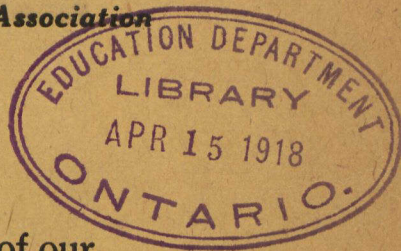


# *The* WESTERN SCHOOL JOURNAL

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*The Bulletin of the Manitoba Trustees' Association*



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TRUSTEES' NUMBER and EMPIRE NUMBER

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Winnipeg, Man.

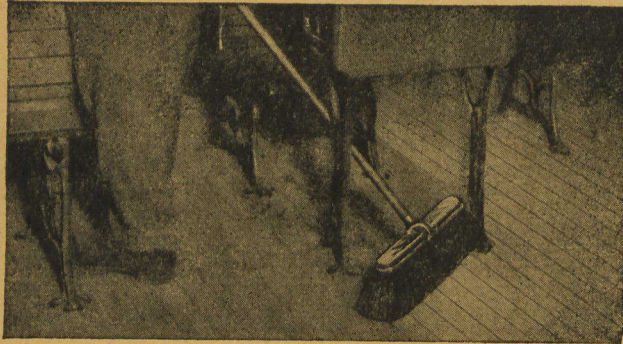
April, 1918

Vol. XIII—No. 4



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# SCHOOL COMPETITION

## Manitoba Gopher Campaign

APRIL 1st., MAY 10th, 1918

### GOPHERS ARE THE ENEMIES OF PRODUCTION

*Children can get the Gopher and Help Production.*

The Department of Agriculture will give Two Cents per gopher tail to all one-roomed schools getting over 500 gopher tails, brought in to the teacher by the pupils before May 10th, 1918.

Payment will be made by Government cheque to the teachers only, for school purposes, the pupils and teachers to decide what is most needed—playground outfit, gramophone, books, etc. Some schools got \$30 for four days' effort last year. This year there will be four weeks' effort.

#### THE SPRING IS EARLY—BEGIN EARLY

Use poisoned grain; poison shells; poison gas; traps; rifles; guns; water; sticks; dogs, and everything.

**GET THE ENEMY AND HELP YOUR COUNTRY.  
GET THE GOPHER AND HELP YOUR SCHOOL.**

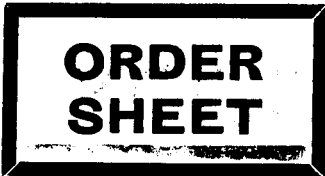
## Other Prizes in Gopher Campaign, 1918

1. **R. J. Whittle & Co.**, will give a Pathephone and Cabinet, and dozen records, Value \$100.00 to the consolidated school which brings in most gopher tails to the Principal before Friday, May 10th, 1918.  
**Russel-Lang's, Winnipeg**, will give Nine Vols. Cassell's Illustrated History of England, bound in half morocco, Value \$40.00 to the consolidated school which brings in second most gopher tails to the Principal before Friday, May 10th, 1918.
2. **The Columbia Graphophone Company**, will give a Columbia Grafonola and Grafomobile School Outfit, Value \$103.00 to the town or village school which brings in most gopher tails to the Principal before Friday, May 10th, 1918.  
**Professor V. W. Jackson, Agricultural College, Winnipeg**, will give Nine Vols. Cassell's Illustrated History of England, bound in half morocco, Value \$40.00 to the town or village school which brings in the second most gopher tails to the Principal before Friday, May 10th, 1918.
3. **E. N. Moyer Co., Ltd., Winnipeg**, will give Manual Training Bench, Value \$15.25 to the two-roomed school which brings in most gopher tails to the Principal before Friday, May 10th, 1918.  
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| 9. Camel        |                      |

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| 12. Elephant | 28. Bear      |
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| 15. Giraffe  | 30. Monkey    |
| 16. Kangaroo | 35. Leopard   |
| 24. Tiger    | 117. Squirrel |
| 26. Fox      | 148. Beaver   |

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- |                    |              |
|--------------------|--------------|
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| 114. Stork         |              |

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| 240. Pansies   | 458. Morning Glory  |
| 242. Daisies   | 460. Easter Lily    |
| 243. Poppies   | 524. Dogwood        |
| 268. Brownies  | 577. Poinsettia     |

**NATIONALITIES**

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|------------------------------------|-------------------------|
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| 232. Wigwam and Indians            | 598. Eskimo Child Life  |
| 424. Hiawatha                      | 308. Eskimo Girl        |
| 563. A Little Hollander            | 314. Japanese Girl      |
|                                    | 559. Chinese Child Life |

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- |                           |                          |
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| 424. Hiawatha        | 431. Mother Goose      |
| 550. Sir Galahad     | 580. Three Bears       |
| 582. Robinson Crusoe | 583. The Pied Piper    |
| 584. Little Red Hen  | 585. The Ugly Duckling |
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### EDITORIAL—

The Saskatchewan Survey .....	125
A Fine Pronouncement .....	126
Standardizing Education .....	126
Tell About Empire .....	126
A Word of Recognition .....	126
About Ourselves .....	127

### DEPARTMENTAL BULLETIN—

Department of Education .....	128
Election of Representatives to Advisory Board .....	129
Mental Arithmetic—Grade IX .....	129
Gehu Corn Contest .....	129
Time Table—Examinations, 1918 .....	130

### TRUSTEES' BULLETIN—

Interim Report of Manitoba Trustees' Association .....	131
Ethelbert Trustees' Association .....	140
St. Anne Trustees' Association .....	140
St. Andrews Trustees' Association .....	140
Ochre River Trustees' Association .....	140
Tache Trustees' Association .....	141
Rosser School Teachers' Association .....	141
Thompson Association .....	141
Portage la Prairie Trustees' Association .....	142

### SONS AND DAUGHTERS OF THE EMPIRE—

Tennyson; Lord Lister; Captain Cook; Horatio Nelson; The Earl of Shaftesbury; Edith Cavell; Captain Robert Falcon Scott; David Livingstone; Alfred the Great; Sir Walter Raleigh; William Shakespeare; Sir Isaac Newton; William Caxton; George Stephenson; James Watt; Sir Edwin Landseer; Florence Nightingale .....	143-152
--	---------

### SPECIAL ARTICLES—

Drawing .....	153
The Teacher and the Community .....	154
The Programme of Grades VII and VIII .....	157
An Educational Society .....	158

### CHILDREN'S PAGE—

Editor's Chat .....	159
Arbor Day .....	160
Our Competition .....	161
The Picture I Love Best .....	161

### SELECTED ARTICLES—

History of the Rural School .....	163
-----------------------------------	-----

Editor ..... W. A. MCINTYRE  
Business Manager ..... R. H. SMITH  
Directors—D. M. DUNCAN, E. BURGESS, D. J. WRIGHT  
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# The Western School Journal

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

VOL. XIII

WINNIPEG, APRIL, 1918

No. 4

## Editorial

### The Saskatchewan Survey

Dr. H. W. Foght has presented to the Saskatchewan government a report on his survey of the schools of the province, and his recommendations are of interest to all in the west.

His first thought is that the reorganization of the school system must be effected by those within the province. In other words, the people of Saskatchewan must work out their own salvation. This is good common sense. We cannot afford in Canada to copy the procedure followed in any other country. Theoretically we are all sound enough, but we fail when it comes to adaptation.

Among the recommendations of the report, the most striking is that which suggests the abolition of the local school boards in favor of larger municipal boards. It is refreshing to hear this. Yet we anticipate that it will be some time before Saskatchewan adopts the suggestion. In Manitoba this very idea has been urged for fifteen years, but practically nothing has been accomplished. In some matters the only way to get results is by action of the central authority, or by demonstration in a particular locality. One good demonstration of the idea in Manitoba would settle the question.

Another recommendation of Mr. Foght suggests a modified curriculum. The details here are not at hand, and comment is withheld. Evidently the aim has been to get a course of study that is both feasible and practical.

The system of examinations as a sole test of ability, scholarship, maturity and promotion is soundly attacked. There is nothing new here, but it is well to have the matter presented in a report of this kind.

Dr. Foght's recommendation with regard to the training of Ruthenians as teachers in Ruthenian districts is open to question, if we understand aright the drift of his recommendation.

Nothing can be finer than the recommendations regarding teacher training. As a practical school man, Dr. Foght knows that success or failure depends ultimately upon the character of the teaching force. It would be a good thing if this were recognized by all. The recommendations might be carried over word for word to our own province:

1. Provision for greater financial support for teacher-training.
2. Gradual acquirement of additional lands and equipment for normal schools.
3. Provision for the enlargement of the normal school staff and for increase of salaries.
4. The adoption of gradually lengthened and differentiated courses for normal schools.
5. The establishment of specialized rural school departments in the normal schools.
6. The organization of a thorough-going rural school service through the normal schools for all teachers in service.

### **A Fine Pronouncement**

The strong stand taken by the Minister of Education at the recent Trustees' Association, in favor of Municipal school boards is bound to have good effect. There is nothing that would help our rural schools so much as action in this direction. What we need is expert direction of our schools, and that is impossible under our present system. There is all the difference in the world between a school that is under the supervision of a trained leader, and a school that is controlled by a novice, who though earnest and even capable, yet lacks knowledge and experience, and is incapable of enlisting the sympathy of all the forces of the community. Our school inspectors have done a great work in this province—a work that has never been properly appreciated but they would do even a greater work as supervisors. The first effort of a business concern is to get a managing-director, to unify and to inspire. Why should not the municipalities appoint managing directors for their schools? Here's success to the Municipal School Board, and may the Minister of Education soon see his wishes bear fruit in action by the rate-payers.

### **Standardizing Education**

There is doubtful wisdom in the resolution of the Trustees' Association in which they ask that the same text-books be used in all the provinces, and that there be a free interchange of teachers. The first recommendation has in its favor the possibility of cheaper purchase. Anyone can understand, however, how difficult it would be under three different systems to get agreement on text-books alone. The first thing to do in unifying systems is to get the people and the directors of education to think alike. If this is possible, there may be a possibility of getting unity in courses of study and ultimately in text-books. If text-books are out of harmony with the ideals of

a people there will be eternal friction. We have always in Canada been unfortunate in being controlled in our methods of thinking and acting by publishing houses. The publishing houses should make books to help us in realizing our ideals. Now, if the provinces are to become alike in their ideals, the place to begin the agitation is not in the matter of text-books. Why not begin at the heart of things?

Ask the second point, it is doubtful if the newer provinces can afford to demand of their teachers the training we now give, and it would be suicidal for us to lower the bars. Really that other resolution of the trustees, urging reasonable salaries, is a wiser way out of our difficulty.

### **Tell About Empire**

The teachers of the country are calling for material that will be useful to them during May. For that reason we have printed this month a great deal of matter dealing with men and women who have made the Empire famous and who have been a blessing to mankind. Teachers can do no better work than to acquaint children with those to whom the Empire owes so much. Let the whole month of May be Empire month.

The last four sketches are taken from the Parents' Book, published by Jack, of London. The book has many commendable features. It is useful to both parents and teachers.

### **A Word of Recognition**

The Western School Journal is sorry to have to announce the retirement of Mr. F. H. Schofield from the position of president of the Western School Journal Company. Mr. Schofield has been on the Board of Directors since the company was organized. He was for some years editor of the Journal, and his work in that connection was greatly appreciated.



### About Ourselves

The Western School Journal Company is composed of teachers. The fourteenth annual meeting of shareholders was held on March 8. The financial statement shows that the Journal is paying its way. This is all that is expected by the shareholders. They are not looking for dividends. The Journal is now the accepted organ of the Trustees' Association, the Teachers and the Department of Education. It goes into every school in the Province. It is getting into the hands of the trustees. It is absolutely essential to teachers. It requires more contributions from teachers, trustees and parents. It requires more backing from inspectors, supervisors and others in a position to make it known. The company is willing to sell further shares of stock and urges all teachers to subscribe. If the

capital stock were increased the Journal would venture on new undertakings. More especially could it use more illustrations to brighten up the pages.

The officers and directors for the next year are: Editor, W. A. McIntyre; Business Manager, R. H. Smith; Directors: A. W. Hooper (President), D. M. Duncan, E. Burgess, D. J. Wright, D. McDougall, W. A. McIntyre, C. W. Laidlaw, E. J. Motley.

---

There is on hand at this office a number of little booklets issued a short time ago as a tribute to the late Lieutenant Wm. G. McIntyre, who was killed in action last year. We shall be pleased on request to forward to his classmates at Normal school or to other friends a copy of this booklet.

---

Kindly note that the gopher destruction contest is on again. Prizes are for schools—and valuable prizes at that. Read the advertisement on another page.

### When Johnnie Left the Farm

Johnny bought a little pig with money he had earned,  
He named her Nell and fed her well, and lots of tricks she learned.  
But Nellie grew to be a sow, had piggies quite a few,  
Then father up and sold them, and kept the money, too.

Johnnie took a little calf as pay for hoeing corn,  
He loved that calf and the calf loved him as sure as you are born.  
But calvie grew to be a cow, as all good calves do,  
Then father up and sold her, and kept the money, too.

Now, Johnnie loved his little pets, but father loved the pelf,  
So Johnnie left his father's farm and struck out for himself.  
Said Johnnie's pa, one summer day, "I often wonder why  
Boys don't like the farm, 'the City' is their cry."

"It always will be strange to me," continued Johnnie's pa,  
"It only goes to prove, though, how ungrateful children are."  
When Johnnie heard what father said, he gave a bitter laugh,  
And thought of his empty childhood and of his pig and calf.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

## Departmental Bulletin

### DEPARTMENT OF EDUCATION

#### Entrance Time Table, 1918

##### Tuesday, June 25th—

- 9.00 to 9.10 Reading Regulations.
- 9.10 to 10.40 History.
- 11.00 to 12.30 Composition.
- 14.00 to 15.30 Geography.
- 15.40 to 16.10 Spelling

##### Wednesday, June 26th—

- 9.00 to 11.00 Arithmetic.
- 11.00 to 12.00 Oral Music.
- 14.00 to 16.00 Grammar.
- 16.00 Oral Reading.

##### Thursday, June 27th—

- 9.00 to 9.20 Mental Arithmetic.
- 9.30 to 11.30 Geometry.
- 13.30 to 15.30 Elementary Agriculture.
- 15.40 Writing.

#### Applications for Examinations

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

The following are the forms provided:

1. Entrance Examination.
2. Teachers' Course—
  - (a) Grade IX.
  - (b) Grade X.
  - (c) Grade XI.

3. Combined Course—

- (a) Grade IX.
- (b) Grade X.
- (c) Grade XI.

4. Matriculation Course—

- (a) Grade IX.
- (b) Grade X.
- (c) Grade XI.

5. Grades IX and X—

Same form for Teachers' Course and Combined Course.

6. Matriculation Course—Grades X and XI (Parts I and II.)

7. Grade XII—Teachers' Course.

8. Supplementals—Matriculation.

9. Supplementals—Teachers' Course and Combined Course.

10. Supplementals—Matriculation for use by students writing on Parts I or II, Matriculation, Grade X or XI.

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

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

All part II Matriculation students who are writing on a supplemental must file a supplemental application in addition to the regular Grade application, making use of the special form number 10 referred to above. This form is marked free, and no fee need accompany it. Please note this form must only be used by Matriculation students writing on Part II (Grade XI) who have a supplemental from Part I (Grade X). Matriculation students writing on the supplemental only will make use of form number 8.

#### Examinations

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

ELECTION OF REPRESENTATIVES TO ADVISORY BOARD

The attention of teachers is directed to Sections 11 and 13 of the Education Department Act, which read as follows:

11. (a) "Two of the members of the said Advisory Board shall be elected by the public and intermediate school teachers, holding permanent professional certificates and actually engaged in teaching in the Province;"

(b) "One member of the said Advisory Board shall be elected by the high school and collegiate institute teachers, actually engaged in teaching in the Province."

13. "The Department of Education shall from time to time divide the Province into two districts, so that the said public and intermediate school teachers in each district may elect one member of the said board;"

(a) "No representative of the said public or intermediate school teachers shall be elected to the said Advisory Board who has not been nominated in writing, signed by at least six of the persons who are entitled to vote under sub-section (a) of Section 11 of this Act;"

(b) "No representative of the high school or collegiate institute teachers shall be elected to the said Advisory

Board who has not been nominated in writing, signed by at least three of the persons who are entitled to vote under sub-section (a) of Section 11 of this Act;"

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

(d) "In case the number of candidates duly nominated as aforesaid does not exceed the number of representatives to be elected in any case, the person or persons so nominated shall be deemed elected."

For the purposes of the election of the representatives of the public and intermediate school teachers the Province is divided into two districts, separated by the range line between Range Six and Range Seven west of the Principal Meridian.

Nomination papers should be forwarded to R. Fletcher, and should be marked "Nomination to Advisory Board."

MENTAL ARITHMETIC—GRADE IX.

Teachers are hereby advised that instead of the usual paper in Mental Arithmetic in the Grade IX examination in June, a paper will be set which

will test the ability of the students to do the ordinary mechanical processes rapidly and accurately.

GEHU CORN CONTEST

Last season was a rather poor one for the ripening of corn in Manitoba; hence it was not surprising that members of the Boys' & Girls' Clubs failed to obtain very good specimens of ripened ears. For this reason the contest in ripening Gehu corn will be continued again this year.

The Silver Cup will again be open for competition and prizes will be awarded also to the three schools having the best exhibits and to individual exhibitors.

Seed will be supplied free to schools on application to H. W. Watson, Dept. of Education.

DEPARTMENT OF EDUCATION—TIME-TABLE—EXAMINATIONS, 1918

Form Ex. 1 B. 8c

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

Date	Hours of Examination	Grade IX	Grade X	Grade XI	Grade XII
Tuesday June 18th	9.00—12.00 14.00—17.00		Arithmetic Writing (14.00—14.30)	History Latin Grammar	Poet. Lit. A. Poet. Lit. B.
Wednesday June 19th	9.00—12.00 14.00—17.00		Eng. Grammar	Literature French Literature (Teachers' Option)	Hist. of Eng. Literature Composition
Thursday June 20th	9.00—12.00 14.00—17.00		Music (9.00—11.00) Botany	Latin Authors Chemistry	Rhet. and Prose Literature
Friday June 21st	9.00—12.00 14.00—17.00		Spelling (9.00—10.00) Br. History	Physics French Comp. (Teachers' Option)	Physics Chemistry
Monday June 24th	9.00—12.00 14.00—17.00			Geometry French Authors	Geometry Add. English, A. (French Literature A.)
Tuesday June 25th	9.00—12.00 14.00—17.00			Algebra Composition	Algebra Add. English, B. (French Literature B.)
Wednesday June 26th	9.00—12.00 14.00—17.00	Geography Drawing (14.00—16.00)		French Grammar German Grammar	Trigonometry
Thursday June 27th	9.00—12.00 14.00—14.20 14.30—16.30	Can. History and Civics Arithmetic Elem. Science			History
Friday June 28th	9.00—12.00 14.00—17.00			German Authors (14.00—17.00) { Greek Grammar Icelandic Grammar Swedish Grammar Greek Authors Icelandic Authors Swedish Authors }	

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

## Trustees' Bulletin

Schools wishing teachers may advertise freely in the May and June issues of the Western School Journal, provided the trustees send in notice in either case by the 20th of the preceding month. The advertisements must state definitely the salary to be paid per month or per year, and it would be well if information were given as to the size of the school, the district, etc.

### INTERIM REPORT OF MANITOBA TRUSTEES' ASSOCIATION 12TH ANNUAL CONVENTION

Held in Kelvin Technical School, Winnipeg, Manitoba, February 26, 27, 28.

The President called the meeting to order at 9.50 a.m., and the following members were appointed on the Resolutions Committee: J. R. Borthistle, Minnedosa; John Buck, Virden; H. D. McCannis, Arden; Frank Brodie, Carman; H. E. Hainsworth, Deloraine; A. Petvin, St. Boniface.

The President, Mr. Wm. Iverach, of Isabella, in delivering his annual address, stated that judging from the demands made on members of the executive to attend local meetings in different parts of the province, greater interest is being manifested all over. He spoke of the case of one trustee in the Deloraine district who walked eighteen miles on one of the coldest nights of this winter to attend one of these meetings, and went home feeling he was well repaid for his effort. Mr. Iverach referred to the number of summer community school rallies, conventions or field days that had been held the past summer, and considered that they had great advantage over the winter meetings in these days of motor cars.

Another important advance that had taken place was co-operation of the Executive with the Extension Department of the University in arranging for university lectures at many of the local trustees conventions held this winter. The time has come when there should be no break between the Public school and the University, the one is a neces-

sary counterpart of the other. Education is the doorway to service.

Mr. Iverach also stated that in the meantime we had a problem waiting and wanting an immediate solution. We are face to face at the present moment with a scarcity of teachers, particularly principals, while all the time we have a steady stream of teachers moving to the western provinces. Our high schools, collegiates and normal schools are costing this province a tremendous amount of money and the western provinces are reaping the benefit.

Another development of recent years is the work of the Boys' and Girls' Clubs. This is a movement that is well worthy of the closest attention of the school trustees of this province, and ought to be entirely under their control. No movement of this kind should be started in any school without the fullest sympathy and co-operation of the late School Board.

A year ago we had our first Provincial Spelling Match in connection with our convention. This year we are again repeating the experiment. Our country boys and girls are again the guests of the Free Press during the convention. These boys and girls who are in the city for the first time and are being taken around to see the sights, are having the "time of their lives." They are having one short "spell" of



happiness anyway; and if we accept the axiom that education is a series of experiences, then they are surely getting some of it this week.

In speaking of the objects of the association, Mr. Iverach stated that "if our aims and objects have not been stated in concise terms, we are nevertheless steering the ship in a straight line towards the goal all the time, and that goal is to make education in rural Manitoba such that no man need leave the farm and move to town to get a decent education for his children. To attain this object, the officers of this

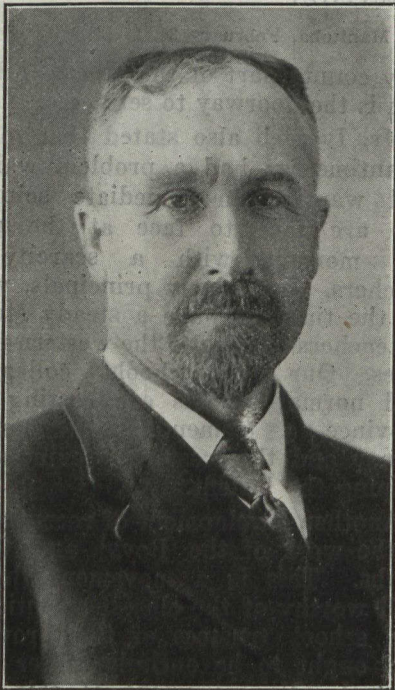
paving the way for the still larger unit, and so we have now three or four municipalities at the present moment considering the Municipal School Board System."

In closing, Mr. Iverach appealed to the trustees that no matter in what lines it may be necessary to cut our expenditure on account of the war, let it not begin with our schools. Owing to the time that will be required for re-construction, the greater part of it will fall naturally on the boys and girls who are at present in our schools. Let us encroach on their school days as little as possible, and only begin to draw on their labor when all other sources of supply have been exhausted, and let us avoid any temptation to exploit it because it is cheap.

After the President's address there was considerable discussion on the serious problem of the scarcity of teachers.

Mr. S. H. Forrest stated that there was really only one way to remedy the matter, and that is for the trustees of the Province of Manitoba to pay salaries large enough to compete with the Provinces of Saskatchewan and Alberta. We should do as the Province of Ontario. When we educate a teacher in the Province of Manitoba we should put him under financial guarantee that he will stay and teach in the Province of Manitoba for at least one year, if not more. Our School Board got a teacher from Ontario and had to guarantee cash payment to the Department of Education in the Province of Ontario, because they had educated that teacher to fill a special place and they wished to be assured they would not lose her at once.

Mr. J. I. Brown of Pilot Mound remarked that it would be well to draw the attention of the convention to another cause, namely, the question of the security or insecurity of the tenure of the teacher's office. How to remedy that by legislation I will not undertake to say, but it is a matter the trustees ought to consider. We can retain very few men in the province, and that condition is going to be worse in the fu-



WM. IVERACH  
Isabella  
President School Trustees' Association

association have travelled many miles, giving their time and energies freely, encouraging the formation of local Trustees' associations, inspiring rate-payers to greater efforts, conferring with the Departmental authorities, encouraging the formation of consolidated schools whereby the country children can get some years of high school work at home and so raise the standard of rural education. This seems to be



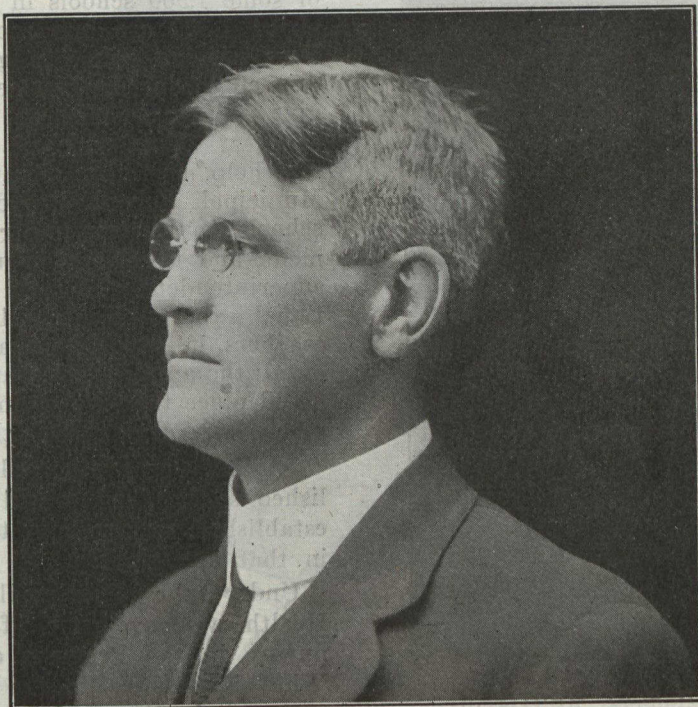
ture rather than better. Naturally it is desired that we retain a portion of the men to occupy positions as principal (that position can in the majority of cases be best filled by men), and what hinders most is the fact that they have no security in their positions.

Mr. Hill, of Virden suggested that one of the many reasons teachers go west is due to the short course of training further west.

Another delegate thought that if the grants were very much higher in Saskatchewan and Alberta, there were two

Trustees of this province co-operate with the Provincial Committee, under the chairmanship of Mr. R. C. Henders, with Mr. J. H. Evans, Deputy Minister of Agriculture, in the work they are so earnestly attempting to do. The following resolution was passed unanimously.

That the executive of this association be instructed to co-operate with the committee, of which Mr. R. C. Henders and Mr. J. H. Evans, Deputy Minister of Agriculture are the heads, to promote and encourage assistance to this fund in every way possible.



S. H. FORREST  
Souris

Vice-President Manitoba School Trustees' Association

remedies, one to raise the salaries, and the other to get increased grants.

Mr. Glen thought that it would be well to increase the Municipal as well as the government grant.

Rev. J. L. Brown, having read a message from Dr. Jas. W. Robertson, of Ottawa, Chairman of the Canadian Branch of the Agricultural Relief of the Allies Fund, asking that the School

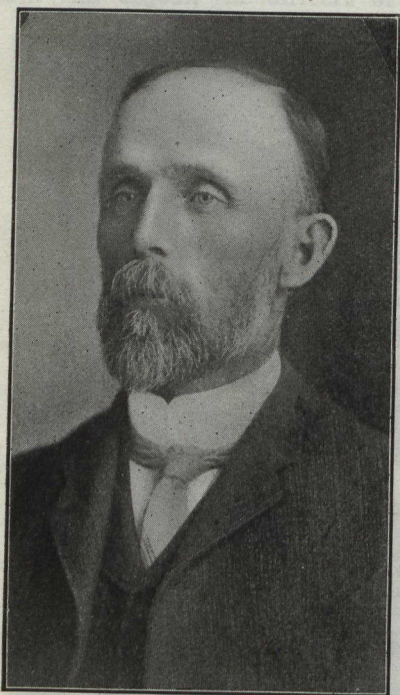
The Secretary-Treasurer in giving his annual report, drew special attention to the hearty co-operation of the University of Manitoba and this association. He also took this opportunity of asking the fullest support of all the school districts to the Western School Journal, by subscription and contributions of news items of educational interest to the teachers. The splendid



collection of historical pictures of the Beattie Memorial Fund, kindly loaned to the convention by the Provincial Chapter of the Imperial Daughters of the Empire, was particularly drawn to the attention of the trustees.

The Hon. R. S. Thornton, Minister of Education, in his opening remarks, expressed pleasure in seeing a number of women present, and hoped that a year from now there would be quite a representation of women trustees.

The minister pointed out that the Act had been amended so that in towns,



D. A. STEWART  
Pilot Mound

villages and rural districts, the wife of a ratepayer who is eligible to act as trustee will also be eligible for election as trustee.

The minister gave a word of appreciation from himself personally and from the Department of Education generally to the executive and members of this association for the assistance and co-operation which they have given during the past. The only way in which we will get the best and most

out of our educational system is by the co-operation of children, teachers, parents, trustees, inspectors, the Department of Education, public opinion and public sentiment.

In looking over the records of 1917, we were struck that outside of the cities and towns there have been more schools built than in a great many years previously. The schools built each year show steady progress in improvements. In two or three municipalities there is at present a campaign of education for the purpose of establishing a Municipal School Board. Out of some 1,900 schools in the province, about 1,600 are one roomed schools. How are we going to give that one roomed school the best service we can give and get the most out of it that we can get? The Municipal School Board will help meet that situation. With a Municipal School Board all of the schools would come under one management, and this board would employ a superintendent who could be an educational expert. He would hire all the teachers, he would be qualified to pass on all the applications that came in, and could place the teacher in the position where he or she could do the best work.

A salary schedule could be established, so that there would gradually be established a permanent teaching staff in that municipality.

Under the Provincial Board of Health we have now fifteen district nurses in the Province of Manitoba. What is possible in the case of the nurse can be arranged for in other special matters such as music, sewing, manual training and domestic science.

Dr Thornton told the convention what the Department of Education was doing in many districts of the province, particularly east and north of the city of Winnipeg, where there are a large number of people of non-English origin who have come from continental Europe. After enquiry into the matter we found that there were something like 100 school districts in which the enrollment of children exceeded fifty.



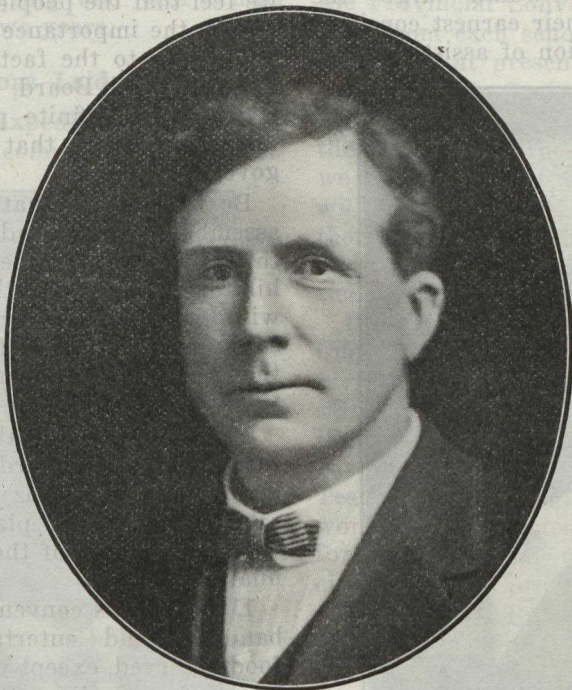
Just twenty-six months we have been at this work, and in that time we have built up 112 schools, of which 14 replaced old ones and 98 were entirely new. The next problem was to provide teachers. Forty-five teachers' residences have been built. All the teachers who take a residence of that kind have a companion, mother, sister, aunt and so on, and it would do your heart good to read some of the letters from

Through our schools and our teachers we are determining the kind of a Canada it is going to be and what kind of a Canada we are fighting for in the present time of struggle.

### Resolutions

The following resolutions were carried:

1. That in the opinion of this Association education in the three Western provinces should be standardized.



H. N. MACNEILL

Dauphin

Member of Executive Manitoba School Trustees' Association

the teachers who have gone into these districts.

Away over in France, in that war-worn country, the inhabitants are rehabilitating the devastated areas. There are not many able bodied men—they are all fighting. There are not many able-bodied women—they are at work in munition factories. The first thing they did was to sow grass and plant flowers on the graves of the brave men who had fought and died for them. The next thing was to open their schools, to educate their children, and to nurture in their minds the spirit of France.

There should be uniform text-books and certificates of teachers should be interchangeable.

2. That school houses may be equipped with telephones, this convention requests the Department of Education to continue negotiations with the Telephone Commissioner in order to get half rates for the use of telephones placed in school houses.

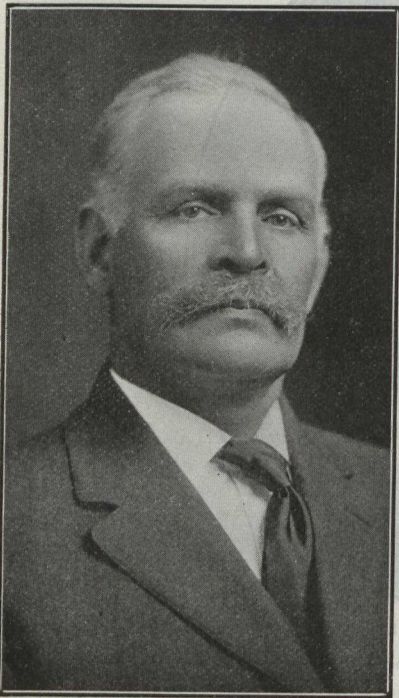
3. That more needlework should be taught to our girls at school.

4. That the value of the Western School Journal be brought prominently before the notice of the trustee boards of the Province.



5. That we recommend that the School Act and regulations be so amended as to provide for the reading of the School Inspector's report by the trustees or their secretary at the annual school meeting.

6. That the convention recognizes the value to the teacher herself and the district she serves of the Summer School Course in the Technical Schools opened by the Department. It would urge the trustees to give their earnest consideration to the question of assisting their



REV. J. L. BROWN  
Pilot Mound

Member of Executive  
Manitoba School Trustees' Association

teachers financially to take advantage of this course. Where aid is to be given the teacher should enter into an obligation to remain for six months.

7. That in view of the fact that our Normal Schools are training a sufficient number of teachers for our requirements, and that many of these teachers are attracted to the western provinces by the larger salaries paid there, and because it is desirable that Manitoba retain the services of our trained

teachers, especially of second class professional standing, trustees be urged to pay better salaries to teachers of the higher grades.

8. That section 7 of the School Act be amended by striking out the words "5 years in rural schools," thus making the school age from 6 years to 21 years in all schools.

9. In view of the fact that the food situation is extremely acute, and that we feel that the people of Canada fully realize the importance of the situation, but owing to the fact that we have a Food Control Board, they are simply waiting for definite prohibiting laws and restrictions that will effectively govern all people;

Be it resolved that this convention assembled, recommend the government to pass without further delay any prohibitory laws which they feel in their wisdom are necessary for the proper safe-guarding of our food supply, and that we will pledge our fullest support to those laws.

10. That the annual meeting of the ratepayers be the third Monday of July and that the organization of the new school board take place at any time within one week of the date of the annual meeting

11. That this convention consider all banquets and entertainments where food is served, except where held at the hours of, or in lieu of, ordinary meals, are contrary to the best interests of food conservation, and should be discouraged until the return of peace and plenty.

### Resolutions Referred to Executive

1. That whereas we believe moving pictures to have in them the possibility of great educational value, and whereas in most of our village communities, the community and even the moving picture operator have little power in determining the type of picture shown. Therefore, be it resolved that we respectfully urge the Department of Education to give rural communities help in this matter by establishing a bureau where films of attested educa-

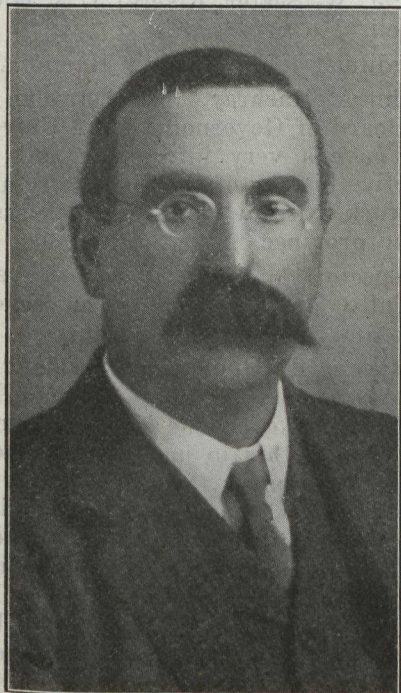


tional merit and clean humor may be obtained.

2. Whereas owing to war conditions a great number of VIII grade boys and girls on the farm will be unable to enter high school in the fall, resolved, that our Department of Education be asked to provide a place where such pupils can, while the war lasts, attend high school during the winter months, from November 1st to April 1st, for the purpose of covering one year's high school work in two years.

**Resolutions Laid Over**

1. That it is expedient for the general good of the community, and especi-



**J. W. SEATER**  
Rivers

Member of Executive  
Manitoba School Trustees' Association

ally the children attending school, that the study of the Bible become part of the Public School education, and that definite portions be set for examination in which it will be necessary for each student to secure a pass.

2. That we consider the principle of the Teachers' Retirement Fund.

3. That this association believes that it would be in the best interests of education in this province to have administration of school affairs in the hands of boards of trustees elected for larger units than the school district, preferably for a municipality.

**Notice of Motion**

That Article 4 of the Constitution be amended so that the representation to the Provincial Convention be one delegate from each school district, instead of two as at present.

Mr. R. W. Craig, chairman of the Winnipeg School Board, in extending the greetings of the Board, stated that we should see that after this war there will be no reaction. The principle that there should be a school for every child and every child in school should be carried out.

His Grace Archbishop Matheson, Chairman of the Advisory Board, in giving his message to the trustees, stated that the greatest asset of a nation was good character, character based on the teaching of the Great Teacher, Jesus Christ, and there was work for the trustees to do something for the upbuilding of character of the citizens of this province.

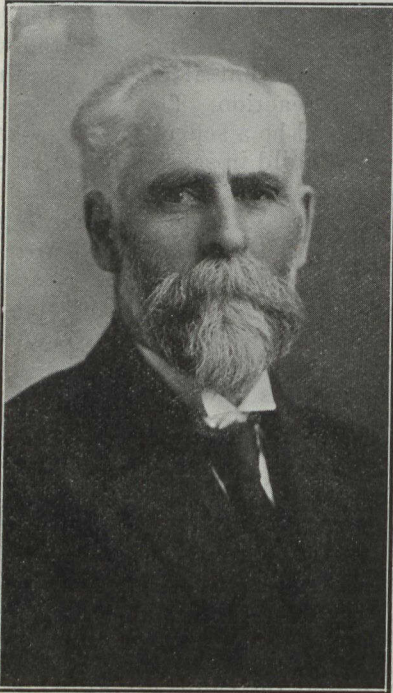
Mr. Vere C. Brown, Western Superintendent of the Canadian Bank of Commerce, told what his bank was doing towards the encouragement of the work of the Boys' and Girls' Clubs, and the discussion which followed showed that the Clubs are growing and developing into larger organizations in all parts of the province.

Dr. Miller, Chief Inspector of Schools for the Province of Alberta, in speaking on the "Responsibilities of the School as a Social Institution," stated that the school is rather a new social institution, especially in Western Canada. The school will bring its influence into every home in this province through direct and immediate use of its functions. At the present time it has a protective influence on childhood. In Manitoba it protects the child from the unfortunate circumstances of physical



disabilities; it protects the child from economic pressure; it also educates childhood. We must guide our children into the paths of life in which their lives will be most useful. The trustees are responsible in seeing that the school renders this service to the child on the one hand and society on the other.

Major K. McIvor, who was in charge of one of the advanced emergency hospitals in France, took his audience in a thrilling speech, over some of the scenes at the Somme and Vimy Ridge



W. H. BEWELL  
Member of Executive Committee  
Manitoba School Trustees' Association

battles, and told of the tremendous work done by our Canadian boys aided by the Highland regiment taking the Regina trenches.

Major McIvor impressed on his audience the great work the women of Britain are doing. Sixty thousand of them went over to France and became drivers of motor cars, ambulance cars and lorries, thereby releasing sixty thousand men to reinforce those in the

front line trenches. He asked the people of the West to do their bit in providing food for the Allies, and paid a high tribute to the people who are giving their sons for the defence of all we hold sacred.

The officers and members of the Executive were elected as follows:

President—Wm. Iverach, of Isabella.

Vice-President—S. H. Forrest, of Souris.

Secretary-Treasurer—H. W. Cox-Smith, of High Bluff.

Additional members of Executive—W. H. Bewell, of Rosser; H. N. Macneill, of Dauphin; Rev. J. L. Brown, Pilot Mound; J. A. Marion, St. Boniface; J. W. Seater, Rivers; J. A. Glen, Russell.

Auditor—John Murray, Hamiota.

John A. Machray, Vice-Chairman of the Board of Governors of the University, gave a very interesting and instructive history of the University and the work it is now doing for all classes in the province.

Inspector A. Willows gave a very carefully prepared paper on school work and salaries paid teachers.

Inspector R. Goulet, as President of the Association of Public School Inspectors, spoke on the work required of the inspectors in having the school properly equipped for the comfort of the children. He said he was speaking for better teachers, better paid teachers and better results for the child to understand and perform his duty. He pleaded for a better understanding between the two great races in Canada, that the spirit of the brotherhood of man should be better understood.

Mr. Ira Stratton, Official Trustee, spoke of the great work that is being done among the non-English speaking people of the Province. He told of the condition of the people as to school accommodation when he first took hold of the work, and of the wonderful advance that has been made in the last two years. Over 110 school buildings had been erected, and provision made for 5,000 children, the majority of

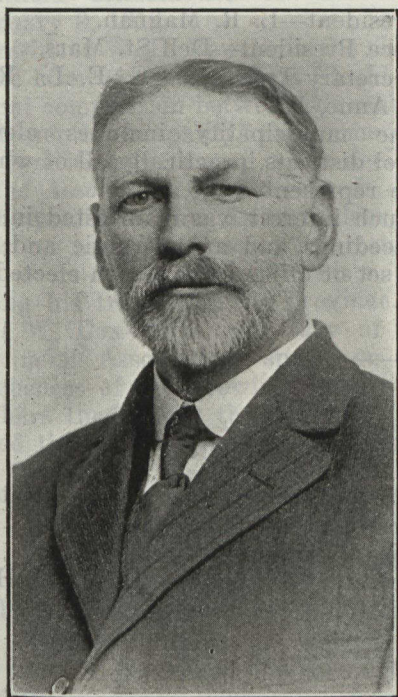


whom had not been attending any school before.

There is still much to be done, but the work is very encouraging, the parents are wanting their children to be educated, and the children are just as anxious to learn. Mr. Stratton also gave great praise to the class of teachers he has been able to obtain for these schools. They have gone to the schools with the true missionary spirit, and are doing real missionary work.

### The Provincial Spelling Contest

There were sixty-seven contestants for the Gold Medal offered by the Free



H. W. COX-SMITH  
High Bluff

Secretary-Treasurer  
Manitoba School Trustees' Association

Press Company to the winner of the contest.

A silver medal donated by the Free Press Company was presented to each of the contestants by His Honor Lieutenant-Governor Sir J. A. M. Aikins.

The gold medal donated by the Free Press Company was won by Rose Hollins, of Sturgeon Creek School, 11 years of age and in Grade 8., who holds

the record of going through the preliminary contest on Wednesday afternoon, February 27th, the public contest at the Walker Theatre on Thursday afternoon, February 28th, and the final written test of 175 words, without a single mistake.

Evelyn Bates, of Gilbert Plains, was a close second, going through the whole contest with only one mistake, and will also receive a special gold medal donated by the President of the Provincial Trustees' Association.

A full report of the convention will be printed in the usual way and a copy sent to the secretary-treasurer of every school district in the province.

If there has been any change in the secretary-treasurer of any school district in the last two years, will the present secretary of that district kindly send his name and post office address to the secretary of the Provincial Association, H. W. Cox-Smith, High Bluff, to ensure his getting a copy of the full report when printed.

Any information required as to the historical pictures exhibited in the corridor of the Kelvin Technical School during the convention, please write to Mrs. C. C. Hearn, Corresponding Secretary, I.O.D.E., Brandon, Man., who will be pleased to give all information necessary.

### Echoes of the Convention

When at the convention we resolved to do certain things, let us not go home and forget all about them.

These are times when doing things count. We resolved that it was necessary to increase the teacher's salary. Let us do it.

We resolved that we ought to subscribe to the Western School Journal. Let us do it now. We resolved to do all we could to promote the production and conservation of food. Let us do it. We resolved in our hearts that we would be better trustees and endeavor to do better work and be willing to give more time to the duties and responsibilities of the office. Let us do it.

## ETHELBERT TRUSTEES' ASSOCIATION

The Ethelbert Trustees' Association held their annual meeting at Ethelbert on February 6th, 1918, at which 75 per cent of the school districts in the Association were represented.

The following officers were elected:  
 President—Michael Wolochstuiik.  
 Vice-President—Wm. Pernerowski.

Secretary-Treasurer—R. F. Slipetz.  
 Prof. A. A. Stoughton, of the University, gave a very interesting address which was listened to with great attention.

Inspector J. S. Peach also gave a short address.

## STE. ANNE TRUSTEES' ASSOCIATION

A meeting of the trustees of the Municipality of Ste. Anne was held in the Municipal Hall of Ste. Anne on Tuesday, February 12, 1918.

Addresses were given by Judge L. A. Prud'homme, Inspector Goulet and Inspector A. L. Young, after which the trustees proceeded to organize a Local Trustees' Association, and the following officers were elected:

President—L. R. Magnan.  
 Vice President—Dell St. Mars.  
 Secretary-Treasurer—G. E. La Rue,  
 Ste. Anne, P.O.

The municipality includes eleven school districts, practically all of which were represented.

Much interest was manifested in the proceedings and an energetic and active set of officers have been elected.

## ST. ANDREWS TRUSTEES' ASSOCIATION

The fifth annual meeting of the Local Trustees' Association of St. Andrews and Town of Selkirk, was held in the Central School, Selkirk, on Jan. 26, 1918.

The following officers were elected:  
 President—G. T. Sutherland.  
 Vice-President—William Scott.  
 Secretary-Treasurer—John E. Harriott, Jr.

## OCHRE RIVER TRUSTEES' ASSOCIATION

The annual meeting of the Ochre River Trustees' Association was held at Ochre River on Tuesday, February 12th, 1918.

There was a very good attendance, including several teachers. Short addresses were given by Inspector Stevenson, H. N. Macneil, of Dauphin, vice-president of the Manitoba School Trustees' Association, and Mr. Bergey,

of the Manitoba Agricultural College.

The officers elected were:

President—Mrs. Morley.  
 Vice-President—J. H. Hamilton.  
 Secretary-Treasurer — W. H. Johnson.

There were two very interesting spelling matches, one for pupils of grades 6 to 8, and another for grades 3 to 5.

## TACHE TRUSTEES' ASSOCIATION

A well attended meeting was held in the municipal hall at Lorette on Wednesday, March 6th, 1918, to organize a Trustees' Association. The reeve and members of the Municipal Council, also trustees from the school districts in Tache municipality were present.

There were over one hundred people at the meeting, and a large number took part in the discussions.

Officers elected:

President—Victor Trudeau.

Vice-President—Oscar Manaignre.

Secretary-Treasurer—E. J. R. Arpin, of Lorette.

## ROSSER SCHOOL TEACHERS' ASSOCIATION

The annual meeting was held in the Westfield schoolhouse on Saturday, February 9, 1918.

President W. H. Bewell, in the chair.

The offer of the Chambers Shield for annual competition between the schools of Rosser Municipality, the terms and conditions of award to be decided by the Association, was accepted.

The president gave a short, clear address on matters of local interest, as well as on topics coming to his notice during his trips over the province.

H. W. Cox-Smith, secretary of the Provincial Association, spoke on the seriousness of the growing scarcity of teachers throughout the province, and stated that it was absolutely necessary

that the salaries be raised in order to keep our teachers with us. He also urged on all the trustees to subscribe for the Western School Journal, as it was very desirable that it be recognized by the school districts as the official organ of the Provincial Association.

Inspector Parker took charge of the spelling contest, there being seven contestants, and George Little, of Westfield being the winner.

The question of municipal school boards was discussed and laid over for the next meeting.

H. W. Bewell was re-elected President; A. E. Ryan, Vice-President; E. R. James, Secretary-Treasurer.

## THOMPSON ASSOCIATION

The annual meeting of the Thompson Municipal Trustees' Association was held in the Miami School on Feb. 19, 1918.

The gathering was the largest and the programme one of the best given to date. Thirteen of the districts in the municipality were represented by 25 trustees, 9 teachers, many visitors, the senior students and officers of the Boys' and Girls' Club.

After a creditable contest lasting for over forty minutes, Kenneth Phillips was the winner of the Free Press Spelling Bee.

At 3 p.m. the Miami staff gave a practical demonstration of the hot

lunch. This is a much needed improvement in the rural schools, and one that is meeting with favor wherever put into practice.

The annual report showed that \$236 had been raised by the School and Club Fair during the year, a splendid programme already out for the coming season, and the prospects bright for still greater success along this line.

Mr. Th. Dennison, of Rosebank, gave a splendid address on "The Retention of Teachers in the Rural Schools." Some of the more important points emphasized were:

1. The need of better schools, better equipment, and better physical surroundings.



2. Need of greater co-operation between trustees, parents and teachers

3. Better salaries.

Mr. D. F. Stewart and Inspector Woods discussed both sides of the question of consolidation.

Officers for the coming year:

President—Mr. D. F. Stewart.

Vice-President—Mr. Th. Dennison.

Secretary - Treasurer --- Inspector Woods.

Executive Committee—D. Lawson, C. Smith, I. Bowman, W. McKay.

### PORTAGE LA PRAIRIE RURAL TRUSTEES' ASSOCIATION

The tenth annual meeting of this Association was held in the Municipal Hall, Portage la Prairie, on Friday, February 15th, 1918.

There was a large attendance of trustees and teachers, and for the first time in the history of the Association, the teachers were accorded full membership in the association and asked to take an active interest in all the discussions.

Mr. Jas. R. Bell gave a very satisfactory report of the School Fairs held at Oakville and Portage la Prairie last October. At Portage la Prairie School Fair 459 children from 38 school districts had over 1,200 entries for the fair. A silver bronze medal was given by Mr. Downay, local manager of the Canadian Bank of Commerce, for stock judging and \$439.35 was given in cash prizes.

The two weeks short course held by the Extension Department in January and February was well attended and a decided success.

At the election of officers, Mr. Jno. W. Scott, was elected president; Mr. M. G. Tidsberry, vice-president; Mr.

H. W. Cox-Smith, secretary-treasurer; Mr. Jas. R. Bell, secretary of Boys' and Girls' Club; Inspector T. M. Maguire and fourteen additional directors, two representing each ward of the municipality.

The final spelling contest for Inspector Maguire's division was held in the evening, at which there were 12 contestants, Agnes Gilmore, of Ridge Road S.D., winning the Free Press silver medal which was presented by the Graphic-Liberal Printing Co., and will compete in the Provincial Spelling Contest to be held in Winnipeg Feb. 28, 1918. Glennie Rogers, of Connor S.D., won the bronze medal presented by the Graphic-Liberal Printing Co. Prof. Frank Allen, of the Manitoba University, gave a very interesting address, showing the changes in educational methods from the early periods up to the present time.

President J. B. Reynolds, of the Agricultural College, spoke on the all important topic, food conservation and production, urging on all sections of the community to co-operate in every way for this purpose.

### A SUGGESTION FOR MAY

During May let the questions in Arithmetic bear upon Agriculture and Geography and History. For example (1) Acreage: Kinds of grain: cost of cultivation: pests, etc. (2) Wheat markets, stock markets, transportation, return products or imports, mileage. (3) Story of wheat, of Empire—extent, population, etc.

# Sons and Daughters of the Empire

## SOME FAMOUS SONS AND DAUGHTERS OF THE EMPIRE

### Tennyson.

Alfred, Lord Tennyson, was one of the Empire's sons, whose gift to the world was one of beautiful poetry. By his pen he aroused in people everywhere a love of beauty, a love of the musical rhythm of poetry, and a love for their own country. He was a gentle man, with a character of rare beauty, and his poetry expressed well his thoughts on all the sadness, joy and mystery of the world. Tennyson was created Poet Laureate by the King in 1850. His duties then were to tell in poetry the stirring happenings of his day. He left to the world as a heritage songs which will never die. His best known poems are "Idyls of the King," "Crossing the Bar," "The Princess," and "In Memoriam"; but there are many others which people know and love as they have known and loved no other poetry.

(Here the teacher will read a few suitable poems.)

### Lord Lister

In the year 1827 there was born at Upton, Essex, a man who did more for the relief of suffering in the world than anyone who has ever lived before. Until this man Lister made his discoveries in the world of science, there were no antiseptics in the world. That is, if you received even a little wound or cut there was nothing you could use to prevent poisoning, there was no peroxide, no listerine, or any of the other wonderful things we use today. If a man were wounded in battle ever so slightly he stood hardly any chance of recovering, and many splendid lives were lost for lack of the antiseptics which are now so common. For nearly twenty years Lord Lister and his work were scoffed and laughed at, but he persevered, and through his work, which formed the foundation of all work of the kind, thousands of splendid

lives have been saved on battlefields and in hospitals. This son of the Empire may be said to have given the greatest gift of all to his country, for he gave back life to men and women who were dying of disease. Could there be a greater gift?

(Here the teacher might get pictures of hospital wards and give a talk on the effect of antiseptics and their use in everyday life.)

### Captain Cook

During the reign of King George II. there lived in a quiet Yorkshire village a young boy called James Cook. He was a farm boy who had but very little education, and when he was only thirteen years of age he left home to go into a store in a village near the sea. All day long he watched the ships coming and going, until his only wish was to become a sailor. Finally one day he could bear his longing no more, and tying up his few possessions in a handkerchief, he set off to a nearby town, where he was soon engaged as a sailor by one of the big ship owners. It was not all pleasure for him in his new life, for he was often bitterly cold, and very hungry. Sometimes his only food was salt meat and mouldy biscuit, and he was cuffed and knocked about by the older men. However he loved his work, and as the years passed he rose in rank until he was second in command of his ship. Not satisfied, however to serve on quiet merchant ships, Cook joined the King's navy, and after four years became master of a ship which carried the soldiers and guns used in the wars that England was fighting in. When General Wolfe was sent to Canada, Captain Cook was in command of one of the ships sent to help him.

While General Wolfe was besieging Quebec, Cook and his men were busy exploring the banks of the great St.

Lawrence River and making maps of all the hidden rocks and dangerous places. To this day his charts and maps are used by pilots on the great river.

When this work was over, he was given a ship by the British government and told to sail out into the great Pacific Ocean and make maps of all the islands and straits. On and on he sailed through ice and snow and tropical heat, and all the time Cook was watching and measuring and mapping, and it was he who brought back the first correct maps of New Zealand and Australia. His voyage was full of most wonderful adventures, dangers and troubles. In the year 1771, when Captain Cook returned to England, the King thanked him for all he had done and made him a captain in the Royal Navy.

After this Cook sailed away to the frozen south, which is as cold as the frozen north. Finally on his third voyage, when visiting the South Sea Islands, Cook was killed by some of the natives. In his death England lost one of her greatest men, for he had made unknown oceans and rivers safer for all sailors as long as the world lasted.

(Here the teacher will give information regarding Australia and New Zealand, and a talk on pilots and river charts.)

### Horatio Nelson

"England expects every man to do his duty." These were the thrilling words which were flashed by the flags of the "Victory" to all the men who afterwards fought the battle of Trafalgar. That every man did his duty we all know, and ever since those words have been a motto for all the men and women of the British Empire. The great soldier and sailor who first used them was not a strong man like some of our heroes, but so frail and delicate that even as a little boy he looked pale, and ill, but his brave spirit fought and conquered his weak body. When he was just a young man he lost one eye, and in a battle with the Spaniards he was wounded in

the arm, but nothing daunted, he exclaimed, "I've got my legs left and one arm," and he bore without a murmur the fearful pain while the surgeons cut off his wounded arm. Then, just as he was, a cripple, he went on leading his men to battle after battle, and finally, when he had fought and won the battle of Trafalgar, he was struck by a shot and died of his wound a few hours afterwards. His last words were, "Thank God I have done my duty." Against all odds this brave man had won out, and helped to give England her place of honor in the world.

"Effingham, Grenville, Raleigh and Drake,

Here's to the bold and the free!

Benbow, Collingwood, Byron and Blake,

Hail to the Kings of the Sea!

Admirals all, for England's sake,

Honour be yours and fame!

And honour as long as wars shall break,

To Nelson's peerless name!"

—Newbolt

(Here the teacher should read such a poem as Battle of the Baltic.)

### The Earl of Shaftesbury

At a time when kings are toppling from their pedestals, great reputations passing like whiffs of smoke, and new leaders being enthroned, it is pre-eminently right, in building for the future, to search out enduring foundations. The thousands of young people who attend our schools do well to grip for life a purpose, a principle and a plan of action that will stand the test. Not many years ago, almost daily in the headlines of American newspapers, were names of multi-millionaires in railway finance who today are virtually forgotten save on their tombstones. Billionaires of industry are now earnestly seeking by benefactions to education to repay their indebtedness to mankind and secure themselves from oblivion.

The memory of an Englishman of eminent birth, Anthony Ashley Cooper, seventh Earl of Shaftesbury (1801-1885), will be cherished in gratitude

the world over while the names of Sultans, Kaisers and Krupps will rot in a morgue of detestation. It is profitable, therefore, to consider first what manner of man Shaftesbury was; second, the conditions he faced; third, what he accomplished, and fourth, the honors that crowned him. Born to wealth and position, he was educated at Harrow School and Oxford University, but the historian, MacCarthy, records that he was not distinguished as an erudite scholar, profound thinker or orator, but possessed a keen instinct of the needs of the people and a philanthropic spirit backed up with courage, good sense and unconquerable perseverance, which bore him through long years of arduous toil. Entering Parliament at twenty-five years, when other young men were absorbed in sport or dissipation, one day the sight of two drunken men singing ribald songs and hauling a dead pauper to his grave gave a new bent to his thoughts. Turning his back upon ease, luxury and high politics, he devoted his life to the cause of the downtrodden, in the face of apathy, ridicule and opposition.

The conditions of the poor and laboring classes were appalling, their servitude being little better than negro slavery. Little boys used as chimney sweeps, were often scorched or choked to death when poked and driven by brutal masters up the black holes. Children four, five and six years old, ignorant, stunted and miserable, toiled interminable hours in all sorts of factories for a mere pittance. In the mines he discovered them naked, hungry, filthy, opening doors in deadly caverns, pushing carts, hitched with harness to cars, and flogged like beasts of burden. One little girl, six years old, was found carrying a half-hundredweight sack of coal, making sixteen journeys a day. Myriads of children roamed the streets in ignorance and filth. There were practically no laws regulating hours or conditions of labor, and the homes of the city masses were horrible beyond description. Lunatics were kept in unhealthy asylums, whipped and chained in solitude and darkness.

One night, leaving the luxurious home of a member of the Cabinet, the young M.P., lantern in hand, facing a winter storm, went down with two helpers to the Whitechapel Road to look for unfortunates, and by two o'clock had gathered into a shelter home he had secured, some thirty men and boys, outcasts of vice and poverty, who were given soup, bread, a bath and bed. And so, night after night, he toiled to rescue human driftwood. Out of this grew homes and clubs for young men and the next ten years of his life he gave to purging the infamous tenement houses, reeking with filth and disease. More than 80,000 people benefited by this reform and Shaftesbury's lodging houses became models for the world. By personal effort and a Bill in Parliament, he achieved a reformation of the costermonger district, with its 50,000 toilers, organizing a costers' fair, humane society, founding night schools, industrial classes and clubs for men and women. His efforts on behalf of working girls and shop women resulted in the opening of homes foreshadowing the modern Y.M.C.A., and loan associations to aid women in supporting their families. He inaugurated fifty or more "ragged schools," attended by thousands of children, and a system of industrial schools which the world is now developing, where boys and girls were taught to make their own clothes and various handicrafts. He devoted fifteen years to the passage of bills that gave England and the world a new system of insane asylums. For half a century he fought the children's battle and secured legislation eliminating the worst evils of child labor. In 1847 he secured the passage of the Ten-Hour Factory Bill, an epoch in the long fight for reforms still everywhere in progress. Besides all this, he found time for missionary and kindred Christian endeavors.

The story of his life, concludes a British historian, is part of the whole story of the industrial advancement of modern civilization, and Earl Beaconsfield, the famous British Premier, paid him this strong eulogy: "All the honor

and the glory belongs to one. The name of Lord Shaftesbury will descend to posterity as the one who in his generation worked more than any other individual to elevate the condition and raise the character of his countrymen." Three hundred of the nation's greatest men assembled to do him honor at a Mansion House ovation. A venerable peer, on his last day in Parliament, he grieved at leaving the world with so much misery in it. Going home overtaxed, his daughter read to him "The Shepherd Psalm," and he fell asleep with a smile. No such funeral was ever seen in London. A plain hearse bore him to Westminster Abbey, untold thousands lining the streets, and 40,000 factory hands, seamstresses, flower-girls and laborers thronging Trafalgar Square. The costermonger leader lifted a banner, "I was a stranger and ye took me in;" the boys from the schools another, "I was sick and ye visited me;" and on a silken flag a thousand working girls had inscribed the words, "Inasmuch as ye did it unto one of the least of these, ye did it unto Me." "This man," said the orator of the hour, "goeth down to the grave amid the benedictions of the poor and the admiring love of the rich"—in very truth a world benefactor.

#### Edith Cavell

When the great war broke out in Europe, among the first to volunteer for overseas service with our troops was Nurse Edith Cavell, a quiet English woman. Her name, then unknown, is now high on the honor roll of the "Great Dead" with such famous names as Florence Nightingale and Joan of Arc. During long months this brave nurse helped all who came to her; wounded Germans were given just as much care as our own dear wounded boys. There was one form of suffering though, that no nurse could help to heal, and that was the suffering of those poor Belgians who were taken prisoners by the Germans, and made to work like slaves. But because she was so kind, and sorry for all suffering, Nurse Cavell found a way to help even

these people. She gave them shelter, hid them, and helped them to escape to Holland or to France, where they could be free. One day the Germans found out that she was doing this kind thing, and they sentenced her, not to prison, but to death. All the representatives of the great countries of the world, horrified at such a crime, protested against it, but before anyone could do anything to prevent it these terrible men took Nurse Cavell out into a garden one dark night and there a German officer shot her. Before she died she left to the world this wonderful message:—"Standing as I do in view of God and of Eternity, I realize that Patriotism is not enough. I must have no hatred or bitterness towards anyone." She died for you and for me, and for the great Empire which was her home, and she has left behind her a tradition of brave self denial, and loving service, for she was faithful "unto to death."

#### Captain Robert Falcon Scott

You know how much the men who have discovered new lands have done for the British Empire, and probably you will all remember the names of men such as Columbus, Sebastian Cabot, Le Verendrye, and others who made discoveries and planted in new lands the British flag. But brave as these men were when they ventured out into unknown seas, the explorers of the far north and south have been even braver, for they went out into the lands of snow and ice, across trackless miles of dazzling whiteness, in danger of starvation, cold, glaciers, and all the terrors of a world where it is always winter, cold beyond all dreams of coldness, into dangers they knew, and yet for the sake of the great British Empire, they risked their lives and went. Among these explorers none was braver or more daring than Captain Scott, and the splendid men who accompanied him.

In January, 1903, Captain Scott, accompanied by Lieut. Ernest Shackleton, carried the British flag to latitude 82, the highest latitude ever attained. In 1909 Lieut Shackleton made another



expedition, and this time reached latitude 88, or within 111 miles of the South Pole. Meanwhile, many other countries were also sending out expeditions and many were the great adventures and wonderful escapes of these men.

In 1910 Captain Scott again fitted out an expedition. His ship, the *Terra Nova*, was the most expensively equipped ship that had ever left on Polar explorations. Captain Scott was accompanied this time by a splendid party of men, among whom were Lieut. V. K. N. Campbell, E. R. G. Evans, Bowers, Captain Oates and Dr. Wilson. All these men with the exception of Lieut. Campbell, accompanied Captain Scott on his last trip. When Capt. Scott reached the Pole on Jan. 29, 1912, he found that a Norwegian, Amundsen, had been there first. On the return journey the little party were overtaken by terrible disaster, and brave Captain Oates was the man, who ill, and feeling that he was keeping his party back walked out of their hut and died alone in a terrible storm. Lieut. Evans also died, and the three men left pushed on to a hut where they were overtaken by a storm and there all three perished. Ten months later, their bodies were found and buried, and the record they left, brought to England. Capt. Scott left a thrilling message for the world in which he wrote "Had we lived, I should have a tale to tell of the hardihood, endurance, and courage of my companions, which would have stirred the heart of every Englishman." And so we add these names to those who have done great deeds for the Empire."

(The teacher will add stories of Kane, Franklin and other Arctic explorers).

### David Livingstone

Still another explorer, this time a man who penetrated into the heart of Africa, where a white man had never been before, was David Livingstone. Living for months among the cannibals and wild black people of Africa Livingstone learned their languages,

and taught them the great truths of the Christian Religion. For four years this brave Scotchman pushed through the great tropical forests discovering lakes and rivers, and tribes of people who had never before seen a white face. Twice he returned to England, but finally decided to remain for the rest of his life in Africa. In the year 1866 he started out to try and discover the source of the Nile River. Seven years later while suffering from a severe illness Livingstone was cut off from the world in the little village of Ujiji. Finally the *New York Herald* sent out Henry Stanley to find the great explorer. Stanley found him almost destitute and although he welcomed the aid Stanley brought, he refused to return with him, and in May 1873 he died. His body was brought by his faithful followers to the coast, and from there it was taken to England and laid to rest in Westminster Abbey. Great tracts of land were opened up following the discoveries of this man, and in his footsteps followed missionaries and traders, and so the Empire grew through the work of another of her sons.

(A talk on the British situation in Africa today would be of value and interest).

### Alfred the Great

Away back in the year 871 lived the famous king, Alfred the Great. Although he was an invalid he was both a worker and fighter, he read a great deal, translated books from Latin into English, taught in the schools, and did many other things to help the people he ruled. In those days England, was divided into many kingdoms and each kingdom fought against all the other kingdoms, but none of these people had ever thought of fighting on the sea until Alfred, knowing his enemies often came from Denmark and other countries in boats and realizing that he should be prepared against those enemies as well as against the enemies on land, began to build ships. These were very strange ships as we understand the word now, for they were built only of wood and had thirty oars

on each side. Strange as these wooden boats were, however, they were the beginning of our British navy, which means so much to the world now. At this time too, Alfred built the foundations of the British Army. He required all the men of his kingdom to be ready for war at any time. The farmers must each have a spear, helmet and shield, and come when ordered on foot. The wealthier men, the merchants and landowners, were expected to have armor, such as helmets, shirts of linked iron, and sharp swords. These men were to come mounted, and each man must bring others with him. Then there were other men whose duty it was to protect the towns along the sea coast and on the rivers when the enemy came. These men were soldiers all the time, as they had to be constantly on the watch. They formed the beginning of our regular army, while the farmers and mounted men were the early beginning of our militia infantry (or foot soldiers) and cavalry (mounted soldiers).

The other things which Alfred did for the Empire were so many it would take too long to write of them all, we would advise you though to study the life of Alfred. You will find an interesting account of him in the *Piers Plowman Histories' Jr. Book VI.*

### **Sir Walter Raleigh** (1552-1618)

Sir Walter Raleigh was born at the Manor House, Hayes Barton, near Sidmouth in Devon. England was then expanding very rapidly, and laying the foundation of our glorious empire. It was what is called our golden age. We had the greatest sailors, statesmen, explorers, and adventurers in the world, and the greatest writers, too. Raleigh was one of the most enterprising of the men who helped to open up the New World of America and start our colonization.

Raleigh became a great favorite with Queen Elizabeth, who heaped benefits on him, such as estates, the "farm of wines," a licence to export woolen broadcloths, etc. Raleigh's name is

most closely associated with the State of Virginia in America. Virginia was discovered by a fleet sent out for exploration by Raleigh in 1584, at his own expense. He did his best to make a colony there, and he is supposed to have spent about £40,000 for this object; but luck was against him, for nearly all the colonists either perished or returned. One result of these Virginian expeditions was the introduction of potatoes and tobacco into England. An old rhyme says:

"We read in great Elizabeth's reign,

Potatoes first to England came,  
And coals were used in cooking."

When Sir Walter Raleigh's servant first saw him smoking tobacco, he thought his master was on fire, and threw some water over him to save him, as he supposed, from being burnt to death. After spending some time in Ireland, where he made the friendship of the poet Spenser, he explored the coasts of Trinidad, and sailed up the Orinoco River. When Queen Elizabeth died and James became king, his good fortune deserted him. Probably some one had poisoned the king's mind against him. At any rate, all his offices were taken away from him. He was charged with conspiring to place Arabella Stuart on the throne instead of James. He was condemned to death, but, instead of being executed, was kept a prisoner in the Tower of London, where he passed the time in making chemical experiments, and writing books, including a history of the world. On January 30, 1616, he was released and granted permission to go to the Orinoco in search of a gold-mine, on condition that he did not fight any Spaniards. This condition he broke, so on his return to England in 1618 he was beheaded.

### **William Shakespeare** (1564-1616)

The world-famous English literary genius, and the greatest dramatic poet of any age, was born at Stratford-on-Avon in 1564, the actual date of his birth, though doubtful, being usually

given as April 23, it being certain, however, that his baptism took place on April 26, 1564. There are many traditions and stories about Shakespeare's life, character, and work, each so varying that at one time all that seemed possible to believe was that he was born at Stratford-on-Avon, where he married and brought up his family, that he went to London, became an actor, and wrote plays and poems, and that he returned to Stratford-on-Avon and died there.

Shakespeare's early life appears to have been spent in happy and comfortable circumstances. His father, John Shakespeare, belonged to an old yeoman family, and was a glover by trade.

Shakespeare went to London about 1584 or 1586, various reasons being given for this move on his part. All that is certain is that he was evidently in very poor circumstances, and, in order to earn a living, he determined to find work of some kind in connection with the theatre, finally becoming an actor and gaining a fair degree of success in his work. He acted for a great many years at the Rose and other theatres, and finally at Blackfriars and the Globe in Southwark, becoming at least part owner and manager of the latter. Shakespeare began to write and produce his plays probably about 1588, and it is evident that his marvellous genius met with very quick appreciation and success, for only seven years later we hear of him as already rich and famous, all his early plays, including "Love's Labor Lost," "Romeo and Juliet," "The Comedy of Errors," "Two Gentlemen of Verona," "Richard II," "Richard III," etc., having been written and acted. By the beginning of the next century he was the most famous and honored literary genius of the age, and his finest comedies were written about this time, including "The Merchant of Venice," "A Midsummer Night's Dream," "As You Like It," "The Taming of the Shrew," "Twelfth Night," "Much Ado About Nothing,"

"Merry Wives of Windsor," etc. He had completely won the favor of Queen Elizabeth, at whose request, after the success of "Henry IV.," he is said to have written "The Merry Wives of Windsor." After Elizabeth's death, he was shown equal favor and honor by James I., during the first years of whose reign he wrote his greatest tragedies—"Hamlet," "Othello," "Julius Caesar," "Macbeth," "King Lear," etc.

His latest plays were "Winter's Tale," "Henry VIII.," "Cariolanus," "Antony and Cleopatra," "Cymbeline," and "The Tempest." Shakespeare wrote at least thirty-five plays, and eight others are also ascribed to him, though these are always put separately as of doubtful authorship. In 1611 Shakespeare retired from London and settled again in Stratford, where he died five years later, on April 23, 1616, full of riches, honor, and renown.

#### Sir Isaac Newton (1642-1727)

One of our greatest geniuses, Newton, was born on December 25, 1642, at Woolsthorpe, Lincolnshire. For a time he had the dunce's position in his class at school, but one day, having fought and beaten one of the other boys who had kicked him, he determined to beat this boy at lessons also, and, sticking to his resolve, he was soon at the top of the class instead of at the bottom, where so many children always stay through their own fault. Sometimes very small things help to bring about wonderful results. This was the case with the law of gravitation, which Newton was led to discover through noticing an apple fall from a tree while he was sitting in his mother's garden at Woolsthorpe thinking about the laws of motion. The thought struck him that the law of gravity might perhaps be as true of the moon as of a small and simple thing like an apple. So he set to work to test the idea, but could not prove it, so "laid aside at that time any further thoughts of this matter." Several years afterwards,

however, he took it up again, and this time he met with success. When he had come nearly to the end of his reckonings, and found that they would prove his theory to be correct, he was so excited that he could not finish the sum. Thus the man who, as a little boy, was not considered strikingly clever, but loved to make water-clocks and models of machines instead of playing the games which other children play, "reached heights unreached before," and gave to the world the knowledge of one of the most important laws of nature. He also discovered the binomial theorem in algebra; and that light is really made up of the colors we see in the rainbow, which are called the prismatic colors. There is a little invention called Newton's disc or Newton's rings, which shows how the colors blend. Though he was one of the very greatest men of science and learning we have ever had, he was most humble and said that his knowledge only made him feel that he was like a boy playing with pebbles on the seashore, because his discoveries appeared so small compared with the wonders of the universe. He was a fine example of patience and perseverance, and, when someone asked him how he managed to find out such marvellous things, he answered, "By always thinking about them." After the publication of his book, called "Principia," he was perhaps the most admired and honored man in Europe. For many years he held the position of Master of the Mint. He died on March 20, 1727. So proud was England of her Newton that he was buried in Westminster Abbey, where only the nation's very greatest men have tombs, and six peers of the realm were his pall-bearers. Translated from the Latin into English, the closing words on his monument read: "Let mortals rejoice that there has existed such and so great an ornament of human nature."

#### William Caxton

(1422-91)

William Caxton is the man to whom we might be said to owe the number

and cheapness of our books and newspapers at the present day, for it was he who first introduced printing into England in the middle of the fifteenth century. Up to that time books had been very costly and rare, for they had been written entirely by hand, and, as we can imagine, took some time to complete.

Caxton was born in Kent in 1422, but, though we know nothing of his early life, we can judge that he must have been well educated by the work he afterwards did.

The first real fact we know about him is that, when he was about sixteen years of age, he became apprenticed to a London silk merchant. In less than three years, however, his employer died, and Caxton then went to Bruges, in Belgium, the centre of the silk trade, where he became so prosperous that he set up in business for himself, and was able to retire before many years were over.

It was while in Bruges that Caxton first became acquainted with the art of printing, and, when he afterwards paid a visit to Germany, he learned of John Gutenberg's invention of moveable type which was to revolutionize printing. When he returned to Bruges he set up a printing-press for himself, using the new movable type, which, unlike the old style of printing, allowed the letters to be used over and over again. His first printed book was a "History of Troy," which he had translated, and which was the very first book to be printed in the English tongue. After printing many books which he had translated from the French, he decided to introduce his art into England, and in 1476 set up his printing-press at Westminster, and produced as well as his own translations, many of the works of Chaucer and other English poets.

It was not long before many imitators sprang up, and, as their numbers increased, so competition became keener and keener, with the result that many improvements were introduced, and printing gradually became the almost perfect art it is today.

Caxton died in 1491, and was buried in the churchyard of St. Margaret's Church, Westminster.

### George Stephenson

(1781-1848)

It is to this clever man that we owe our wonderful railway system today, for it was he who first made railway locomotion possible. He was the son of a fireman who attended the pumping engine at a coal-pit near Newcastle. As a boy he received practically no education, but worked for the farmers in the neighborhood, herding cattle, hoeing turnips, and doing other odd jobs about the farm. By-and-by he found employment as furnaceman at one of the collieries, where he earned twelve shillings a week. He spent his evenings in learning to read, write, and calculate, in order to make up for his lack of education, which he felt very much. He made great progress in his work, and was put in charge of a pumping-engine. Later, he had control of the coal-lifting machines. At last his great chance was to come. A badly-made steam-engine at Killingworth Colliery had given great trouble, and would not work properly. Engineer after engineer had tried to put it right, but they had all utterly failed. Then it was that "Geordie" was allowed to try his hand at it, and, to the astonishment of all, he succeeded. His services were now much in demand, and his employers came to think very highly of their workman. Stephenson now turned his thoughts to the use of steam power for locomotives. He invented an engine, "My Lord," for use in drawing the coal in the colliery in which he worked to the sea. This was in 1814. His engine could drag eight wagons, with a load of thirty tons of coal, at a speed of four miles an hour.

With his locomotive, the "Rocket," he gained the prize offered by the directors of the Liverpool and Manchester Railway, opened in 1830. Soon a number of railway-lines were opened in different parts of the country, all under Stephenson's supervision, and

the rest of his life was spent in advising on the many railway schemes which soon covered the country with a network of transport facilities. We must not forget that this clever man also invented a safety lamp for use in mines. This lamp was called the "Geordie," and some people prefer it to the lamp invented by Sir Humphrey Davy.

### James Watt

(1736-1819)

James Watt was one of the men who helped to make the modern steam-engine. He was a native of Greenock, and was of humble parentage. As a boy he was fragile and delicate, and consequently received most of his education at home. He was always fond of working with tools, and would delight in taking little toys to pieces and putting them together again.

He soon gained much general information in scientific knowledge. When he grew to manhood Watt settled in Glasgow as a maker of scientific instruments, and was eventually appointed instrument maker to the college there. All with whom he came in contact were struck with his remarkable skill and ingenuity. He was of a very amiable and obliging disposition also, and soon made many friends among the professors and students. It was this appointment that was to lead to his fame as an inventor. One day one of the professors found that a model of a steam-engine he had would not work, and he asked Watt to repair it. Watt soon perceived the weak points in the model, which he successfully repaired. This led him to turn his attention to the improvement of the steam-engine, and, after much thought and labor, in 1793 he produced an engine which could do many times as much work as any previous one had done, at very much less expense for coal. Later on he joined in business with Matthew Boulton of the Soho Foundry, near Birmingham, as makers of steam-engines, mainly for use at coal mines; for it was by another man, George Stephenson, that the steam

passenger engine was to be invented, and to that invention James Watt's great work led the way.

**Sir Edwin Landseer**  
(1802-73)

Sir Edwin Landseer was our famous painter of animals. When he was still a lad some of his paintings found a place on the walls of the Academy. Perhaps the best known of his pictures is that entitled "Dignity and Impudence." He designed the famous lions of the Nelson Monument in Trafalgar Square.

**Florence Nightingale**  
(1820-1910)

Florence Nightingale was the great heroine of the Crimean War. In those days war was a much more terrible thing than it is now, for there were no nurses to care for the sick and wounded soldiers, and many hundreds of them died of disease and suffering who, with proper nursing, might have been saved. Such was the state of things which existed at the commencement of the Crimean War, until Florence Nightingale, a delicately nurtured English lady, did a very brave thing. All her life she had been interested in nursing, and she had studied it carefully in many of the hospitals. She determined to utilise her knowledge in the cause of the wounded in the Crimea, so she or-

ganized a small band of ladies, trained them in nursing and set out with them to the seat of the war. When she arrived there with her band of nurses, she found the dirt and horror of the hospitals were too dreadful for words. No one cared for the poor soldiers who were lying sick and wounded; their wounds were not dressed, they were left to die. But Florence Nightingale worked so well and so bravely that soon all this was changed. The wards became sweet and clean, the sick soldiers were well looked after, and their wounds regularly dressed. She did everything in her power to cheer and comfort them. Late at night she would walk through the wards, her lamp in her hand, moving softly from bed to bed to see what she could do for the poor wounded men, amongst whom she came to be known as the "Lady with the Lamp." From the days of Florence Nightingale dates the splendid system of nursing which is now followed. Nowadays army nurses wear red crosses upon their sleeves, to show that their errand is not one of war but of mercy. Over the hospitals on the battlefield flies the red-cross flag also, and no civilized enemy ever fires at it or injures anyone who wears the red-cross badge.

Florence Nightingale lived to the age of ninety. She died in 1910.

### Juvenile Astronomy

By Alex. Brown

Now girls and boys, lay down your toys,  
Come out here and view the stars;  
That planet bright is Venus and  
The red one over here is Mars.  
Orion like a lion leads  
The starry army of the skies,  
From out the East, towards the West,  
Until the sun begins to rise.  
See, the Milky Way consists of  
Stars less visible than these,  
While the universal motion

Centres in the Pleiades.  
That bright star is called Polaris,  
There the northern hub is found;  
Two white bears are tethered to it,  
Where they circle round and round.  
One's the Dipper, do not skip her  
Or the Pointers you'll not find,  
And your midnight steps may wander,  
Till you leave the world behind.  
When by fears your rest is shaken  
And your night-thoughts dwell on wars,  
If by slumber you're forsaken,  
Try the counting of the stars.



# Special Articles

## DRAWING

(By the Supervisor for Winnipeg.)

April

9, 10, 11. Groups, see list. Finished work to be shaded.

### Grades VII. & VIII.

List of groups:—

1. Express wagon.
2. Large wooden box seen at an angle, below eye level, with a pail lying horizontally at side or front.
3. Smaller box with flower-pot or jar in similar position.
4. Fruit basket, square or oblong, grouped with jar or sealer.
5. Soda biscuit box or square shaped box, grouped with funnel lying horizontally.
6. Cup lying on its side in saucer.
7. Saucepan lying on its side with lid placed close by.
8. Loaf of bread on bread board.
9. Two books—one horizontal and seen at an angle, the other standing upon it, screen fashion.
10. Electric iron and sleeve board.

### Grade VI.

April

9. (a) Review the cylinder and hemisphere in various positions (grade 5 work).

(b) From observation draw a group, e.g. a tumbler (with water) half a lemon or orange, a jar or sealer with half an orange, milk bottle and cup, bottle, and bowl, vase and half an apple.

10. (a) Draw the cone in a vertical position both above and below the eye level.

(b) From observation draw a group introducing conical objects, viz:—large bottle and funnel, spool and thimble, salt cellar and pepper shaker (one group should serve three pupils) or a single object, viz:—conical coffee pot or tea pot with lid separate.

April

9. (a) Review brushwork exercise (see diagram in Western School Journal for February).

(b) Rule 3 oblongs 3 in. x 1 in. on 6 in. x 9 in. Manilla.

(c) In these paint any standards and two tints. (See chart in Drawing Book 3).

10. (a) Rule two oblongs 3 in. x 2 in. on 6 in. x 9 in. paper.

(b) In these paint any standard and a shade. (Make shade by mixing in the pan a little complementary color with standard).

(b) Convert the above drawings into conical objects, e.g. shade, tunnel, trumpet, church spire, pail, wash tub.

11. (a) From observation draw the school bell or janitor's basket.

(c) Review.

11. (a) Doiley. Brushwork exercise, e.g. small spots, curved brush strokes, etc.

(b) Upon 4½ in. x 6 in. paper plan a simple doiley, either square or circular, about 4 in. in diameter. Fringe or scallop edges and decorate with a simple brushwork design.

(c) Review.

### Grade V.

April.

9. (a) Lesson on foreshortened horizontal oblong in parallel perspective, on, above and below eye level. Make quick sketches of a closed book seen in these positions.

(b) Review.

10. (a) From observation draw a closed or open book in parallel perspective, as seen on the desk ahead.

(b) Review.

11. (a) Construct from memory a shelves. One upon eye level, one above, one below.

(b) Criticise and review.

**Grade III.**

April

9. (a) From observation make a flat drawing of a tea spoon in a vertical position. Each pupil must be supplied with a spoon. Use centre guide line. Make drawing half as large again ( $1\frac{1}{2}$  times as large) as the model. Initial lesson should aim to teach how to draw centre guide line and to divide it into its proper proportions; also proportion of widths to length. Use 6 in. x 9 in. paper.

(b) Draw in the outline.

(c) Correct, clean up and finish in soft, clear outline.

10. (a) Make a brush drawing of any toy.

(b) Make a pencil drawing of any common object, e.g., school bag, purse, brush, whisk. Aim to show texture.

(c) Review the brush drawing of toys.

11. (a) Brush work exercise. (See February Western School Journal).

(b) Make a brush or pencil drawing to illustrate a lesson in grade 3 reader. (See March Western School Journal).

(c) **Applied object drawing.** Make the first page of an Acrostic Booklet, the pages to show simple brush or pen-

cil drawings in mass or outline, of objects commencing with the letters of the chosen word, viz., "Canada," name of school, pupils's name, etc. Use  $4\frac{1}{2}$  in x 6 in. paper, folded crosswise.

**Grade II**

April

9. (a) Freearm movement. (See Western School Journal for February.)

(b) **Scarf.** Cut  $4\frac{1}{2}$  in. x 6 in. paper into strips 6 in. x  $1\frac{1}{2}$  in. in length, fringe ends and decorate for a scarf.

(c) Review.

10. (a) From observation make a simple flat brush drawing of any toy. Take an easy view on eye level which does not involve perspective.

(b) From memory review the above in pencil.

(c) Review lesson (a).

11. (a) From observation, make in pencil outline or color (mass) a drawing (flat view) of any large common object, e.g., pail, dish pan, janitor's basket, flower pot, sealer, schoolbag, etc. Print initial letter above or below.

(b) From observation make a brush drawing of a lemon, an apple, or banana.

(c) Review either of the above.

**THE TEACHER AND THE COMMUNITY**

By Azit-tigh-leth-miph-ansi.

(The Scribe)

To the Western School Journal:

Under the above heading, in your issue of March you have an article, I had almost said diatribe, against us as a body, for after all I am really "only a teacher."

Your correspondent in Saskatchewan makes some considerable outcry in that the teacher in her particular district was not willing to give up her time to take a Sunday school and that she attended dances. Now primarily I do not desire to answer the questions that you place at the end of the selected article, but I would like to show the lady in Saskatchewan that she is crying out at an effect of which she is partly

the cause, and her district in detail and all the districts in particular. Chiefly she boasts about the magnificence of the salary paid to a teacher, viz., \$75.00 to \$90.00 a month, and continues by stating that teachers having the education **should obligate the advantages to others.**

Did she ever for a moment consider the wages paid to a bricklayer, a carpenter, an engineer, a brakesman, station agent, a conductor, motorman, a foreign laborer who cannot speak his own tongue, let alone English; did she compare these with a teacher's salary? (did she obligate the advantages to others of their particular trade or busi-

ness?) or if women alone are taken into account, did she ever contemplate the salaries paid to a typist, bookkeeper, shorthand clerk, dentist or doctor's assistant, any government official or clerk, a nurse—or does she think a teacher well paid? Probably the lady from Saskatchewan lives in a village and pays taxes and thinks that all these taxes go to the teacher.

I have in front of me a tax bill for the Municipality of St. —, where the school tax is .0070 on the dollar. The taxes actually paid for school are \$7.28. Upon this, three children are educated, so that each costs the noble sum of 1 $\frac{1}{2}$ c. per diem for education, and yet the parents would deliberately lay themselves out to prevent an increase of salary to the teacher because it would entail heavier taxes.

The lady from Saskatchewan is demanding seven days a week, whereas statute labor calls for but six. She likewise gives various selections from the Manitoba Inspectors reports to corroborate her statements; but without wishing to disparage the statements of any of the gentlemen quoted, I rather fail to see how any inspector at an ordinary school inspection can be in a position to state definitely if Miss So-and-So or Mr. Thisanthat are community life centres.

There are certain people in the world, amongst them some teachers, who make an influence felt that is not open to the ordinary gaze, yet the very fact of their being in a community tends toward better things, to grasp which fact I would refer to "The Passing of the Third Floor Back." The loudest talker in a community does not represent the whole, neither does the fact of a teacher being either a systematic church goer or dancer represent the total effect of her life upon the whole community. I think that the statement and the inferences that could be drawn from the article by the Lady of Saskatchewan both unfair and uncharitable. Now, in answer to your questions (which I presume are editorial queries), one by

one, let us take them in numerical order:

(1) Are our teachers succeeding in building up community life?

Does anyone who lives a clean life set an example? Does that example tend to lead others along the same road? Is that road the correct one? Does the love and respect inspired by a teacher to her little charges tend for detriment? will these little charges drop to a lower standard of civilization in consequence of that love and respect with which the teacher has imbued them?

Does the child think with the adult's mind and compare the sanctimonious looking teacher with the gay and happy one, as to whether the teaching given by the former in Sunday school and week day is better than the teaching of the latter when she does not attend Sunday school? Cannot a teacher attending social garden parties, dances, picnics, etc., better the community life for better than teaching in Sunday school, singing in the choir, etc? Where is the minister? Why do they pay him \$1,200 or even more and the teachers \$750, if the teacher is supposed to do his duties? Are the souls of the elders of a settlement of more value than the souls of the little ones?

Yet the teachers guide the infant soul to its position in this world and are looked down upon, criticized, that their efforts are not stereotyped and follow distinct grooves.

(2) Should they be doing so? I fancy this question is answered by the answer to my queries in No. 1.

(3) Is this what the people expect from them? Some people expect everything from a teacher, but since no two persons think alike, when a teacher gets into a district each resident thinks the teacher should do so and so. Hence we get one version of the thinking in our Lady of Saskatchewan's letter. Let us have some other opinions.

(4) If a teacher works all the week should she work on Sunday? No! most emphatically no!! Presuming she is an ordinary teacher, she has given her

best to the young charges during the week. She is entitled to some recess.

Few persons realize the enormous mental strain that is put upon a teacher during the week. It is not a case of just reading from a book and a child accepts the facts, stores them up and reproduces them at some future date, but it is the absolute mastery of the childish mind so that what the teacher is teaching has to be practically planted, not by any particular oral process, but rather transmission of thought.

The teacher has to guard the child as a mother, act in the capacity of doctor, nurse-maid, big sister, confidante, and so imbue the childish mind with that "something" which emanates from a person that the child instinctively feels that here is one person to whom I can go, who is not harsh, who loves me, who will try to guide me and is endeavoring to help me along all the time. Should that teacher, and I take a sample as a whole on the principle "expede hereulem," be expected to teach on Sunday?

(5) Why are inspectors' reports so varied? Chiefly that the inspector's report is made within a few hours and any report thus made is more or less incorrect, as no possible method of questioning could reasonably be expected to convey the knowledge as to whether a teacher of a certain district was benefitting the community life. The teacher being gifted with so many attributes, will her wisdom use the influence she possesses in advancing the community life without individually entering into first place, as were this done, that little fiend jealousy crops up, and with it would go the teacher's number. Further than which the inspectors know very little of the community life in which a school is situated. They come in and go out at irregular intervals, and probably never stay to dinner or to sleep in a settlement, and were they to meet half of the ratepayers in another settlement they would not even know them.

Finally a word with you, O teachers. The Western School Journal is a periodical run for our particular benefit, and we do not use it enough. There are things that occur in the life of each one of us that make us downhearted, sad and sometimes even cross. Things which cause us the very greatest annoyance, and in many cases mean that we change our surroundings. Now to do this latter thing is a detriment to our charges the children, yet we do it year after year and no one stands up for us in our adversity.

Cannot we appoint some fellow-teachers upon whom we can rely? not, of course, officials or city teachers for the country teacher is as the country mouse, and get together even to the extent of laying our complaints before a committee of teachers and doing such things to rectify same as may be deemed expedient. We are not organized. We are every one for himself or herself, making the way of the struggle so much harder for our brothers and sisters who will follow behind us in future years.

Why do we have such charges as the one of March thrown at our heads.

We have conventions, it is true, but nothing is ever taken at these conventions that will affect a teacher's well-being, position or salary. We struggle on, fighting a hopeless fight against prejudice, crass ignorance and antipathy, whereas if we were to organize as an organization of school teachers we might maintain some scheme so that in the event of sickness overtaking us in our work we would have the spontaneous co-operative help of our fellow-teachers and **co-operation** is the pass-word of the day.

Any teacher who thinks that some project for our mutual support and permanent benefit might arise through such an undertaking should write to The Western School Journal, a periodical that by this means might become a power behind the throne.

## THE PROGRAMME OF GRADES VII AND VIII

There is a growing dissatisfaction with the programme of Grades VII and VIII. There is a feeling that logically and psychologically the present curriculum is unjustifiable, and suggestions are being made on all sides as to the needed revision.

Psychology has something to say in the making of programmes. It says that children, who have things in common are very different from adolescents, who have so many marked differences. It tells us that adolescents do better when grouped by themselves and little children do better when they are by themselves. It tells us that "Big Ben," the retarded giant of fifteen years, should not be sitting side by side with "Little Willie," who has just passed his ninth year. There should be a place for Ben among the big boys, even if in point of scholarship he is hopelessly behind them. Psychology tells us also that in every school there are to be found pupils of all grades of ability shading gradually from the genius to the subnormal, and that any attempt to compel the whole body of students to move evenly along the same course is bound to end in disaster. The one great need is not uniformity, but diversity. The fixed curriculum is wrong in principle, and it has failed in actual school room practice.

Now, adolescence begins not at fourteen, but a year or two earlier. The natural grouping of children is 6 to 8 years, 9 to 12 years, 13 to 15 years, 16 to 20 years. It is a question if it would not pay us to make the division between elementary and secondary schools at the end of the twelfth year. It certainly would be right at this time to begin a little differentiation in study. Such differentiation is now made in city schools as between girls and boys, in the matter of manual work. There is really just as great need for differentiation in the purely intellectual pursuits. And taking boys

alone and girls alone there is quite a great a necessity for suiting work to native inclination and capacity. Some girls cannot be mathematicians. Does it matter very much? Somehow they become very fine mothers and very useful members of society without a development of mathematical power. Some boys have little musical ability. Perhaps it is a blessing to the community that they do not attempt to sing. Why should all pupils be forced into the same mould? We do not expect all flowers to be roses, nor all trees to be oaks. Sometimes in our lordly pride, we may think of Sunday school teachers as a pretty unskilled lot, even though we may be willing to grant that they make up for it by their earnestness and missionary zeal. As a matter of fact, the Sunday school workers of America today are putting us to shame. Their little books on teaching and organization are quite as modern as anything studied by day-school teachers. And certainly they know enough to begin new courses and to emphasize new activities among the "teen-age" boys and girls.

But ignoring this whole question of re-grouping the pupils according to maturity, it is claimed that there are other reasons for modifying the programme for the two senior grades of the elementary school. Much of the work assigned is said to be but a review of that done in previous grades. The grade VI teacher touches lightly upon the Geography because she thinks the work will be done over again in grade VIII, and the grade VIII teacher touches it lightly because she thinks it has been done in grade VI. And so it is in other cases. Then there are studies which are claimed to be of practically little value as elementary school studies. Much of the time spent in Grammar, Agriculture and Geometry had better be spent in work of a more practical and more educative kind. Arithmetic is as yet very largely

an exercise in the study of conundrums and puzzles. It lacks vitality, and interest. It is musty.

Some day, perhaps, a lady with a practical knowledge of children, with well-balanced judgment, and with a lively appreciation of the needs of rural and urban communities, will get to

work and give us a real suitable programme for adolescents. The present one seems to be a misfit in more ways than one.

Anything said in these lines is not to be taken as an argument for the Junior High School. That is quite another question.

### AN EDUCATIONAL SOCIETY

To the Editor School Journal:

Dear Sir,—Might I through the medium of the School Journal draw the attention of schools to the forming of an organized Educational Society such as we have here, and the securing of speakers from outside points to speak on subjects of an educational nature. The great success of such a society in my last school urges me to recommend the scheme to others. It may be argued that such a society is only feasible near a large town, but this is not so, my last school was a consolidated school some distance from any large centre, and the speakers were quite on a par with those I secured here. I enclose a programme of the speakers at this, our first session in Stony Mountain.

Yours truly,

JOHN De B. SAUNDERSON.

The following is the programme for this winter:

December Speaker—Rev. Dr. J. Dick Fleming, Professor of Philosophy, Manitoba. Subject: "International Morality."

January Speaker—J. de B. Saunderson, Esq., Principal. Subject: "The Position of Woman, Social and Political."

February Speaker — John Williams, Esq., M.P.P. Subject: "Browning."

March Speaker — R. Fletcher, Esq., B.A., Deputy Minister of Education. Subject: "Municipal School Boards."

April Speaker—Rev. H. Barrett, St. John's Cathedral. Subject: "Trip from London to Petrograd by Sea."

May Speaker—The Hon. Dr. Thornton, Minister of Education. Subject: (To be selected.)

### The Bullfrog's Serenade

(By Alex. Brown.)

Something surprising,  
Water is rising,  
Waking, we creep,  
From a long sleep,  
Down in the depth of the ground:  
Come along singing  
"Springtime is bringing  
Relief, let grief  
Be drowned, be drowned, be drowned."

Day is declining,  
See the moon shining,  
Stars at us peep,  
Banks are so steep,

Let us swim out to that mound:  
Arms widely sweeping,  
Now we are creeping  
Knee deep, all leap  
Aground, aground, aground.

Margins so muddy,  
Here we may study  
Songs of the peat;  
Joyfully treat  
Symphonies ancient and sound,  
While we are teaching,  
Carolling, screeching  
"Three beat repeat  
Go round, go round, go round.

## Children's Page

### Daffodil

Who passes down the wintry street?  
 Hey ho, Daffodil!  
 A sudden flame of gold and sweet.

With sword of emerald girt so meet  
 And golden gay from head to feet.

How are you here this wintry day?  
 Hey ho, Daffodil!  
 Your radiant fellows yet delay.

No wind-flower dances scarlet gay,  
 Nor crocus flame lights up the way.

What land of cloth o' gold and green,  
 Hey ho, Daffodil!  
 Cloth o' gold with the green between,

Was that you left but yestere'en  
 To light a gloomy world and mean?

King trumpeter to Flora queen,  
 Hey ho, Daffodil!  
 Blow, and the golden jousts begin.

—Katherine Tynan Hinkson.

### EDITOR'S CHAT

My Dear Boys and Girls:

In the words of the beautiful little poem above, "Who passes down your wintry street?" Who has touched with a melting finger the drifts of snow, and sheets of ice? Who has trailed a veil of green over the prairies? Who has dashed white puffs of cloud against the sea-blue sky? Who has thawed the winter-bound trees until the pulse of the sap throbs in their veins? Who has opened the brown-coated buds to show the furry, yellowy, pussy willow? Who has filled the air with magic, and brought back the robin to whistle from the highest rooftops? Who but April, with her fairy

lures of sunshine and shower could do these wonders to our winter world? As you read over the beautiful poem given you this month, make pictures for yourselves, and especially of that last verse, when Sir Knight Daffodil blows loud his yellow trumpet to summon all the other knights of the flower queen to begin their summer carnival. Can you not close your eyes and see that nodding perfumed host gathering? Come, it is April and time for fairy imaginings!

But in all the joy of April here, we have still the sadness to remember which is over all the world. Sometimes as the months go on and the war drags



along in its sad and terrible course, we Canadians, safe in our comfortable homes where we can sleep at night with no fear of aeroplanes; where we can rise in the morning and know that we will have "this day our daily bread," are apt to grow slack in our Red Cross work. We sometimes think we are tired of knitting, or giving our pocket money, or of doing whatever our special work is. Now, we've got to fight against this feeling and we've got to try and help our mothers and fathers and brothers and sisters fight against it. We've got to remember that our boys in France, getting up from their uncomfortable sleep in a dirty dug-out may not feel like putting up barbed wire, or digging fresh trenches, or going over to raid the Germans, but whether they want to go or not, **they go**, and we must do the same.

Now that the call comes S.O.S. (soldiers of the soil) to all our school boys to go out and help put in the crop, let us remember our men, who though they

are often tired and sick and discouraged, still when they are called, **go**—and do their duty like true Canadians. Do you know what that S.O.S. signal means when it is flashed on the wireless on a sinking ship at sea? It means three tremendous words calling for help, "Save our souls." The government of Canada have borrowed these three letters and used them to mean "soldiers of the soil," but used like this they are still the cry "save our souls." This cry comes from starving France and Serbia, from war-broken Belgium and war-saddened England, "Soldiers of the Soil—Save our Souls."

Let every farmer-general marshal his forces. Let every boy and girl and woman do his or her part, so that when autumn comes our great western prairies may be hidden by battalion after battalion of strong Canadian wheat from whose heart flour will be supplied to our soldiers and to a hungry world. Let the S.O.S. signal be answered by one strong flash from all over Canada, "We are coming!"

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### ARBOR DAY

We have to hurry all the time to keep up with the high days and holidays that come along from month to month. In another part of the Journal you will find several pages for Empire Day, and now in our pages we must have a little talk about Arbor Day, and what is the first cousin to it, Clean-up Day. We think it best to talk a little about Clean-up Day first, because it is the foundation day. We want to plant our seeds in a tidy yard and put our trees in soil, not in rubbish. And so we must **get busy** and do our part on Clean-up Day. You all know how dreadful the backyards and streets look when the winter snow has become a mud puddle and all last year's tin cans, empty bottles, bits of old paper and rag, and other scraps are lying there for us all to see. Tidy them up first, then, because they are ugly, but tidy them up secondly for a

more important reason still — health. About this time of the year, mother fly is looking for a nice dirty, unsanitary place to lay her eggs, and just such dirty things as we have mentioned look like good places to her. And in these dirty places are hatched hundreds of horrible hairy-footed disease-carrying little pests that bring death to people all over the world in the summer months. Clean up first, then, for health's sake, and beauty's sake—and then plant trees. Plant trees that will give shade, the maple, the oak, the elm, the willow, even the poplar. Plant shrubs, the lilac, the tartarian honeysuckle, the sweet wolf-willow, the caragana, spirea and rosarugosa. Plant the sweet old flowers, pansies and Sweet William, tiger lilies, golden glow and sunflowers. Plant vines — Virginia creeper, wild cucumber, hops, scarlet

runner, canary vine. Then plant your annuals, sweet peas, mignonette, poppies, tobacco plant, petunias and nasturtium. Make your homes and school houses beautiful places of growing trees and flowers, and singing birds, for the birds and bees and butterflies will come where there is beauty. But

with all these things that are for beauty do not forget the S.O.S. call for food! Keep Clean-up Day and keep Arbor Day, and work hard on them for you may do more for your country and flag on these days than on any other day of the year.

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### OUR COMPETITION

The subject for May—"Our Spring Birds." All stories to be in by April 15th.

The subject for June—"What Patriotic Work Can I do This Summer?" In this story we want you to tell us what work you, as a boy or girl, can do this summer to help our Empire in the war.

The prize this month is won by Jean M. Story, Stonewall.

**Honorable mention is given to:** Elfa Paulson, Josephine Haldorson, Anna Gundmundson, Grace Reykdal, Lundar School; Orpha McCullagh, Mabel Murray, Stonewall School; Agnes Connolly, Gourlay S.D.; Dora O'Drowski, Beatrice Cassidy, David Pollon, Clanwilliam School; Rita Rheäume, Winnifred Fitzmaurice, Rose Rheäume, St. Rose du Lac.

**Special mention is given to:** Ralph Crookshanks, Stonewall; Jeanne Jacob, St. Rose du Lac; Mattie Haldorson, Lundar School; Jona G. Gudmundson, Lundar; Amelie Robinson, Rhoda Tucker, St. Rose du Lac; Dorothy Doland, Wentworth School; Dorothy Porter and Sadie Weir, Portage la Prairie.

The editor acknowledges with thanks letters from Wladeslaw Grenik, Peter Duchart, Herbert Brown and Douglas Beamish of Hamiota. They are all given honorable mention for their description of "The pictures I love," which are given in the letters. The editor hopes to hear more from the pupils of Hamiota.

Another well written and interesting letter was received from Emelienne Berard, of St. Joseph.

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### THE PICTURE I LOVE BEST AND WHY I LOVE IT

#### A Photograph

The picture I love best is, I think, a little painting on glass, in an old-fashioned leather case, of a beautiful young woman, whose name is Clara.

She was an English woman, and her face is beautiful, kind and sensible. Grandmother does not know how long ago the picture was made, but judging by the fashion of dress, I expect it was painted about one hundred years ago. The lady's hair is flowing in long, dark curls, with a rose on one side, and there is one also on her dress. She

is wearing a necklace of pearls, and a broad bracelet, set with some kind of jewels. Her dress is of dark colored material that looks like silk, and is cut with a very low neck, and short sleeves, with elbow-length lace under-sleeves.

I do not know why I like this picture, but I think it is because the lady looks so sensible, kind and honest, and anyone looking at her face would know that she must have been a person who could be trusted and honored.

Jean M. Storey, age 13.  
Grade VII, Stonewall Public School.

### A Helping Hand

My favorite picture is called "A Helping Hand," and is the work of E. Renouf.

It is a child with her grandfather in a fishing boat, sailing on the shores of France.

The little girl has her little hands on the oar trying to help her grandfather.

Far behind them lies the vast sea, and the misty horizon dividing the sea from the sky.

The little girl belongs to the French peasant class. She has a simple bonnet on her head, an handkerchief around her neck, a clean little dress and apron, and a pair of wooden shoes.

There is a great contrast between the two occupants of the boat. The grandfather looks to be old. He has a weather-beaten-face, while the little girl has a smooth and fresh complexion. He pulls the oar with all his might, and looks at his grand-child smilingly, while she wears a solemn expression as if she were working very hard. He has on a sailor's hat, a loose coat, and a pair of wooden shoes.

The boat was rather large, and looked to be very strong, as a fisherman's boat ought to be.

I like this picture as it shows us the happiness to be found in the simple life of the peasant. The grandfather finds pleasure in his work and in his family and seems so willing to humor his little grand-child by letting her hold the oar in the belief that she is helping him in his hard work.

Amelie Robinson, age 15.

St. Rose du Lac School.

### The Doctor

The scene is that of an Irish cottage home. It is night-time, the room is large and is lighted with a shaded lamp, the shade is tilted to throw its rays on a bed made of two chairs upon which a little girl is lying, apparently near death's door.

Her parents are standing in the back ground with an expression of longing and fear, they are waiting for the doctor's verdict.

The doctor, a noble and intelligent looking man, is seated by the bedside, bending over the little patient in deep study.

Beside the bed is a bench up on which a pitcher and basin filled with poultices stand, with clothes beside it.

The reason I love the picture is because it recalls to me the time when my own sister was in great danger and how anxiously we waited to hear the danger point was past.

Dorothy Doland, age 13.

Wentworth School.

### Horses of Pharaoh

The "Horses of Pharaoh" is the picture I like best. The picture represents three beautiful horses belonging to Pharaoh at the time they tried to cross the Red Sea in pursuit of the children of Israel. In the back ground of the picture are the waters of the sea gradually coming closer. The horses look terrified and they keep close together, but no doubt they are being urged on by Pharaoh's men. The horse that is nearest to the observer's eye is white, the second one is a beautiful brown horse, and this horse has his head thrown back and looks even more determined to reach land than the others. The third horse is grey, but they all have the same wild despairing look and their manes are tossed back in the same wild fashion. Perhaps the terrifying roaring of the waves, together with the hoarse cries and shouts of Pharaoh and his men, makes them panic stricken as well as the cruel, hungry, cold green waters gradually creeping around them.

The reason I like this picture best is because it made me think of how the horses would feel. When I first read this story I thought only of old Pharaoh's feelings. This picture makes one feel sorry for the beautiful horses that suffered such a terrible death through no fault of their own. The typical expression of terror and despair in the horses' eyes is perhaps what fascinates one most.

Dorothy Porter, age 13.

Grade VIII, Victoria School, Portage la Prairie.

## Selected Articles

### HISTORY OF THE RURAL SCHOOL

Said a bright young lad of fourteen to me one day, "I am very fond of history. I know that book almost word for word." "Good," said I, "Can you tell me whether North Dakota was one of the thirteen original colonies?" His brow clouded, he hesitated a moment and then replied, "I don't believe we have had that!"

Many a pupil in ungraded schools, where no definite course has ever been outlined, upon arriving at a certain period, begins United States History with hardly an idea that there is any other.

The poor child approaches the study of the story of our America, a sturdy young tree whose roots extended all over Europe, with an idea somehow that Adam was the first man and George Washington the second.

United States history can be approached intelligently only after some idea has been gained of those things which occurred long before our country was on the map.

The very smallest pupils will be interested and their minds enriched by stories of great men and great things.

Bible heroes should have a place as early as the third grade and simple stories of England and America in the fourth. In the fifth, stories from Greek and Roman history should be given.

In Grade VI should come England and France after stories of the Middle Ages, and in the seventh and eighth, with this broad foundation, the history of our own country may be approached intelligently. "Westward the course of Empire takes it way," does not mean that we can trace the frontier of the United States from the Eastern coast to the Alleghenies, thence to the Mississippi valley and beyond to the Rockies and finally to the coast of the

Pacific. It means Cathay, Phœnecia, Egypt, Greece, Rome, the valley of the Danube, Gaul and Britain.

The pupil can understand the period of exploration and colonization in America only when he understands conditions in Europe at that time. He can understand the Pilgrims and Puritans in America only when he understands Cromwell, the Church of England, and Henry VIII.

He can understand the American Revolution only when he understands the characters of George III and Lord North. He can enjoy the tale of the victory of Jackson at New Orleans far more if he knows that the defeated British soldiers were Wellington's veterans.

Conditions in Cuba at the time of our war with Spain can be explained only by a good general knowledge of long years of Spanish misrule at home and among her colonies.

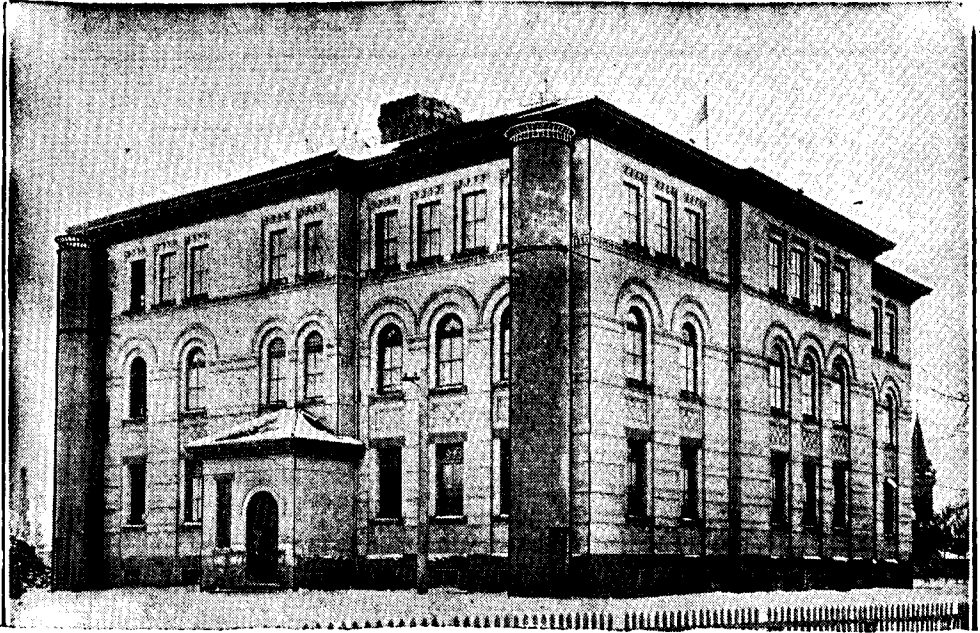
Sir Francis Drake and his expeditions become as interesting as any of Henty's stories when we know what led to the destruction of the Spanish Armada and how Drake was regarded by both Spanish and English.

Innumerable illustrations may readily be called to mind to show the necessity of a broad general knowledge of world history before attempting to grasp the details of the story of our own country and a little careful planning will enable the teacher in even the rural school to thus enrich the minds of those who, perhaps, will never attend school after leaving the "Little Red School-house," which can and should stand for as broad and deep a preparation for life as some of our larger, better equipped and more notable temples of learning.





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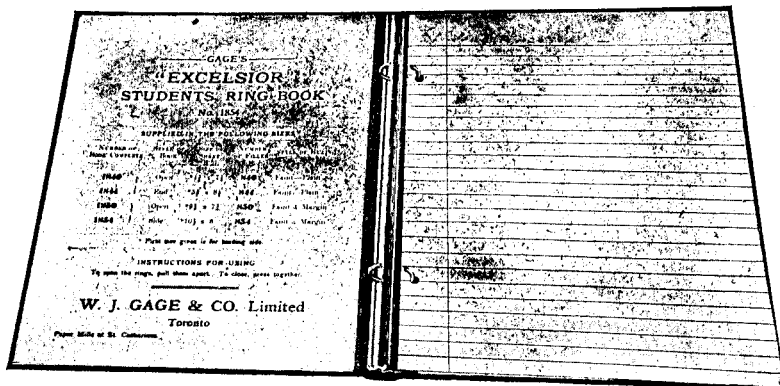
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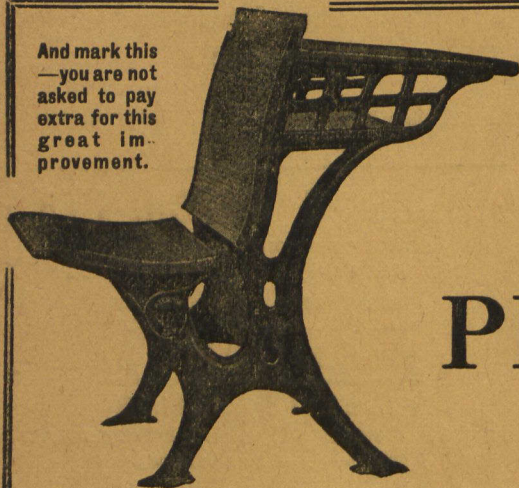
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