

The WESTERN SCHOOL JOURNAL

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Dec. 18 TORONTO, Ont.

— INCORPORATING —

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

THE BANNER

Who in the gorgeous vanguard of the years
With winged helmet glistens, let him hold
Ere he pluck down this banner crying "It bears
An old device"; for though it seem the old.

It is the new! No rent shroud of the past
But its transfigured spirit that still shines
Triumphantly before the foremost lines,
Even from the first prophesying the last.

And whose dreams to pluck it down shall stand
Bewildered while the great host thunders by;
And he shall show the rent shroud in his hand
And, "Lo, I lead the van!" he still shall cry;

While leagues away the spirit-banner shines,
Rushing in triumph before the foremost lines.
—Alfred Noyes.

Winnipeg, Man.

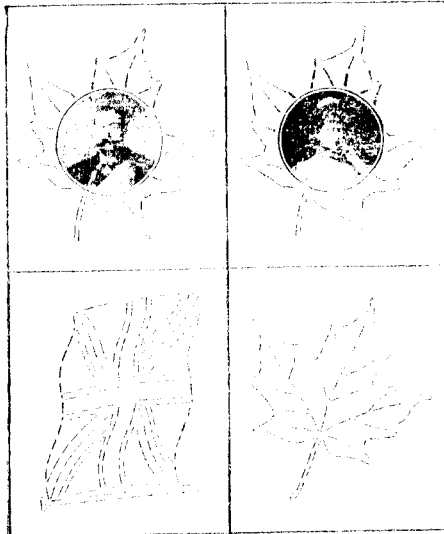
January, 1919

Vol. XIV—No. 1

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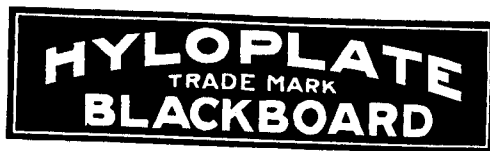
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The Western School Journal

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

VOL. XIV

WINNIPEG, JANUARY, 1919

No. 1

Editorial

The Only Way

If the schools, for any reason, have to emphasize a certain study or activity, the teachers must be instructed or trained. That is the starting point always. Now, there seem to be at the present time three important movements which demand attention—Agriculture, Boys' and Girls' Clubs, Organized Play. Before the schools will accomplish anything worth while the teachers must be brought to understand and sympathize with these movements. Naturally, the first suggestion is to emphasize these branches in the Normal Schools. That is quite proper, but it is very far from being enough. In a course of half a year or a year there is not time to do all that is called for, and in addition to this the Normal School has its own specific work to do, and it must be allowed time to do it. A very much better solution, and one which would put no burden upon students, is to ask that all teachers-in-training at High Schools during their three years of instruction be required to give attention to these matters as an essential part of their course. Each student should be responsible for three or four home projects, such as are undertaken by members of Boys' and Girls' Clubs, and should carry on gardening. In connection with each High School there should be a well equipped playground with the teachers-in-training in charge of the organized games. Only in this way can good work be done. We cannot afford to compress all this into a month's course at a summer school or the Agricultural College. The course for teachers in the High School should be partly technical, that is, it should definitely prepare for the work of teaching.

The University

The University Council is to be congratulated. Students may henceforth be admitted to the course leading to a degree in Arts with a knowledge of only one foreign language. No doubt most students will still matriculate in two languages, and they would be wise to do so. There is, however, an open door for such as have no aptitude for languages, or for such as have small opportunity to study them. The new curriculum gives much prominence to the study of science in an age when such study is very desirable and necessary. Not the least important clause in the recommendation of the Council is that which gives credit to students who have taken a course in practical studies such as practical arts and household economics. The decision will have far-reaching effects in the schools of the province. It is hoped that many will be induced to enter the University who otherwise would quit study at the end of the High School period.

Inspectors' Number

The School Journal is very pleased to be able to present such a number as this, for the Inspectors of the province, than whom a more devoted body could not be found, make the chief contributions to the columns. The Journal, from month to month, speaks for the Department of Education and the Trustees, and contains matter suitable for teachers and pupils. From now on it is hoped that the Inspectors will contribute enough material to fill a section. In this way they may keep in close touch with the whole teaching body, and with the Board of School Trustees. During January, February and March,

practically every Inspector will have some contribution to make, and The Journal bespeaks for the various articles a very careful consideration.

When all the forces concerned in education share their experiences, the result is bound to be gratifying. It is the hope of The Journal that through its columns the voices of parents, teachers, trustees, inspectors and all others interested in the development of childhood will be heard.

It is certain that no people are so well able to speak with authority on the matters under consideration as the men on the field. For this reason the articles will have great value for the general public. Teachers are asked to call the attention of local newspapers and public men to such papers as have special interest.

The reason why the Inspectors' Sec-

tion has opened out so fully all at once is that an inspectoral conference is being held in February and these articles will be up for discussion at that time. Their publication just now will serve a double purpose.

Grade X History

Mr. Reeves, of the St. Johns Technical High School, and chairman of the History Section of the Manitoba Teachers' Association, begins in this issue a series of six articles bearing on the work in grade X. The Journal will become, in a sense, a text-book for history teachers. It is not expected that subsequent articles will be quite as lengthy, but they will contain all that is necessary, since references will be furnished in connection with each point studied.

"THE MORN"

By Elwood Hall-Jones

(Author of "The Prairie-Land," "Solus," and "Back Them Up")

Look ye hearts all wrapt in sorrow,
 Look ye eastward, see the dawn—
 There the splendor of the morrow
 Breaks in glory; night is gone.

Hark ye voices, that affrighted
 Cry in terror, prayers to Heaven;
 Hark and heed ye, skies alighted—
 Peace is born; Peace is Leaven.

Rise ye from your woe affianced,
 Rise and greet the day adventual;
 With the dawn is joy allied—
 Joined to make the Peace eventual.

Ours is freedom won through strife,
 By the blood of heroes shed—
 Ye have told us vain is Life
 If ye sorrow for the Dead.

Shed ye not your woeful tear—
 Heroes died that Peace be born.
 Rise and fill the world with cheer;
 War has ceased—this is the Morn.

Winnipeg, Dec. 10, 1918.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

GRADE VIII AGRICULTURE

Any school district providing regular work in Manual Training for the boys of Grade VIII or regular work in sewing and cooking for the girls in this grade may substitute this work for Agriculture in the Grade VIII examination. Teachers are reminded of the regulation requiring all students to

take this practical work where it is offered, and such students cannot be accepted for the regular Grade VIII examination unless they are certified on their work in the Manual Training, or Household Science or Household Arts.

HISTORY—GRADES XI AND XII

Candidates in the Teachers' course, Grade XI, for the examinations next mid-summer will read Part Three of the text which deals with Modern History. Students in the Matriculation

and Combined courses also have to cover Part Three.

Candidates in Grade XII for the present year will omit the text by Myers and will be examined only on the Green.

SPECIAL REGULATIONS RE MID-SUMMER EXAMINATIONS 1919

Grade VIII

Drawing and Music.—That these subjects be omitted from the requirements for Entrance, but the Board expressed the hope that the teachers will give such attention to them as time will permit for the sake of their educational value.

Bookkeeping.—That the actual work of journalizing, etc., be omitted and only business forms, bills and accounts be required.

Geometry.—That the work be limited to chapters I to XII inclusive.

History.—That the examination be based on British history only.

Geography.—That the examination be based on the following syllabus:

1. The World.—(a) Outline maps of the continents, showing the principal mountains, rivers and cities. (b) The location of the component parts of the British Empire. (c) Such study of latitude and longitude as will enable the pupils to read a map intelligently.

2. General study of Europe.
3. Particular study of Canada.

Grade IX

Elementary Science.—That the note book in this subject be omitted.

Rapid Calculation.—That the examination in this subject be omitted.

That any necessary modifications of the programme in the non-examinable subjects be left to the staff in the case of the high schools, and to the teacher in consultation with the inspector in all other schools.

Grade X

Grammar.—That the examination in this subject be on analysis and simple parsing only.

That any necessary modifications of the programme in the non-examinable subjects be left to the staff in the case of the high schools, and to the teacher in consultation with the inspector in all other schools.

REGULATIONS FOR PUBLIC SCHOOL MEDAL COMPETITIONS FOR ESSAYS ON SUBJECTS RELATING TO THE EMPIRE

The Council of the Royal Colonial Institute, with a view to encouraging the progress of Imperial Studies in the schools of the Empire, have decided to award in the Spring of 1919 medals and prizes of books for the best essays sent in by boys or girls who are pupils at schools either in the United Kingdom or in the Outer Empire. The Essays will be adjudicated upon in two classes:—

Class A.—Essays submitted by candidates of 16 years of age or over.

Class B.—Essays submitted by candidates above the age of 13 and under 16.

The competitors will be governed by the following regulations:—

1. The competitions are open to pupils of any school in the British Empire.

2. The Essays should be written on one side only of foolscap paper, with an inch and a half margin on the left-hand side. Typed copies are admissible.

3. The length of the Essays should be between 4,000 and 6,000 words and must not exceed the latter number.

4. Each Essay is to be marked with a motto or other distinguishing sign, and accompanied by a sealed envelope bearing a similar motto or sign and containing the full name, address, and age of the candidate, and authenticated by the signature and description of the head master or mistress of the school. The whole should be enclosed in an envelope marked in the left-hand corner "Essay Competition, Class A. (or B.)" and addressed to "The Secretary,

Royal Colonial Institute, Northumberland Avenue, London, W.C. 2."

5. The prizes will be awarded by the Council after consideration of the report of the appointed examiners, and the decision of the Council will be final.

6. Essays sent in for competition cannot be returned.

Essays for the competition in 1919 may be sent in during the month of May, 1919, but in any case they must reach the Institute not later than May 31st, 1919.

The prizes and medals to be awarded will be as follows.

Class A.—For candidates of 16 and over.—First prize: The silver medal of the Royal Colonial Institute, together with suitably inscribed books to the value of three guineas.

Second prize: If there be a sufficient number of candidates, suitably inscribed books to the value of two guineas.

Class B.—For candidates from 13 to 16 inclusive.—First prize: The bronze medal of the Royal Colonial Institute with suitably inscribed books to the value of two guineas.

Second prize: If there be a sufficient number of candidates, suitably inscribed books to the value of one and a half guineas.

The subjects prescribed for the competition in 1919 are the following:—

Class A.—"Sea Power as the basis of Empire."

Class B.—"The Life and Work of Clive as an Empire Builder."

CENSUS OF THE BLIND

The Department desires to secure an accurate census of the blind citizens of the province. We ask each teacher to make careful enquiries in her school district and to forward to Dr. T. N. Milroy, 162 Donald Street, Winnipeg,

the name, age, or approximate age, and address of all blind persons in the community. We take this opportunity to thank the teachers for their kind co-operation in this matter.

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

BULLETIN OF TRUSTEES' ASSOCIATION

(Owing to the pressure on our columns because of the contributions by the inspectors, and because these contributions are the very best reading for trustees as well as teachers and others, there is no attempt this month to print in full the usual Trustees' Bulletin.)

LIST OF DATES OF LOCAL TRUSTEES' ASSOCIATION MEETINGS

- 1918—At Inwood, Dec. 18, organization meeting.
- 1919:—
- Jan. 14—Minnedosa, Macgregor, Treherne.
- Jan. 15—Basswood, Carberry, Stockton.
- Jan. 16—Strathelair, Wellwood, Nesbitt.
- Jan. 17—Shoal Lake, Souris.
- Jan. 21—McCreary, Reston.
- Jan. 22—Ochre River.
- Jan. 28—Minto, Birtle, Deloraine.
- Jan. 29—Belmont, Melita.
- Jan. 30—Baldur, Russell, Hartney.
- Jan. 31—Somerset.
- Feb. 4—Gladstone, Arborg, Roblin, Rossburn.
- Feb. 5—Arden, Teulon, Grandview.
- Feb. 6—Neepawa, Selkirk (St. Clements), Gilbert Plains.
- Feb. 7—Dominion City, Dauphin, Elm Creek.
- Feb. 11—Sanford, Ashern, Elkhorn.
- Feb. 12—Carman, Moosehorn, Oak Lake.
- Feb. 13—Roland, Lundar, Brandon.
- Feb. 14—Miami, Ericksdale.
- Jan. 28—Whitemouth.
- Jan. 29—Beausejour.
- Jan. 30—Hazelridge.
- Jan. 31—Selkirk (St. Andrews).

The following associations are making their own arrangements: Daly-Rivers; Langruth; Louise; Miniota-Hamiota-Blanchard; Stanley-Morden; Morton; Mossey River; Pembina, Portage la Prairie; Rhineland; Roblin, Municipal; Rosser; Turtle Mountain.

Will these associations kindly send me in the dates of their meetings as soon as arranged and oblige.

Dates have yet to be arranged for the following associations: Assiniboia; Bifrost; Ethelbert; Fisher Branch; Gimli; Kildonan and St. Paul's; Poplar Field; St. Anne; Swan Valley; Tache; Woodlands; Whitewater-Riverside; McCreary-Ochre River-Ste. Rose du Lac.

Sing me the joy of the fertile prairies,
 League upon league of the golden grain;
 Comfort housed in the smiling homestead—
 Plenty, throned on the lumbering wain.

Land of contentment! May no strife vex you,
 Never war's flag on your plains unfurled.
 Only the blessings of mankind reach you—
 Finding the food for a hungry world!

Special Articles

DRAWING OUTLINE

Grades VII and VIII

(See general directions in previous numbers.)

Problem, Corner turning.—**Aim:** To show application of unit adapted to border and corner, also application of color scheme. Design two borders (not necessarily with different units, as variety may be obtained in the coloring), for a square corner. Color according to one of the color schemes.

Grade V

Use 6"x9" manilla paper except where otherwise specified. See that each sheet bears pupil's name, school and grade at lower left-hand corner.

Practice, Lettering.—Practise the alphabet in simple line letters. Letters should be printed upon blackboard (see page 30 in Graphic Drawing Book No. 4), at least 12" in height. Upon cross section paper practise in pencil the letters of the alphabet, commencing with those composed of horizontal and vertical lines only. (Rules must not be used.) Continue with letters containing oblique lines, horizontal and oblique, vertical and oblique, and, lastly, letters containing curves. Draw straight portions of the latter first, then connect with curves.

Problem.—Practise line lettering with brush and color over light pencil lines. Let each pupil work out his name upon cross section manilla paper in color. Letters should be first lightly pencilled. Name of school may be printed if desired. Size of paper should be adapted to size of name. Finish with simple line border. Do not fill in squares as decoration will overbalance lettering.

Problem, Textile pattern.—Within a space 2"x3" or 3"x4" placed upon the lower part of 6"x9" manilla paper (placed vertically), design a surface pattern to represent a textile. Sugges-

tions, cross-stitch design, barred or dotted muslin, etc..

Practise printing the word "Textiles" upon plain manilla paper according to the following plan: Allow $\frac{3}{8}$ " for the width of each letter with $\frac{1}{8}$ " between, except in the case of the letter "I," which requires only $\frac{1}{8}$ ". Height of letters $\frac{3}{4}$ " to 1". Place the word "Textiles" in the space above the textile design. Finish in color, using a tint for background of textile and shade of the same color for pattern and lettering. Whole of paper may be tinted if desired.

Grade VI

Use 6"x9" paper except where otherwise specified. See that the sheet bears pupil's name, school and grade at lower left-hand corner.

Problem, Collar.—Upon 6"x9" paper draw the shape of a collar (round or square). Plan a simple decoration using units similar to those already made, which may be applied in embroidery or darning stitch. Tint the collar and color the pattern in a hue and its complementary.

Practice, Lettering.—Alphabet copied from page 26, Graphic Drawing Book No. 5. Upon cross section paper practise the letters of the alphabet.

Problem.—Upon 6"x9" paper plan an announcement or sign of not more than two or three words, such as "Be Prepared," "Foot Ball Match," "Empire Day," etc. Rule the paper into cross sections for length and size required. Enclose printing within a simple ruled border placed at a suitable distance from the lettering. The whole may be worked in color or pencil.

Grade IV

Use 6"x9" or 4 $\frac{1}{2}$ "x6" manilla paper as specified. All work should show pupil's name, school and grade at lower left-hand corner.

1. (a) Dictate the ruling of a simple geometric border, lengthwise on 3"x9" manilla paper, using horizontal, vertical and oblique lines only. (b) Dictate the shading of portions of the design in pencil. (c) Repeat the ruling of the above border and tint.

2. (a) Finish the tinted border in color. Use shades of the color already used. (b) Draw an object with a smooth surface, viz., school-bag, hand-bag, foot-ball, felt hat, boot, shoe, moccasin, etc. Shade to suggest smoothness of surface. Use objects large enough and numerous enough to enable every child to see plainly. No child should be more than 4 or 5 feet away from the object. (c) Rule an **original** design for a border.

3. (a) Shade border with pencil to form a pattern. (b) Repeat the design and tint. (c) Color with shades of the tint used.

4. (a) Draw an object with a rough surface. Shade to represent texture. Suggestions: fur coat, bath towel, fur cap, mitt, etc. (b) Draw an object with a medium surface (shade). Suggestions: woollen scarf, cap, toque, cloth coat, etc. (c) Draw an object with a smooth surface. Shade to suggest texture of surface.

Grade III

Use 4½"x6" manilla paper except where otherwise directed. All work should bear pupil's name, school and grade at lower left-hand corner. Each child should have a ruler.

1. (a) On one-third of a sheet (6"x3"), of grey cross section paper dictate the ruling of a simple geometric border, using vertical and horizontal lines only. (b) Shade portions with closely pencilled lines to bring out the pattern. (c) Rule a simple geometric border (original) upon grey cross section paper. Tint with any color.

2. (a) Color the pattern made in last lesson with a tone of the color already used in tinting. (b) Draw any article with a rough texture, muff, fur, etc. (c) Review the texture lesson.

3. (a) Draw an object to illustrate a smooth surface: school-bag, hand-bag, moccasin, handkerchief, etc. (b) Review smooth texture. (c) Dictate the ruling of a simple geometric border, using horizontal, vertical and oblique lines. (Use 6"x3" grey cross section paper.)

4. (a) Shade the above in pencil to show pattern. (b) Rule an original border design and tint whole. (c) Color the pattern.

Grade II

Use 4½"x6" manilla paper unless otherwise directed. All work should bear pupil's name, school and grade upon **back** of paper.

1. (a) Give children suggestions on blackboard for simple border, using lines, squares or dots, to be worked upon one-third of a sheet of grey cross section paper, 6"x3". (b) Draw any object with a rough texture, fur cap, muff, stole, mitt, etc., aiming to show texture by means of soft pencil strokes. (c) Review.

2. (a) Make an original border design on 6"x3" grey cross section paper, shading in the pattern with pencil. (b) Repeat the above with brush and color. (c) Review.

3. (a) Review texture lesson. (b) Paint a Japanese lantern. (First paint the shape with water, then drop in the colors.) (c) Review.

4. (a) Free arm movement on brush work exercise. (b) Fold 4½"x6" paper lengthwise. From this cut the shape of a toque with a tassel. Decorate with border. Color and fringe tassel. (c) Review.

A SUNSHINE CLUB

Are you interested in children? Are you a school teacher? Do you realize the possibilities within your reach? Are you striving to make an ideal out of your work?

If you can answer these questions in the affirmative you will doubtless be interested in the experience of one who has striven and been rewarded with a sight of the goal.

Mine was the average country school out west in Alberta. Five weeks had elapsed before I became acquainted with my pupils, their parents and the community in general. I had classified my boys and girls into eight grades and overcome the difficulties of a timetable to conform to the needs of so diverse a class.

Apparently all was progressing well, but that was not sufficient for my aims. Now was the time to go beyond the mere routine work. The spirit of my school was to be different. Here were twenty-six children (interesting enough material), ranging in ages from six to fourteen, in grade from the primary to the eighth.

How was I to make this into a harmonious whole, considering the differences of temperament, natural ability, and the home environment of my little brood? Well, I thought and thought, consciously or subconsciously the question was ever in my mind.

One night towards morning came the inspiration. I saw my ideal school, saw myself transformed from merely the teacher to the friend and confidant, the potter with infinite power for moulding this plastic clay into beautiful or grotesque shape.

The idea resolved itself into concrete form. It was from the first called the "Sunshine Club." The meaning of our motto, "Be honest, kind, and true," must be inculcated into the children's mind for application to every incident of life at school and at home.

When our day's work was over, at about fifteen minutes to four, slips of paper were distributed for the pupils to inscribe date, club, name, and motto. Then followed eleven questions which could generally be satisfactorily answered by merely the affirmative or negative.

1. On time for school?
2. Clean general appearance?
3. Obey mother?
4. Kind to mother?
5. Obey teacher?
6. Kind to teacher?
7. Kind to smaller ones?
8. Kind to animals?

9. Use proper language?
10. School preparations?
11. Kept from frowning?

Whereas it took considerable time for these questions to evolve, I am setting them down in their final form, assuming that my readers know the difficulties to be surmounted in such a case.

Of necessity I can only be brief in my explanation of the preceding questions.

As regards the first, it was impossible to strictly enforce punctuality with some of the pupils having a distance of six miles to drive.

In order that the children presented tidy appearance each had soap and a fresh towel weekly. The care of school books was equally commended.

That the moral teaching be effective it was necessary to extend it to the home as represented by the mother. The distinction between obedience and kindness was here carefully pointed out and combined in the fifth commandment, "Honor thy father and mother."

In a similar manner it behooved each child to not only obey, but to be kind to their teacher.

Children of all ages play together in a country school with the inevitable result that the stronger take advantage of the weaker and smaller ones. It therefore became necessary to imbue the elder ones with the bounden duty at all times to protect and bring into the games the younger and more shy.

You all know that a child brought up in the country always comes in contact with various domestic animals and very soon has one or more placed in its charge. The pony that drives the children to school must be fed and watered before our own lunch hour. Boys must not tamper with the nests of our dear and valuable feathered friends.

Then there was the difficulty of breaking most children of the habit of using careless language when they were out of earshot of teacher. Many unconsciously repeated what they heard at home.

An invaluable aid in training the memory of the child was the question of school preparation. Everything that

was to be in readiness for the day's work, whether it be home work of the senior pupils, the return of library books every Thursday morning, or the fresh towel, or the scribbler, must not be forgotten.

And lastly, was not our Club one of good will and sunshine where frowns were altogether out of keeping!

To this daily record of the activities of mind, soul and body the pupil appended this solemn oath, "I have tried my best to do all these things."

Then the slips were handed in to me, who held each in strict confidence. Did I not live with my pupils, know their homes and people? Perhaps it was natural for them not to shrink from confiding in me.

On the very first day of my experiment when I saw the senior pupils upon completing their own diary voluntarily slip over to sit with the little ones, and seriously question and assist them in making their records, I felt that they had entered into the spirit of the idea.

I must not lose sight of the nature of the children. They must have some-

thing tangible as a token. So I had the town jeweller engrave twenty-six brooches of dull silver with the club name, motto, and the name of a pupil. This, of course, was my own treat, and would not be forfeited unless the pupils repeated the same offence for three consecutive days.

Suffice it to say that no pupil fell into such disgrace, and, mark you, I knew that each record was truthfully and conscientiously answered.

One pupil disciplined the other, and very soon the seeds spread far and wide. Mrs. ——— confided her delight to me: "Why, I cannot induce my boy to stay away from school on any account, he intended to become such and such a thing later on. Whatever magic influence is being exerted over that school."

The remainder of my stay there I shall always look back to with pleasure and thankfulness. Every day brought fresh interests, and it was the aim and object of each child to join his forces with mine for the upbuilding of an ideal school.

TEACHING LITERATURE

The following article is not intended to set forth the method of teaching a particular selection. It is rather intended to give an illustration of general method.

There is such a thing as general method in teaching every subject. For instance, in teaching literature the first step must always be preparation by the teacher. If she fails in this, the whole lesson is doomed to disappointment. Then there is an introduction of the selection to the pupils, and an assignment along definite lines. Unfortunately this is often ignored, and the teaching suffers. Then comes the independent work by the pupils, and the co-operative work of teacher and pupils in class. This is known as the recitation. After the recitation there is work assigned to the pupils. This may be very little or very great, according to

circumstances. This general method may be shortened to three steps, viz., Preparation, Lesson Period, After-work. In such case the introduction assignment and pupil's work are merged in the recitation. For the purposes of this article the six steps mentioned will be considered one by one, as if they were all necessary.

The Lesson

The lesson taken is Robert Louis Stevenson's "Where Go the Boats?"

Dark brown is the river,
Golden is the sand;
It flows along forever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating,
When will all come home?

Away down the river
 And out past the mill,
 Away down the valley,
 Away down the hill,
 Away down the river,
 A hundred miles or more,
 Other little children
 Will take my boats ashore.

Teacher's Preparation

In order to teach the lesson the teacher should have the thought and the feeling, and should be familiar with the wording. The getting of the thought of a selection means seeing the parts in relation to the whole. The whole picture must be seen as made up of a succession of partial pictures. In this case it is the story of children and their mimic boats; children and their appreciation of natural forces; children and their relationship to other children. The partial pictures in order are: 1. Children by the river side. 2. Children playing with their mimic boats. 3. Children watching and wondering. 4. Children find comfort in the thought of brotherhood. Remember, these pictures are for the teacher herself during preparation. They are not supposed to be thrown at the pupils later on.

The appreciation of the feeling of a poem is even more important than the understanding of the thought. The feeling here is that of love for nature, glory in adventure, joy in co-operation. A teacher will surely be at a loss who refuses to let her imagination transport her back to childhood in order that she may feel again its joys and its mysteries. There is no teaching of literature if a teacher is unemotional and unimaginitive.

That a teacher should know a poem by heart is almost necessary. One does not care to see a professional musician playing from the score. In the same way he does not care to see a teacher of literature too dependent upon the text. Therefore, in short poems like that given they should be known at least fairly well.

Introduction

With older students an introduction

to a poem is sometimes labor lost, but often it saves time and misunderstanding. With younger children a proper introduction often paves the way for intelligent and appreciative study. The purpose in the introduction is: 1. To develop a receptive attitude. 2. To remove insuperable difficulties. For example, were one to approach Gray's *Elegy* when the class was in boisterous mood, nothing good could come of the study; were he to approach John Gilpin after an unpleasant episode in class there would likely be failure in the teaching. Just as preachers like to induce a friendly atmosphere in a church before they deliver their sermons, so teachers desire that the pupils before proceeding to the study of a lesson be in a state of mind favorable to study.

Again, if the selection under consideration presents difficulties in thought or form that will prove a stumbling-block they must be removed. For instance, if one were presenting *Paradise Lost* to modern pupils he might expect many of them to founder unless some preparatory explanation were given. It should only be said that if a poem is suitable to a class most of the difficulties can be best explained during the study period, or by reference to the context.

Now, in the little poem under consideration, the right attitude can be secured by referring to some experience children have had or some story they have read. If the teacher has anticipated the lesson, she may, as much as a week ahead, have told a story such as the following: It will be enough in introducing the poem to refer to this story and say, "We have here something like it. I think you will be pleased to hear it or read it." The story is that of two little children, Peter and Joan, who lived beside a lake near the entrance to a river. They were children of rich parents and one day had received as presents a beautiful boat and a lovely doll. Peter took his boat to the lake, and what a time he had with it all morning! By a string he let it sail away out in the waves, and then he drew it back, to repeat the voy-

age over and over. Joan, with her doll in her arms, looked on in admiration. Then Peter proposes to give the doll a ride. How well it went—two, three or four times. Then came the breaking of the string, the loss of the boat and doll, the frantic children, the disappearance down the river, and, of course, the rescue by Teddy, the poor boy, two miles down the stream. Next comes the story of Teddy's invalid sister and the new doll. Then the entrance of the honest mother, who insists on bringing the toys back. It is easy to follow Teddy as he brings the boat and the doll to their rightful owners. It is easy, too, to picture their joy. Then comes the rich mother and her questions. Out of it all comes, of course, the visit of the children to the poor home, the making of new friends, the gifts such as invalid children love best of all. And so on.

Now for little children this is not a silly story at all. As told in "The Stevenson Reader," Scribner's, it breathes the very essence of "Where go the Boats?" A mere reference to the story afterwards is sufficient introduction to the poem. Perhaps, incidentally, it might be necessary to give a little explanation of "castles of the foam."

Assignment

Now, as soon as pupils are in a receptive attitude, the selection may be presented to them. Here the teacher may read it through once or twice, as expressively as possible, or she may let the pupils read it through for themselves. There is much to be said for the former plan. "The first impression made by a poem should be favorable."

After the pupils have heard it they should be able to do three things for themselves: 1. To read it through so as to see the whole picture. 2. To read it again, getting each picture as clearly as possible. 3. To read it again so as to get perfectly familiar with the wording. All reading should have a purpose. It is not enough to say "study your lesson." Definite assignment is more than half the battle.

Pupils' Preparation

Here the pupils follow the instruction given. They may, if trained to it, be ready to give in their own words the successive pictures, and they can quote some parts from memory.

Recitation

Now, after preparation, the pupils are ready to recite. First may come a test of the work done. If this is going to be distasteful it should be dispensed with, and reading proceeded with directly. Pupils are often glad to show how much they can do independently and to show it by their reading. Often, however, the work of the pupils will have to be supplemented by teaching in class. In other words, there will have to be what the text-books call **elaboration** of the text. One by one the pictures will have to be sketched until they stand out in freshness and beauty. This is the teacher's great opportunity—to make the pupils see real children, a real river, real mimic boats, their wonderful disappearance in the distance and so on. And how the thought of brotherhood—the central thought of the poem, as found in the phrase "other little children"—how this thought can be magnified. Then will come reading, not line by line or verse by verse, but picture by picture, or, better still, reading of the whole selection. Nor is it necessary to say that by the time pupils are through they will know the selection by heart. And surely this is an aim and a text of the teaching.

Afterwork

There is usually afterwork. It takes many forms—the reading of parallel selections, the finding of pictures, stories, and music, the writing of stories or even of poems. This may be elaborated further.

Note

The one thing essential is that pupils feel a thrill of joy on hearing and reading the poem. That is the supreme test.

GRADE X—BRITISH HISTORY

Reference Books

1. Twelve English Statesmen (McMillan), 2s. 6d. each. A valuable series: The volumes dealing with *Cromwell, *Edward I, *Henry II, *Walpole, *William the Conqueror are particularly good.

2. English Men of Action Series (McMillan), 2s. 6d. each. *Clive, *Hastings, Nelson, Wellington, Stratford, Warwick, Henry V.

3. Home University Series (Williams and Norgate), 35c each. Excellent for historical perspective; written by authorities. *The History of England (Pollard); The Renaissance (Sichel); A Short History of Europe (Fisher); History of War and Peace (Perris); A History of Freedom of Thought (Bury); The Papacy and Modern Times (1303-1870).

4. Everyman (35c) Series contains valuable contemporary records. Saxon Chronicle, Froissart's Chronicle,

Pepys' Diary, Evelyn's Diary, Bishop Burnet's History of His Own Times.

5. Books on particular aspects or periods of English history. *A History of Our Own Times, by Justin McCarthy (Harper's, 1 vol.), valuable for 19th century. *A School History of England, by Keatinge and Fraser (A. and C. Black), value for documents. Landmarks in English Industrial History, by Warner (Blackie & Son). *Trade, Tillage and Invention (Blackie & Son), a shorter book on the same subject by the same author. Constitutional History: Taswell-Langmead or Medley.

6. For a detailed study of all phases of English history: A History of England in Seven Volumes (Methuen & Co., about \$2.50 a volume).

Note:—It will, of course, take several years for a small school to get the whole of this list. Those volumes for which the need is most pressing are marked with an asterisk.

Inspectors' Section

TEACHERS IN NON-ENGLISH SPEAKING COMMUNITIES

By A. Willows, Inspector of Schools, Winnipeg

We are told that Napoleon Bonaparte at one time uttered these memorable words, "God give us mothers." Had Napoleon been inspired with any high ideals, or any lofty national sentiment, the world today might bless him for making this statement, but Napoleon of old, like the German War Lords of today, saw in a woman only one possibility, namely, to be the mother of children, the male portion of whom, in due course of time, would fight the battles and further the ambitions of the military class in the nation.

At this critical period in the world's history, and particularly at this period in the history of our Empire and of our beloved Canada, we may well change the words of Napoleon, and pray from the inmost depths of our hearts "God give us teachers," teachers with lofty

ideals of citizenship, ideals of nationhood, worthy of this great and glorious country, which we claim as our heritage, which has been so bountifully blessed by an omnipotent Providence, and whose name has been ineffaceably inscribed on the annals of the World's History in the blood, our brave sons have so lavishly shed in the cause of democracy on the crimson battlefields of France and Flanders.

Let me point out as briefly as possible, first, the great need for teachers with the ideals pointed out; and, secondly, the special qualities they should possess.

I wish to state right here that, in my opinion, the importance of the teacher in non-English schools cannot be overestimated. When we consider that at the last available census, out of a total

population of slightly more than seven and a half million, there was a foreign-born population of 752,732, or more than 10% spoke a language other than English or French, the two legally recognized languages of Canada; and when we further consider that of this number of the male population of twenty-one years of age and over only 215,234 were naturalized and 131,289 were still classed as aliens; and that of those who were naturalized a very large percentage had little or no knowledge of our language, and less of what Canadian citizenship means; and when we still further consider that in the same year, in Manitoba, out of a total population of 455,614 there were 95,688 of foreign birth, and of the male population of twenty-one years and over 16,848 were not naturalized, and that of the 21,831 who were naturalized many had obtained their naturalization only to secure the doubtful privilege of voting at elections; and when we consider, lastly, that some thirty odd nationalities are represented in this foreign-born population, you will readily see where the importance of the teacher enters into the work of training the future citizens of the Province, and, in fact, of the whole Dominion.

The population of Manitoba, according to the last available figures, has increased from 455,614 in 1911 to 553,860 in 1916, and that of the three Prairie Provinces from 1,328,725 in 1911 to 1,698,220 in 1916. From 1911 to 1914 we had a large influx of immigrants from European countries, many of whom came from Central Europe, and since 1914 more than half a million of our young men, practically all of them British or Canadian born, have gone overseas to fight our battles. From this it can readily be seen that the ratio of the foreign-born to the British and Canadian-born is greater today than it was at the time the 1911 census was taken.

Another feature that enters into this matter is the natural increase of the population. The birth rate among the foreign portion of our population is much higher than among the British and Canadian portion. Marriages are frequently contracted between boys of

sixteen and girls of twelve or thirteen years of age. Several such marriages have been brought to my notice. In 1917 I met a woman who had just celebrated her 21st birthday, and who was the mother of six children, the oldest not six years of age. She told me she had been married when she was thirteen. Investigation would doubtless reveal hundreds of similar cases. The 1911 census figures reveal the following interesting facts—interesting in their relation to the present European conflict. Of the 95,688 foreign-born residents of Manitoba there were 37,731 from Austria, six from Bulgaria, 4,294 from Germany, 174 from Turkey, and 16,375 from Russia. The latter should really be classed among the alien population as the figures include the Mennonite population of more than 15,000, who speak what is known as a low German language or dialect, and whose literature, both secular and religious, is printed in the German language. Many of the others, listed as Russians, are descendants of Germans, who emigrated from Germany to Russia and from there to Canada. The German-speaking population of Manitoba, therefore, may well be placed at upwards of 20,000. In my relations with these people I have found some who may be considered as good, loyal Canadian citizens. Others, however, have strong German sympathies, and a large number are outspokenly pro-German or pro-Austrian. The alien citizenship of Manitoba, therefore, may be quite conservatively placed at 50,000, or one-tenth of the total population.

In the three other western provinces conditions are even worse than in Manitoba. Saskatchewan, in 1911, had 38,843 men of twenty-one years and over not naturalized; Alberta, 53,575, and British Columbia, 62,046.

The greatest obstacle to the Canadianizing of this non-English population lies in the fact that they were permitted to settle in this country in so-called reserves. For example, in Southern Manitoba, in the Municipalities of Rhineland, Stanley, Morris and Hanover, we have the Mennonite reserve, in parts of St. Clements, Brokenhead

and other municipalities we have the Ruthenian settlements. Where this condition prevails the task of teaching the children the language and ideals of Canadian citizenship becomes infinitely more difficult than where they are mixed up with British and Canadian-born settlers.

In my own Inspectorial Division, which extends from Township 7, north of the United States boundary, to Norway House, and from Lake Winnipeg to the Ontario boundary, there are twenty-four different nationalities. Of these, by far the most numerous are those of Austrian nationality, or Ruthenians, as they are commonly called. Poles and Germans come next in number. During the past school year, 67 districts were operating schools, employing 87 teachers, and 3,747 pupils were registered, an average of 43 per teacher. Seven new districts have since opened schools, and two of the older districts have built additional classrooms and engaged a second teacher. Of these 3,747 pupils fully 3,500 come from homes in which no English is spoken. The school is the only place where the children have an opportunity of hearing and acquiring utmost importance that the teachers of these schools are men and women the language. It is, therefore, of the possessing the highest ideals of Canadian citizenship.

Up to four years ago it was considered advisable to conduct these schools with teachers of the same nationality as the pupils, who had acquired a fair knowledge of English. It was thought a great advantage in the teaching of the children if the teacher spoke the language of the pupils and could interpret to them the meaning of what he was trying to teach in their mother tongue. That this was a mistaken idea has been fully demonstrated during the past two or three years.

Three years ago experiments were made in my division with teachers who did not know the language of the pupils, first in one school and then in a number of others. After six months' trial these experiments were pro-

nounced a distinct success, and today practically all of the schools in purely foreign or non-English communities are in charge of Canadian or British-born teachers who have no knowledge of the language the pupils speak in their homes. I said practically all. I should have said with two exceptions. In one school a Polish teacher, educated in St. John's Technical High School in Winnipeg, is employed, and in another a young man of German nationality, educated in Canada, whose wife is Canadian-born, and an ardent Britisher, is in charge.

The children taught by these teachers have little or no difficulty in overcoming the foreign accent so noticeable in the schools four or five years ago. The parents of the children also recognize the advantage of the present plan, and are asking for English teachers. Quite a number of demands have been made to me by trustees for English teachers in preference to those of their own nationality. The two-room schools in Ladywood, Brokenhead, Thalberg and Kelner, which, three years ago were in charge of teachers who spoke the language of the pupils, are today taught by eight English teachers, and the ratepayers have no desire to go back to the old system.

We may regard it as a self-evident truth that, without a national language, there can be no great and united nation. The Empires of Austria and Russia may be taken as examples which bear out this statement today. Without the mailed fist of Germany to bolster up the weakness of the Austrian confederation, that country would have crumbled up long ago.

Let us ask ourselves, then, what the requirements of a great nation are, or rather, what are the elements that constitute a nation's greatness.

(1) A high sense of honour, not only among those in authority, but the whole nation must be permeated with this spirit. High and low must feel proud of a trust that has been kept, and bow their heads in shame at a faith that has been broken, or at a confidence that has been betrayed. Why, in the

European conflict just closed, has the British Empire received and retained the confidence of the entire civilized world? Because the government was true to its signed pledges. The Empire kept faith with its weaker neighbours. Why does the world admire President Wilson of the United States so much, and why is he considered one of the world's greatest statesmen today? Because he, too, possesses this high ideal of national faith and trust and honour.

Why is public opinion so strongly against the German military class today, and why has the word "German" become a by-word among the nations of the world? Because to their rulers a sacred pledge meant nothing, and treaties, made in good faith, were violated without scruple.

(2) With national honour we must couple justice. Where there is no sense of honour in a nation there is no sense of justice. Again the military auto-cracy of Germany furnishes the most striking proof of this assertion. The violation of the neutrality of Belgium, the horrors that followed this breach of a sacred pledge, the Lusitania outrage and others similar in character, the murder of Edith Cavell, the devastation and wanton destruction of human life and property in France, in Rumania, in Poland and in Russia, the farcical Brest-Litovsk Peace treaty, the submarine and Zeppelin outrages, and scores of others that might be mentioned, are convincing evidence of the ruthlessness of a nation which is lacking in its sense of honour and justice.

Justice in the ruling classes begets justice in the people, in those governed. A military auto-cracy sees in the people only material to gratify its perverted ambition. A democracy, on the other hand, sees in the people a power to do good in the world, a power to bring contentment and happiness to millions outside of the narrow confines of the motherland. This has been the secret of Britain's success in Empire building in the past, and its policy has been marred only once in its history, viz., by the loss of the American colonies in the 18th century, when its ruler was a man

trained in the school of military auto-cracy in Germany.

(3) Honour and justice in a nation presuppose a high type of manhood and womanhood. I need scarcely enlarge on this topic. Our thoughts need but revert to the events of the past four years in the Mother country and in every one of her colonies. The valour of our sons on the battlefields, the zeal displayed by men and women of all classes in society, the manner in which each and all responded to the nation's call at the hour of danger, is still too fresh in our memories to require further reference here; but you will doubtless agree with me that the opinion of the German professors as to the decadence of the Anglo-Saxon race was very far from the mark.

But my topic is "The Teacher in the Non-English Schools," and you may well ask, "What has the teacher to do with all that you have said?" "Everything." The teacher is the most potent factor in the building of a nation. This is a statement that cannot be contradicted. We in Canada are today a nation in the formative stage of its existence—a nation in the making, as it were. And who is to do the making and moulding? To whom is the greater part of this task entrusted if not to the teacher? The child comes to school at the age of five, six or seven, as the case may be, with its mind at a plastic stage and its character for good or evil to be developed. Who is to do the developing, if not the teacher? Does the whole duty of the teacher lie in the imparting of knowledge in the three "R's"? Surely not. The most important duty of all is the formation of the child's character. This duty a teacher owes to his country, and his country has a right to expect that the work will be performed valiantly and conscientiously.

I have pointed out at the beginning the cosmopolitan character of our population and the large percentage of non-English pupils attending our schools. The children of these people become British subjects in name by virtue of their parents becoming naturalized. The children born to them in Canada

are British subjects by virtue of their birth. How can they become British subjects in fact as well as in name? Only by education, and this can be given them and must be given them in our schools.

We frequently hear of the responsibility and the duty of the individual citizen towards the state. But there is another side to this question. There is also the duty and the responsibility of the state towards the individual. Our immigration laws—which, by the way, I consider radically wrong—are responsible for a large percentage of the non-English immigrants. Under those laws they were induced to make their homes within our borders. The state is responsible for bringing them here, therefore, it is manifestly the duty of the state to see that they are properly instructed in the responsibilities of citizenship in the country to which they have been induced to come. We, as individual citizens of Canada, owe it to ourselves, to our children, and to the children of the non-English settler in our midst to see to it that they are instructed in the duties, and rights and privileges of British citizenship. If this work is not properly, faithfully and thoroughly done we shall be building up in our midst an alien force which, in a very few years, would prove a powerful menace, both socially and politically. This is why I have said at the outset "God give us teachers." "Teachers who will recognize their duties and responsibilities; teachers who will not shirk these, but who will labour faithfully and conscientiously so that future generations will rise and call them blessed."

The teacher who undertakes this important work in the non-English communities must, perforce, possess the true missionary spirit, for a great deal of the work naturally is of that type and character. She must, to some extent at least, be satisfied with pioneer conditions, although these are being overcome as rapidly as possible. The teacher's cottage beside the schoolhouse has done much to alleviate conditions in the outlying settlements.

She must possess the necessary scholarship and at least some training for the work, though in these schools a natural adaptability is the prime requisite. She must have infinite patience to overcome obstacles and trials, and the thousand and one prejudices the parents have against them. To the parents the teacher who cannot converse with them is, at first, an outsider, and is treated as such.

She must have an abundance of tact. The tactful teacher soon overcomes the aforementioned prejudice, and from being considered an outsider she is soon hailed as a benefactor.

She must have perseverance without limit. Patience and perseverance must go hand in hand and ultimately they will overcome all obstacles.

She must be able to play with the children and teach them how to play. It is a sad truth, but a truth nevertheless, that many of these children have never learned to play. To teach them some simple games, something that will bring a moment of happiness into their monotonous little lives, is a very essential part of their education.

She must skilfully but tactfully, step by step, instil into their young minds our standard of manners and morals. We have learned from experience that on this point the standards, that is theirs and ours, vary considerably, and there is room for a wide field of instruction along this line alone. Unless the teacher is wise as the "proverbial serpent and harmless as the dove" she is in danger of striking the rock of prejudice. Yet the inculcation of these moral principles is an essential part of the education that must be imparted, and it behooves the teacher to exercise the necessary caution and judgment in order to secure the desired result without arousing undue opposition.

She must be a true patriot, but not a jingo. Let me read to you a short extract from the London Times of recent date. The article says, "We admit that there are different sorts of patriotism and different ways of teaching it. We do not want the kind that was so assiduously cultivated in Germany, nor

do we want the method of teaching history, favoured hitherto in the United States, which makes the facts subservient to the glorification of one's own country. But we do think more attention should be paid in our schools to teaching the duty that each of us owes to his native land, to his King and to his fellow-countrymen, and the responsibility that rests on all for maintaining the best traditions of our race, its honour and dignity, and its place among the nations. The part played by teachers in joining the army will automatically promote this ideal, and their influence over the children, when they return to civil life, will be powerfully reinforced."

Citizenship implies patriotism, and we cannot get away from the fact that we have largely neglected our opportunity in the past. True, we have hoisted the Flag daily as the law requires us to do, but seldom, if ever, have we explained to the children the significance of that flag. How many of our teachers have explained these lines to their pupils?:-

It flutters triumphant o'er ocean,
As free as the winds and the waves,
And bondsmen, from shackles unloosed,
'Neath its shadow no longer are slaves.
It flutters o'er Cyprus and Malta,
O'er Canada, the Indies, Ceylon,
And Britons, where'er their flag's flying,
Claim the rights which to Britons belong.

What rights? Have these been explained? In some schools, yes, but in the great majority no reference has ever been made to them. I hesitate to relate my experience in some schools in regard to this matter. Suffice it to say that I have met children who could not tell me the name of the flag that was flying above their school. I firmly believe that the fact should be explained to the children, that many of their parents lived in a state of bondage in their former homes, and are now enjoying the rights of free British citizenship. They should be told that the rights of British citizenship include freedom of

speech, freedom of worship, as their conscience dictates, freedom of self-government, and a participation in the government of this their adopted home. This MUST be done if the flag above their schoolhouse is to mean more to them than an old "tattered rag," which, unfortunately, it too often is. The teacher has a sacred duty to perform along this line. Canada's future destiny depends on the children who are being educated today. They are the men and women of tomorrow, and our future citizens will be just what we are making of them in the schools today.

"Sow an act, you reap a habit,
Sow a habit and you reap a character,
Sow a character and you reap a destiny."

We should have no arbitrary desire to deprive these children of their mother tongue, but we should ever bear in mind the fact that we owe them a duty, and they and their parents owe a duty to their adopted country, and that is to learn the language of the country and learn it well.

It becomes the business of the teachers to see that their obligations in this respect are fully discharged. But they must do more than this. They must possess a true Canadian spirit, and they must impart this spirit to their pupils. They must not only state, but they must **feel** that Canada is a great country, the greatest member of the greatest Empire the world has ever seen. They must **KNOW**, and know how to **IMPART** the reason why the Empire is the greatest the world has ever seen. Every child should leave school with this knowledge firmly impressed, so firmly that no outside influence will ever rob him or her of it. The child should learn that this greatness does not consist of a spirit of aggression, such as the military autocracies recently at war with the world display, but that true greatness manifests itself best by respecting the rights of others.

This is the spirit of the children of the Empire today, and this is the spirit

we must inculcate in the children attending our schools, if the glorious traditions of the Empire are to be maintained in the future, and those who go out as teachers must see to it that the work is properly and thoroughly done. It is only when teachers do their duty fully and conscientiously along this line that they deserve the title of "Nation Builders."

The lesson for us to bear in mind is this: There can be no national sentiment without a unity of language. As long as the polyglot conditions that have hitherto existed in the Western Provinces are permitted to continue in whole or in part, so long will true national sentiment be lacking in our people as a whole. Let us put forth our best efforts to build up a Canadian people such as the late Canadian poetess, Pauline Johnstone, had in mind when she wrote these lines:—

"We first saw the light in Canada,
The land beloved of God,
We are the pulse of Canada,
Its marrow and its blood;

And we, the men of Canada,
Can face the world and brag
That we were born in Canada
Beneath the British flag.
Few of us have the blood of kings,
Few are of courtly birth.
BUT few are rogues and vagabonds
Of doubtful name and worth.
But all have one credential
That entitles them to brag
That they were born in Canada,
Beneath the British flag.
We've yet to make our money,
We've yet to make our fame.
But we have gold and glory
In our clean colonial name,
And every man's a millionaire
If only he can brag
That he was born in Canada,
Beneath the British flag.
The Dutch may have their Holland,
The Spaniard may have his Spain,
The Yankee to the south of us,
Must south of us remain,
For not a man dare lift his hand
Against the men, who brag
That they were born in Canada,
Beneath the British flag.

A TYPICAL NON-ENGLISH SCHOOL DISTRICT IN NORTH-EASTERN MANITOBA

By W. Van Dusen, Inspector of Schools, Stonewall

Introduction.—In selecting a school district of this type, I have tried to avoid extremes and have chosen one where the ordinary educational life illustrates both strong and weak points. The topics will be more suggestive than elaborative, as the length of this article must be kept within certain limits.

It is only fair in passing to acknowledge my indebtedness and thanks to the teachers and the municipal clerk for information and statistics connected with this inquiry.

Organization.—This district was organized in 1914 and debentures for \$1,200 were issued to run for ten years. It contains some sixteen sections in the form of a square. The school site is of the usual size and is nearly in the centre. The affairs of the school have been, so far, under the control of a

local board of three trustees and a secretary-treasurer. No serious troubles have arisen and the people seem rather proud of their school.

Lands, Farming, Etc.—Many farms are covered with heavy bush and timber, the most common trees being willow, spruce, tamarac, and poplar. The last named is above the usual size found in our Manitoba bluffs, and measures from 8 to 10 inches in diameter in some cases. Stony ground is encountered, but not so bad as to interfere seriously with farming operations. The ground is of the rich prairie character, arable and fertile in many places. It is low, however, and lacks proper drainage. The swamps are numerous and produce the natural wild hay in various quantities, one to two tons per acre. Some settlers have but little,

others from ten to forty tons. The surplus hay, if any, is pressed and shipped to outside points in the good hay years. Every farmer has some garden and the crops, independent of hay, average three acres, fenced with poles or wire. The garden products consist of turnips, potatoes, cabbage, onions and cucumbers, the last mentioned being highly prized. The grains raised are wheat, barley, rye, and oats, on a small scale. There is some stock kept, and horses are fast displacing the slow but sturdy oxen used in pioneer life. A team of horses, a cow or two, and maybe a few calves or pigs are found around the farm. Some more, some less. Nearly all have poultry, and, if an Icelander has possession, then sheep are always raised with beautiful home-made clothing as a natural outcome. It should be mentioned, moreover, that during the busy harvest seasons many men leave their home to find work elsewhere, and in this way earn a little ready money. Perhaps the greatest source of revenue is cordwood. Large quantities are cut during the winter months and hauled to the nearest store or station for shipment.

Roads.—Nearly all these are surveyed and cut out, but owing to bad conditions some are not used. Remains of the corduroy are very noticeable as they are built to overcome swamps and dangerous ground. No graded roads exist. Many rough and muddy roads are met, as the sun and wind are excluded on account of the heavy bush. As there is little or no drainage, traveling at certain periods of the year becomes difficult, if not impossible.

Houses.—Substantial log houses with straw roofs and walls, beautifully white-washed, are to be seen everywhere. A few of the more progressive farmers have frame dwellings. A portable saw-mill in the vicinity manufactures rough lumber, etc., for all ordinary building purposes. This is sometimes utilized in the erection of school-houses.

School House: Site, Etc.—A frame structure, 24x40, well placed on the grounds and surrounded by magnifi-

cent trees, moderately well equipped, and providing accommodation for 60 pupils; the lighting, heating, and ventilation up-to-date; porch, hall, and office neat and convenient. The grounds are fenced and the school painted. The out-buildings are well screened, carefully located, and quite sanitary. An old-fashioned well is in evidence, but its water is clear and satisfying. There is no garden, but instead thereof, plenty of weeds needing immediate attention. A little yard equipment, such as swings, teeter-totter, etc., would be much appreciated by the boys and girls, but the world was not made in a day, and as long as there is steady improvement each year, it is not wise to force matters too rapidly.

Room for Improvement.—There are three important problems yet unsolved in this district. These may be referred to very briefly:

1. The teacher's residence is lacking, and owing to this fact social activities do not centre at the schoolhouse. With this addition a garden could be managed easily and the care-taking looked after much better. It would not be a difficult matter, moreover, for the teacher in this situation to keep an eye on all school property.

2. The hot lunch idea is entertained, but it has not materialized. This means much to children walking from one to three miles to school with cold dinners. Even a dish of soup or a hot drink of some kind would be of great value. The work connected with the preparation of such would be a splendid opportunity to illustrate or inculcate neatness, cleanliness, manners, morals, and so on.

3. Evening classes would be a third recommendation as an educational factor for the introduction of English to the rising generation. Such classes would also provide a good drill on elementary subjects to those who need it, perhaps most. In addition, the teacher would get into closer touch with the real life of the community; hence three purposes would be served.

School Equipment, Etc.—The usual furnishings are on hand, such as flag,

furnace, library, desks, blackboards, maps, etc., all good enough, of course, but not adequate. There is a fine assortment of drawings by the pupils, in which subject they seem to excel. On the walls, also, is seen an array of prominent public men, famous in literature, art, science, and poetry. So much for what is really in stock. The following additional equipment is lacking, but no doubt will be supplied in due time: Lavatory, individual drinking cups, a few choice framed pictures, a water tank, and indoor sanitary winter closets. It also goes without saying that flowers should adorn the windows during the summer months at least, in order to cheer up the room and to develop the sense of the aesthetic.

Assessment and Taxes.—Practically speaking, all the land is assessable, with little or no personal property. About 50% is patented and the rest homesteaded. The total assessment for the district is \$45,098 on the basis of 45% of the real value. A quarter section is assessed at \$600, so that the actual valuation or selling price is put at \$1,200. The total taxes per quarter section is \$30, and one-half of this amount is for school purposes. There is no absolutely flat rate, but nearly so, as the farms are almost equal in value. The rate is 50 mills on the dollar, or 18¾ cents per acre. The total enrolment for the year ending December 31st, 1917, was 41, and the average attendance 25. The district raised \$960 school taxes for the same year, consequently the per capita cost of education was \$23.41. The ratepayers must put this up.

School Attendance.—This school operated rather irregularly for the first few years, hence the progress of the pupils was retarded. During the year ending June 30th, 1918, however, it was open 182 days and under the same teacher. The average attendance for June, 1918, was 22.21, with a roll of 36. On the day of my official visit in September this year the attendance stood as follows:

Grade I.—4 on roll and 3 present,
Grade II.—4 on roll and 3 present.

Grade III.—2 on roll and 2 present.

Grade IV.—3 on roll and 2 present.

Grade V.—1 on roll and 1 present, or 11 out of 14, grades I to V. It should be noticed that nearly all the pupils are over age, and this condition of affairs may be accounted for in four ways, chiefly: (a) Pupils entering school late. (b) Intermittent running of the school. (c) Severe winter weather. (d) The language problem. At that time of writing I am informed that the attendance has increased to 25, grades I to VI inclusive, with 10 girls and 15 boys. According to nationalities the figures are: Poles, 7; Icelanders, 2; Ruthenians, 16.

Population, Nationalities, Etc.—The entire population is placed at 405. Of this number 275 are children of all ages, and 50 would represent those of school age, 7 to 14 years. Of the 275 children, 125 are boys and 150 are girls. On further analysis it is shown that one quarter section is held by a Jew, five by Icelanders, nine by Poles, 38 by Ruthenians, and 11 by non-residents of various nationalities. This makes the total 64 quarter sections or 16 sections in the school district.

Attitude to the War.—The people are somewhat reticent and guarded on this topic, but I have heard of no case of disloyalty. On the other hand, several men have enlisted with the Canadian forces. They all desire a termination of hostilities, perhaps on financial grounds and the high cost of living. They are pro-British and also pro-Pocket-book. In order to keep in touch with the great world war the residents read their own papers: The "Ukrainian Voice," "The Canadian Farmer," and "The Canadian Ruthenian."

Habits, Dress, Home Life, Etc.—The children are teachable and soon lose their un-Canadian ways. No glaring incivility or rudeness has come to my notice, and generally they are respectful among themselves and to their elders.

Sometimes shawls, instead of hats, are worn, and the young girls seem to

like long dresses. Their general appearance is neat.

They are fond of bright colors, and many girls are clever at sewing, weaving, paper-folding and knitting, while the boys do well in wood-carving, mechanical drawing, coloring and modelling. They pick up music quickly and often sing to the violin in class work.

Their home life in diet, amusements, work and devotion is quite simple. They are emotional, talkative, fond of jokes, and good natured. Being particularly proud of their own nationality, they will defend it at all costs, caring little for our western civilization, but delighting in their cherished festivals and holidays. They try to please strangers and take delight in doing so.

They do not appear to be strong in executive ability, and have difficulty in arriving at decisions. They change their opinions very frequently. At times they are argumentive and like to follow the fine points of the school law. Human nature is much the same the world over, and many classes are found in the same nationality, so it is difficult to state definitely personal characteristics. Nevertheless, it may be said that these people are, on the one hand, cautious, evasive, illiterate, stubborn, suspicious, sensitive and able to turn sharp corners; but on the other hand are law-abiding, unpretentious, respectful, open to suggestions, resentful to any injustice, and generally hard-headed and soft-hearted. The linguistic faculty among a few of them is noteworthy, as some speak several languages quite fluently.

A Difficult Problem.—The securing and retaining of a qualified teacher for the non-English school district is not an easy matter. Permit teachers, young, inexperienced and immature, are sometimes employed, and this only increases

the difficulty. The Ruthenian has a tendency to employ his own language, especially in the lower grades for his own convenience. The English instructor does not always take to the new surroundings and may not remain more than a term or two. Besides the English language used in the school, there is, of course, always a little used elsewhere, at the store, at the railway station, and the postoffice. I have noticed, however, that settlers do not use English unless it becomes necessary or they are compelled to do so. "Pidgin" English is sometimes employed. Jews and Icelanders speak considerable English. It must not be forgotten that nearly all Ruthenian and Polish children at school are Canadian born, and this is good as far as it goes. The teacher is met with a new situation, however, in the handling of such juveniles with their almost unpronounceable names, their national customs, their shyness of manner, strange accent, and primeval ways; so that without special training, enthusiasm, tact, and determination the task is well-nigh hopeless.

Conclusion.—There are some twenty-five such schools in this division similar in many respects to the one herein described. Some of these are in the stage of organization, and most of them are experiencing pioneer days. Much of what has been accomplished has come through the intelligence, industry, thrift, and perseverance of the people themselves. It is true, of course, they received outside guidance, assistance, and encouragement, but the one outstanding fact and winning factor is that these people, as a rule, desired public schools in their midst. Considering conditions and opportunities, progress has been satisfactory, if a little slow. The prospects are anything but discouraging as a new educational life is dawning.

PLANTING SCHOOLS ON THE FRONTIER

By A. A. Herriot, Inspector of Schools, Gladstone

The organization of new school districts to keep pace with the steady and

rapid settlement of the great hinterland extending along the north-east of

my inspectoral division has been one of the most interesting features of my work during the past seven years.

At the time of taking charge, all the territory lying north of Township 20, Range 10, as far as Township 30, Range 16, was what is known as unorganized territory, i.e. not yet divided up into municipalities. Besides this, over one-third of the Municipality of Westbourne, half of McCreary, and at least one-third of Ochre and St. Rose were very sparsely settled and entirely without schools. Midsummer, 1911, saw only six organized school districts on the hundred and ten miles of shore line extending from Sandy Bay on Lake Manitoba's west shore, north, round Ebb and Flow Lake, and along the south shore of Lake Winnipegosis and the east shore of Lake Dauphin. Three of these six had never been visited by an inspector. Settlement had already begun to push its way into this area, but as yet the demand for schools was not great.

My first official action as inspector for the division was along the line of organization. I attended a meeting in August, 1911, to assist the residents in the territory about the present site of the village of Amaranth with the organization of the consolidated district of Flora, No. 1534.

The trip to Flora gave me some idea of the organization to be done, but before the fall term of 1911 closed I was to learn the full extent of the miles to be covered and the roads to be broken before schools could be brought within reach of all the territory. A trip along the west shore of Lake Manitoba to Bluff Creek and Kenosota and an unsuccessful attempt to reach Reykjavik and another along the east shore of Lake Dauphin to East Bay, Moose Bay, and Janowski, fixed the boundaries in my mind, but all between was empty space and innocent of schools.

It was with the feelings of a discoverer that I first crossed the thirty miles which separates Hollywood school from Bluff Creek, to visit Glenmona and Alfred schools. The first named had

just been built and was in charge of its first teacher, Miss Lizzie Wellwood. Alfred school, however, though it had never before been inspected, was already an old building and bore the number 554. It stands at the site of the old Hudson's Bay post of Manitoba House, and serves the settlement bearing the Indian name Kinosota. It had first been conducted as a mission school by the Anglican church, but in 1890 it had been organized as a public school. It was still in charge of its first teacher, Rev. Alfred Cook, M.A., of St. John's College, and he was drawing just thirty dollars per month as its teacher. His chief occupation, however, was that of minister of the parish. The roll included about twenty Scottish names, but the pupils answering to them were remarkably dark of skin and straight of hair and limb. A single glance at those shy young people was sufficient to identify the blood of the original inhabitants of this continent.

The secretary-treasurer of Alfred School District was a remarkable character, and to meet him was well worth the trip in. Though eighty-five years old, he was bright and interesting to talk to, and his huge frame gave still the impression of strength and power. He was of Orkney Island blood, but was born in Kildonan in 1826 and had lived continuously at this post since 1843. His English had a distinct Gaelic accent, but he talked freely and could recount stories of his early days in the services of the Hudson's Bay Company that kept a tired school inspector out of bed till well on toward morning. It was with great pleasure that in 1913, shortly before he died, that I named the "Hebron Moor" School District, lying just west of this old settlement, after this man who had guided the destiny of this first school in this wilderness. Though I did not see him after offering this little tribute to his work, I learned from his neighbors that it pleased him greatly to be so recognized.

From Kinosota I attempted to reach Reykjavik, an Icelandic settlement, beyond Ebb and Flow Lake. The road

proved impassable, and, after spending a day in the bogs and quagmires above the Indian Reserve on this lake, I was forced to relinquish the trip until the frost should set in.

In late November of this same term I located my western boundary by making the trip up the east shore of Lake Dauphin. From Ochre River I passed round the lake, visiting Bluebell school at East Bay and Moose Bay and Janowski at the north-east corner of the lake. Though this was a strenuous trip and highly interesting, it had been robbed of its zest by the knowledge that here Inspector Walker, of Dauphin, had blazed the trail ahead of me and a school inspector was not the novelty he had been on the trip already described.

These trips gave me my bearings and revealed to me the outlines of the territory to be covered. Since that time I have assisted at the organization of many new school districts and have travelled most of the roads that traverse this area.

The provisions made by the Public Schools Act for the organization of school districts in unorganized territory are not munificent. The inspector shall be paid \$1.50 per day and actual travelling expenses while engaged on this work. Newly organized districts, however, are never in funds before your debt is cold and forgotten. At first I kept some track of these perquisites, but later let them go by the board as more trouble than value. And for organization inside an already formed municipality the inspector's part is not mentioned in the Act, though not infrequently it was more trouble to get a petition for a new district through a council meeting than to form a new district outside.

Between January, 1912, and June, 1913, organization was rapid. Five new districts were formed off the east shore of Lake Dauphin, Million, Magnet, and Freedale; three of the names chosen by the settlers for these schools bespeak the enthusiasm and high hopes with which they were founded. Hebron

Moor District, west of Kinosota, and Precourt, north of Ebb and Flow Lake, were formed after one of the most strenuous winter trips I have ever undertaken. During the same period a petition came to hand for a school district at Grand Rapids, the mouth of the Saskatchewan River on Lake Winnipeg. Only great diplomacy and some nerve enabled me to side-step a trip by dog train to this point during the winter of '12 and '13. I made the formation without visiting the district, and as god-father of the School District of Grand Rapids, No. 1660, I still owe the district a visit. The land about Grand Rapids was not yet surveyed into sections, and I was forced to describe its boundaries by shore of lake and river and lines parallel thereto. Elkwood, Leefur, Roxton, Granville, Carrick, and Beaverdam School Districts were formed in the various municipalities during the same period.

In the winter of '13 and '14 I broke ground east of St. Rose du Lac and carried the school frontier north to the shores of Lake Winnipegosis. In answer to a request from Shergrove, north of the Lake Manitoba timber reserve, I left Ochre River with a driver in March, 1914. At Shergrove I learned of settlements at Cayer and Asham Point, and decided to visit them if possible. We pushed away to the north and east past Lonely Lake, and on this trip I finally reached the Reykjavik school and found it in operation. On the second night of this trip we came near spending the night on the open shore of Lonely Lake. As it was, we sought shelter and supper at 11.30 in an Indian hut at the north end of the Ebb and Flow Reserve. Our horses were miserably housed in a log shelter with more chink than log, and ourselves, after a moose steak and bannock supper, slept in our own robes on the floor of the hut. The trip was resumed next morning without breakfast, and except that we ran short of oats for our team there was no further mishap. This trip led to the formation of Shergrove, Thibert, and Asham

Point districts and enabled me to visit Precourt and Reykjavik. It also put me in touch with the location of settlers at intermediate points where schools would soon be required.

The same winter schools were pushed north of St. Rose at several points. The farthest point attained was Toutes Aides, on the south shore of Lake Winnipegosis. The Municipality of Lawrence was formed at the session of parliament in 1914, and it included the territory between Lakes Dauphin and Manitoba with the south shore of Lake Winnipegosis for its northern boundary. One of the first actions taken by the council of this new-born municipality was the formation of three new school districts. In the same period there were three new formations in the Municipality of Westbourne.

The next winter I went through the territory east of St. Rose du Lac a second time. My experience of the previous winter led me to be cautious of being out after dark, so I agreed with my driver that we should make shelter promptly as night drew on. Not wishing to repeat our call at the Indian huts, we had pushed on to Lonely Lake, and just at dark we drew up at a small log cabin on the lake shore. On approaching the stables we were met by a tall, dark man with a full iron-grey whisker, and of him we requested accommodation for the night. It was freely tendered, and, after seeing our horses well cared for, we entered a neat and cosy kitchen over which a brisk old French lady presided. The house was meagrely furnished, but it was comfortable and homelike, and both husband and wife had an air of great contentment and noticeable dignity. They spoke English slowly but without difficulty. After introducing myself and stating my business in that out of the way part, I inquired the name of my host. The gentleman informed me that he was Joseph Lajimodiere. The name recalled that of Manitoba's first white woman settler, whose story, under the title "A Pioneer Woman," is given in the Manitoba Fourth Read-

er. I drew out the story of these people as the evening passed. My host was indeed the grandson of Jean Baptiste Lajimodiere and his brave and hardy wife who had come to Manitoba in 1806. My hostess was the daughter of a magistrate of St. Boniface in the early days. They had recently moved to this point from St. Laurent. The old blood of the coureurs would not rest. They were pioneers by heritage and pioneers they would remain. Birth records running back to 1811 and a marriage certificate dated 1867 were placed in my hands when they noticed the interest which I showed. These and other records were written in careful French script, and, though it taxed my knowledge of French to decipher them, it was sufficient to verify my impressions and was of absorbing interest. We were charmingly entertained and slept that night on spotless linen sheets that probably had seen more of Manitoba's history than many a native son. I had intended when the time should come to name the school district, which should include this homestead, after these people, but this territory has since been transferred from my division.

From the home of the Lajimodiere's we proceeded on the trip, passing Tamarac Lake and visiting the districts already formed, and returning by a new route across the ice on Ebb and Flow Lake. I was able to complete new organizations for four districts as the result of the trip. These were Thornton, named in honor of the Minister of Education; Lonely Lake, Ebb and Flow, and Antwerpia.

At Tamarac Lake we found a settlement of French-speaking half-breeds, and with them I discussed the formation of a school district. They were in no hurry to have a school, but said they would like a French bi-lingual school when the time came. On enquiring their names I was surprised to find there were four families of Frobisher, two of Sutherlands, and one Smith, and French was the tongue they spoke and wished their children to read and

write. I accused them of being Scotch, but they denied it stoutly and said they came from St. Adolphe.

Another rather amusing detail of this trip and one that will illustrate how isolated parts of this territory are, occurred at Thibert school. When the Municipality of Lawrence had been formed a year before this visit, it included the lands of Thibert School District. When I visited the school the trustees were not yet aware of this, and, what is even stranger, when I called on the clerk of Lawrence Municipality a month or two later I found that neither he nor any member of the council was aware of the existence of Thibert School District though its school had already been in operation for a term.

At the close of the school year, mid-summer, 1915, the territory north of Township 22 was transferred from my charge and I did not have the oppor-

tunity to honor the Lajimodieres as I intended, nor did I have the pleasure of forming a school district for my French-speaking friends of the Scotch names at Tamarac Lake. However, the following November a timber reserve of seven townships was thrown open to settlement, and already in this area three new districts have been organized and two already have schools built.

Since 1916 this work has been less strenuous. There is not the same feeling of adventure in my trips. I still have many new settlements building under my eyes, but in most of it the settlers are new and I know the country and its history better than they do. Each year sees a few new schools planted on the frontiers, but Inspector Stevenson, of Dauphin, has fallen heir to the greater part of the territory where I found so many interesting experiences.

BOYS' AND GIRLS' CLUBS—RESULT OF THE YEAR'S WORK

By M. Hall-Jones, Inspector of Schools, Winnipeg

From information received through the courtesy of over eighty per cent. of the Public School Inspectors of the province, it is possible to say that the work of the Boys' and Girls' Clubs for the year 1918 has been an unqualified success and has fully justified the time spent in connection with it by the various Inspectors.

The increase in the number of clubs and correspondingly in the number of members has been very gratifying to those who have had the work in hand, either from the Department of Education or the Department of Agriculture, and officials from each department have heartily co-operated with the others in giving both time and energy to make the institution a profit and a success.

The number of Central Clubs has increased from 150 in 1917 to 200 this year; the branch Clubs from 960 to 1,000; and the number of members from 15,120 to 19,000.

By the co-operation of the Department of Education and the making use

of the systematized school organization of the province, the movement has been able to reach out to the most remote parts of the province and bring into close relationship in the work the young people of every section.

In no other province in the Dominion, according to reports in the Agricultural Gazette of September, has such thorough and far-reaching work been done in this field.

The machinery of the Department of Education makes it possible, with little extra effort, to have this work supervised and encouraged by its officials in a regular and systematic manner, but their efforts must of necessity be confined to the school room, and it is felt that the Department of Agriculture would do well to appoint representatives who could make regular visits to the homes of the various members to give advice and encouragement, and see that the work was being carried on from month to month. This would add greatly to the interest in the work as well. Many members who start

out quite bravely at the beginning of the season meet with discouragements and fall by the wayside before the time of the Fall Fair. An official visitor would save many a life.

More information as the season progresses is wanting, and more lectures from time to time would be of great assistance. The lack of supplies was a drawback in several divisions, and it is the general opinion that more handbooks, in a condensed form if need be, would help matters along.

A number of branch clubs (new ones particularly), had a very unsatisfactory experience with the eggs and potatoes supplied or that were supposed to be supplied, and a number are of the opinion that the grant from the Agricultural Department would be better spent in encouraging beginners, who are often short of funds, by supplying them with material at a low cost than by giving the money for large prizes at the Fair. The school boards and municipal councils can usually be depended on to provide funds for the latter. The recognition of regular school work at the Fairs by the Department of Agriculture will in all probability be made this year. This will be a commendable move.

A greater number of competent judges are required at these fairs.

From the school side, the frequent change of teachers has been the greatest drawback that the movement has had to face, and it is one that, as far as can be seen at present, will continue to retard the work. Lack of experience and initiative on the part of many teachers is also a hindrance, but the former of these will soon disappear.

The success of the clubs depends to a very great extent also on the Central Manager and Secretary, and in many cases it is difficult to secure the proper person. A large number of clubs report, however, that they have been able to secure excellent officers. The Inspector can assist greatly in this work of securing good men or women to fill such places.

From all the inspectoral divisions comes the word that the work of the clubs has tended very materially to increased production, and a number are

so impressed with this feature of the work that they advocate strongly that the contests be narrowed down for a few years at least to, say, the production of pigs, potatoes and poultry.

It is felt by those well able to judge that the club work, if properly correlated with class room work, would prove of the highest educational value, but the general opinion is that but very little of this is done, and the two are too frequently considered as entirely independent of each other.

Opinion has been expressed that the Agricultural College could remedy this evil to a great extent by modifying its programme for teachers who attend that institution in the summer as part of their Normal course. The College could not do better than pay considerable attention to club work at these summer sessions.

The short courses held at many points throughout the province by the Department of Agriculture and the district representatives appointed by this department have done much to give life to the clubs and materially assist them, but up to date the number of these agencies have been far too few and their efforts in too many cases have been confined to the older and better settled parts of the province, while the greatest need for such is in the newer and more backward parts of the country.

This year in particular, the Public School Inspectors have given a great deal of attention to club work, and no doubt would have gladly given more if time had permitted.

In some cases inspectors have acted as managers of Central Clubs, presidents or honorary presidents, but in all cases they have lent assistance in organizing central and frequently branch clubs, giving advice and encouragement to the teachers, interviewing municipal councils and school boards for funds, addressing public meetings in the interests of club work, encouraging the children, giving instructions re formation of clubs, by general supervision and by visiting the fairs, and in most cases assisting as judges.

Some of the results of the year's

work, in addition to increasing production so much needed at the present time, are the creation of a better community spirit, the widening of the views of the children, increasing activity in school arts, drawing the home and the school closer together, increased knowledge of values, self revelation, which comes to the child after he

sees that he can do things, increasing interest in rural life work, and rural life itself.

With results of such a high order and the experienced learned from the year, there is no doubt that teachers and others will go forth with renewed energy to accomplish still greater things for 1919.

CONSOLIDATION AND RURAL EDUCATION

By J. Boyd Morrison, Inspector of Schools, Hamiota

Synopsis

One of the fundamental difficulties in rural education, up to late years, has been the small unit of school organization, forced by circumstances on the people of country districts. The battle of rural education has been fought by small units, each to some extent fighting on its own initiative. Battles are not won by that style of fighting, and unfortunately criticism has usually been directed towards those in charge of the isolated unit, rather than to the fact that the unit was out of touch with the rest of the army. Conditions in the city forced the school unit into closer touch with organizations of higher education. The roads to those were in plain sight of the child, while in the country there was often no answer if a child asked, "Where do we go from here?"

Thus a second fundamental problem of rural education is this: How can the road to all the higher institutions of learning be made plain, and **accessible**, to every country child.?

Consolidation of rural schools is solving and will solve the two problems stated in the foregoing,—first, by providing the larger unit of a graded school, which will give pupils touch

with higher institutions, and the inspiration of seeing their associates going to those; second, by multiplying the number of graded school units. In the division I am familiar with, consolidations have doubled the number of graded schools in the last seven years. More children are attending these schools and may be inspired to go on for higher work. Every graded school also shows the way to children in neighboring schools. A sufficient number of graded schools in Manitoba will solve the two rural problems discussed here, and consolidation will provide those schools.

Mainly through consolidation, I believe, rural Manitoba is in sight of a solution of rural school problems, and more and more rural children will find their way to the higher institutions of learning. It will be asked, Will they come back? A sufficient number will come back with clearer vision of the possibilities of the country. If they do not, and our young people are not directed to the fields where the constructive work of the future must be done, we shall know that there is educational provincialism elsewhere than in the country, and we shall then have a different educational problem on our hands.

Be not simply good; be good for something.—Thoreau.

Every duty we omit obscures some truth we should have known.—Ruskin.

Patience is power. With time and patience the mulberry leaf becomes satin.—Proverb.

Children's Page

A Hint

If you should frown and I should frown,
While walking out together,
The happy folk about the town
Would say, "The clouds are settling down,
In spite of pleasant weather."

If you should smile and I should smile,
While walking out together,
Sad folk would say, "Such looks beguile
The weariness of many a mile
In dark and dreary weather."

—Anna M. Pratt.

The Moon

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbor quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

—R. L. Stevenson.

EDITOR'S CHAT

Dear Boys and Girls:

Have you read over the little poem called "A Hint"? If not go right back and read it, for you know "a hint is meant to be taken." Perhaps some of you have seen a little nonsense poem which goes something like this:

Smile awhile,
And while you smile
Another smiles,
And soon there's miles and miles of
smiles,
And life's worth while
Because you smile.

Did you ever notice how catching a smile is? It's far more contagious than the Spanish Flu of which we hear so much these days, and far pleasanter to take, and we can guarantee no doctor will try to give you medicine to cure you of smiling. Try it on this New Year's Day and all the other new days that are coming, and see if you, away back in your little corner of the world, can't start one of those chains of smiles that go for miles. Wouldn't it be a good New Year's resolution to make up your mind to smile awhile every day? It's the best cure for cross-

ness or meanness or bad temper that's ever been discovered. It has a wonderful effect on a cold morning when the house is chilly, or on a cold night when there are chores to do. This is a year to smile in. So much that is dreadful has gone out of the world since the last New Year's bells rang that you all have every reason to smile, and with your happiness try to light up some dark corner where people are too sad to smile themselves, but where they love to see a happy boy or girl face. You know how you love to see the baby smile—well—that's just the pleasure other people get when you smile at them.

And now here's the happiest of New Years to you all. Remember all these things and keep on smiling.

The Germans are beaten,
The Kaiser is disgraced and banished.

Belgium and France are free.
The starving, unhappy children are being fed and clothed.

No more men are being killed or wounded by terrible guns.

There are no more submarines.

There are no dread aeroplanes.

There are no more trenches or no man's land or barbed wire.

Peace has come.

OUR COMPETITIONS

Just today, ten days or so after the December Journal came out, we received two excellent stories of "A Hero Airman." Unfortunately for the writers of these stories, they went to the wrong address. All stories should be addressed to:

Editor Children's Page
Western School Journal
Normal School, Winnipeg.

However, the stories are so good that we are printing them this month.

For the January Competition: "An Original Christmas Poem." We have not been deluged with poetry, but we have had a few very nice little verses and we have awarded the prizes to Hazel M. McAlister, Waldorf School, Sask., and honorable mention to John Macadam, Stonewall, Man., and Lloyd MacDonald.

The editor wishes to thank the following pupils of St. Joseph's School for interesting, well written, bright and cheery Christmas letters, which we would like to print if we only had room:

Jean Dancault, Lily Kreitz, Olive Dumontier, Lucie Dioune.

The February Story: What Has Germany Lost In the War?

The March Story: A Fairy Story of the Winds.

Christmas

When the summer days are past
And merry Christmas comes at last,
Withered is all the lovely grass,
And all the rivers shine like glass.

Old Santa Claus one night comes round,
First looks to see if all sleep sound,
Then fills the stockings full of toys
For all the little girls and boys.

And in the morning, when they wake,
Each one his Christmas stocking takes.
He takes out toys, some large, some small,
Until he takes the last—that's all.

Hazel M. McAlister,
Age 11, Grade V,
Waldorf School, Sask.

An Original Christmas Poem

Hey for Christmas-time and holly,
May it be both glad and jolly,
And with every holly berry
Bring a day that's bright and merry;
So a cheery wish I greet you,
May the world all kindly treat you;
And when we all meet together,
Happier shall we be than ever.

John Macadam,
Stonewall, Man.

THE STORY OF A HERO AIRMAN

Alan McLeod was a school boy at Stonewall when the war broke out. He was seized with the idea that he should go and help his country, so at eighteen years of age he left his school chums and joined the Royal Flying Corps and went to France. He soon rose to the rank of lieutenant, and was noted as a great airman and a gentleman.

One day, while bombing an adverse position of the enemy, he was encountered by eight enemy triplanes over "No Man's Land." There, 5,000 feet in the air, he put up a brave fight, bringing down three planes and enabling his observer as much as possible to continue firing on the enemy planes.

He was wounded five times when a bullet hit and penetrated his petrol tank, setting his machine on fire.

He was a boy of strong nerve and climbed out (despite his wounds), to a lower plane and guided his machine by side-sliding, so as to keep the flames to one side of his machine and also to enable his observer to keep firing at the enemy until they hit the ground.

When the machine crashed to earth, Lieut. McLeod got himself extricated from the wreckage and then went to the aid of his observer; took him to a place of safety, where he himself dropped from loss of blood, as the Germans had thrown a bomb at him and wounded him again. He was taken to the Imperial Hospital in England where for a long time his life was despaired of, but he finally came out victorious and was later awarded the "Victoria Cross" by King George.

Some airmen said if it were possible for a hero to win two V.C.'s, Lieut. McLeod should have had two. His exploit was a wonder, and it sent a thrill to the hearts of the British people. Lieut. McLeod returned to Manitoba, and the people of Winnipeg and Stonewall gave him a great reception. He asked them why they made such a fuss, because he only did his bit or what any airman would have done.

After he had been home about a month the great plague (Spanish "Flu"), visited Stonewall and the hero of war took it; his weakness from

wounds and septic pneumonia setting in made him an easy victim. He died on the 6th of November in the General Hospital, Winnipeg, at 9 o'clock at night, after a hard fight for his life.

He will not be forgotten and his name shall go down in history. He was buried at Old Kildonan with great military honors, and today the nation mourns. Lieut. McLeod has set an example to British people to show courage and be brave in the time of need. He was the youngest Manitoban winner of the V.C.

Gordon L. Stewart,
Grade 8, Age 14,
Norfolk S.D.,
Pine Creek Stn., Man.

Alan McLeod, when only a school boy, eighteen years old, joined the "Royal Flying Corps" for service in France.

He was crossing somewhere in "No Man's Land" when he was encountered by eight German triplanes. Although 5,000 feet in the air, he brought down three of them and urged his observer, Lieut. Hammond, to keep on firing. In spite of five wounds he put up a brave fight.

Soon a German bullet penetrated the petrol tank and set the machine on fire.

Lieut. McLeod got down in a dangerous position on the left bottom plane, and by side-sliding, so as to keep the flames on one side of his machine, he enabled the observer to keep on firing while he brought the machine to the ground.

Then McLeod, heedless of his own wounds, got Lieut. Hammond out of the wreckage and took him to a place of safety, where he himself fell unconscious from a sixth wound by another German bomb.

After many long, weary weeks of illness, lying in a military hospital in England, Lieut. Alan McLeod returned to Winnipeg, bringing with him the V.C., "for valor," and other military honors.

The people had a grand reception for the young "hero," but he did not wish

for it at all and said, "Why all the fuss? I only did my bit."

He went from Winnipeg to his home in Stonewall, where, about a month later, he contracted the "Spanish Influenza" when it swept through Stonewall.

When he took pneumonia he was taken to Winnipeg General Hospital where the doctors and nurses did their best to save the life of the young hero, but in vain, for on November 6th at 9

p.m. Lieut. Alan McLeod, youngest Manitoba winner of the V.C., died. He was buried with great military honors in Old Kildonan cemetery.

His memory will outlive the present generation and his name will go down in history as one of Canada's greatest heroes.

Ellen Bennett,
Grade 8, Age 14,
Norfolk School,
Pine Creek Stn., Man.

A CHRISTMAS DREAM, AND HOW IT CAME TRUE

She found herself sitting on a stone, in the middle of a great field, all alone. The snow was falling fast, a bitter wind whistled by, and night was coming on. She felt hungry, cold, and tired, and did not know where to go nor what to do.

"I wanted to be a beggar-girl, and now I am one; but I don't like it, and wish somebody would come and take care of me. I don't know who I am, and I think I must be lost," thought Effie, with the curious interest one takes in one's self in dreams.

But the more she thought about it, the more bewildered she felt. Faster fell the snow, colder blew the wind, darker grew the night; and poor Effie made up her mind that she was quite forgotten and left to freeze alone. The tears were chilled on her cheeks, her feet felt like icicles, and her heart died within her, so hungry, frightened, and forlorn was she. Laying her head on her knees, she gave herself up for lost, and sat there with the great flakes fast turning her to a little white mound, when suddenly the sound of music reached her, and starting up, she looked and listened with all her eyes and ears.

Far away a dim light shone, and a voice was heard singing. She tried to run toward the welcome glimmer, but could not stir, and stood like a small statue of expectation while the light drew nearer, and the sweet words of the song grew clearer.

From our happy home
Through the world we roam

One week in all the year,
Making winter spring
With the joy we bring,
For Christmas-tide is here.

Now the eastern star
Shines from afar
To light the poorest home;
Hearts warmer grow,
Gifts freely flow,
For Christmas-tide has come.

Now gay trees rise
Before young eyes,
Abloom with tempting cheer;
Blithe voices sing,
And blithe bells ring,
For Christmas-tide is here.

Oh, happy chime,
Oh, blessed time,
That draws us all so near!
"Welcome, dear day,"
All creatures say,
For Christmas-tide is here.

A child's voice sang, a child's hand carried the little candle; and in the circle of soft light it shed, Effie saw a pretty child coming to her through the night and snow. A rosy, smiling creature, wrapped in white fur, with a wreath of green and scarlet holly on its shining hair, the magic candle in one hand, and the other outstretched as if to shower gifts and warmly press all other hands.

Effie forgot to speak as this bright vision came nearer, leaving no trace of footsteps in the snow, only lighting the way with its little candle, and filling the air with the music of its song.

(To Be Continued.)

History for Grade X

PHASES OF MODERN HISTORY

I.—The Renaissance

The meaning of the Renaissance:

The "Renaissance" or "Renascence" is a term commonly used to denote the movement which marked the passage of Europe from medieval to modern times. If we insist upon the literal meaning of the word, the Renaissance was a re-birth; and it is needful to inquire of what it was the re-birth. Perhaps the best answer is that it was the re-birth of vital energy in general. The direction in which this energy was mainly applied gives us another and on the whole a better name for the movement—Humanism.

Humanism consists for the most part of a just realization of the dignity of man, considered as a being endowed with powers of reason, will, and perception; born upon the earth with a right to use and enjoy it. Humanism rejected the medieval idea that the world-to-come was the only absolute reality; and that this world was a vale of tears and woe, where one received a necessary but painful preparation for the next. Humanism, further, involved a vivid recognition of the goodness of man and nature, displayed in the great monuments of human power recovered from the past. It stimulated curiosity, provoked enquiry into the groundwork of existence, and strengthened man's self-esteem by a knowledge of what men had thought and felt and done in ages when Christianity was not. It roused a hope to emulate antiquity in works of living loveliness and vigour. It inaugurated a search for truth in every field of human endeavour. Above all, it recognized clearly the principle that the proper study of mankind is man!

To this movement we owe new conceptions of philosophy and religion; re-awakened arts and sciences; a firmer grasp on the realities of human nature and the world; manifold inventions and discoveries; altered political sys-

tems; the expansion and progress of modern times.

Humanism was accompanied by other changes of far-reaching importance, all more or less closely bound up with it. Such changes are, briefly speaking: the decay of those great fabrics, Church and Empire; the development of nationalities and languages; the decay of the feudal system throughout Europe; the invention and application of paper, the mariner's compass, gunpowder and printing; the exploring of continents beyond the ocean; the discoveries of Copernicus in the realms of astronomy.

Causes of the Renaissance

The causes of the Renaissance, like those of any other movement, are to be found in the social conditions of the times.

(a) Europe in the middle ages was dominated by the Church and the Holy Roman Empire. The Empire—in reality a German confederation with no particular claim to sanctity—was an attempt to bring order out of the chaos in which Europe was involved for five centuries after the break up of the Roman Empire. Unfortunately for the success of this attempt, the Empire frittered away its resources in vain attempts to conquer Italy; and after 1240 it sank into insignificance as a consequence of a long drawn-out struggle with the Pope. The golden age of the Papacy was 1170-1220, when Gregory VII and his able successors founded what was really a Papal monarchy which claimed and exercised the right to depose kings. The struggle with the Empire; falling religious enthusiasm; a succession of less zealous and less able popes; the growing power of national kings, and the consequent lessening of the Pope's power in the newly formed nations; all contributed to relegate the Pope almost to the position of

an ordinary secular baron of central Italy.

The decay of the Empire and the decline of the power of the Pope put out of joint the medieval theory that Europe was a single state, with the Emperor as its head in secular matters and the Pope as its head in ecclesiastical affairs. And while we may suspect that the influence of this theory has been greatly exaggerated in the Roman archives and German monastic records which are our authorities for this period, we should do wrong to ignore it. The break-down of this theory gave room for new conceptions in the field of politics and religion which should satisfy the new conditions. The formulation of these new theories was one side of the work of the Renaissance.

(b) In every important field of scientific research, the ground was occupied by false views which the Church declared to be true on the infallible authority of the Bible. The acceptance of the Jewish account of the Creation and the Fall of Man as an integral part of the Christian theory of Redemption, excluded from free inquiry geology, zoology, and anthropology. The literal interpretation of the Bible involved the truth that the sun travels round the earth. In medicine the primitive nations of a barbarous age held the ground. Bodily ailments were ascribed to the malice of the Devil or the wrath of God. Even Luther attributed them to Satan. Out of these beliefs rose an immense traffic in relics with miraculous virtues. Physicians were often exposed to suspicions of sorcery and unbelief. Anatomy was forbidden; partly perhaps on account of the doctrine of the resurrection of the body.

It is possible that the knowledge of nature would have progressed little, even if this distrust of science on theological grounds had not prevailed. It is possible that the social conditions of the Middle Ages would under any circumstances have proved unfavorable to the development of scientific knowledge. But certainly Christian doctrines obstructed the paths of progress when science had revived in spite of them and could no longer be crushed.

The Renaissance represents in this connection a revolt against the limitations imposed in the Middle Ages not only on science, but also on art and literature by tradition and authority.

(c) Another important feature in the social conditions that made the Renaissance possible was the rise to importance of the individual. In the Middle Ages the unit of society was the family, the guild, or the corporation; rights and responsibilities were collective, not individual. The group was responsible for each of its members; it protected his rights, it assumed his responsibilities. A man was important as an individual only when he held some office, such as emperor, king or bishop. The break-up of the Feudal System brought about a great social upheaval in which the bonds of authority were loosened, and the individual emerged from his long tutelage to come into his own at the Renaissance. Comparative tranquillity and material comfort had by this time succeeded to the discord and rough living of the Feudal Age—and the stage was set for progress.

(d) Powerful national states under strong monarchies were arising in Western Europe. Universal dominion in secular matters was now beyond the range of possibility; universal dominion in ecclesiastical matters was seriously compromised by the hold that the new monarchs obtained on the clergy of their respective states. Authority was in process of sub-division, and was as a consequence unable to speak with the same finality as before; for new interests had arisen and must be considered. And the weakening of authority made possible the Renaissance.

(e) The famous taking of Constantinople by the Turks in 1453, which put an end to the Greek Empire, had sent Greek scholars wandering over the world and shipped west into Italy a glorious cargo of looted manuscripts and sculptures, which were to be a great factor in the acceleration of the Renaissance movement.

(f) But the Renaissance could never have been the true Renaissance, the

spread of knowledge among the many, had not the art of printing been discovered. In a day when the dissemination of literature depended on copyists of manuscripts, even though there were hundreds of them, ideas were bound to remain in the possession of the few. The printing press of Gutenberg—the inventor of the art—set up in Mayence (1450); that of William Caxton in London (1474); the great Aldine Press in Venice (1494), and the House of Plantin in Antwerp (1549), began a new era for the world.

Forerunners of the Renaissance

The Renaissance is the bridge between medieval and modern times. The forerunners of the movement must therefore be sought in the Middle Ages. But before passing on to their enumeration, it will be well to note one or two points that are frequently overlooked in dealing with this period.

The dates commonly assigned to the Middle Ages are 462 A.D.—1453 A.D. The intervening years are by common consent allowed to have been a wholly dead and dark period. But as modern historical research throws more and more light on this period, the commonly accepted view of it requires more and more modification. We no longer think of it as an abyss of gloom separating the twin peaks of ancient and modern times; we rather conceive of it as including a somewhat abrupt descent from the first peak followed by a long gradual ascent which imperceptibly merges in the second peak. There is no abrupt end to the Middle Ages. The period was given one by the scholars and artists of the Renaissance who wished to glorify themselves at the expense of their predecessors; and their view has been followed by most historians. If a limit must be placed to the Middle Ages, it would be better to put it in the 10th or 11th centuries, so that the busy life of the 12th century would fall outside the limits of this traditionally dead and dark period. The 12th century—the century of Henry II, Louis VI, Frederick Barbarossa and Abelard; of the growth of free and independent cities in Flanders and Lombardy; of the growth of

guilds, and extension of commerce; of the beginnings of the vernacular literature of *trouvere* and *troubadour*; of the creation of Gothic art; of trial by jury and supremacy of royal justice—contained much that was neither dull nor lifeless.

The object of the foregoing paragraph is to insist that from the twelfth century onwards we find a revival of interest in the things of the mind; in literature, art, religion, philosophy and political theory. And we meet many forerunners of the Renaissance in these years.

There were to begin with all the heretics, who, though they made no permanent contribution to enlightenment, yet made breaches in the solid rampart of authority that barred progress. Prominent among them were the Breton scholar, Abelard (1079-1142), and the Arabian free-thinker Averroes of Sicily (1120-1198). Averroes tried to restore the true text of Aristotle, so mutilated to serve their own ends by theologians. His great patron was the Emperor Frederick II, the arch-heretic, the friend of heretics and artists, who initiated a brief but premature Renaissance at his court in Sicily. To him is attributed a saying, common in the thirteenth century, that the world had been deceived by three impostors, Moses, Christ, and Mohammed.

After his day the names come more quickly, first in literature and art, and afterwards in thought. The *Divina Commedia* of Dante (1265-1321) revealed behind its medieval theology the mind of an individual cut after no pattern; and in that colossal work and in the *Vita Nuova* he built up the national language—always the first step towards emancipation. Giotto in painting, Pisano in sculpture, no less than Dante burst the bonds of tradition and replaced monastic symbolism by nature.

They were followed throughout the fourteenth century by an unbroken dynasty whose names, little known to the average man, are of first class importance in the development of art and literature. In thought, St. Francis (1182-1226), wandered as wide as

Wycliffe (1324-1384) from the beaten track, each in his way obeying natural instinct; and the Franciscan friar and born free-thinker, Roger Bacon (1214-1292), turning his mind to physical science, made discoveries several centuries too early, and was imprisoned by Franciscan monks for having done so. Literature was a safer field, and literature did not lie fallow after Dante. He was succeeded by Petrarch (1304-1374) and Boccaccio (1313-1375), two complete men of the Renaissance before their time; Petrarch, almost the first collector and the loving student of Latin manuscripts, the Christian who adored the pagan thinkers; Boccaccio, the lover of beauty in all its forms, whose marvellous sylvan scenes foreshadow the painting of the Renaissance. At the same time, Chaucer (1328-1400) was singing in England, running tilt against hypocrisy and asceticism, striking blows for the "trouthe" that "shal delivere"; and Langland, in his *Vision of Piers Plowman*, was sending out a cry for sincerity and equality.

And while England and France were slowly recovering from the awful havoc of the Hundred Years' War, the Renaissance bore a magnificent harvest in Italy.

The Renaissance in Italy

Art.—

The Italians were the "first sons of the Renaissance." More advanced social conditions, a greater supply of wealthy patrons, nearness to Constantinople, and the possession of a school of classical students since the days of Petrarch gave Italy a long lead over the rest of Western Europe.

In Italy the Renaissance was mainly artistic, and led to a magnificent outburst of painting and sculpture under the patronage of the Pope and artist-princes like the Medicis of Florence, the Sforzas of Milan, and the Estes of Ferrara. Out of a crowd of Italian painters and sculptors of the highest rank, the verdict of time has awarded the palm to three supreme artists, Leonardo da Vinci, Raphael and Michael Angelo.

Da Vinci was a typical example of

the many-sided activities of a complete man of the Renaissance. He was at once immortal painter, great sculptor, poet, musician, instrument maker, thinker, engineer, man of science, prophet of modern methods and inventions; an artist who conceived of art as a vocation harder than that of any monk. He was vividly interested in everything and to him nothing was dull by unreality and shibboleths. "Everyone who in discussion relies upon authority uses not his understanding but his memory," said Leonardo. And in this saying we see the germ of the new spirit. Da Vinci was the apostle of the intellect, and he delighted to express its subtleties on canvas. To the world's great loss very little of his work—a bare half-dozen paintings—remains. Perhaps his best known picture is the *Mona Lisa* (in the Louvre), whose enigmatic smile has haunted art-lovers for centuries.

Raphael is the apostle of taste. He knew neither care nor struggle; and his art, devoid of these elements, remained, like his life, devoid also of the enriching contrast which is so interesting to posterity. He lived like a prince, and never, we hear, went out without some "fifty painters" at his heels. He is supreme in decoration and in portrait painting. His aim was to create beauty; to take the human form he knew so well and idealize it. His work attests his unique success.

Michael Angelo set the final seal on the Renaissance movement in Italy. He is best known by his sculpture and architecture, but he was also a painter of the first rank. He brought to bear on his work a profound knowledge of and admiration for the human form, gained from 12 years work in dissection. He led a stormy life, and this influenced his work. He first brought into art the element of struggle and sorrow, and feeling came first with him as did intellect with Da Vinci. The grandeur of his imagination, his supreme artistic skill, the purity of his life, his wide sympathies and generous nature make him the finest figure of the movement in Italy. His best known works are his statues of David and

Moses, the Medici tombs at Florence, the dome of St. Peter's, and, among his paintings, his wonderful "Last Judgment."

The masterpieces of the Renaissance differ from the productions of the Middle Ages in that they are permanently natural and strictly human. They present a spontaneous revelation of the beauty of the world and man, without side thoughts for piety and erudition; and are inspired by pure delight in loveliness and harmony for their own sakes. Their glory will last for all time, even though we may admit that, compared with the purer classic forms, Raphael's Madonnas are at times a shade too placid, and Michael Angelo's figures a shade too tense.

Literature.—

There are few outstanding figures in the field of literature. Much attention was given to classical research, and countless Latin treatises appeared, of no great merit in themselves, but important as placing the recovered knowledge of Greece and Rome beyond the possibility of destruction. In the direct line of descent from Petrarch and Boccaccio we find Lorenzo de Medici, prince of Florence, the first of the real poets of the Renaissance period in Italy. But the victor's laurels were reserved for Ariosto, whose Orlando Furioso is considered the purest and most perfect example of Renaissance poetry. He wrote absolutely modern verse—modern in the sense of having absorbed the stores of classical learning, and reproduced these treasures in forms of simple natural native beauty. Truth and beauty were the deities of the new verse as of the new art.

Science and Philosophy.—

In science and philosophy similar important changes were wrought. Scientific instruments were invented and experiments carried on. Anatomy began to be studied, and Titian (who with Da Vinci, Raphael, Velasquez, Rubens and Rembrandt is reckoned one of the six greatest painters of the world), illustrated an epoch-making text-book in this subject by Vesalius. All the great painters and sculptors were necessarily great anatomists. At

the same time the texts of ancient authors supplied hints which led to discoveries so far-reaching in their effects as those of Copernicus, Columbus and Galileo. It is hardly necessary to note that Copernicus discovered the true laws governing the motions of the earth, and Galileo confirmed his discovery.

Criticism.—

Humanism was at first uncritical. It merely absorbed the relics of antiquity without distinguishing between good and bad work. Yet in time it led through analysis to criticism. Criticism was applied first to literature and then to law. It soon turned its attention to ecclesiastical tradition and historical documents; and it was now that the famous "donation of Constantine," on which were based the Papal claims to temporal power, was pronounced a forgery. The same critical spirit, working on the materials of history, produced the new science of politics, the honours of which belong to Machiavelli (1469-1527). In his book, *The Prince*, he analyses man considered as a political being, and sets forth the conclusion that any crime committed for "reason of state" is justifiable. His ideal is the notorious Cesare Borgia, the most accomplished murderer of the day; for Machiavelli was prepared to use any means to bring about the consummation he so ardently desired—the unification of Italy. His conclusions raised a storm of indignant protest; but he had many disciples among the absolute rulers of the period, Catherine de Medici being perhaps the most illustrious of them.

Education.—

What has come to be called a classical education was the immediate product of the Italian Renaissance. The universities of Italy gave themselves up to the study of the classics and that many-sided group of subjects for which the classics furnish materials, e.g. history, law, science, the art of war, civic institutions, etc. Wealthy patrons of the movement founded schools which employed methods almost precisely those in use in the great public schools and universities of England today.

Modern reverence for the educational methods of the Humanists sits oddly on races that have long since outgrown the conceptions of the Renaissance period in almost all the vital issues of life—in religion, philosophy, morals, politics, and social relations.

Social effects of the Renaissance.—

The Humanist movement raised the level of culture. The gentleman of the day must have the rudiments of scholarship, and be well-versed in the use of language, interested in art, an adept in physical exercises, and courteous in bearing. But there was a bad side to it; the passing of the old standards of life and the absence of new standards gave scope for the exercise of the grossest passions. Italian society, unexampled in its refinement, was unexampled also in its violence, crimes, and lusts. A succession of worldly pontiffs brought the church into flagrant discord with the principles of Christianity. Political honesty disappeared from the land, and the Italians became incapable of action or resistance. Italy became the battle-ground for French, German and Spanish forces, and the union of which Machiavelli had dreamed was postponed for centuries.

The Renaissance in Spain

In Spain, painting grew from a homely stock until the work of Velasquez showed that he was the equal of the Italian masters; indeed, by many competent critics he is considered the greatest painter of all time. In literature Spain can boast the glory of Cervantes, one of the supreme exponents of the Renaissance. His monumental work, *Don Quixote*, laughed the affectations of decadent chivalry out of existence, and gave a glowing picture of a noble nation emerging in youthful strength from the shackles of the Middle Ages. In drama, the Spaniards Calderon and the prolific Lope de Vega produced work that was surpassed only by three or four best English dramatists.

Spain and Portugal also represent the element of discovery and exploration in the history of the Renaissance. The discoveries of Diaz, da Gama, Col-

umbus and Magellan; the exploits of Cortez and Pizarro, brought a new world to the knowledge of mankind, and wrought profound changes in the old. Among these latter may be numbered the decline of Italy; the rise of the Atlantic states; the substitution of the Atlantic for the Mediterranean as the world's great commercial highway; struggles for colonies; Anglo-Saxon expansion.

But Spain's glory was short-lived. Thought and action both disappeared under the tyranny of her inquisition and her despotic rulers, and she entered upon a long period of stagnation.

The Northern Renaissance

The Renaissance, which was a thing of beauty in Italy, became a thing of power beyond the Alps. In Italy it produced a new-born art; in Northern Europe, a new-born religion, a great school of poetry, and a drama the greatest the world had seen since the days of Greece. The religion was the offspring of Germany; the drama and poetry that of England.

Germany.—

In Germany the movement was almost wholly intellectual. It seemed that the colder northern temperament was unfavourable to the development of a great school of art. Albrecht Durer is the only artist of the first rank, and great controversy rages as to his rightful position in the scale. His art is profoundly religious and wholly typical of the Reformation. His earnestness, piety and mysticism are patent in all his works. They are utterly devoid of the pagan spirit of Italian art; and they are without its spontaneous revelation of beauty.

Many famous scholars arose, for the ground had been prepared by an educational revival under Thomas a Kempis (1380-1471), the famous scholar-mystic, and author of the "Imitation of Christ." Erasmus may properly be regarded as a product of this revival, since his genius was first recognized in his schoolboy days by a disciple of Thomas. Erasmus, with Reuchlin and Von Hutten, the leading German Humanists of the day, used their great

gifts to draw attention to the abuses of the day. Their merciless satire was mainly directed at the Church, and in this way they cleared the ground for the constructive work of Luther. Indeed, the Reformation is the form taken by the Humanist movement in Germany. It is beyond the scope of this paper to attempt to deal, however briefly, with the Reformation, except in so far as the spirit of this movement was at variance with the spirit of the Renaissance. In this connection one point must be noted: the Reformation did not secure for the individual the right to decide for himself what form his religion should take. It is true that the Protestants based their religion on the Bible; but it was the Bible according to Luther or according to Calvin. Intellectual freedom in religious matters had yet to be won—and the victory was not to be achieved for almost three centuries.

Luther was medieval in his championship of orthodoxy; medieval, too, in his belief in witchcraft and in the supernatural causation of disease; but he was a thorough Humanist in his patient search for truth, his magnificent creative ability, and in his vigorous, homely, straightforward writings in the vernacular of his native land.

The scholar of the Reformation was Melanethon, professor of Greek at Luther's university (Wittenberg), and hailed by Erasmus as the rising light of classical learning. He was the author of the Augsburg Confession, but he lacked the force of character possessed by his leader.

France.—

In France no school of painting arose until the following century, although the connection with Italy was very close. Architecture flourished, and the many beautiful palaces and chateaux of the period combine classic grace with the essentially French qualities of logic, precision and cheerfulness.

In literature France produced a gigantic figure: Rabelais. He was master of almost all the knowledge of his day. He had the judgment of a philosopher, and the common-sense of a man of the world. He had the imagin-

ation of a poet, and the insight of a wizard. He missed no characteristic of his time, but turned the shafts of his splendid good-humored satire on everybody and everything. Life, in all its aspects, was his theme, and he was serious only about God and Truth. As an exponent of the Renaissance spirit he ranks with Shakespeare, Cervantes and Ariosto.

The other great name in literature is Montaigne (1533-92), the first essayist, and the first critic who upon any large scale applied criticism to life.

England.—

We are here on more familiar ground, and only the briefest of outlines will be attempted. The Renaissance in England was at its height in Elizabeth's reign, for the troubled reigns of Edward VI and Mary soon closed the movement adorned by the splendid figures of More and Colet, the bosom friends of Erasmus.

In England there was no painting, no sculpture. On the other hand, Englishmen could boast a poetry, a drama, a prose unrivalled by any nation then or afterwards—of a sudden splendour and fertility that can only be compared to the outburst of art in Italy.

In music also great things were done. Byrd, Tallis, and John Bull composed church music that is still in use. Yet the glory of the musicians paled before that of literature.

In the field of scholarship, Chapman's Homer, North's Plutarch, and Phaer's Vergil still hold their ground by virtue of their literary excellence. Of the poets, dramatists, prose writers, and theologians, many belong to all time. Shakespeare is in a class by himself both as dramatist and poet. But around him is gathered a group of men who in any other age would have won immortal fame. Some of them, indeed, may fairly be considered to have achieved that pinnacle in spite of Shakespeare's all-prevading genius. Spenser's starry poetry is unique in its beauty of thought and richness of language. Bishop Hooker wrote a defence of the Anglican Church, the "Ecclesiastical Polity," which is a model of all that is finest in prose-writing. Surrey

and Wyatt introduced the English sonnet; Sidney and Shakespeare perfected it. Some of the world's finest love poetry was now also written.

The list must close with the name of the great philosopher, Bacon, who revolutionized the methods of scientific thinking by his "Novum Organum." His method is familiar to all of us; we call it induction. He is a thorough Humanist, particularly in taking "all knowledge" for his province.

The Netherlands.—

The supreme figure here is Erasmus, the greatest scholar and finest critic of the age, whose satire penetrated the joints of the Church's armour, and made possible Luther's work (for the Reformation was primarily a revolt against ecclesiastical abuses). It is the undying glory of Erasmus that he popularised the Bible. In 1516 he published, with accompanying comments, a translation of the gospels whose literary merit made a profound impression on a public accustomed to chanted gospels. In religion he aimed like More and Colet at the revival of Christ's Christianity, but he did not follow Luther in his separation from the Roman Catholic Church.

Two great schools of painting grew up, the Dutch and the Flemish, in the period after the close of the Dutch War of Independence. Each school produced one supreme artist who ranks among the world's best painters: Rembrandt, who achieved marvellous effects in light and shadow; and Rubens, the apostle of the power and the joy of the flesh.

The Aftermath of the Renaissance.—

From the time of the Renaissance forward, two parties wrestled for supremacy in Europe, to which may be given the familiar names of Liberalism and Conservatism, the party of progress, and the party of established institutions. The triumph of the former was most signal among the Teutonic peoples. The Latin races, championed by Spain and supported by the Papacy, fought the battle of the latter, and succeeded for a time in rolling back the tide of revolutionary conquest. Meanwhile that liberal culture which had been created for Europe by the Italians continued to spread, although it was stifled in Italy and Spain, retarded in France and the Low Countries, well-nigh extirpated by wars in Germany, and diverted from its course in England by the counter-movement of Puritanism. But, in spite of retardation and retrogression, the old ideas slowly gave place to the new. Science won firm standing-ground; political liberty struggled into life; thought became emancipated. And this was in the nature of things. If it had not been, the Renaissance or re-birth of Europe would be a term without a meaning.

G. J. R.

Authorities:

*Encyclopaedia Brit. "Renaissance": J. A. Symonds.

*Renaissance—Edith Siehel (Home Univ. Series).

History of Freedom of Thought—Bury (Home Univ. Series).

World's Leading Painters—G. B. Rose.

Biographies of great men of period.

Lectures on Art—Taine.

School News

Normal Schools

The following item will be of interest to teachers of Saskatchewan:

13. Normal School Session.—For the information of teachers and students

the department announces that after July 1, 1919, all applicants for admission to any session of the Normal School must hold at least First or Second Class teachers' diplomas or

equivalent standing. The session will be divided into two terms of fifteen and eighteen weeks respectively. Students who complete the fifteen weeks' course and wish to engage in teaching will be granted Third Class certificates valid for three years; and on completing at least one year's experience in teaching will be permitted to complete the course for a Second or First Class certificate by taking the eighteen weeks' additional training. Those who complete the thirty-three weeks' course will be granted First or Second Class certificates.

Teachers who hold Third Class certificates and have had at least one year's experience in teaching, and who hold Second or First Class academic standing, will be permitted to enter upon the Second or First Class session of the Normal School in January, 1920, and to complete their standing for Second or First Class certificates by

taking the eighteen weeks' course at the Normal School as heretofore.

By reason of the fact that the First and Second Class sessions of the Normal School opening in January, 1919, will be the last short session for the training of teachers for First and Second Class certificates it has been decided to allow any student who now holds a First or Second Class diploma or equivalent standing to enter these sessions provided that female applicants are at least seventeen years of age and male applicants at least eighteen years of age.

Morden mourns the loss of H. M. McConnell, a prominent barrister and member of the school board for many years. He succumbed to Spanish influenza. Deceased was a brother of Dr. B. J. McConnell, coroner. He was 49 years of age.

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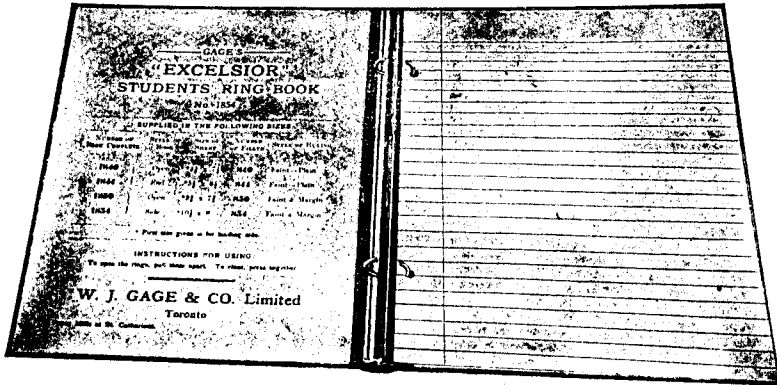
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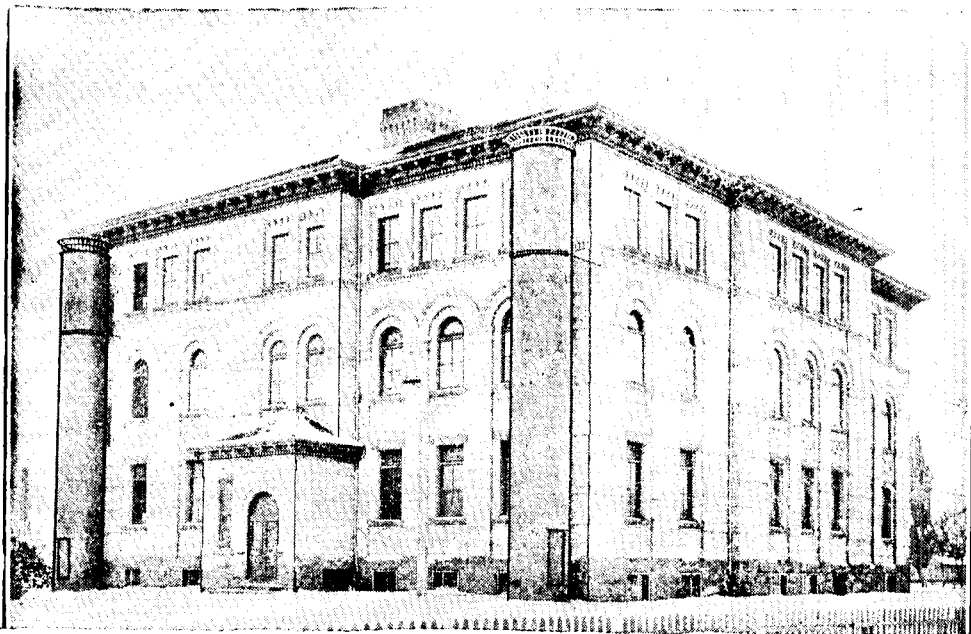
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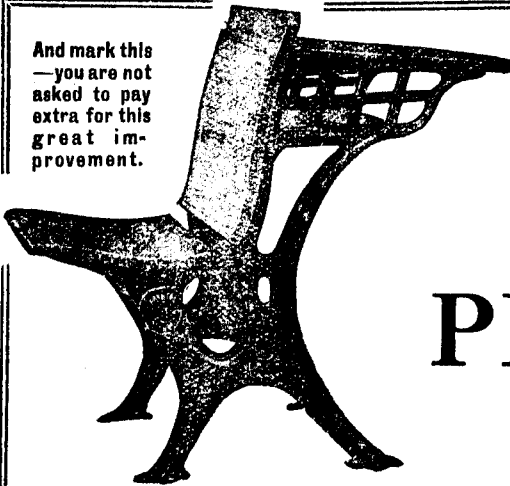
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