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The Bulletin of the Manitoba Trustees' Association

MY GARDEN

A Garden is a lovesome thing, God wot!
Rose plot
Fringed pool,
Ferned grot—
The veriest school
Of peace; and yet the fool
Contentends that God is not—
Not God! in gardens! when the eve is cool?
Nay, but I have a sign;
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Thomas Edward Brown.

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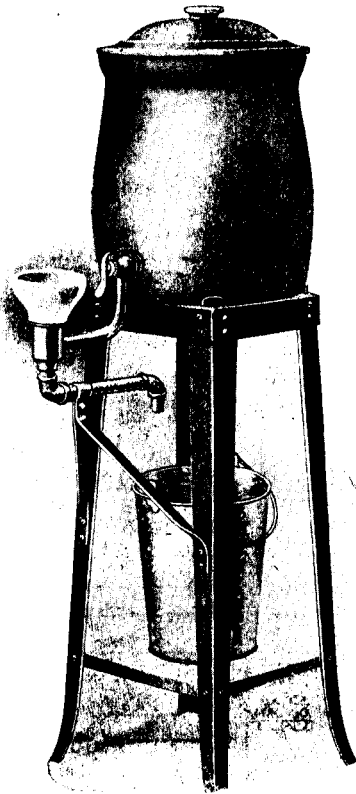
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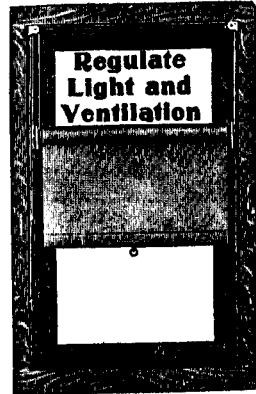


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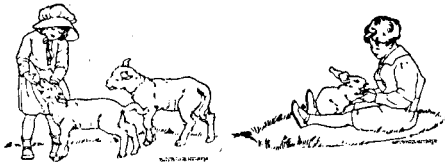
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An Empire Day Message

From His Honor the Lieutenant-Governor to the Teachers and Pupils in
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Let us have this consciousness and pride that Canada is a member of the British Empire but more important than that is a nation all our own, immature a few years ago but now a developed youth. Tested in the great war it passed out of pupilage and received from the world its diploma as a nation. What a testing that was. The Huns and their associates threatened with destruction the life and rights and hopes of the whole British family, every member of which rose mightily in its defence. Spirited and resolute, Canada selected and equipped 400,000 of its willing heroic sons. With faultless valour they fought victoriously from Ypres to Mons and crowned their country's name with fadeless glory. Convinced of Canada's fine spirit, self sacrifice and invaluable service in helping to defeat their common enemies of truth and right, our great allies without reserve accorded it a seat at the Peace Conference, where only nations sit, and will not ask it to be bound by any league of peace to which it does not sign its name. Then as never before that name will be heroic. Canada thus assumes the dignity and responsibility of an independent state. In our ambitious thought to what will we liken our young independent Canada? After what ideal will we fashion it? for we have the power to turn into reality the noblest ideal of our national dreams by developing in ourselves the qualities and virtues of that ideal. Let us think of young Canada then in form beautiful and strong as the Grecian Belvedere Apollo or the Athene of Phidias, and endowed with at least these five characteristics and attributes:—

1. God fearing. Solomon the wise said "Fear God and keep His Com-

mandments, for this is the whole duty of man." The Huns did not, neither do the Bolsheviks. Behold the result—the awful wreckage of those peoples.

2. Just and helpful and kindly to others. The central powers did not love their neighbors as themselves, but in haughty pride and selfishness and wanton cruelty made war upon them. They forgot that Love is the fulfilling of the law. They forgot the law of retribution "with what measure ye mete it shall be measured to you again." The rock of truth fell on them and ground them to powder.

3. Strong and healthful. An old Greek writer says "Without health life is not life, life is lifeless." But a wiser man than he, Solomon, gives a prescription in the 4th Chapter of Proverbs which we should study, whereby young people can find "health to all their flesh" and many other desirable things.

4. The knowledge how to thoroughly do useful things, how best to serve.

5. Diligence. "Seest thou a man diligent in his business? He shall stand before kings, he shall not stand before mean men."

In beauty and strength, in righteousness and wisdom, in usefulness and energy let this youth stand among the greatest nations as their peer. To the extent to which each citizen possesses those five noble traits, to that extent will they pass into the life of our young and much loved Canada. Only in this way will our ideal nation become a living reality.

J. A. M. Aikins.

Winnipeg, 12th April, 1919.

AN EMPIRE DAY MESSAGE

General H. D. B. Ketchen, O.C. Military District 10.

In presenting a message to the School Children of Manitoba in the special Empire Day issue of *The Western School Journal*, I gladly take the opportunity so kindly given me through the courtesy of the Editor, to lay before them a brief summary of the burden borne by the British Empire in the great world war, which has recently been brought to a victorious conclusion, and what the results so gained mean to them,—to their country, and to their future as Canadian citizens of the Empire.

When the great world struggle first broke out, the British Nation was really quite unprepared for War, but being bound in Honour through having given its word to stand by France, in case of need, the British Empire did not hesitate to keep its word and to take its place on the side of liberty and right.

The pledge which England had given was to supply 100,000 soldiers to help the French and to use the British Navy to hold the Seas. During the 4½ years of War, however, Great Britain supplied six and a half million men on land and sea, and the rest of the Empire added nearly 2½ millions more. Over eight and a half millions instead of just 100,000. What the British Empire has done, has been no surprise to any one who knew and understood British History and British Character. The part our Empire has played in this the greatest war in the History of the world, will forever stand as an undying tribute to the honour and integrity of the people of our Empire, which fought in order that freedom and liberty might live, in order that our civilization might be perpetuated and in order that our christian faith might be purified and embodied by the sacrifices that have been made.

Our contribution to the cause has indeed been worthy of such an Empire as ours. The British Navy kept the Seas free throughout for the Commerce and Troopships of the Allied world. It kept the German Navy effectively in check from the very start of the War, as well as disposing of all German

Naval Stations throughout the world. British ships carried food, munitions and coal to the Italians as well as to the French. When the United States entered the War, more than half their Troops were transported in British Ships to France and the British Navy escorted them across the Sea.

British Troops have also fought in every one of the many theatres of the War. In Egypt, in Russia, in Mesopotamia, in Salonica, in Africa, in Italy, as well as on the Western front in France and Belgium.

The British Empire financed all the Allied Nations, until the United States joined the Allies. Besides this the Industries of the British Empire kept the Allies supplied with all the many vital necessities required, and it was directly owing to the dogged courage and great resources of the British Empire, that the fighting spirit and morale of the Allies was sustained during the most critical periods of the War. Our soldiers, our sailors, our merchant Seamen, our airmen, our doctors, and our nurses, our fellow countrymen and women, enlisted in every Department of War work, from all quarters of the Globe, and by their ceaseless energy and unbounded sacrifice, undoubtedly did a very great deal towards ensuring the final Victory of the Allies, for by their united efforts and by their unextinguishable faith in their cause, the struggle was maintained to the victorious end.

For all of this the Empire has paid deeply. The price in life and suffering has indeed been heavy. There are thousands of sorrowing men and women in our land, but there is not a single one of them who has been heard to regret that their men died for the cause for which they fought, but on the contrary they recall with pride the cause for which their men went down, and in their sorrow they are proud of the service they and theirs have rendered in their Empire's cause.

The great lesson taught us by the War is undoubtedly that of "Unity",

the co-ordination of all without distinction to the Common cause. The War has given a new meaning and a new influence to the National Characteristics of the people of the British Empire, and a larger and deeper national patriotism has been born anew out of the great struggle.

This alone is today, and will in the future be, something "worth while" to the Empire as a whole.

Our own Dominion of Canada has done its share in the great struggle. Our men have fought and died nobly, establishing a glorious reputation for Canada and themselves on the Field of Honour, side by side with their brothers from every corner of the British Empire.

The reputation so gained, at such a great cost in the Field, will have to be zealously guarded and maintained by every citizen of Canada. It is and will be the bounden duty of our people to bear themselves in such a manner as to firmly establish and uphold for all time, the great principles for which their men have fought and for which Canada has so dearly paid.

This task does not only rest on the present generation of Canadians, it will fall also on the shoulders of those that are growing up, and who in time will become the future citizens of Canada.

The school children of Manitoba today, will soon be called on to take up the responsibilities of Citizenship and will be charged with the sacred duty of maintaining and furthering these

great principles. This duty will not be a light or easy one, it will entail much thought and work. It is therefore necessary even now for each one of you boys and girls, to prepare yourselves by studious endeavour to learn all you possibly can about the great Empire to which you belong, about its History and its traditions; the great position it holds today in the world and how it has gained this position. Even today as boys and girls at school, you are members of this Great Empire. The British Flag, the Union Jack, which flies above your schools, means as much to you as it has done to your fathers and mothers, and to theirs before them. It is honoured and loved by all true Britons, as the National Emblem of the United Empire, which stands for Justice, for Freedom, for Order and good Government.

In concluding, this Empire Day message to the School Children of Manitoba, I ask them one and all to pledge themselves, now, as well as when they are grown up, to always Fear God and Honour the King, and thus uphold the great heritage handed down to them by their fathers and mothers, by loyally and faithfully lending their hands, their minds and their hearts to the sacred duty of cherishing, guarding and maintaining first and foremost, the principles of true British citizenship in our land for all time to come. God Save the King.

H. D. B. Ketchen,
Brig.-General.

Winnipeg, 5th May, 1919.

THE HEROES

By such strange and wonderful ways
God would save His world again.
All our days are holy days,
Starry heroes all our men.

There's naught common or unclean
In this splendid new-made earth;
Hearts uplifted, eyes serene,
Grief goes gayer now than mirth.

Quietly in the sacred night
Tears must fall, O noble tears!
That are shed in the Lord's sight
And are only for His ears.

Who would mourn aloud for sons
Gorgeous in our firmament,
Starry constellations
In the way their fathers went?

The Western School Journal

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

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WINNIPEG, MAY 1919

No. 5

Editorial

The Convention

A full account of the proceedings at the Annual Convention will appear in the June issue of The Journal. In the meantime it is not out of place to refer to one or two of the outstanding features.

First of all, the President is to be complemented upon his skill in conducting the deliberations. Owing to the peculiar conditions which presented themselves he had many awkward problems to solve, but throughout he used great tact and wisdom.

Dr. Anderson's addresses were full of inspiration and they dealt with problems parallel to our own. It is gratifying to know that the authorities in Manitoba and Saskatchewan working independently have arrived at practically the same conclusions as to methods of educating the new Canadians. It is clear that if some of these, under unfortunate leadership, have been a menace to our national life, others have been a source of strength, a welcome addition to our population. Also is it true that in some cases they have been more sinned against than sinning.

The various addresses at the general and sectional meetings were of a high order, as will be even more apparent when the proceedings are published.

One incident of note during Convention week was the formation of a Teacher's Federation. It is too soon to speak of this in a definite way, since the objects have not been clearly stated, and we understand the conditions of membership not finally decided upon. It is hoped that the Federation will help teachers to get a better standing in the community. It will of course

keep in mind the fact that it is better to win a place in popular affection than to fight for it, to earn a good living rather than to get it by force. Higher reward for higher service is the ideal the profession should have in mind.

A Change Coming

And still these advertisements appear in the press—"Apply stating salary". They are a direct invitation to teachers to cut one another's throats. It is individual bargaining in its crudest form.

Well, the system is about to end. If in a short time we do not have collective bargaining it will be surprising. For this, those who for salaries will have to thank themselves.

And when collective bargaining is the rule there will be more for the trustees to do than to pay the salaries below which no teacher will serve. There are certain other conditions that will be imposed—caretaking, minimum equipment, teacher's residence, assured tenure of office, limited number of pupils to a teacher, and the like. All of these are reasonable requests and they are in the interests of children quite as much as in the interests of teachers. It is too bad that owing to the cheese-paring policy followed in many districts, the repeated requests for improved conditions have gone unheeded. What has been so long pleaded for will in all probability now be demanded by an organization able to enforce its demands.

Anyway, why should not teachers as a body make reasonable demands? It is a settled principle in modern life that workers are quite as able and as

worthy as employers to decide the conditions under which they shall work. It is more important to get improved conditions of work than it is to get increase of salary.

But increase in salary is important and something of a radical nature is necessary. As has been pointed out repeatedly men are excluded from the profession. The best a man can do in a village is to get a salary equal to that of a clerk in a grocery store. He cannot afford to marry and bring up a family, and as he must of necessity retire from active teaching service at fifty or sixty he can be assured of no provision for his old age. More than that, owing to the petty quarrels in school districts, it is impossible for even the best men to remain at one post for any time. The times demand a new order of things—a central school, a teachers' residence, a plot of ground, and a salary that will put the principal of the school on a financial footing equal to that of the ratepayers of the district. The proof that ladies' salaries have not kept pace with changes in cost of living needs no demon-

stration. No longer will a little increase do, an additional strawberry on the cake offered as a bribe. What is wanted is a new menu. Teachers must be fed.

But it is not to be thought that an increase in salaries' is the big thing. This should be one of the by-products of a new progressive policy in education. That policy should begin with an increase of fifty per cent. in the legislative appropriation for education. The Minister of Education should have a chance to effect the changes that are desirable. So in the end, it is the will of the people that must be changed, and only one thing is necessary to this—education. It is not a difficult thing to show any body of men that the most important asset in a nation is the young life. Yet many in practice go on an opposite theory. They allow their children to grow up in comparative ignorance, overlooking the fact that they are thus condemning them to be hewers of world and drawers of water, for such as are more thoroughly equipped. It is necessary to protect childhood from the neglect of parents.

Nothing can take the place of strong virile teaching in the classroom and laboratory. A state or nation can practise no more short-sighted or experience economy than to fail to pay a living wage to the men and women who teach its youth.

It is not possible to encourage promising scholars to enter upon the profession of teaching because salaries are so inadequate when compared with those paid in business and other professions.

President Burton,
University of Manitoba.

School children should not be taught music merely with the idea of making them musicians. They should be taught music so that as grocers, doctors, engineers, lawyers, mechanics, and house-wives they will in after years get the great joy out of music that Providence intended they should.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

AN EMPIRE DAY MESSAGE

From Honorable R. S. Thornton, Minister of Education.

The celebration of Empire Day this year should be an important event in all our schools, it being the first celebration held in time of peace after the close of the Great War.

In this year's pamphlet we are giving an account of the Manitoba lads who won the Victoria Cross for signal service on the field of action. The decoration of the Victoria Cross was instituted in 1856 by the late Queen Victoria, at the time of the Crimean War. It is a plain bronze Maltese Cross, made from the metal of guns captured in that war. It has the simple inscription, "FOR VALOR," and the records have these additional words, "in the face of the enemy." It is the most highly prized of all the decorations given for distinguished service.

The lads who by their heroic deeds, won this decoration were lads who sat on the benches or played on the grounds of the Manitoba schools—the one room school of the prairie, the high school of the country town, or the schools in the large cities. They achieved what

they did because they were possessed of the right spirit, and when duty called, they were not found wanting. While it was given to few to have the opportunity for such outstanding acts, the same spirit of devoted service animated the thousands of others who took part in the great struggle. Their story should be an inspiration to every boy and girl in Manitoba.

It is our fervent hope that the peoples of the world will not again be called on to pass through tribulation like that of the past four years of war, but Canada and Britain will require, in the period of peaceful industry, the same devoted and unselfish service from her citizens.

Our Canadian citizenship is more precious than ever before, bought as it has been by the long years of struggle, and by the lives of the lads who come not back. It is our privilege and responsibility to preserve our liberties, and pass them on in fullest measure, to the generations yet to come.

SUMMER SCHOOL FOR TEACHERS AT THE MANITOBA AGRICULTURAL COLLEGE

The Summer School for Teachers will be held this year at the Manitoba Agricultural College, and will open on Monday, July 7th, 1919. The course will last four weeks. Its purpose is two-fold. In the first place, it aims to give qualified teachers an opportunity of preparing themselves to

carry on with the modernized curriculum. To this end classes are arranged in basketry, woodwork, blacksmithing, household art and domestic science.

In the second place, the Summer School aims to make possible the better teaching of what one might call the

old-fashioned subjects, and courses will be arranged in history, geography, nature study, music and drawing. Attention will also be given to social and playground activities, to boys' and girls' clubs, and to physical training. Special courses will also be provided in French, for teachers of that subject in our high schools; in physics and chemistry, for intermediate school principals; in child welfare and home nursing, and in the teaching of English in non-English communities. This last-mentioned course will be conducted in the Stratheona School, as it is impossible to provide practice classes at the Agricultural College. The course in child welfare and home nursing, including first aid, will be arranged by Dr. M. Stuart Fraser, of the Provincial Board of Health.

The courses offered will include the following:

- (a) Practical Arts—
Basketetry, Woodwork, Blacksmithing, Industrial Drawing, Dressmaking, Millinery, Domestic Science.
- (b) Old Line Subjects—
History, Geography, Nature Study, Drawing.
- (c) Social and Playground Work (including), Boys' and Girls' Club Work.
- (d) Physical Training.
- (e) Singing.
- (f) French (for teachers in secondary schools)—3 weeks (July 21st to August 8th).
- (g) Physics and Chemistry (for intermediate school principals)—July 21st to August 1st.
- (h) Child Welfare and Home Nursing, including first aid.

- (i) Special Course for Teachers in Non-English Communities.

The work, excepting the last-named course, will be carried on in the Manitoba Agricultural College, where provision will be made for all students to live in residence. This will make possible the development of the social aspects of the work to a degree not hitherto practicable. Board and lodging will be provided at the flat rate of \$5.00 per week. Each student must bring her own towels. The College is situated in a delightful locality, on the banks of the Red River, which renders it a particularly attractive spot during the summer months.

A special course for teachers in non-English communities will be conducted by Mr. W. J. Sisler, in the Stratheona School. Two courses, a junior and a senior, will be offered, the junior course opening on July 7th, and closing on the 18th, and the advanced opening July 21st, and closing August 1st. Those who have completed a satisfactory junior course, and are desirous of taking the advanced course, may continue the work.

The Department of Education will pay return railway fare and necessary livery hire for all students of the summer school. Return tickets, good for one month, should be purchased, and receipt taken for the money paid. Any expenditure for livery, etc., must be vouchered, i.e., receipt must be taken, and this forwarded, together with account.

Return this form to the Department of Education before June 1st, marking the courses you desire to take.

REDUCTIONS IN MATHEMATICS IN GRADE XII FOR 1919 EXAMINATIONS

Algebra

- (a) Binomial Theorem as applied to negative and fractional indices. Sections 368, 369, 370 and examples 16-33, Page 339.
- (b) Miscellaneous Equations, Chapter 42.
- (c) Graphs after page 385.

Analytical Geometry

- (a) Reduction of General Equation $Ax + By + C = 0$ to the standard forms. Section 23.
- (b) Section 26. To find the distance from a given point to a given straight line estimated in a given direction.

(c) Pages (95-105) on poles and polars and a few other difficult theorems.

Trigonometry

Section 57 of Chapter VII.

P. 121. Ex. XIIe.

P. 136 Ex. XIIIId.

Chapter XIV on the pure theory of logarithms, which work is covered in the Algebra.

Chapter XV except in so far as it is necessary to the solution of triangles with logarithms.

Sections 193, 194, 195, 196, 197 and Ex. 16 (f) on the subsidiary angle.

Examples 17b, 17c, of P.190-196.

KEY TO CRAWFORD'S ALGEBRA

A key to the present text in Algebra by Crawford has been prepared by the publishers, the MacMillan Company, of Canada, Limited, Toronto.

The retail price is \$2.00. It will be sold only to teachers and may be had direct from the publishers.

School News

During the month of March the pupils of the Winnipeg Schools purchased thrift stamps to the amount of about \$6,000.00. The average per pupil being about thirty cents. The purchases during April were slightly lower.

Plumas School keeps itself to the front in the local press. The last issue gives a good account of organized play.

Beginning with the coming Summer Quarter, the University of Chicago will open a French House for advanced has been made possible through the liberality of friends of the University and a contribution of books and journals by the French government. The French House will be located on Woodlawn Avenue near Ida Noves Hall and will be administered as a University dormitory and club under the supervision of a French directrice.

French will be the language of the House, and an opportunity will thus be given for those somewhat proficient in

the language to perfect their knowledge of practical French outside the classroom. It is the desire of the University to make the foundation especially serviceable to such students as wish to teach French.

Three hundred and fifty women took part in the election of the executive council of the new Federation of University Women just organized at the University of Chicago to succeed the Woman Students Training Corps, which had been formed for war work and the promotion of good citizenship. The new Federation has as its fundamental idea the putting into efficient form of the spirit of friendliness and co-operation which was awakened by the common necessity for action during the war. The desire of the women in the federation is to co-operate in every way with the purposes of the University, which has shown its confidence in the movement by undertaking to finance it for the first year of its existence.

DEPARTMENT OF EDUCATION TIME-TABLE—EXAMINATIONS, 1919

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

DATE	HOURS OF EXAMINATION	GRADE IX	GRADE X	GRADE XI	GRADE XII
Monday June 23rd	9.00—12.00 14.00—17.00	Elementary Science (9.00—11.00) Drawing (14.00—16.00)	— —	History Latin Grammar	Poet. Lit. A. Poet. Lit. B.
Tuesday June 24th	9.00—12.00 14.00—17.00	Geography Can. History and Civics	— —	Literature French Literature (Teachers' Option)	Hist. of Eng. Literature Composition
Wednesday June 25th	9.00—12.00 14.00—17.00	— —	Music (9.00—11.00) Botany Writing (9.00—9.30) Spelling (9.30—10.30) Br. History	Latin Authors Chemistry	Rhet. and Prose Literature Physics
Thursday June 26th	9.00—12.00	—	—	Physics	Physics
Friday June 27th	9.00—12.00 14.00—17.00	— —	Arithmetic Grammar	— —	Geometry Add. English A. (French Literature A.)
Monday June 30th	9.00—12.00 14.00—17.00	— —	— —	Algebra Composition	Algebra Add. English B. (French Literature B.)
Tuesday July 1st	9.00—12.00 14.00—17.00	— —	— —	{ German Grammar Greek Grammar Icelandic Grammar Swedish Grammar German Authors Greek Authors Icelandic Authors Swedish Authors	— —
Wednesday July 2nd	9.00—12.00 14.00—17.00	— —	— —	Geometry French Grammar	Trigonometry History
Thursday July 3rd	—	—	—	French Authors	—

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

(Prepared and Edited by the Trustees of Manitoba.)

Trustees' Bulletin

THE ONE-ROOMED SCHOOL

Gilbert Plains,
March 24th, 1919.

The Editor,
Western School Journal,
Winnipeg.

Dear Sir,—

In your last issue there was an article by Inspector Best praising up the one room ungraded school house, the little Red school, famous in poetry and imagination but never famous in any other respect.

The one room ungraded school is as much out of date today as a scythe or sickle would be in this country to harvest any hay or grain crops, it is a back number, as a matter of fact should never have had a footing even in Manitoba. With some few exception possibly, our legislators through absence of initiative or may be brains, in the early days simply copied the Ontario act, the latter practically copied the New England system. So here we are with a School act of course with many amendments—hard to keep track of—originally introduced for conditions totally different to those existing in Manitoba today, and yet we hang on to them and even find 20th century educationalists singing their praises.

In 1915 there were nearly 1400 one room ungraded schools in this province, to take care of about 44,000 children of school age. The average attendance in these schools was about 50 per cent. and about half this attendance was in grades one to four gradually dwindling down to one per school in grade seven, or say, an average of one per school per year as far as Entrance. The figures for 1916 were about the same and I have no reason to expect any change in the last two years. The cost of running these ungraded schools is in the

neighborhood of one and a quarter million dollars annually nearly all contributed by the ratepayers. The government grant is a flea bite in proportion.

These are the cold facts. I say with these staring us in the face, are we not due for some kind of a change? We are not getting anywhere, all this sentimental stuff about the little ones enjoying their little walks of two and three miles catching butterflies, hunting birds nests and getting in close touch with nature is so much "guff." Our slogan should be **every** child as far as Entrance, and never rest satisfied until we arrive at that goal anyway.

Now what are we going to do about it? There are two ways out. Municipal school boards and Consolidations. I like the former as it covers a designated district and does not encroach on others rights or districts. Is it not reasonable to suppose that one board, of say, seven members, picked from different parts of the municipality would have more interest and give more attention to school matters than 72 trustees—we have that number in our municipality—it would I am persuaded work out into graded schools from the start as any ordinary business man would not stand for some of the ungraded schools a moment longer than is absolutely necessary, and the children living more than one mile from school would be driven. The injustice of children having to walk two and three miles and their parents paying same taxation as those within a stone's throw of the school always appealed to me as due for a change. There is no equity in a deal of this kind apart from any other reason.

A graded school should be in the country. Make it a community centre, erect a roomy teacher's residence on the grounds for the principal, and let it be part of latter's duty to board the other teachers. A change of this nature, I am suggesting, would cut out many of the trials and troubles of country and even village trustees. It would revolutionize the country districts, there would be none of this mov-

ing to town to give the children an education, a risk and an expense. We have got this far—the School act now authorizes the ratepayers and councils to go ahead—it is actually in the people's own hands now. Take hold my friends and go ahead, rest assured you cannot be worse. I am sure. The change will be as welcome as the sunlight.

John R. Dutton.

THE MUNICIPAL SCHOOL BOARD

The following editorial note and article appear in a bi-lingual paper published in Dauphin. It is interesting to note that these new Canadians are among the first to take this progressive action.

Three hundred years ago, when settlers first began to push their way into what was then the unexplored wilderness of North America, they soon found it necessary to provide education for their children. Accordingly the settled districts opened schools. Other folk arrived, went further up the river or further down the lake. They too built schools. But there was no plan, no settled policy about it all. The district school just happened. It was the product of the isolated settlement.

As settlement developed, men organized administrative units or municipalities. These municipalities built roads and bridges, improved health conditions, provided police protection, collected taxes. They were on the whole well managed by capable men. But the district school lagged behind. It was small. Nobody cared much about it. Often it was difficult to get good men to act as trustees. Sometimes good men could not be found in the small area. The children dropped out of school early. The teachers were always changing.

Some of the best and most progressive of the States had the same trouble.

So they hunted for a remedy. Why not one good school board for the whole county or municipality, they said. So they tried the new plan.

They found that where they tried the municipal School Board, with one trustee board for the whole of the municipality, the school houses were better looked after, that the grounds were properly fenced and plenty of trees were planted, that they got better men as trustees and that these men tried to do what they could to help the children.

They found that the new school boards hired nurses to help look after the children's health, and when there was much sickness as we had lately, the nurses helped all the people. The municipal school board also got better teachers than the old boards were able to get, and kept these good teachers in the schools year after year just as they do in the old country. So that the teachers got to know the parents as well as the children, and when a teacher knows the parent he can do much more for the child.

The municipal school boards bought the books, pencils, paper and supplies for all the schools and pupils at once, and so saved a great deal of money. Also the account books were properly kept by a competent man and there was no loss of money from dishonesty or poor-bookkeeping as the books were regularly checked up and audited.

The whole experiment was so successful and the fathers and mothers with children at school were so pleased with it that state after state adopted the plan, until now it is in effect in twenty of them, and all report that it is giving excellent results. "We no longer plough with pointed sticks", say the people, "we have proper ploughs and binders, why should we not improve our schools as well as our farms?"

In Canada the province of British Columbia has tried out the new plan. It works well, and the people there will never go back to the old way. In Manitoba, two rural municipalities have municipal school boards, East and West Kildonan, and they have the best rural educational facilities in Manitoba.

Miniota Municipality has just voted in favor of a municipal School Board. Who is next?

Special Articles

TEACHERS' SALARIES.—I.

By W. A. McIntyre

People possessed of a reasonable degree of pride do not care to haggle over money matters. Perhaps it is on this account that so little has been said by teachers concerning the salaries they are receiving. Public interest in the matter has usually been satisfied with expressions of pious hope and kindly regard. These, however, have not had any sensible effect in producing better conditions. Indeed, things are probably on the whole, worse than ever before in the history of the province. It is necessary for some one to speak plainly. I wish merely to open the discussion. A good deal has to be said and done before it is closed.

Why Salaries Should be Higher

The one outstanding argument for higher salaries is that they will induce young people of higher attainment to enter the calling, and to continue in office for a longer period. Teachers should have as long and careful preparation for their work as members of other professions. Doctors are permitted to practice only after a special training of five years. Lawyers and preachers who fully prepare themselves for their duties spend almost as long in getting ready for their work. Teachers, after graduating from high school or college spend only half a year or a year in a training school, and many

are permitted to go out without any training whatever, because there are not enough regularly qualified teachers to staff the schools.

In the olden days people had to choose between building up a profession of teaching, and using cheaper and more ready-available service. Unfortunately they chose the latter. I can remember when a great percentage of the school masters consisted of "the lame, the halt and the blind." The idea that men who are good for nothing else may be entrusted with a school has not even yet wholly died out. More recently another thought has prevailed. A common practice has made teaching a stepping-stone to other callings. The business and professional world counts among its most successful members those who have spent a year or two in the school-room. Thousand of women have entered upon their household duties after a brief experience in teaching children. This, no doubt has been a most valuable experience to them as mothers, but too often the schools have suffered because of the immaturity and unhappy effort of the unskilled practitioners. It is clear that a high-grade service cannot be built up in this way.

The only solution is in setting up a higher standard of attainment, such a standard as will ensure efficiency. This

means greater scholarship and longer training—and all this means the expenditure of more money. In the end this must come out of the pockets of the people. If they love their children they will make the sacrifice.

Of course we have to be exceedingly thankful that so many young people of such fine type offer themselves from year to year. Their brightness, earnestness and moral worth atone in great measure for lack of experience. Indeed a young teacher with winning manner and good temper is to be preferred to one who has soured with age and who live's on the record of past achievements. Yet it would be unfair to children and to community life to be satisfied with the services of "youthful peripatetics."

Our aim should be the settlement in most districts for a period of years, men and women who will be able to act as spiritual guides to the young. We have not made teaching a serious business. If at times there is inefficiency it is small wonder. We refuse to give our teachers the proper training and then find fault because they fail. The miracle is that under the conditions they do so remarkably well. Under the policy now followed we can never expect that the standard of teaching will greatly improve. What is required is a new standard. This must contemplate nothing less than higher qualifications in the teachers and better conditions of service. Necessary reorganization may lessen the number of teachers required, but it will demand the payment of much higher salaries. It is not to the credit of the people of Manitoba that they appear to be satisfied with educational conditions that differ very little in many ways from those of thirty years ago.

But assuming that for a time we must carry on under our present system, there is need for immediate consideration of the salary question. No one will say that before the War teachers were too well paid. What can be said of conditions at the present time? The cost of living has increased one hundred per cent., the salaries of

teachers on the whole have not increased fifteen per cent.—some, not at all. One might naturally have expected that in rural communities where the price of wheat and other produce has trebled, that some corresponding increase would be made in salaries to teachers, but evidently some trustee boards have no sense of justice and no feeling of generosity. Others, be it said to their credit, have recognized changed conditions. There is no suggestion here that local taxation should wholly meet the increased cost of school operation. There are other ways of securing necessary funds if people are in earnest.

So many teachers have given up during the last four years, and so many permits have had to be issued, that the outlook is serious in the extreme. Among the older and more experienced officials there is an unrest approaching rebellion. Many cannot leave for other work because they have been too faithful to their school-room duties, but they resent bitterly the fact that while everybody else is doubling charges, there is no increase in the teacher's income. I know estimable men who say that for two years they have not been able to purchase a new suit. These men are unfortunately heads of households, and no doubt this is their error. As things go, men with families should not teach school. The fact that only from four to ten per cent. of those attending Normal School are men, indicates that this belief is fairly established. And yet a married man is the natural head of a school which aims at community leadership.

A full discussion of this problem, would of necessity mean a massing of the facts as regards rural and urban schools, elementary and secondary schools, and special technical schools and colleges. The problem of fixing salaries for married men presents peculiar difficulty. All of this will require further treatment when facts and figures will be presented. In the meantime a preparatory note may be added touching the question.

How Salaries are to be Bettered

Naturally the first answer is "Let teachers make their service worth while." There is truth in this, no doubt, and the whole profession owes a great debt to those who, by their faithful work in the school and the community have given the calling a good name. Yet faithful effort is not always rewarded. School boards do not always possess in a high degree the sense of gratitude and are not always distinguished by their generosity. And so another plan has to be taken. Fortunately the Provincial Trustees Association, which has already done so much for education in the province and the Manitoba Teachers' Association which has never been actuated by sordid motives have agreed to ask the government to appoint a Commission to enquire into the facts on this matter, and the hope is entertained that the Commission will shortly be appointed. It is no harm to point out that it is absolutely necessary for immediate action to be taken. The hoped for and necessary advance in salaries is already three years belated and if a remedy is not soon found, the other method which is possible for obtaining redress, will in all probability be followed. The teachers' of Canada, are forming federations and any one who thinks for a moment knows what attitude these will take on the salary question, if they follow the lead of other unions. Now one could have wished that those responsible for the payments to teachers could have been more just and a little more courageous. It is very much better that difficulties should be settled by amicable agreement than by controversy and the application of force. But it is necessary that something be done and that right speedily.

Down in Chicago, in an electroplating establishment the workmen waited upon the manager and told him that he must charge six dollars for a certain plate—the minimum size. A fair price was about two dollars. But the workmen agreed that if the company made more money they could demand a higher wage. Across the way, the workers in the butcher shop were

boosting the price of steak and the restaurant workers were doubling the price of meals. And so it was all around except for the school teachers and preachers, who were not in a position to raise the price. As an onlooker observed "they were the goats." Does not anybody see how the thing will end? When prices have doubled all around how much better will conditions be? A complete revolution of the merry-go-round exposes the fallacy of the system. It is anti-social and un-Christian. For the law of militant class organization is "Each for himself or his class," and the law of Christian democracy is "Each for all and all for each." Yet when all classes but one insist on self-protection and self-assertion as the first duty of life, there is nothing for the remaining class to do but to look out for itself. That seems to be just where we are to-day. It may be that just as "A League of Nation" was called into being to off-set the evils of extreme nationalism, so sometime later, after we have completed our suffering, we shall organize to forget rather than accentuate our differences. It will always be a satisfaction to teachers to know that in the great grab game which was instituted by rampant capitalism,—the food trusts and oil trusts, and money trusts and even more rapacious private owners and profiteers—the teachers were the very last to make a claim for recognition. The public should have prevented this necessity, for the tendency of organization is to mechanize and reduce to the level of the lowest, and the greatest thing in teaching is the play of individuality and an unbridled ambition to serve.

Now, all this is but introductory to a free discussion of the subject. There are teachers who are worth ten thousand dollars a year less than nothing, and others whose worth can never be measured in gold. There are businessmen and professional men who receive much for better service and teachers who are a blessing to the community and receive little thanks. The most important point of view is not increase in salary, but better conditions of service. It will

all come right in time but evidently "We must educate our masters." In seeking to have school boards do their full duty, teachers must protect them-

selves from incompetency within the ranks. All this will come out later, and I hope the question may be discussed without bitterness.

AN EMPIRE DAY EXERCISE

F. Gladys Anderson.

Why do we celebrate Empire Day?

Empire Day is a day set apart for special study of the British Empire.

Which empire is the greatest, the widest and the most powerful the world has ever seen?

The British Empire is the most powerful the world has ever seen.

Name some of the emblems of the various parts of this great Empire.

The Maple Leaf, the Rose, the Thistle, the Shamrock, the Bull dog and the Lion.

Which emblem is best known and dearest to all?

The Union Jack is dearest to us all.

How many different flags are there in the British Empire?

There are sixty-five flags.

Which are the flags of first importance?

The two flags of first importance are the Royal Standard and the Union Jack.

What is the Royal Standard?

The Royal Standard is the flag which flies over the king's palace.

To whom does the Union Jack belong?

The Union Jack belongs to every man, woman and child in the British Empire.

Has the British flag always been in its present form?

No; England had her flag; Scotland hers, and Ireland hers.

What was the English flag?

The English flag was a red oblong cross on a white field.

What is the name of this cross?

It is St. George's Cross.

Who was St. George?

St. George is the patron saint of England, who is supposed to have slain the dragon.

Who was the first king to adopt St. George's Cross as the emblem of England?

King Richard, the lion-hearted.

What was the Scottish flag?

The Scottish flag was a white saltire on a blue field.

Who is the patron saint of Scotland?

Saint Andrew.

What was the flag of Ireland?

The Irish flag was a red saltire on a white field.

Who is Ireland's patron saint?

St. Patrick.

What do you know about St. Patrick?

He was born in Scotland, but went to Ireland, where he converted the Irish to Christianity and rid the country of snakes.

Which two crosses were the first to be united?

The cross of St. George and the cross of St. Andrew.

When were these united?

In the reign of King James the First.

When was the present flag made?

When the Irish parliament joined that of England and Scotland.

In what reign did that happen?

In the reign of King George III.

What does the red in our flag signify?

Red stands for sacrifice.

What does the white signify?

White signifies purity.

What does the blue signify?

Blue signifies loyalty and truth.

"It's only a small bit of bunting—

It's only an old colored rag—
Yet thousands have died for its honor,
And shed their best blood for the
flag.

It's charged with the cross of St.
Andrew

Which of old Scotland's heroes have
led,

It carries the cross of St. Patrick,
For which Ireland's bravest have
bled.

Join'd with these is the old English
ensign;

St. George's red cross on white field,
Round which from King Richard to
Wolseley

Britons conquer or die, but ne'er
yield.

But freedom has made it majestic

And time has ennobled the flag.

You may call it a small bit of bunting—

You may say it's an old colored rag—

The foregoing exercise was given by Grade Three of the Binscarth school as an Empire Day exercise. The class answered in turn, all the questions, then recited the poem. The first child recited the first verse, the second recited the first two lines of the second, displaying the Scotch flag; the third recited the remaining two lines, holding up the Irish flag. Then the English flag was shown while the holder recited the third verse. The fourth verse was then recited by the fifth child after which the whole class recited in concert the last verse, the first and fifth child holding up the Union Jack. The flags were made by the week.

Dictated Drawing

Grade III

1. Dog Kennel.

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

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

2. Church.

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

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

3. Candlestick.

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

From each end draw up lines $\frac{3}{4}$ inch long, making obtuse angles. Join ends by a horizontal line. On the top hori-

zontal line in the centre draw an oblong $1\frac{1}{2}$ inches high and $\frac{3}{4}$ inch wide. Put in extinguisher, handle, and candle to candlestick.

4. Gate.

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

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

5. Letter "E".

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

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

6. Sign Post.

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

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

7. Umbrella.

In the centre of a space draw a vertical line A B 3 inches long. Mark off a point C $\frac{1}{2}$ inches above B. Mark off a point D 1 inch below A. Mark off $\frac{1}{2}$ inch to the left of D, call this point E. Divide the space D E into two equal parts. From the centre point to D draw a half a circle downward. Do the same from the centre point to E. Draw an oblique line from E to C. This is one-half of an umbrella; complete the other side. Draw in 3 lines to represent folds and place a small circle at the top of the stick.

8. Border.

Near left side of paper draw a vertical line A B 1 inch long. From B draw a line B C towards the right $\frac{1}{2}$ inch long at right angles to A B. From A find a point D $\frac{1}{2}$ inch towards the right. From D draw a horizontal line D E $\frac{1}{2}$ inch towards the right. Join B D and C E. From A draw an oblique line to the middle of B D. From C find a point F $\frac{1}{2}$ inch towards the right. From F draw an oblique line to the middle of C E. From E draw a line the same length and parallel to this last line. From F draw a line the same length as C E and parallel to it. Continue the pattern by drawing a line to correspond to D E.

9. Mirror.

At the top of a space draw an oblong 2 inches high and $1\frac{1}{2}$ inches wide. Bisect the long lines. From these points draw outwards horizontal lines $\frac{1}{2}$ inch long. Through the ends draw down perpendicular lines $1\frac{1}{2}$ inches long. Join the

ends and extend the line $\frac{1}{2}$ inch each way. This line is to form one side of an oblong with short sides of $\frac{1}{2}$ inch. Put in knobs and decorate the top of looking glass.

2. (a) Free arm movement exercise on curved lines. (b) From observation draw with pencil or brush an outline of any one of the following: Coat hanger, lacrosse stick, hockey stick, scythe, sickle, skipping rope, bow and arrow, banana. (c) Review.

3. (a) Paint a pale blue sky wash with foreground of white chalk to represent a winter landscape. (b) Free arm movement exercise. (c) Review landscape.

4. (a) Free arm movement exercise on objects with circular or curved outline, viz.: orange, egg, ball, football, eyeglasses. (b) From observation make a brush drawing in mass of an apple or orange. (c) Review.

10. Teapot.

Near the bottom of a space draw a horizontal line A B 2 inches long. Draw up verticals A C and B D 2 inches long. Find a point half way between D and C. From D and C draw up oblique lines till they meet over this point making slightly obtuse angles with A C and B D. From D find a point half an inch down. Find a point E $\frac{1}{2}$ inch towards the right. Join first point to E. From E draw a horizontal line $\frac{1}{2}$ inch towards the right. Find a point $\frac{1}{2}$ inch above B. From this point draw up an oblique line to meet the end of the last horizontal line. Decorate and put in handle of teapot.

Grade II

Use $4\frac{1}{2}$ "x6" manilla paper.

Aim of work: To secure proportion, good placing and cleanliness.

1. (a) Review free arm movements on different directions of straight lines. See diagram. (b) From observation draw in pencil (showing mass) a mop, umbrella (closed), bannister brush or paint brush. (c) Review.

Teachers like to have pupils for the period following the singing period. The children are then more alert, and more responsive.

THE SOCIAL STANDING OF THE TEACHER

H. W. Huntly, St. John's Technical School, Winnipeg

The personality and social standing of the teacher is a subject on which history is remarkably silent. Prolix enough in its descriptions of the characters of generals and petty wars, it devotes two or three lines only to the subject of education, and not one word to the character of the teacher. We should naturally infer from this that, during the periods recorded, not only was the character of the teacher in itself not considered of sufficient importance to deserve passing notice, but that in the minds of historians the very subject was regarded in the same light.

In Greek history we have just one glance at the estimation of the pedagogue's social status when the Spartans responded to the Athenian's request for a general by contemptuously sending them a lame school-master, forsooth, as the man least likely to be of service in a matter requiring manliness and practical ability. In medieval times the school was so intimately associated with the church that the social standing of the teacher was that of the churchman rather than that of the pedagogue. The same would apply in the case of those excellent teachers, the Jesuits.

In England, since we look in vain to history for an estimate of the teacher, we have to see what we can glean from literature. Now, we must confess that what we find here is certainly not very flattering to the man who follows the profession today. First, let us take the master mind of all depicitors of character, Shakespeare. In "Love's Labor Lost" we have Holofoernes. This man we find to be a pedant, whose life was bounded by a narrow sphere within which he was intolerant of any imperfection. We find him ready to call the clown an ignorant boor for making a slip in language, forgetting the fact that that clown had qualities which enabled him to show to better advantage than he himself in polite society or practical matters.

Now, if Holofoernes was a type of the pedagogue of Shakespeare's days, we

find that the estimate of his personality had not risen very considerably by the time of Goldsmith. The picture of the village school-master stands in ridiculous contrast to that of the village preacher. In fact, Goldsmith's description of the school-master is written in the spirit of burlesque. Note, for instance, the anti-climax in "trained to rule, the village master taught his little school," and how it provokes laughter at the pedagogue's expense at the very commencement of the description. Note again how unfavorably he compares with the preacher in the lines "in argument the parson owned his skill . . . vanquished he could argue still"; and, in short, how the one disappears from the reader's ken with a halo around his head, while the other vanishes amid a shower of ridicule.

But it is, perhaps, in Irving's grotesque caricature of "Ichabod Crane" that we find the lowest estimate of the pedagogue as a social figure. The description of this character's appearance, manners, and habits; his capacity for the sensational, his gullability, and his manifest inability to make himself attractive to the men and women of his own age, is very clever as a satire, but not very palatable to the body against which the satire was launched.

In Scotland we naturally find this attitude somewhat modified. But then it is well known that education was taken seriously here earlier than elsewhere. And, then, the "dominie" was a cultured, highly educated gentleman who had trained for the ministry, and who in some cases, but by no means always, had been compelled to drift into teaching because he had discovered himself lacking in pulpit oratory.

In western Scotland especially we have evidence that the "dominie" was hardly less respected than the minister, and that is saying a good deal. The children were taught to salute the laird, minister, dominie, and doctor. We have hints of his personality in such words as Sanderson's "Scotch Life and Character," in McLaren's

"Beside the Bonnie Brier Bush," and other works. The skill, the devotion to duty, and the unselfish spirit in which he trained poor boys who displayed talent to become leading men in the country won him their undying respect and love.

But that there were notable exceptions to this attitude is known to all who have read Barrie's works and Scott's "Guy Mannering". The picture of "dominie Sampson" cannot be regarded as the picture of a mere individual, any more than Shakespeare's Holofernes. A great writer is merely the mouthpiece of his age, and his character sketches would not appeal to his readers if they did not conform to what actually comes within the reader's range of experience. Sampson may then be considered as a type familiar in certain parts of Scotland. We find him lovable in many respects; but an almost negative character, fit rather to be led than to lead, regarded with pity by the peasant women, and occasionally treated with contempt as a "sticked minister" by the most vulgar and unfeeling of the men. His standing in the house of the laird was sometimes that of a trusted servant, sometimes that of a humble companion. He was awkward in manner, careless in dress, and possessed, in a great measure, the traditional fault of the pedagogue, pedantry.

Now, of course, there were all country or village teachers in places where and at times when education of the young was by no means taken seriously. Yet within our own memory the career of the country teacher who boarded from house to house was not unlike that of "Ichabod," nor was he much more respected. In villages and towns the status is to this day rather uncertain though somewhat improving. As in the country every virtue is expected of him. Failings that are quite venial in the case of other professional men are in his case unpardonable sins. Usually he is expected to deny himself more pleasures than anyone else, and must take part in most public functions. His success will depend largely on his personality, or on some special

gift that he may possess, e.g. if he is a good baseball player, a good public speaker, or even if he is a good organizer. But in all these accomplishments he must excel. Added to this must be successful results at the annual examinations (whether the students were capable or even had a satisfactory foundation it matters not). In short, to get along at all he must be possessed of sufficient excellencies to bring a man of any other profession to the very top. And with all these he is still in the eyes of the community only a schoolmaster. He is patronized and advised in his work by those who understand very little about it, and who would deem it the height of presumption in him to advise them in their particular field. He is often freely criticized before the children. And with all the virtues that are expected of him, strangely enough, his word too frequently with the parent, and sometimes even with the school board, does not go as far as that of the most refractory pupil.

In the city he has to have a strong personality, indeed, to avoid being completely buried. The schoolmaster even in the secondary schools is generally unnoticed by the public. His merits are taken for granted, while his demerits alone attract attention. Much as is expected of him and much as his position really requires of practical ability of the highest order, he is still supposed to be unpractical. Anyone will remember how often the term "schoolmaster" was applied in derision to "Woodrow Wilson" in his campaign for the Presidency of the United States.

Now what is the reason for this continued prejudice against the calling of the teacher? The alchemist and astrologer have long passed out of the realms of prejudice, and the man who today can discover a new phase of the natural world, or a new star, speedily rises to fame, while he whose daily success depends upon continually discovering new laws of the ever changing human mind remains as a pedagogue. The man who can take a piece of inert matter and mould it into a work of art or a piece of useful machinery is enriched and honored, while he who

trains and guides a living human being through the various stages of development is passed unnoticed and regarded as ordinary.

The teacher must have practical ability and initiative above all callings. He must have all sterling qualities in order to instil such qualities in others. He must be patient, persevering, strong of will, correct of manner, clean in habits, and powerful in that subtle, mysterious quality we call personality in order to get the best results. And yet, with all these requirements, he does not receive the same recognition as a man who with little real ability has the power to assert himself through the art of bluff. Now what is the reason for this? To answer this direct question we have first to look to the attitude of the public towards education itself. Naturally in the older and cruder days education was supposed to consist in instruction alone, the idea of training never being considered. To teach a child his letters and the elements of arithmetic was not a task that seemed to require the exercise of any great ability. The parents could do it when they had time, and the handing him over to a teacher was regarded merely as a matter of convenience, rather than in the light of employing the services of an expert. Naturally the man who was employed in taking this extra work off the parents' hands was regarded as a mere servant. Then the importance of instructing them at all was recognized only by a few, while the importance of training and what it includes is to this day realized only by a small minority of our population. This applies especially to higher education. How many do we hear today remark that a boy is better off without a college education, and pointing to the unlettered man who has made a success in life, and contrasting him with the college graduate who has turned out a failure! The absurdity of this form of reasoning in taking two exceptions and adopting them as the rule does not seem to dawn upon the average mind. Since then education is not considered so important as it really is, it is natural for the

general public to underrate the work and person of the teacher.

The next reason why a teacher's social position is not what it should be is the fact that he is insufficiently paid. This is a delicate subject for one who is himself engaged in the profession to discuss, but it is of such vital importance that it cannot be passed over. What applies to all callings applies to this, namely, that to enable a man to put heart into his work the remuneration must be such as to relieve him of present discomfort and worry over the future. But it is not enough that his salary should relieve him from actual want. If it is to the interest of his employers that he appear to advantage before his fellow men, and be respected by society, and especially by his pupils, his salary must enable him to dress well and live on a par with the other respectable members of society. Again, in order to keep up with the times and not become a fossil, a teacher's salary should be sufficient to enable him to travel and take summer courses, where he can brush up in methods and absorb new ideas. And, above all, the salary should compare so favorably with those of other callings as to be attractive to the best brains, thus securing them for the teaching profession. We have too many cases of men, well fitted mentally and temperamentally for teaching, drifting into medicine, law, or business. It is true that in some parts of the Dominion, especially in the West, the salaries of the teachers are improving; but it is a question whether even the best educational positions are adequately paid. We know that in one of the oldest provinces of the Dominion a teacher is paid \$150 a year and his board, which he obtains from house to house like a modern "Ichabod Crane." What kind of a being can they expect to enlist into the service, and what kind of results can they expect under such conditions?

The next reason for the teacher not having a better social recognition than he has is the want of the spectacular in his work. This, of course, is partly due to his poor salary, but more especially, perhaps, to the real nature of the work

in which he is engaged. The teacher on entering upon his career does not need the external equipage necessary to a doctor or a lawyer, and, lacking the display and pomp of office does not attract the eyes of the public. His equipment is almost entirely mental, and consequently he is judged as less successful than he whose work requires something more spectacular. (It may not be out of place to suggest here that a little more display would help the teacher in many ways, and that, while the other professions enjoy luxuries on the plea of necessity, he might adopt luxury and devise some means of turning it into a necessity. Anyone acquainted with human nature will at once agree that the results would be nothing short of magical.)

But the public are not the sole agents in bringing about this social ostracism of the teacher. Some of the guilt must be laid at his own door. For one thing he is open to some of the criticisms which, in an exaggerated form, made the character of Holofernes appear ridiculous. Among these are pedantry, intolerance of contradiction, and readiness to take up a person on any slip in language or fact with which he himself through daily intercourse is well acquainted. These are small matters, it is true, but they are a source of irritation to men in general, and one great reason why the teacher is often regarded as different from other men and stamped as a pedagogue.

And again the teacher, partly through his lack of means, partly through habit and over modesty, partly through indifference, has always held himself aloof from public questions, and this gives the impression that he is unpractical and deficient in public spirit. When a man is wanted to represent the country it is quite natural to turn to the lawyer or doctor; but hardly anyone seems to think of the teacher in this connection.

Another cause for the teacher's want of status is the lack of permanency in his profession, and everyone knows how much more prestige one in any line of business gets by being well established in a locality or district. He be-

comes well known, and, if successful, well respected. In no line of business, perhaps, is this so true as it is in the case of the teacher. He needs to be well known to have the confidence of the homes of the district, and to be respected by his pupils. Not only must he know his pupils intimately, but he should know something about the home life. At the present time, however, teachers for the most part stay but a short time in one district. They are continually changing and are thus handicapped in giving the best results. Not only are they changing from place to place, but they are continually leaving the profession and going into those which they think offer greater opportunities. This, of course, is fatal to any profession.

When one teacher gets his experience and becomes an expert in his work, and then leaves it to be followed by someone else, who also will follow after making the profession a stepping stone, the great work of education must suffer, as well as the prestige of the teacher. The Germans, with all their faults, have long recognized the disastrous result of this, and have, by the long period of thorough training which they insist upon before the teacher enters upon his calling, overcome at least this difficulty, and have made it impossible for any man to make the profession a mere stepping stone.

At the risk of being tedious it is necessary to point out the almost dire results to the cause of education of the want of recognition of the teacher as a high and respected member of society. It is not too much to say that the teacher, more than any other factor, except the home and perhaps even without that exception, moulds the thought and character of the child. As is well known, the sum total of what any human being acquires comes from two sources—heredity and imitation. What part of this is due to heredity is still open to question, but may be safely summed up as a few motor impulses, and the power to acquire. All the rest is due to imitation. Now there are two forms of imitation, conscious and unconscious. A child consciously imitates

his hero. He unconsciously imitates everybody with whom he comes in daily contact, and especially him to whom is given the task of training his mind. Take any child's essay and you will find that, although his ideas group around some hero that he consciously admires, yet the personality of his teacher breathes through every line. Now to the point: As it is necessary to his bodily health that the child eat the best food and breathe the purest air, so it is necessary for his mental health that what he imitates be of the very best. In other words, it is necessary that the character and personality of his teacher be of the highest order. But it is not enough that it should actually be of this high order, but that it also be recognized as such. When the child unconsciously absorbs the personality of his teacher, but consciously despises this personality through overhearing slighting remarks about him in the community, or through observation of the low standing the teacher has among his fellow men, that child is learning to despise himself in so far as he is what he imitates. At any rate, what he unconsciously absorbs is in spite of rather than with the aid of voluntary effort. It is easy to see the results of the character of such a conflict between the will and the spontaneous action of the child. It is also easy to see that the ideal results should be obtained if the teacher were to be regarded as the child's hero, as well as possessing the personality which justified it.

Now, in concluding, one may say that many things have been done during the last decade to benefit the social status of the teacher. For instance, the teacher himself is gradually shaking off the peculiarities which characterized Holofornes. New elements, namely, the commercial, technical and agricultural aspects of the work have entered the profession, and brought with it the practical, so that a new leavening is taking place. The practical and theoretical are meeting on common grounds to the advantage of both.

Another advance made in favor of the profession is the recognition on the

part of the public in the larger centres of Canada that the teacher should be better paid if the rising generation are to receive their full heritage. In these centres the teacher is now able to breathe more freely. He is partially enabled to supply himself with a good library, take a summer course occasionally, and keep himself up in his work. This, as before mentioned, is absolutely necessary, because of the rapid movements of the times, if he is to do satisfactory work. This, however, should not be confined to the big centres, but rather should permeate the nation as a whole.

It is gratifying to see that the teacher is beginning to come out of his shell at last and becoming more of a public man. The war, and the shortage of men occasioned by it, have done much in creating a demand for whatever generally useful qualities a man may possess. To say nothing about the large number who have gone to "the front," the teachers at home through war work are becoming more and more interested in and familiar with matters outside of their own particular sphere, and, on the other hand, are coming to be better known to the public.

Certain teachers are now holding some of the highest positions in the land. For instance, the President and several of the ablest ambassadors of the United States; or in Canada, McGill of the Grain Exchange, Short, Robertson and others. All of these have given a good account of themselves and amply justified the great confidence placed in them.

Now with the above facts facing the teachers of the West, is it not necessary that they become more united and organized, and try to make themselves more felt in the reconstruction period after the war? Should not every effort be made to keep up a high standard of efficiency, and to prevent the profession from being a temporary expedient, or a mere stepping-stone to other callings? Should not an effort be made to see that in the great field of politics, educators shall play a greater part, and that the most important positions in education shall be filled by those who

have made it their life's study and work? It seems to me that teachers have a great opportunity to make them-

selves felt and to be of great service to their country. If this opportunity is now lost it may be a long time before it will be afforded again.

SUGGESTIONS ON THE SALARY QUESTION

Prompted by the Report in the Journal of the N.E.A.

In order then to prepare the way for the discussions in future issues here are a few facts, figures and suggestions that may prove of interest:

1. The schools are the origin and support of our democracy. What will it avail to have won the war, if we lose at home?

2. The upshot of the war, the good or ill produced by it, depends upon what the nations do as a result of it. The wisest nation thinks of the future. The Canadians of tomorrow are the product of the schools of to-day.

3. All that teachers ask is that they shall not be required to bear a crushing share of the burden of the war. They are now doing so.

4. "Why should I go into teaching?" said a young girl. "I can get at the mill two dollars a day more than you, after you have taught twenty years."

5. The critical situation will never be remedied so long as teachers services are regarded as a commodity to be purchased at the cheapest rate in the market.

6. Education is a national matter. Has not the day come for national support of education in a large way? In the United States, eighteen chief superintendents reported in favor of federal aid and only two against, five gave conditional answers.

7. Wholesale prices in the United States, in 1917 were 2.65 times the prices twenty years earlier. In Canada the same will be relatively true.

8. The worker in industry has hope of promotion, the teacher climbs slowly.

9. When a farmer gets too old to work his farm is still earning for him. When a teacher gets too old——.

10. There is no danger that teachers will become profiteers.

11. What was a living salary in 1914? What is a living salary in 1919?

12. The increase recommended by the Railway Commission of the United States was 45% over the salaries of 1914. Would that be an unreasonable request here?

13. The Committee on the National Emergency in Education for the United States says:

(a) The schools are in danger.

(b) The money spent on education is altogether insufficient.

(c) The teachers are not receiving a living wage.

(d) Immediate national aid is desirable.

(e) There should be a national Department of Education to attend to this matter.

Are these suggestions helpful to us?

A PUBLIC SCHOOL TEACHER AND HER VICTROLA

By Dora Halstead (in the Canadian Music Trades Journal)

When I first came to Bonar Law, S.D., No. 1863, on the 31st of October, 1917, I realized that no easy task was to be mine; but as I scanned the faces of the boys and girls who stood before me in the schoolroom on the 12th day of

November,—our first school day,—I made up my mind that, come what might, no other teacher or visitor should ever see those faces as I saw them then. My heart ached to think that anywhere in Canada one could see

such a picture of listless, hopeless stolidity, tinged with suspicion, in the faces of children who ought to have been radiating joyous youth.

Of the thirty-four pupils enrolled during the year 1917-18, twenty-three were boys and eleven were girls.

Their ages ranged from five to seventeen years; not one could speak or even understand any English, but all were "aliens," speaking in the Ruthenian or Polish tongue of their Galician parents, when they could be induced to talk at all,—which was but seldom.

None of them could read or write in the language of their fathers; nor could the majority of the older members of this community. They had retained the manners and customs, as well as the speech, of their native land, almost entirely; and everywhere the poverty and listlessness, the ignorance and indifference to all things Canadian were appalling.

If you were to visit the school today, you would notice a remarkable change; the listlessness is gone; the dullness of eye has been replaced by the light of laughter; the apathy, by joyous activity; and English only is the language spoken, written or sung on the school site.

What has brought about such a change in eight months?

Methinks I can truthfully reply that the change is due, most of all, to the introduction of the "Sunshine for the Soul"—music.

It enters into our every lesson in one form or another, and the greatest help in my work has been afforded by the "Victor" Gramophone.

This was introduced by me into my school on the 2nd of January this year, and has well repaid the amount spent in purchasing it.

I have always believed in singing as a help in teaching, and although my "vocal" powers are very limited, I have always contrived to teach by rote some of the best of the patriotic songs and old-time favorites, and have utilized the singing of them to assist in writing lessons, drill and marching.

But there are times when one simply cannot break forth vocally, to lead or

to teach some joyful little song; and there was no instrumental music supplied. So I purchased the gramophone and, in time, about forty records; many of them of "Primary Songs," patriotic songs, and a few classical pieces sung by leading vocalists or played by well-known bands.

The children never seem to become weary of the music, and every child in the school can handle the Victrola, each one doing so almost reverently.

Everything is done spontaneously, yet without disorder.

At 9 a.m. we hold our little patriotic ceremony outside, whenever weather permits.

The flag is run to the top of the mast by the boys at 8.45 a.m. or earlier, and the bell is rung at 9 a.m., whereupon the children "fall in" in three ranks facing the flag.

After the flag salute, we sing, "We'll Never Let the Old Flag Fall," and "O Canada," or "God Save the King."

If there is no dust or rain we have the gramophone outside — on the manual training bench, as we have no stand for it—and any one of the boys attends to the machine and records, etc.

After hearing the record, "British Troops Passing Through Boulogne," the pupils wished to learn to sing "Tipperary"—and march into school singing it.

Many of the pupils were troubled with adenoids; and the same record (No. 17696-B) suggested cheering for flag as a means of developing better breathing and so counter-acting the growth of the adenoids; and now we have adopted a school yell—or more than one. The newest one is:—

"Who are? Who are? Who are we?
We're the 'New Canadians,' don't
you see?

Can we speak English?—'Well!—I
guess!'"

Do we love Canada?—Yes! Yes!!
Yes!!!"

Although we are not using the gramophone continually, we have used it in connection with almost all subjects.

In practising writing, the rhythm has enabled us to obtain a free, muscular movement, for we write to the accom-

paniment of the music of a march (Regimental Marches, No. 120345, etc.) or to the time of "Pack Up Your Troubles in Your Old Kit Bag," etc.; and this also helps us to obtain evenness of stitches in sewing.

"The Mother Goose Songs" have proved of incalculable value in oral language lessons, enabling the children to obtain correct pronunciation; and the boys love to dramatize them; "Little Jack Horner," "Hey Diddle-diddle," and "Humpty-Dumpty," being particular favorites, not only to be dramatized, but also drawing lessons, to be illustrated by blackboard sketches or by pencil drawings.

Thus initiative is being developed. One day when, during a writing lesson, rain-drops were heard pattering on the roof and against the window-pane, one boy, unconsciously almost, softly hummed.

"Rain! Rain! Do not go;
Rain! Rain, we love you so."

upon which, another boy, looking at me, then at the gramophone significantly, and receiving a nod in answer, quietly stepped up to the table, chose the record (an exercise in reading, you see) and put it on to be played. We all put down pencils, etc., and listened; then sung it in unison.

As we took up our pencils again, one boy put his hand into his pocket, took out a piece of chalk, leaned towards the blackboard on his right, and wrote: "pain" whereupon another boy laughed and said, "No, Mike! that is for hurt; not window," so a correction was made. Then others sought words with ain and ane, in readers, and wrote them on the blackboard. So, the one gramophone record provided suggestions for writing, spelling, discussion, and self-control. All our lessons are correlated. The children are never idle, for they think out spelling, drawing, paper-cutting, reading, and writing lessons for themselves after completing the work set for them to do.

In drawing lessons we sometimes have contests—one child will hum a tune or even a line of one, and the others draw something to prove they

recognize it. Then the one who is first to do so sings for the others to draw. At other times, the leader will put on a record and play a few lines, then stop and the rest must illustrate.

Nature study and observation are encouraged by "Do You Know the Trees by Name When You See Them Growing?" (No. 17719). After hearing "A Lullaby," one boy produced a cradle he had made, next day, during manual training.

"The Song of the Chimes," by Alma Gluck, resulted in drawings of bells, in a picture of the Madonna being brought to school, and also in a talk about the "Christ-child in the Stable."

"Tra-la-la-la-la, oh, Hear the Swallow" not only helped to secure lightness of tone, but caused a hunt for a picture of a swallow, a recollection of some we had seen; a reminder of the necessity of taking care of the birds that do not migrate; and an inspection of bird houses made during woodwork lessons.

The little ones cut out birds and bird-houses from paper, and one boy made a bird-box model from plasticene.

The children love to come to school; no corporal punishment is needed; they are making rapid strides in English as well as in other lessons; although there has been no formal teaching.

They are learning to love Canada, the Flag and what it represents. They are brighter, quick to learn, and anxious to help in any possible way.

They are wonderfully loyal to the school and teacher and are absolutely trustworthy in school. Not even a pencil or a piece of chalk has been stolen, yet the pupils have charge of the supplies. The blackboards are in constant use; the boys and girls have each a piece of chalk in an envelope or pocket and may have more upon application; yet we have used one-third or one-quarter of the amount of chalk usually supplied by and used in such schools in the same length of time.

The pupils work indefatigably and their interest in school is manifest to all; and the greater part of this interest has been aroused through the use of the "Victor" and good attractive records.

Children's Page

Singing

Of speckled eggs the birdie sings
 And nests among the trees,
 The sailor sings of ropes and things
 In ships upon the seas.

The children sing in far Japan,
 The children sing in Spain;
 The organ with the organ man
 Is singing in the rain.

R. L. Stevenson.

Extract from "The Dragon Fly."

Winged wonder of motion
 In splendor of sheen,
 Cruising the shining blue
 Waters all day,
 Smit with hunger of heart
 And siezed of a quest
 Which nor beauty of flower
 Nor promise of rest
 Has charm to appease
 Or slacken or stay,—
 What is it you seek,
 Unopen, unseen?

"I'm yearning to break
 To my fellows below
 The secret of ages hoar;
 In the quick-flashing light
 I dart up and down,
 Forth and back, everywhere,
 But the waters are sealed.

Like a pavement of glass,—
 Sealed that I may not pass,
 O for waters of air!
 Or the wing of an eagle's might
 To cleave a pathway below!"

And the Dragon Fly in splendor
 Cruises ever o'er the lake
 Holding in his heart a secret
 Which in vain he seeks to break.
 Theodore Harding Rand.

EDITOR'S CHAT

Dear Boys and Girls:

Well, after all our efforts in getting out the Empire Day Number in April, we find that we are going to have space in the May number as the Convention papers won't be in until June. However there are so many things to talk about in May that the trouble is to find time and space to speak of them all. This month we had many good stories on "My 1919 Garden" and among them we found a sentence written by a boy in which he says that he think flowers are all right for girls and women to grow, but he is going to plant things that count. Now, the editor wants to take this as the text for a little talk on things that count in the world of nature. Did you ever notice how mother nature has the useful and the beautiful growing side by side? Look at your pasture field. It is carpeted with grass. A common plain little plant which gives food to the cattle and shelter to the delicate strawberry plant that offers its rich fruit to eager hands, and growing up from the grass is the yellow eyed daisy and the flaunting tiger lily or the sweet perfumed rose. Just beautiful you say but no use. What would the bees do if the flowers died? What would bring the smiles to the faces of the boys and girls who hunt the first crocus if there were no woolly heads poking through the ground? If there were no columbine to look for or violets to find, what pleasure would a spring walk in the woods be? A pig is a useful animal, but does he give the pleasure that a little useless furry kitten gives? A chicken is one of the necessary things in the world, but does the welcome cluck of the hen give you

the happy feeling that the first robin's cheerful whistle gives? Its pretty hard to say, boys and girls, just what things count most, but of one thing you can be sure, things that are really beautiful, with the beauty of the pansy or the sweet peas, and the glory of the tall sunflower, are never useless.

When you are as old as the editor you will find it very interesting to study the faces of the people you see around you and try to imagine what kind of lives these people live. And perhaps as you study, you will see a woman whose face is not only sad but hard. Her lips are pinched together, her eyes have no smiling crinkles, and she has'nt a kind look. You may be almost sure that in the home where that woman lived when she was young there was no one who loved a golden daffodil or heard the meadow larks song in spring or gathered pussy willows. They thought flowers didn't count and so they took the beauty from their lives and left them bare and brown and just useful, and not as useful either as if they had left the beauty, for beauty brings happiness and happiness love and the world is a better place to live in—Everything counts boys and girls—flowers and vegetables, wheat and vines and trees—they all build our bodies and our characters and our lives, and the man who grows wheat and flowers will be twice the man as he who grows only wheat. Make your gardens useful—grow potatoes and radishes, turnips and lettuce. But don't forget that the tea time salad from your own garden will taste twice as good if in the centre of the table you have a bowl of your own flowers.

 OUR COMPETITION

Such a fine lot of stories this month. It is very hard to choose between them and there are very many we should like to print but we have so little space. We are giving a special mention this month to stories which were really all

prize winners, only there are not enough prizes to go around.

The prize goes to Elsie Graham, Barley, S.D., Holland.

Special mention to George Atkin, Willow Bluff; Ida Carriere, Anna Char-

trand, Eva Gaudry, Simonet School, St. Laurent; Leopold Gareau, Marcel Boyer, Katheren Goodchild, Eva Bruce, St. Laurent School; Edith Smith, Deer Range, S.D.; Sarah Quinn, Crandall John McAdow, Stonewall; Willie Langman, Barley, S.D., Holland; Carman Cantlon, Menteitl, Man.

Honorable mention to Linden Bolton,

Bel Champton School; David Mathers, Pearl Mills, Mt. Hope, Belmont; Emma Lambert, Catherine Lavallie, Adelard Carriere, Maria Coutie, Simonet School, St. Laurent; Nellie Langman, Lavina Graham, Barley, S.D., Holland.

Minnie Skut and Gladys Smith, Deer Range, S.D.; Emily Goodchild, Marguerite Mangin, St. Laurent School.

MY 1919 GARDEN

Last fall when all the ploughing was being done, father spread manure on the garden, and then ploughed it and harrowed it several times. During the winter we put ashes on it.

When it gets warm and all danger of frost is past we will make it into beds eighteen by sixteen feet. The first things to plant are onion settings about the last of April. Beans, peas, radish, beets, carrots, mangold and corn we put in later.

Tomatoes and red and white cabbage after having been started in a hot bed, are set out about the first of June.

We also have currant, raspberry and gooseberry trees, and strawberry plants. When the snow started to go the men covered the strawberries with hay, not too heavy, because that would

kill them. About the middle or last of May the hay will be removed and the ground cultivated. The ground around the fruit trees is plowed and watered. This is done three or four times during the summer.

My flower garden was covered with hay last fall and when it gets warm enough to take the hay off I will dig around the daisies, lilies, pansies, sweet williams, stolks and pansies. I will also plant some more bulbs, gladiolas and dahlias. I will grow some more everlastings, which looks like paper and never fades or withers, also some mignonette, pinks, asters, sweet peas snap dragons and holly-hocks. I have lilac and rose trees, also some old man.

Elsie Graham,
Grade VIII, Barley School District,
Holland, Man.

MY 1919 GARDEN

Hurrah! Spring has come, I am very glad, for every pupil of the Simonet School is going to make a garden this year.

I am ready to begin and I hope all the others are ready, too.

When Mrs. Nature takes off her white carpet we shall begin right away.

I shall make my garden about 8x10 feet.

First, I shall prepare the ground well, and I shall place it facing the south or east, in order to benefit as much as possible from the sun's rays.

I shall shelter it from the north and west winds, by a clump of shrubs.

This will help to keep the moisture from being swept away by the winds, and permit me to work under more favorable conditions.

It will be of considerable advantage to have the garden near the house and the water supply. It will also be free from intruders, and frequently many odd minutes can be spent in it when other work is not pressing. "Time saved is money earned."

We are fortunate in having a sandy loam soil in our locality.

We shall not raise the seed beds above the common line, only in the South East corner, where it needs

drainage. The raised seed beds permit the soil to dry out, which is very undesirable, especially during the hot months when vegetables grow rapidly and need plenty of moisture.

I shall test some of the seeds that I saved from last fall.

I shall be sure to add a little water each day for if the seeds become dry while testing, the test cannot be depended upon. I shall count the seeds that germinate. Good seed should germinate a percentage of from eighty to ninety per hundred.

I shall plant the larger seeds deeper than the smaller ones. In sandy loam the seeds can be planted deeper than in clayey soils. If the weather is particularly warm, the seeds will have to be planted deeper.

We shall plant our seeds about May 15th, in rows, 3 to 6 inches apart, on our well prepared soil, sowing the seed quite thickly and about one inch deep.

I shall plant flowers in my garden at home, and put a climbing rose under

my window, hoping that it will seek the same kind of adventure as these:

“Two Little Roses.”

“One merry Summer day,
Two roses were at play;
All at once they took a notion
They would like to run away!
 Queer little roses;
 Funny little roses;
To want to run away.

They stole along my fence;
They clambered up my wall;
They climbed into my window
To make a morning call;
 Queer little roses;
 Funny little roses;
To make a morning call!”

Don't you think these little roses were funny?

Anna Chartrand, age 14,
Seventh Grade, Simonet School,
St. Laurent, Man.

Inspectors' Section

RETARDATION IN THE SCHOOLS

By E. D. Parker, Inspector of Schools, Winnipeg

The programme of studies as at present constituted for the Public School grades covers eight years' successive work from the time the child enters the school until he graduates with his Entrance to High School certificate. The public schools are free to all children from 5 years in cities, and towns 6 years to 21 years of age. The ages of children coming within the scope of the Attendance Act are from 7 to 14. The great majority of children begin school at the age of 6 to 7 years. It would therefore be reasonable to premise from the above that there is a definite relation between age and grade, and that it might be expected that the child entering school at 6 to 7 years will

graduate from the public school at 14 to 15 years. All advantages and conditions being equal and all children being alike, such conditions would exist in our schools; but the contrary being true, we have these direct problems facing us: (1) The children who take more than eight years to complete the public school course, and (2) Those who attend school until they are 14 years old but have never reached grade 8. These children are generally referred to as retarded, which is a term given to describe the condition of children who are too old for their grades. In point of numbers and importance these children constitute a great, if not our greatest school problem. The

simplest way in which any one can discover how many retarded children there are in any school or group of schools in which he may be interested is by means of a table showing how many children there are of each age in each grade in the school or group of schools.

Table "A" shows the distribution by age and grade in a group of one-room rural schools in this inspectorate. Table "B" shows the same for a group of graded schools. The heavy broken line running through the table divides the figures so as to leave on the left, the children of normal age and under, and those on the right, the over-age or re-

grades number 67, or 78 per cent. of the total. In table "B" we find 13-year-olds in each of the grades, a total of 139. There are 53 not beyond grade 5, or 38 per cent. of the total number. Similar information may be very easily obtained from the records in any school. As we realize how little we can do for the retarded 13-year-old children who, it is probable will soon leave school, we naturally turn to the location of the 11 and 12-year-olds that we may understand the individual cases of those who are retarded and give them the special attention and help which they may require before it is too late.

The method of obtaining the number

A. Ungraded Ages.

Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total	Over age	%
1	26	10	89	53	30	16	12	6							334	117	32
2		8	22	46	45	32	7	18	2	1	1				177	106	59
3			3	22	32	34	25	12	21	2	4	1			156	99	63
4			1	6	19	30	33	36	20	18	6	1	1		171	115	67
5					1	8	22	28	24	13	6	6	1	1	110	79	71
6						1	2	6	7	16	13	6	1	1	53	44	85
7								8	8	9	7	3	2		37	21	57
8								2	3	9	6	4		1	25	11	44
Totals	26	105	115	127	127	121	101	116	85	68	43	21	5	3	1063	592	55

tarded children. There are three columns at the right-hand end of the tables, the first showing the total number of children in each grade, the second, the number of retarded children, and the third, the per cent. that those children are of the whole number.

The method of locating the 13-year-old children shows what the school has accomplished for the children up to the limit of its legal control over them. These children have almost reached the limit of the compulsory school period, and in all probability those not beyond grade 5 will never complete the course. By referring to table "A" we find that there are 13-year-old children in grades 2 to 8 both inclusive, the total number being 85. Those in the fifth and lower

of children who are doing the work of their present grades for the second or third time is an important one. It is complicated as it naturally leads to one discovering that the child has not only repeated the work of his present grade, but may also have been a repeater in the lower grades.

The fourth method is that which gives the best and fullest information in that it combines all three of these criteria and tells us where the children are in the school course, how old they are and how long it has taken them to reach their present grades. This method can be used where the school records include individual cards giving the school history of each pupil. A copy of a card which has been used for

some time in a number of schools is herewith shown.

Table "C" presents the results of tabulating the individual records of 57 pupils in the fifth grade from four rural schools. By referring to the top row of figures, it will be seen that these

years is the limit of normal age for children in the fifth grade, this leaves on the left-hand side of the line the figures representing all of the normal and under normal age children, and those on the right, those representing children who are over age. Children

B. Graded

Ages.

Grade	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total	Over Age	%
1	26	102	89	53	30	16	12	6							334	117	32
2		3	22	46	45	32	7	18	2	1	1				179	106	59
3			3	22	32	34	28	12	21	2	4	1			156	99	63
4			1	6	19	30	33	36	20	18	6	1	1		171	113	67
5					1	8	22	28	24	13	6	6	1	1	110	79	71
6						1	2	6	7	16	13	6	1	1	53	44	83
7								8	8	9	7	3	2		37	21	57
8								2	3	9	6	4		1	25	11	44
	26	105	115	127	127	121	101	116	85	68	43	21	5	3	1063	592	55

children varied in age from 9 to 16, and reference to the first column shows that they have been in school from 3 to 9 years. There is a heavy vertical line on the left of which are the figures representing children 11 years or less, and on the right 12 years or older. As 11

who have been in school 5 years or less and are in the fifth grade have made normal progress. Those who have been in school more than five years have made slow progress.

These two groups are divided by a heavy horizontal line. This gives us a

C.

AGES

Years in School	9	10	11	12	13	14	15	16	Total
3	2		1						3
4	2	16	3	4	1				26
5			10	3	1				14
6				5	5				10
7									
8						2	1		3
9								1	1
Totals	4	16	14	12	7	2	1	1	57

Upper left-hand section: 34 children who are of normal or under normal age and have made normal or rapid progress.

Lower left-hand section: No children who are of normal age and have made slow progress.

Upper right-hand section: 9 children who are above normal age and have made normal progress.

Lower right-hand section: 14 children who are over age and have made slow progress.

These data enable one to classify the children of any grade in the four groups according to their educational needs, and to find out which of them are over age because they entered school late, and which ones are over age because they have made slow progress.

After we have found by these and other means all of the retarded pupils in our schools, our next problem is to try to discover the causes of retardation. These children have become retarded because they have not been promoted at the end of each year; that is, they have not completed the course of studies as contained in the programme of studies to the satisfaction of their teacher. Possibly the outstanding causes of this are:—

- (1) Irregularity of attendance.
- (2) Physical imperfections.
- (3) Over-crowded conditions in urban schools.
- (4) Failure or slowness to grasp the subject matter as presented by the teacher.

To help overcome the first cause we must secure the interest and co-operation of the home (provide transportation for all children living over a mile from school), and take full advantage of the services of the attendance officer. The work of the district nurse, in co-operation with the teacher in discovering the physical defects of the children, which must be followed by the state assuming with the parents the responsibility of bringing up to manhood and womanhood a people strong in physique as well as in mind, will be a great factor in overcoming the second cause. In fact, the state having assumed the responsibility for the mental development, must, in fulfilling that,

assume the responsibility for the physical development, as the two, mental and physical development, are indissolubly linked together.

The over-crowded conditions in the primary grades in our urban schools is the third cause of retardation. With the rapid growth in population, it has been very difficult to keep pace by providing accommodation for all of the children. So rapid has been the growth in numbers of cases that new schools have had to be enlarged within a year of their erection. In consequence, the lower rooms especially have become overcrowded to such an extent that it has been exceedingly difficult to keep close tab on each individual, and at times it has been necessary to make promotions before the pupils were sufficiently advanced.

The pupils who are retarded because of their failure or slowness to grasp the subject matter taught them may be grouped into two classes: (1) Those mentally slow or defective, and (2) Those to whom the subjects on our course do not appeal nor attract. To determine as to whether a child is mentally defective is in most cases a task beyond the ability of the average teacher. If a child has attended school a year and has not a grasp of the work as outlined for grade 1, it is possible that there has been an over emphasis placed on the subject of study and not enough attention given to the pupil. There is a danger on our part of subordinating the child to the subject. It must not be forgotten for a moment that the child is bigger than any subject or than all subjects combined.

The school exists for the individual as well as for the class. We must continue to teach classes, but we must bear in mind that the class is composed of individuals, no two of whom are alike, and that this is not by chance, but there the day that call for the fullest co-operation on the part of every citizen of the Empire; but it must be a co-operation of thoughtful individuals each assuming a personal responsibility which he owes to himself, to his neighbor, and to his Empire as a whole. Every boy and girl will also be called upon to take his or her place and ren-

der true service to Canada and the Empire by assuming all of the privileges and responsibilities of citizenship. The school must do its utmost to render that service to "All the Children of

All the People" that each child may be led to discover himself and find his appointed task, that he, by reason of being himself, alone can do.

THE TEACHING OF FRENCH—AN OPEN LETTER

Professor Squair, of Toronto University, has addressed an open letter to the people of Ontario on the teaching of French in the Ontario schools. What he has to say has a very direct bearing on conditions in Western Canada. For that reason The Journal takes pleasure in publishing a few extracts. The full text of the letter may be had by writing to the University of Toronto Press.

Importance of French

In Canada it is particularly desirable that secondary schools and universities should give an adequate training in the languages of the two great races inhabiting the country. In English-speaking Canada no more important subject can have a place in our institutions of learning than French. As a great medium for the communication of knowledge in all departments of science, erudition, history and criticism, it is unsurpassed. For strength, clearness and elegance it is the superior of all living languages. Its poetry, drama and fiction are of wonderful richness, variety and elevation. It is also the mother-tongue of a large section of our fellow-citizens to whose minds and hearts it ever opens the way. Failure to comprehend their language dooms us to perpetual failure in comprehending them. Racial misunderstanding and national disintegration will be in Canada the wages of the neglect of French studies. Learning French and teaching it to others constitute for us a lofty, patriotic duty. And not least, a knowledge of French is of supreme importance in acquiring a correct mastery of English. Since Norman times French and English have touched at so many points, in such a variety of ways, that in the thorough understanding of either a knowledge of both is

essential. To the English student an acquaintance with the clarity and dignity of French is a constant corrective of obscurity and commonplaceness. The elegant phrasing of French is for the English mind a healthy stimulus in overcoming a certain proneness to clumsiness and looseness of style. There is great need today in English Canada in the midst of noisy, vague, inaccurate, illogical utterance, private and public, of French sanity and clearness. The movements of French literature, too, for three centuries have so dominated English, as well as all other literature, that there can be no proper grasp of the phenomena of literary development without a thorough grounding in the history of French letters.

The Changes Needed

The hour has come for two great changes without which progress is impossible: French must have more time devoted to it in our secondary schools, and there must be an elevation of the standard of teaching. Extra time should be got by beginning the subject at least a couple of years sooner, by securing more frequent lessons during the week, and by teaching smaller classes. The aimless years often spent in our primary schools could well be shortened to provide this extra time.

The Work of High Schools

It should be possible to bring high school pupils far enough forward by the end of their course to enable them to read easy French, to understand it when it is read or spoken to them, to express themselves in French regarding common things, and to have some idea of the role France has played in the world. Above all they should be filled with that sympathy for their subject which will urge them to acquire still greater knowledge.

Funds are Required

All these things will require funds. Whence are they to be derived? The Dominion Government, in the midst of its munificence to natural science, ought not to forget the equally strong claims of such a practical language as French. The Province of Ontario will do its share. But an opportunity also is afforded to private persons, alumni and others, to aid in this great work. The English Modern Language Commission looks to private generosity as a great source of income for modern studies, and already there are signs that private generosity will liberally

respond. Such gifts as that of Mr. Arthur Serena to Oxford and Cambridge of £20,000 for the founding of chairs in Italian studies are proofs of the awakening that is going on in England. Surely alumni and other friends of learning in Canada will now bring their gifts and strengthen those things which have ever been regarded as the foundations of civilization. The subjects which, by aiding industry, make an appeal to the love of gain, will not be neglected. It is the things of the mind which are in danger of being overlooked.

BOYS AND GIRLS STAY IN SCHOOL! TRAIN FOR THE FUTURE!

Children should stay in school as long as possible because Education Means Better Jobs.

Boys and girls who go to work at the end of grammar school rarely get good jobs. The work they find to do is usually unskilled; it offers little training or chance for advancement. When they are older they find that they are still untrained for the skilled work which offers a future. Education Means Higher Wages.

Many boys and girls when they leave school find work that offers a high wage for a beginner. But these wages seldom grow because the work requires no training.

A position with a future and steadily increasing wages requires school training.

At 25 years of age the boy who had remained in school until 18 had received over \$2,000 more salary than the boy who left at 14, and was then receiving over \$900 a year more.

Here is the Proof:

This table (prepared by the United States Bureau of Education) compares the wages of a group of children who left school at 14 years of age with

another group who left at 18 years of age.

Earnings per Week of Children who Left School at 14, the End of Grammar School.	Age	Earnings per Week of Children who Left School at 18, the End of High School.
\$4.00	14
4.50	15
5.00	16
6.00	17
7.00	18	\$10.00
8.50	19	10.75
9.50	20	15.00
9.50	21	16.00
11.75	22	20.00
11.75	23	21.00
12.00	24	23.00
12.75	25	31.00

This is equivalent to an investment of \$18,000 at 5 per cent. Can a boy increase his capital as fast any other way?

From this time on the salary of the better educated boy will rise still more rapidly, while the earnings of the boy who left school at 14 will increase but little.

Although the wages paid are much higher than when this study was made, the comparison remains the same.

Book Review

A little pamphlet has recently been issued by the MacMillan Co., of Canada, "Mrs. Parson's Manual For Women's Meetings." In a very clear and comprehensive manner this booklet explains the correct procedure for the organization and conduct of public meetings; gives directions for the election of officers, formation of various committees; and hints to officers for

their special guidance. Included also is a list of definitions and a translation of commonly used foreign words and phrases. This manual should be in the possession of every women's society as a guide to correct parliamentary procedure. The author is official lecturer employed by the Ontario government for Women's Institutes.

"Those who think that music is one of the trifles of existence" said Galdstone, "are in grievous error, since from the earliest times it has been one of the most potent factors for moulding and forming character."

Children should be encouraged in those recreation that they can continue with pleasure and profit when they become adults. Does anything fit that case like music?

TEACHERS WANTED

BY THE

WINNIPEG PUBLIC SCHOOL BOARD

TO BEGIN SERVICE SEPTEMBER 1st, 1919.

Elementary Grade Teachers, for Grades 1 to 4, inclusive. At least second class professional standing required. Salary schedule for Grades 1 to 4 inclusive: 1st and 2nd years, \$800, with annual increase thereafter of \$50 up to a maximum of \$1,250. Maximum salaries for Grades 5, 6, 7 and 8, which may be attained by promotion, respectively, \$1,275, \$1,300, \$1,350, \$1,400.

High School Assistants (Women). Each applicant should name the subject or subjects in which she is a specialist and also other subject or subjects she has taught. Salary schedule, \$1,200, with annual increase of \$100 to a maximum of \$2,000.

- NOTE—(1) All applications should be made on the special forms which may be had from the undersigned.
- (2) Applicants who have previously applied need merely write drawing attention to previous application and indicating nature of additional experience.
- (3) All applications should be in the hands of the Secretary not later than May 24th.
- (4) Successful applicants will be notified of appointment by June 15th.

R. H. SMITH,

Secretary, Winnipeg Public School Board.

The Canadian Bank of Commerce

HEAD OFFICE, TORONTO

ESTABLISHED 1867

Paid-up Capital \$15,000,000

Reserve Fund \$15,000,000

SIR EDMUND WALKER, C.V.O., LL.D., President
SIR JOHN AIRD, General Manager
H. V. F. JONES, Asst. Gen. Manager
V. C. BROWN, Supt. of Central Western Branches

SAVINGS DEPARTMENT

Interest Paid on Deposits of One Dollar and Upwards

Branches in Winnipeg:

MAIN OFFICE: 391 MAIN STREET { C. W. Rowley, Manager
C. Gordon, Assistant Manager

ALEXANDER AVE., Corner Main St. | FORT ROUGE, Corner River Ave. and
BLAKE ST., Corner Logan Ave. | Osborne Street

ELMWOOD, 325 Nairn Ave. | NORTH WINNIPEG, Cr. Main & Dufferin

KELVIN ST., Corner Poplar St. | PORTAGE AVE., Corner Carlton

SELKIRK AND MCGREGOR

How to Carry Money

The first consideration of intending travellers should be towards arranging to carry their funds safely and in such a manner that they will be readily negotiable. With the development of banking facilities it has come to be generally recognized that Travellers' Cheques afford complete safety, while at the same time travellers who carry them will find that they can obtain funds by this medium in all countries which they may visit.

These cheques, which are issued by all branches of **The Canadian Bank of Commerce**, are enclosed in a neat leather pocket case, occupying no more space than a small purse, and are accompanied by a card in which is inscribed for identification the signature of the purchaser, authenticated by an officer of the bank. To insure safety, this should be carried in a different pocket to that containing the cheques.

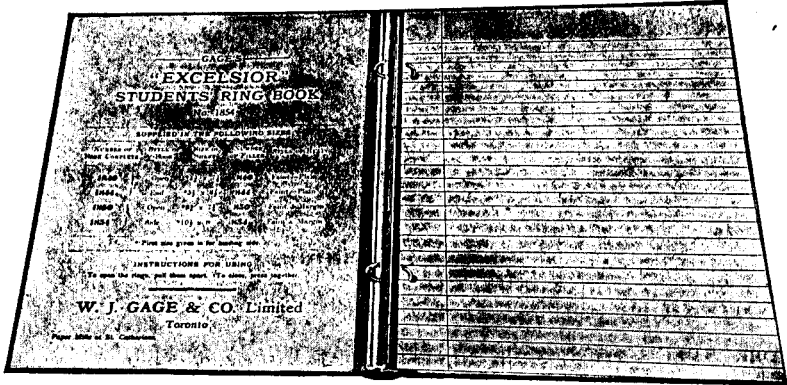
A booklet also accompanies the cheques and contains a list of the banks and the various institutions where arrangements have been made for their encashment.

To the average traveller is recommended the purchase of \$20 and \$50 cheques, with a small number at \$10, to provide a sufficient currency for the requirements of a day or two in any of the smaller foreign countries. The charge for these is 50 cents per \$100, plus any premium there may be on United States funds, which in view of the facilities accorded is a most reasonable one.

The cheques are in such general use that they are cashed without hesitation at practically all large hotels, as well as on board ship, etc., and those who carry them have invariably expressed their satisfaction through their use.

A Boon to Teachers

GAGE'S "EXCELSIOR" LOOSE LEAF STUDENTS' NOTE BOOKS



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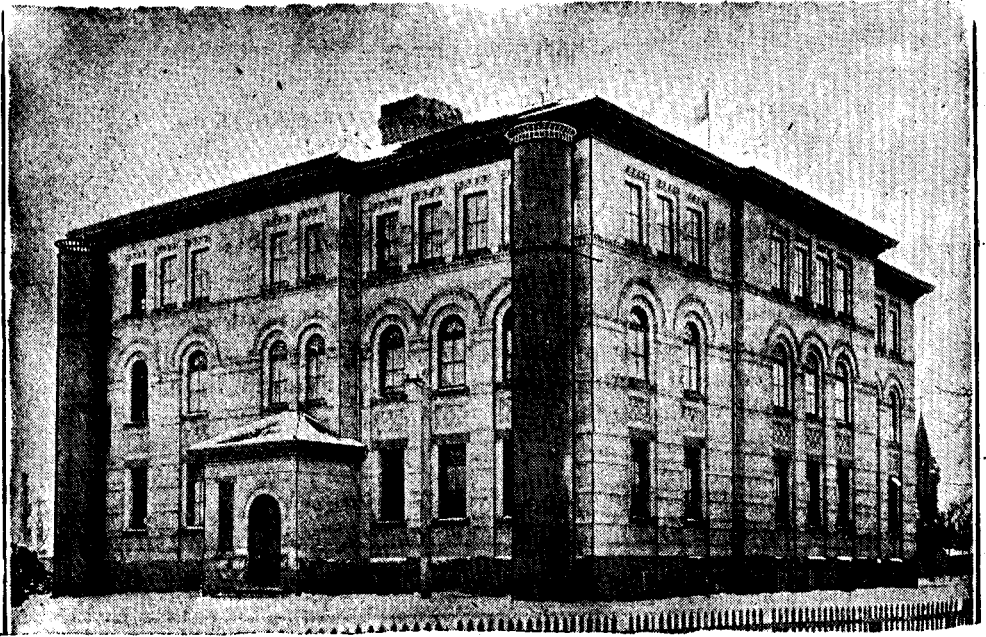
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