cakes. Wedding is the worst; such extravagance in the way of wine and spice and fruit I never saw, and such a mess to eat when it's done. I don't wonder people get sick; serves 'em right." And Snap flung down a pan with such a bang that it made Lily jump.

Convention Echoes

ILLUSTRATIVE LESSON

The Friars

Two chief orders—1, Franciscans, Grey Friars; 2, Dominicans, Black Friars.

Franciscans—1, Founder, Francis of Assisi (1182-1226), an Italian; 2, aim to act as Christ had acted. To go about doing good among the sick and needy.

Dominicans—1, Founder, Dominic (1170-1221), a Spaniard; 2, aim to teach the ignorant by kindly instruction and so win them back into the church.

Rules—The Friars were to entertain poor, beggars depending upon charity for their daily bread. They were thus to live among the people to whom they ministered.

Hardships—1, Harsh climate of England compared with sunny Italy or Spain; 2, only the poor infirm Friars in winter wore shoes; 3, along the frozen roads the footsteps of the Friars could be traced from the blood stains left by their naked feet.

Why Friars Were Needed—1, The monasteries, like all other corporate bodies whose usefulness was at an end, failed to meet the needs of the times. The aim of the monk was to live apart from the world, to live in retirement in the country. He believed in penance and prayer and contemplation, to work out his own salvation. The world which he turned his back upon required men to devote their lives to the new problems which arose with the growth of the towns; with their problems of crime, poverty and disease. The Friars grappled with these problems.

2. The clergy of the English Church had lost their spiritual influence because of:

- (a) The Disuse of Preaching;
- (b) The Monastic orders had become rich land owners.

(c) The parish priests were ignorant and non-resident.

Illustration—Orders issued by Bishop Gresseteste of Lincoln to his clergy:

Clergy were forbidden to haunt taverns, to gamble, to share in drinking bouts, to mix in the riot and debauchery of the life of the baronage.

How the Friars Worked—1, By the entire reversal of the elder monasticism; 2, by seeking the salvation of self in the effort to save others; 3, by exchanging the seclusion of the cloisters for the preacher; 4, by exchanging the Monk for the Friar.

Effects of the Work of the Friars — 1. Moral: (a) The coming of the Friars to the towns was a religious revolution. The towns had been left for the most part to the worst and most ignorant of the clergy—the mass priest, whose subsistence was fees; (b) the burghers and artisans received religious instruction.

2. Physical: The needy and neglected who were not citizens were not allowed to dwell within the town. Hence many people lived in sordid misery outside the gates, lepers and beggars. Few cared for these neglected poor until the Friars came. The Friars brought joy and cheer to the lepers and poor and a hearty welcome awaited them.

3. Intellectual: The Friars made Oxford University one of the greatest centres of scholasticism.

4. Political: The classes in the towns on whom the influence of the Friars told most were the steady supporters of freedom throughout the Baron's War.

THE TIME TABLE.

(By E. J. Sigurdson, Arborg)

It is absolutely necessary for every teacher to plan out a time table for her grades, as it is an economy of time as well as makes the child accustomed to work systematically. There is no hesitation on behalf of the teacher as to what subject to give her classes next, for they know this already and usually the brighter scholars start preparing it without being told while they are waiting for the less active ones to complete their seat work. Thus not a minute need be wasted as when they have prepared every lesson of the day they can do a part of their homework.

The first then is to commence by finding out the number of grades in the room, and then to read carefully the programme of studies "to size up all the subjects." Make a list of the subjects that all the classes may be grouped for, i.e., Grades V. to X. may take music, drawing, writing or physical drill together. It is well to group Grades V. and VI. in Geography, History and Composition. Many subjects are common in Grades VII. and VIII.; also IX. and X.

Next is to select the most important subjects, such as Arithmetic, History, Geography and Grammar and decide how often a week each must be studied. Arithmetic is a difficult subject and should be taken every day, the same with History, whereas Grammar may be studied three times a week.

The greatest difficulty is to divide the teacher's time or number of minutes in a week so that she shall have time to hear the recitation of all the classes and not give too much time for some lessons and then have little or none for others. Fifteen minutes is the longest recitation period I have been able to give even to the most important subject without neglecting other grades. We have been taking Agriculture in Grades VII. and VIII. in the fall, but when that subject has been studied to substitute music or something else during the winter months. Then review it in the spring.

Heavy subjects, i.e., Arithmetic, should come early in the day. Writing should never be given just following exercise, for pupils' nerves are unsteady. Physical drill may be

employed to advantage when pupils are mentally fatigued, often at 10.30 or 3.30.

When a teacher has occupied every minute of her time during the week and included all the subjects she intends to have studied for the first part of the term, she is ready to study the order of recitation periods for each class. The aim must be not to keep any one grade too long without oral recitation and yet give each grade enough time to receive its lessons. Grades V. and VI. need 20 to 30 minutes to prepare a reading lesson; spelling 15 minutes; while seat work in History in these grades is more important after a recitation, as the subject is often vague to class until it has been explained. Then review by giving written work. The grades above VI. are so far advanced that they have learned to pick out the important facts and may be given written work in subjects before oral work.

For variety, pupils may be sent to the board, for they like it, to solve difficult problems in arithmetic, after they have been explained to them; or to draw maps based on geography or history lesson. This is easily corrected.

No-one can plan a workable time table in a day. It may take two or three weeks to arrange recitation periods to suit all the grades and not give too much seat work to any one class.

A time table should be placed where pupils can see it if they wish. I always mark oral work with red ink, but seat work with black. Then pupils know exactly what time of day and what day to expect each subject. This avoids confusion and gives pupils an opportunity to prepare lessons at home. There is never an occasion to say, "I did not know you were going to take this subject to-day, so I did not read it over."

It must be kept in mind that conditions vary in different schools, so that what suits one school does not necessarily suit another. Hence it is impossible to construct a time table that can adapt itself absolutely to all classes. Thus each teacher must make her own time table.

WINTER SPORTS

(By Miss Ella M. Wood, Arborg P.O., Man.)

Winter sports may be divided into two classes, indoor and outdoor. As everyone is fully aware there are days in winter when the weather is excessively cold and stormy, making it impossible for the children to play outside; we, therefore, have to devise means for indoor amusements.

In the rural school the teacher is very often handicapped by not having the sufficient room that may be found in the city or

village schools, and thus very often has to rely on her native ingenuity coupled with a cramped room filled with desks.

We have a number of quiet games, such as Ring Toss, Up Jenkins, Naughts and Crosses, Hands Up, School, Hot Potatoes, Button who's got the button, Pin the tail on the donkey, and Tip tap toe, which are suitable, if another room close at hand happens to be in session while you are playing; but I find

that these are not enjoyed as much as the ones where the children can have more action. Some games that we have adopted in our school, in which I teach the first four grades, are Clap in and Clap out and the Automobile race. The latter is particularly adapted for the younger grades and is very popular with them.

This game starts out with most of the class sitting, and is really a relay race between the children of the alternate rows. The first child in each alternate row at a signal from the teacher leaves his seat on the right side, runs forward around his seat and then to the rear, completely encircling his row of seats until his own is again reached. As soon as he is finished the child next behind him encircles his row of seats, starting to the front on the right and running to the rear on the left side. This continues until the last child has encircled his row and has regained his seat. The row wins, whose last player is first seated. The remaining alternate rows then play and lastly the two winning rows may compete for championship.

Then there are singing games, such as The Grand Old Duke of York, The Farmer is in his Dell, Nuts in May, For Nancy Nancy Tardeo O and The Dusty Miller. Besides these drilling and folk dances may be so taught that they become popular amusements.

Of course I have mentioned for winter sports the indoor variety first; but the real

fun at all times both winter and summer is in the outdoor games.

There are so many of these that it is impossible for me to describe them all. Among a lot that we have found good are the following: Hoist the Sails, Pom Pom, Pull Away, Fox and Geese, Tag, Stride Ball, Wolves and Sheep, Football, Dodge Ball, Scaling Sticks, Prisoners' Base, Blind Bell, Skating and Tobogganing. Of all these we have found Tobogganing by far the most popular. Every child loves it and no matter how cold or stormy the weather the slide is always going. A number of schools have put up slides for the children. Skating, too, is very popular, but the children do not have much time during recess to put on and take off their skates.

In my experience it is very easy to get the children to play any games and also to invent them. The great thing is for the teacher to show her love for the children by interesting herself in the games equally as much as in their work. When the children come in from some enjoyable and active game they are so refreshed and full of vim that they are able to proceed with their lessons without feeling depressed or listless. The order is good and we get better results from the work. I would like to impress on all teachers the idea of getting out and playing with the class if the weather is at all permissible.

RURAL TEACHER'S RESIDENCE.

(By Clarence Record)

Whether the mind in its creative intelligence has evolved the material world, or the mind, as intellect, emotion and will, is itself but the flower and fruitage of the union of primal matter and cosmic forces, it is now acknowledged that a sound physical basis is the best foundation for the development of the highest intellectual expression. Sanity, purity and beauty are synonymous health, cleanliness and harmony.

The physical basis of life is the body. The physical basis of the teacher's calling is the school, the home and its surroundings. Unless these be congenial and make for contentment and enjoyment and rest, the teacher's class room efficiency will be impaired. The teaching spirit must have a healthful soil and a pure air in which to thrive, or, like a neglected exotic, it withers and pines, and all its rich expectancy of her labor is lost.

Where, may I ask, are these conditions ideal? Nowhere are they more completely filled than in a home.

You who are blessed with all the joys, comforts and beatitudes of a home know not of the yearnings of those thousands to whom that word is but a name. A residence, a home is the point in question, not merely a house. A house is the product of

the head and labor, but a home is the creation of the heart.

The teacher is largely actuated by the same motives, holding similar ideas and striving for essentially the same ideals as other people. Why, then, should they, as a class, be denied to a large extent the realization of that condition which is considered the best in life? Is it our fault, or is it the state's fault?

In considering a question of this nature, a public question, one involving the welfare not only of the teacher, but also of that of the scholars and the community at large, the interests of each must be considered in order to arrive at a final and impartial answer.

There are many reasons why a teacher's residence is essential for the best attainable results in rural communities. The caretaking and firing would be under better control. The fires could be started at a seasonable hour and the room warmed by nine o'clock, instead of at half past nine or ten o'clock or even later. The teacher could enter upon her duties fresh, not wearied by a long walk, or chilled by a drive through the winter's cold and snow. It would allow the teacher to more closely supervise the playground during the noon hour. In our foreign communities it would be especially fruitful of

good results. In many cases it would plant an English-speaking family in a foreign settlement; where a live teacher could do much to inspire respect for English customs, laws and institutions there by assisting the assimilation of other nationalities into Canadian life and citizenship. The teacher could conduct a miniature experimental and demonstration farm. It would furnish the teacher a side line, a hobby.

We all should have some avocation apart from our chosen vocation, something in the pursuit of which our tired and often lacerated nerves will become heated and refreshed. And what more healthful recreation than that found in the garden, in God's great outdoors; free from all convention, with hand on the forms, eye on the beauties and ear to the throbs of pulsating nature, learning the secrets of growth and life?

The whole community would reap many benefits from the building of teachers' homes. Night schools could be more successfully conducted, which would be very helpful in foreign settlements. It would tend to make the school more of a community centre, where civic gatherings and social functions could be held. The premises could be kept in a better condition so that school and grounds might be a spot of beauty instead of an eyesore in the landscape.

These are some of the points, as I see them, in favor of rural teachers' residences. It seems to me it would be a good plan to build them in connection with all consolidated schools, in districts where suitable board and lodgings are difficult to obtain and in foreign settlements.

If we were to follow the example of many European countries we would go much farther than that and build them in every district. For it has long been the practice in England, Norway and Sweden, in Germany, France, Denmark and Switzerland, to provide residences for their teachers. Denmark goes still further, and by law requires that all rural teachers be provided with free homes, to be kept up and heated at public expense. In the United States it is recognized that the next big educational development to take place is the building of homes for country teachers. In the state of Wash-

ington alone there are over one hundred, in Texas more than 150. Our neighboring state of Minnesota builds one in connection with each consolidated school.

Mr. C. C. Swain, rural school commissioner of Minnesota, writes: "I am quite sure we will look upon such a house as an integral part of the consolidated school plant." Mr. A. C. Monahan, specialist in rural school administration, Washington, District of Columbia, in answer to a question writes, "I cannot say whether conditions are better in all districts where cottages have been erected, but in practically all those with which the bureau has come in contact very much better conditions prevail."

As to our own country, a few homes have been built in Manitoba; it is, perhaps, too early to draw conclusions. But, however, Mr. Stratton, our rural school commissioner, states that under his direction eight were built last year, while he contemplates the construction of thirty more during the present year. If he is present I expect he will speak for himself and will give us some very valuable information as to the results of his labors in Manitoba. At Binscarth, the trustees, acting independently of the department of education, have caused to be erected a house for their teachers. Mr. Macleod, the secretary-treasurer of that district, endorses the plan unqualifiedly, and asserts that in their case it has been one of the main factors in holding their teachers. In summary he writes, "The arrangement is quite satisfactory to the rate-payers and teachers, and we have no doubt it would prove beneficial in many other districts."

We thus find that in many European countries the teacher's home is considered an integral part of the teaching plant, in the United States it is one of the paramount educational problems, and in Manitoba where tried its merits are fully conceded.

It is not claimed that the erection of rural residences is the whole solution of the rural problem, but as it is one of the main factors, unless it is held and given its true value, the solution is hazardous, and the advancement of rural life intellectually and socially will be materially retarded.

THEORY AND PRACTICE IN TECHNICAL WORK

(By W. F. Baskerville)

Owing to the fact that one would have to be somewhat of a Solomon to deal with theory and practice in each particular branch of work, I shall attempt to show in a general way how closely they are related and perhaps suggest a means of making their teaching more effective.

As a basis of discussion it might be well to consider the aims of our educational system, and I think you will agree with me that

the accumulation of knowledge is not one of them—accumulation in the sense of a sponge soaking up water or a parrot learning new words. Educate means develop, draw out, and all the facts innumerable are worthless unless used to develop the human being along physical, intellectual or moral lines. The highest type of man differs from the brute in being able to properly make provision for the development and nourishment of his physical

being, and at the same time cultivate to the greatest degree his will power, reason, appreciation of beauty, morals, etc. He must be prepared to make a living while he develops a life.

The present topic is mainly interested in two branches of study — Mathematics and Science.

Mathematics may be described as the science of the calculation and expression of quantities, and of all the head-aches and heart-aches and weariness of spirit due to failure to understand and use, mathematics perhaps holds first place, due partly to its peculiar demands on the reasoning faculties, but more to the fact that the mind like the body endeavors to eliminate what it cannot use and so much is continually forgotten if not used. With all due respect for the learning of our forefathers, they began well and meant well, but they have only partly finished the task by providing us with facts and figures, with the necessary accumulation of theories, which after all are only general statements of laws governing certain actions. But they have provided very little means for their use. The means of education has been the end in a great many cases. Even to-day, when examples of use of these rules, little better than puzzles, have been replaced by problems as we find them in ordinary life, we fall far short of teaching mathematics in a way that it can be assimilated and made of use by the student. A few examples may illustrate my point. An 8th Grade boy should know the tables of measurement. Ask him to use a rule to lay off several measurements in line, and in the majority of cases he will be wrong. Ask a 9th Grade boy to cut off a piece of iron to make a certain link, and it will be too long or too short. The Primary Technical course consists mainly of mensuration, and building construction and actual building problems are used. They get the hook work very well, but in order to emphasize it I had this year's class construct a section of a house. The mistakes they made were wonderful, the majority of them being wrong measurement. When they came to the rafters I gave them the material and told them to mark off rafters made to a certain pitch. Out of a class of 14 only 2 were correct, although had I given them the same problem in the class room probably 12 out of the 14 would have been correct. They had the knowledge, but could not put it to practical use, and to that extent the teaching was largely a failure. When their mistakes in actual work were pointed out and an additional method of using a steel square was shown, they had some knowledge they will probably always remember.

The other group of studies in theory being the most important should receive considerable reference, but a few points must suffice. Science, i.e., the parent study of physics and the specialized studies of botany and chemistry, deals entirely with the forces and laws of nature. Not a thought or a body in motion or at rest but is acting in response to one or more forces. Bearing in mind that the

aim of education is the development of the powers of the mind and body by the use of knowledge, let us see how our teaching works out.

The importance of the study is only partially recognized by placing it on the list of studies, but by leaving it optional. Facts and figures, laws and theories are provided in a book and the mistake is again largely made in emphasizing the knowledge dormant in the mind instead of the knowledge applied. The department requires that the student memorize from page 57 to page 210, with regard to certain laws and forces as illustrated by such and such experiments in the laboratory. The result is that the student endeavors to mentally soak up the information from 57 to 210 and has only a hazy idea what it all is for or whether it is any good at all. He is taught a little about heat and light and chemical action. Why not make that knowledge become part of his being by actually showing him that the whole forging trade depends on it. Why not actually show him that by supplying the oxygen of the air to coal under certain conditions we have chemical union of such force as to produce vibrations called heat, that these vibrations may be transferred to iron, breaking down the cohesive force between the molecules of iron and allowing them to get farther apart, producing expansion in the iron; that more oxygen produces more intense vibration, which become visible to the eye as light, that more heat still further weakens the molecular attraction until the particles can be moved about by blows of a hammer; that still more heat almost destroys cohesion and the iron flows in a liquid that if more oxygen is supplied than the fuel can use it is seized on by the white hot iron in chemical union and the iron is burned. Let him realize the mighty force of expansion and contraction due to heat by shrinking a band on a broken casting.

Adhesion and cohesion: why not explain the actual use of glue whose adhesive properties are much greater than its cohesive force to hold itself together, so that it must be liquified by heat and the application of water in order that it may be placed on all the surface of the wood and the surplus forced out by pressure so that the particles of wood touch and the adhesive force acts so strongly that the joint is as strong or stronger than the original wood, showing also that if surplus glue is left in the joint its cohesive force breaks down much sooner, giving a weaker joint.

Forces acting on an inclined plane; why not point the student to the roofs of Winnipeg, built with due regard to those forces, whether through calculation or experience.

Expansion of liquids into gases; why not show him a steam engine instead of diagram.

Every law or force in the book could be dealt with in a similar way so as to be of practical value to the student. Unfortunately department regulations are strict and the original practical teacher who departs from

the prescribed experiments may find his students failing because he could not cover the course laid down practically. The requirements are almost entirely memory work with little value placed on the ability of a student to apply what he learns off like a parrot, otherwise why the option of theory or practical technical work in some of our courses. Having criticized our methods, may I offer a few suggestions by way of betterment.

Let us teach applied theory, and if it can-

not be applied toward the development of mind or body in the making of a living and of a life, let us eliminate it for something which can be so used. To do this the courses would have to cover more time, the theoretical instructors would have to possess a fair general knowledge of technical work and technical instructors a fair knowledge of theory in general, as well as that which every good mechanic learns by experience in his own trade.

Selected Articles

SYMPTOMS OF ILLNESS.

Special Symptoms.

Cough—may indicate:

Simple cold in head or throat.

Bronchitis.

Tuberculosis (if continued over a long period).

Onset of measles.

Onset of whooping cough.

Children who sneeze or cough should be taken from their regular seats and isolated, or excluded if necessary. This is most important, for these and other diseases are spread by sneezing and coughing.

Loss of Weight (imperfect nutrition) may indicate:

Tuberculosis if associated with slight fever, pallor, swollen glands of the neck, limping or pain in the region of the spine.

Pallor—indicates:

Anemia (impoverished blood).

Shortness of Breath—may indicate:

Heart trouble, if lips and finger tips have a tendency to become blue.

Lung trouble, if cough is also present.

Frequent requests to leave the room—may indicate:

Bowel trouble.

Kidney trouble.

Bladder trouble.

Local uncleanness.

Bad habits—often caused by a condition known as phimosis.

Restlessness—may indicate:

Lack of sleep.

Lack of proper food.

Constipation.

The Bureau of Educational Hygiene of the New York City Education Department, in connection with the adoption of a new course in hygiene, has prepared for the use of teachers a special chapter entitled, "Symptoms of Illness in Children." The information is intended to acquaint teachers with the early signs of illness common among school children, and to encourage a more perfect co-operation between the school physician, nurse and the child's home. It is believed that a more thorough knowledge of these symptoms and a proper application of them will result in an avoidance of epidemics of disease and prompt medical attention on the part of the parents.

The outline for the guidance of teachers is reproduced below:

Children with the following symptoms should be referred to the doctor or nurse unless otherwise indicated:

General Symptoms.

The beginning of most children's diseases show one or more of the following symptoms. Depending upon the severity of the symptoms, the pupil should be separated from others and watched; sent to the doctor or nurse, or sent home to the parents with a written explanation.

Disinclination to study or play.

General malaise.

Drowsiness.

Cheeks flushed or pallid.

Fever.

Chills.

Vomiting.

Mental defectiveness.

Functional nervous disorders (St. Vitus' dance), especially if associated with shrugging of shoulders and head, twitching of the eyes, hands or feet.

Local Symptoms.

Pain—may indicate:

Teeth—Decayed teeth or gumboil.

Head—Defective vision.

Abdomen—Indigestion or constipation.

Ear—Abscess.

Leg or Back—Tuberculosis of the bones of leg or spine.

Eruptions on the skin—may indicate:

(These cases should be referred at once to the doctor or nurse.)

An acute contagious disease. The rash comes on suddenly.

Measles. Preceded by running of nose and sneezing.

Scarlet fever.

Chicken pox.

Smallpox.

A contagious disease of the skin. The rash is of longer duration.

Impetigo contagiosa—around mouth and nose.

Ringworm—on scalp, hands, arms or face.

Pediculosis—on hand and child scratches.

Scabies—on hands, webs of fingers or body accompanied by itching and scratching.

Red Eyes (with or without discharge)
—may indicate:

Defective vision, especially if accompanied by scowling, squinting, headaches, holding reading matter at an improper distance from the eye.

Pink eye (acute contagious conjunctivitis) if accompanied with a discharge.

Running Ears—may indicate:

Abscess of the ear.

Deafness.

These conditions often follow cold in the head, adenoids, scarlet fever, measles.

Children should occupy seats in front of room.

Mouth Breathing—may indicate:

Adenoids, often accompanied by repeated colds in head, and deafness.

Sore Throat—may indicate:

Simple cold.

Tonsilitis.

Onset of scarlet fever.

Onset of diphtheria.

Swelling in the Neck—may indicate:

Mumps—about the ears.

Enlarged tonsils.

Tubercular and simple enlarged glands.

A GEOGRAPHY SUGGESTION.

(E. J. Flint, Selkirk.)

I was asked to show you my method of teaching map-drawing. I got it from watching a class in drawing in New York "blocking" their subject. I find even inartistic pupils learn to draw easily both maps and objects in this way. The explanation is much simpler than it sounds here. Take Europe for instance and let Venice be your central point of a wheel. The circumference will touch, or pass through, London, Eng., the southern tip of Scandinavia, the western shores of the Black Sea, and this same distance (i.e., the radius of the circle) is the length of the Baltic

Sea, the length of the Caspian Sea, the length of the Black Sea, the length of the French coast from the tip of Brittany to Jutland peninsula, also from Ireland to Iceland. Thus, having placed these points, it is not difficult to fill in the outline. This may be, as you see, carried into greater detail.

In drawing South America make a right angle (see illustration), with the arms A-B and A-C equal. From C and half the length of A-C, draw a perpendicular C-D and again from D at right angle, draw D-E half of length C-D. Produce B-A to the length of E-A and

join. B-E-F. Then make an arc from B to A as far from B-A as E is from D. This "block" is your South America outline without its details shown roughly in dotted lines.

In drawing Canada take Vancouver as a starting point and draw as in South America the lines A-B and A-C. B will be the centre of the Alaskan boundary, a little north of C the Hudson Bay, and a little south of C is the Lake of the Woods. This same distance Lake Huron is from the northern tip of Labrador (a perpendicular line also) and from Lake Huron to Newfoundland; also from Newfoundland to the northern tip of Labrador, i.e., having placed the Hudson Bay and Rainy

River it is easy to draught in the Great Lakes, as Lake Huron is directly south of the northern tip of Labrador and as far from it as the first two lines drawn (A-B from middle of Alaskan boundary to Vancouver; A-C, the 49th parallel). Then, Newfoundland is equidistant from Lake Huron and the northern tip of Labrador, those three points making an equilateral triangle.

This may sound involved and more difficult than the old method, but try it. Draw a map, then put these distances in in colored chalk and explain to the class and see how easily they grasp the scaffolding on which to build their memory maps.

A FEW FUNNY ANSWERS

History

One important battle in the 100 years' war was the Battle of Hastings.

The Grand Remonstrance is a large book that the king marked everything he did right or wrong in. It is called the Grand Remonstrance, because it is such a large book and so many things in it.

Christopher Columbus introduced printing into England in 55 B.C.

Christ was born A.D. 410.

King John was a Lollard.

Sir Thomas Moore introduced printing into England in the reign of Richard II.

Printing was introduced into England in King John's reign by Sir Simon de Montfort.

King John was a tyrant and would do nothing, so they went to Parliament and held him down in his chair while someone else locked the doors.

Geometry

A circle is a plain sirfes that both ends go round till they meet.

Geography

The axis is an emergency line running from pole to pole.

Agriculture is going to school and teaching.

Geography is a book we study.

In days if you lose yours direction you look after the sun.

Can you found north you look on the North Star.

The North Pole is north of the North Star, north of there.

The North Pole is very cold.

The horizon is where the earth joins together.

One of Ontario's occupations is money-making.

Grammar

The principal parts of "swell" are: swell, swollen, bust.

The feminine of "marquis" is "marquette."

The feminine of "czar" is "cigarette."

The plural of "hero" is "heroism," and of "lady" is "ladylike."

Composition

"Androclus was wakened by a lion roaring, and limping into the cave on on foot."

"All the Indians ran away except a tame Indian."

"Dashes are sometimes used in composition in place of words that should not be spoked."

Literature

Hans Christain Anderson lived in Canada and wrote "Children's Hour" and "Sweet and Low."

Mrs. Lajimodiere had a ride on the hardship.

The Gray Swan

"Oh, tell me, sailor, tell me true,
Is my little lad, my Elihu,
A-sailing with your ship?"
The sailor's eyes were dim with dew—
"Your little lad, your Elihu?"
He said with trembling lip—
"What little lad? what ship?"

"What little lad! as if there could be
Another such an one as he!
What little lad, did you say?
Why, Elihu, that took to the sea
The moment I put him off my knee!
It was just the other day
The Gray Swan sailed away."

"The other day?" the sailor's eyes
Stood open with a great surprise—
"The other day? the Swan?"
His heart began in his throat to rise.
"Aye, aye, sir, here in the cupboard lies
The jacket he had on."
"And so your lad is gone?"

"Gone with the Swan." "And did she stand
With her anchor clutching hold of the sand,
For a month and never stir?"
"Why, to be sure! I've seen from the land.
Like a lover kissing his lady's hand,
The wild sea kissing her—
A sight to remember, sir."

"But, my good mother, do you know
All this was twenty years ago?
I stood on the Gray Swan's deck,
And to that lad I saw you throw,
Taking it off, as it might be, so!
The kerchief from your neck."
"Aye, and he'll bring it back!"

"And did the little lawless lad
That has made you sick and made you sad,
Sail with the Gray Swan's crew?"
"Lawless! the man is going mad!
The best boy ever mother had—
Be sure he sailed with the crew!
What would you have him do?"

"And he has never written line,
Nor sent you word, nor made you sign
To say he was alive!"
"Hold! if 'twas wrong, the wrong is mine,
Besides, he may be in the brine,
And could he write from the grave?
Tut, man! what would you have?"

"Gone twenty years—a long, long cruise—
 'Twas wicked thus your love to abuse;
 But if the lad still live,
 And come back home, think you you can
 Forgive him?—" "Miserable man,
 You're mad as the sea—you rave—
 What have I to forgive!"

The sailor twitched his shirt so blue,
 And from within his bosom drew
 The kerchief. She was wild.
 "My God, my Father! is it true?
 My little lad, my Elihu!
 My blessed boy, my child!
 My dead, my living child!"

—Alice Cary.

BOOK REVIEWS

Letters from Many Pens—selected by
 Margaret Coult—Macmillan Co. of
 Canada—25c.

In the High Schools and Universities the students have been studying the short novel, short and long poetical selections and essays of the sterner type. Would they not derive culture and receive as much benefit from the study of well-chosen letters? Evidently Miss Coult (who is the head of the English Department in the Barringer High School, Newark, N.J.) thinks so, and to this end she has selected from all sources samples of good correspondence. We commend this work to all teachers and students who are reading in private. Many of these letters would also be splendid models for children of the

elementary schools to build the art of letter writing on.

Macmillan Eclectic Series—10cts.

This little series includes a number of well-known prose and poetical selections with the simplest annotations. The price puts this series within the reach of all, and these books might well be added to every school library.

Why Britain Went to War. Parrott,
 Nelson

This book is written by the editor of "The Children's Story of the War," and in style and literary value is quite equal to the best that this writer has done. It is a good book for school and for private reading. The price is 50c postpaid.

"But it is different with the school. Its resources are devoted fully and of set purpose to the sole end of amplifying and directing the child's thought, and fashioning his character. All its appointments, all its mechanics, all its energies, are planned with the child's present needs and capacities and future well-being in view. The school is, then, par excellence, the instrument of education in modern society."

WHY DO THE BOYS AND GIRLS WISH TO LEAVE THE FARM?

Very often, especially in this new land, the parents have had a hard struggle to get along on the farm. They have had to work early and late, winter and summer, without ceasing. As their sons and daughters grow into manhood and womanhood, they have reached a financial position where pleasure may form a part of their lives. Alas! the misused faculties fail to respond, the father and mother have forgotten how to play. The young people are just in the midst of their brimming youth. The strongest bond that can bind the young and old, however, is lacking, they may work together congenially—but they may not play. The young people crave amusement, naturally, the old, forgetting their own youth have no patience with the gadding about, the wasting of precious time, which might have been spent more profitably, sitting on the plough or churning in the dairy. Friction results. The young, always impatient and intolerant, leave home to seek a wider freedom in the city.

Again, the work on the farm is of a driving nature, if allowed so to become. The farmer has such a limited time to do a great deal of work. From dawn to dark he labours and returns home weary in body, yet stimulated in mind. Longing for recreation, yet not knowing how to seek this restfully. If only the farmer and his help knew of the vast stores of literature and music ready to meet his needs!

Although farm life, when properly modified, is of the most broadening nature, it may, when dollars from the only incentive, become the most narrow. It is so easy, within the precincts of a farm district, to get into a rut, to see or know of nothing beyond a ten mile radius, and, alas, once in that rut, how hard, how nearly impossible to climb, yes, or even to be pried out of it.

The keeping of the young people on the farm is becoming a most vital problem today.

Compromise on the part of parents and children, a broader outlook on innovation will be necessary to help solve the problem. The school of today is doing much to educate the young people of the farm to see and to grasp the opportunities, yes, the grandness of agricultural labour.

The building of new homes, with modern conveniences, the subscribing to current magazines, the science of agriculture lessening the drudgery, are doing their "bit" to solve this problem. We must teach young and old to play together, to make the most of their surroundings, to bring the experiences of wider life, through the medium of literature, music and sociability, to the farm, and so make farm life so profitable and enjoyable that the bugbear of the youth of the farm migrating to the city will forever disappear.

E. Crothers.

SCHOOL GARDENING

School and home gardening can be made of immense educational value to children. Even the child who, unguided, works patiently for a few months caring for a garden reaps, unknowingly it is true, ample reward in real life training. What might be said then of those children who receive encouragement and guidance from teachers and parents during the gardening season? There is no effort in the school-room that is more fruitful in good results. This is especially true when an

effort is made to correlate the other school work to this.

The value of the gardening grows partly out of the fact that this kind of work appeals very strongly to most children. This was shown last year by the number of children who day after day, during the hot day period, carried water long distances to keep their gardens fresh. Many children kept their gardens in good condition right till the end of August, pulling weeds, cultivating, thinning, and caring for them

This year we hope to encourage work of this kind again. I would not think it wise to try and induce pupils to take it up against their will. I would even point out clearly that it means hard work for many weeks, and that only those who are prepared to "stick to it" had better start. It is bad training for

pupils to easily start a thing and as quickly drop it. Better train them to "count the cost," so that knowing what it means in time and work they may enter upon it earnestly. There will then be a large proportion who will keep the work going throughout the summer.

TWO RESOLUTIONS

I am requested to forward to you for publication in "W. S. J.," if you think fit, the attached resolutions passed by Kildonan and St. Paul's Trustees' Association in joint meeting with teachers of their districts.

Yours truly,

J. H. MOIR.

Resolved: That homework, in excessive amounts as given by many teachers, is detrimental to the health and all-round progress of the pupils and should be regulated in some definite way. This is especially true of high schools where each teacher is responsible for only his own subject and assigns homework regardless of the

amount given by other teachers to the same pupils; the result being that many pupils have their health seriously impaired by overwork.

Resolved: That credit should be given on the Entrance Examination for proficiency in such practical and important subjects as Manual Training, Sewing, Domestic Science, Physical Drill, Outdoor Sports, etc., as well as for the more formal and often less important subjects such as Grammar, Geometry, etc., in view of the increasing emphasis that is laid on these subjects and the time that is being spent on them in many of our best schools.

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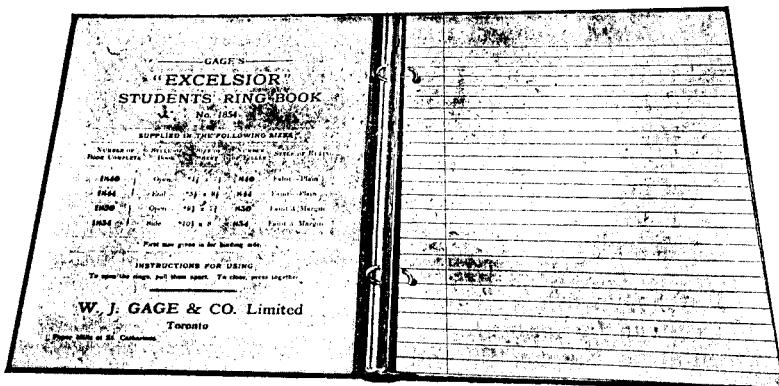
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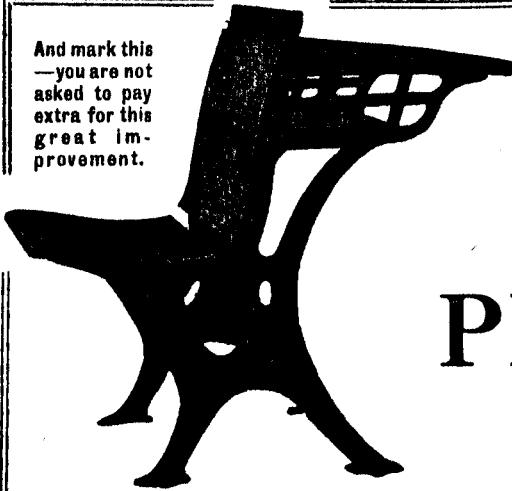
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