

The
**WESTERN SCHOOL
JOURNAL**

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

**A PRAYER FOR THE
WORLD'S REBUILDERS**

by Theodosia Garrison



WE send them off to school again today,
This cool September morning. All the street
Is musical with patter of small feet,
And little, shining faces all the way
Seem wayside posies for our smiles to greet.

I wonder if they ever guess or know
With what strange tenderness we watch them go?

Just children on their way to school again?
Nay, it is ours to watch a greater thing—
These are the World's Rebuilders, these must bring
Order to chaos, comforting to pain,
And light in blasted fields new fires of spring.

*Dear Lord, Thy childish hands were weak and small,
Yet had they power to clasp the world withal,
Grant these, Thy little kindred, strength as true—
They have so much to learn, so much to do!*

Winnipeg, Man.

September, 1920

Vol. XV—No. 7

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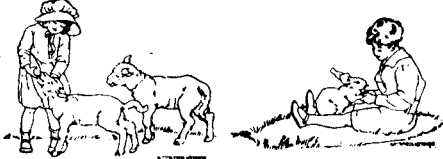
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The Western School Journal

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

VOL. XV.

WINNIPEG, SEPTEMBER, 1920

No. 7

Editorial

AIMS IN TEACHING

The teachers of the province are entering upon a new year. It is important that they have right aims and ideals. Just as a sailor on an uncharted ocean may sail around aimlessly and never reach a port, so a teacher without definite aims may work and worry and put herself to endless trouble, and never accomplish anything worth while for her pupils, herself or the community.

As regards the pupils, the first aim is to promote intelligence. Clear, definite and accurate information is the only solution for many of the problems that are vexing the world to-day. Ignorance is the soil in which crime, tyranny and injustice flourish. The key to knowledge is the good old art of reading, and a teacher who trains her pupils how to read and what to read is performing a great and useful service. Unfortunately the great mass of literature now available for children tempts them to read that which is unwholesome or worthless, and much of this is so highly-seasoned that sober thoughtful reading is a rare accomplishment. In the olden days people had little to read but they read with intelligence and purpose, weighing the words and giving such attention that reproduction was always possible. Now-a-days cursory superficial reading is all too common and is practiced not only in the field of light fiction, but in the more serious studies. And yet we have a con-

viction that our civilization to be secure must be founded in intelligence and the first necessity must be schools in which pupils are taught to read and read wisely and thoughtfully.

The second aim in teaching is to promote right feeling towards men and women of all classes and all conditions, and towards the great beautiful world in which men and women live. To love people and to wish them well, this is one's privilege and duty. To appreciate the beauties of art, literature and music, to enjoy the glories and wonders of Nature, these are not secondary in the lives of any of God's children. A teacher has not missed her calling who has sent her pupils out into the world with warm throbbing hearts. After all it is affection and feeling that rule the world, and they should have full reign in the hearts of children. No teacher is worthy of her calling who is lacking in human sympathy and love of nature.

A third aim in education is the development of desire and power for right expression, whether in speech or deed. The most important thing in life is behavior, and the chief duty of the school is to encourage behavior of the right type. By direct instruction by example, and by studied effort, the teacher will endeavor to build her pupils strong in the great Christian virtues, without which life in the individual and the nation is lacking in its

essential elements. It was no error of judgment which led the great Apostle to put faith, hope and love as supreme in the life, and there was no fault in the catalogue of virtues set forth in the letter to the Galatians. These are love, joy, peace, long suffering, gentleness, goodness, faith, meekness, temperance. Even more to the point in these days of unrest and provocation are these words. "Let him that stole, steal no more; but rather let him labor, working with his hands the thing which is good, that he may have to give to him that needeth." "And be ye kind to one another, tender hearted, forgiving one another." To teach children to work, gladly and whole-heartedly and to develop in them the spirit of service are the great ends in education. Are we as a body aiming at these ends?

Another aim in education is the building up of "strong bodies for our boys and girls." Physical culture, play and athletics are important. Let no one think that poring over the pages of a book is a higher form of exercise than playing football, or that a lesson in grammar is of more account than purposed instruction in hygiene. Sound mind and good morals are linked up with physical fitness.

The mind that is possessed of intelligence and good feeling and which is disposed to kindly action will be open rather than closed. One of the gravest faults in life to-day among men is their attitude to truth. It is regarded as fixed and immutable, whereas for any particular individual, if he is perfectly sincere, it is constantly changing. The viewpoint of to-day cannot be the same as yesterday, and the mysteries of to-day will be ordinary experiences of to-morrow. And this is true in all departments of life. The well educated individual is ever in a receptive attitude, and is willing in science, art, religion, economics and politics to accept new views provided they are more satisfying than the old. May it be that some teachers by their coxsureness, their pedagogic assurance are turning out of their schools pupils with narrow vision and prejudiced opinions on matters of vital concern?

The educated mind is not only open, but it permits liberty of opinion to others. Tolerance is one of the characteristics of liberal culture. It is needless to point out that in this land particularly, there is need for recognizing within safe limits, the freedom of others, to think and speak as they believe. And yet, as all children of the province should be truly Canadian and British, it is imperative that they be so educated that love of their land will be a passion. Toleration of anti-national feeling is unthinkable. It is parallel with toleration of suicide. It is a grave problem how far we should tolerate those who have no pronounced national feeling at all. One thing seems very clear. They should not be entrusted with the education of the youth of the land.

Another aim in education and the last one to be mentioned just now is trained judgment. This is implied in what has just been said. Those who act from impulse are not safe in their own lives nor as guides and associates for others. The educated mind weighs, deliberates, proceeds cautiously. The teacher develops this power of judgment from day to day. She does not so much impress thought upon her classes as cause them to arrive at truth by reflection. "**Ipse dixit**" is no longer the phrase which indicates the schoolmaster's authority. The good teacher is a guide rather than a dictator. He will have all the more authority with his pupils from the fact that he does not assert himself too vigorously.

This hurried statement of aim is intended to convey to young teachers the thought that their task is not set them by the programme of studies, which is no more than an attempt to make clear a certain portion of their duties. The whole of their duty is not summed up in the word "studies." Study, play, actual doing are all necessary to life-building and the spirit in which all are carried on is the essential thing in teaching.

And all that has been said is on the assumption that men and women as well as girls and boys are capable of working and of enjoying leisure.

EXAMINATION FAILURES

It is a very serious matter to parents and students alike that so many fail on their examinations. It is serious to the students to lose a year of life, and it is serious to the parents to pay for another year of schooling. Then there is a certain feeling of chagrin, dissatisfaction, anger, disgust or resentment, which coupled with fault-finding and reprimand works against the schools and the teachers. Students who work over a course a second time are as a class never very loyal to the school, never enthusiastic nor cheerful. Speaking generally, this failing in examinations is a very bad business.

Now, among the causes that lead to failure are three that can be named. Firstly, the student or the parent may be almost wholly to blame; secondly, the school and the teachers may be at fault; thirdly, the examination or the examination system may be the cause. Let no one dismiss the matter by assuming that any one of the three is responsible for the whole of the failures.

When the fault is with the student or the parent, the conditions accompanying failure are: (1) **Native incapacity.** This may be ignored. Comparatively few students belong to this class, though impatient or unskilled teachers often use the argument that the school cannot be expected to give brains to children. (2) **Laziness or unwillingness to put forth effort.** There is certainly something of this especially among pupils who come from the homes of the wealthy or rather from homes in which everything is provided and nothing demanded. The same may be said of some children from the homes of the poor, for some of the parents are taking the strange attitude that it is the duty of the worker to do as little as he can each day, and the children are not slow to follow the teaching. The salvation of the individual and the nation is good honest hard work. Two of the forces that are enfeebling individuality and wrecking nationality are the over-indulgence of children in the homes of the wealthy and the insistent preaching of the gospel of "mini-

num effort" by certain elements of the so-called laboring class.

There are unfortunately forces at work in the community which are aiding and abetting the non-working spirit. Excess of entertainment and luxury are always harmful and never more so than at the present time. The lack of seriousness in men and women, as manifested in their reading, their language and their behavior is reflected in the lives of the younger people.

But the failure to work seriously, ending in the failure at examinations may be mainly due to the schools and the teachers. Students work only when there is a sufficient motive. The presence or absence of true motive depends almost altogether upon the teachers. Where he is cross, cranky, domineering, and where he disregards the finer feelings and sensibilities of the students, they will naturally and perhaps rightfully refuse to work for him; where she is sweet, considerate, ladylike, and courteous, they will perform any task gladly and with earnest good-will. There are schools in which the students work splendidly for some teachers and do nothing for others. In other words there are schools in which some teachers are worth a fortune because of their teaching ability, manner, and leadership, and in which other teachers are worth nothing, or less than nothing, because of their irascibility, their lack of courtesy, their general attitude to students and their work. Some students who have failed at examination are to be pitied rather than censured. They have not been as much at fault as their instructors. It is these incompetent teachers who should be deprived of their standing, and not the unfortunate students who are compelled to suffer under them.

There is of course bad teaching as well as good teaching in every country. Some teachers lack method in presenting truth, have not power to make themselves understood, fail to inspire, while others are clear and explicit and create interest because they know their work and the best method of presenting it, and because they are personally attrac-

tive to their students. This last point must not be overlooked. Winning good nature, and gentle courtesy are never more in demand than among teachers of youths and maidens—those who are just ripening into manhood and womanhood.

But failure may be owing to the examinations themselves. They may be unreasonable as tests of knowledge and power. There may be an unreasonable anxiety on the part of those in charge to demand that all students shall measure up to exactly the same standard. Yet, this can hardly be said to be the case except in the matter of say Arithmetic and Grammar and a few branches of that nature. The high school and college courses are full of options and within reasonable limits pupils can study what they will. There is to use an American phrase—"reasonable flexibility." As to the examination papers themselves, they appear this year to have been fairly satisfactory

and not too difficult. No one who wishes well to the students and the country would care to see the standards lowered.

And yet it is a serious thing that so many young people lose a year of their lives. It is for parents and teachers and Advisory Board to consider this question very carefully. To an examiner it may be a little thing that a student should fail: to the student and his parents it may be a matter of the greatest consequence. If examinations and teaching were ideal it is not too much to say that ninety-five per cent. of the students would meet the tests. He was not a true educator at all who laid it down as a principle that "a good examination should pluck at least fifty per cent. of the candidates." An examination should not aim to pluck anybody, but to test faithfulness and ability. The Journal solicits opinions on this problem.

SALARIES

It is gratifying to note that taking the province over there has been a considerable improvement in salaries paid to teachers. Among the forces leading to this change have been the press, the work among teachers themselves, through the federation and single-handed, the general rise in salaries, the scarcity of teachers, and perhaps tardy awakening of a sense of justice among the people themselves. No one must think that teachers are going to be satisfied with any increase such as has been made. Nothing can satisfy teachers but radical improvement of the profession and such an improvement is not possible until financial conditions are improved. Really the trouble is not that salaries are small, but that they make for short service and inefficiency. In a thoroughly civilized country there should be no shortage of teachers and no permits. As a matter of fact it is not low salaries alone that keeps people from entering and continuing in

the profession. It is insecurity of tenure, lack of social privileges and the knowledge that when teaching days are over there is nothing to face but starvation. It is only the middle years of life that can be given to teaching. Teachers therefore should have double remuneration. If railways can get forty per cent. increase in rates for the asking, and labor can get double wages on demand, teachers are going to know why they are not going to get similar increase. Everybody these days who is in business can raise his income by increasing the price of his wares. The man or woman on salary has no such privilege. The producer of merchantable commodity can command cash; the producer of man-power has no such power. That is materialism of the worst kind. A country cannot be permanently prosperous that does not put the development of manhood and womanhood first.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

ACCEPTED SYLLABUS FOR USE WITH HIGH SCHOOL PHYSICS

Required course in Grade IX is covered by the following chapters and sections of chapters from the High School Physics text.

Chapters I, 111, (omitting paragraphs 44-48.) IV, V, VI, (omitting paragraphs 68-69). VII, IX.

Grade X.

Chapters X, XI, XII and XIII. In chapter XIV the work of the lift pump, force pump and siphon. Chapter XVIII, XIX, (Omitting 197-201). Chapter XX, (omitting paragraph 208-211). Chapter XXI (omitting 216-218, 222-223 and 226). Chapter XXII, (omitting paragraphs 232-235), XXIV, XXV, XXVIII, XXIX, (omitting 283-288 and 293-297). Chapters XXXI, XXXII, XXXIII, XXXV, XXXVII, (omitting 368-377). Chapters XXXVIII, (omitting concave lens, combinations of lenses, and paragraphs 386, 388-390).

Chapter XXXIX, (omitting 398-406). XL, (omitting 418-421). Chapter XLI, (omitting 431-440). Chapter XLIII (omitting all chemical explanations). Chapter XLIV, (omitting all except simple Electrolysis and Electroplating). Chapter XLV (omitting Amperes, laws, relay, tangent galvanometer). Chapter XLVI, (omitting laws of induced currents and self-induction). Chapter XLVII, (omitting all except simple dynamo and motor). Chapter XLIX, (omitting all except OHM'S law, amperere, OHM, volt and watt).

—

In schools where text books are in the possession of the pupils, work may be taken from the syllabus in the Programme of Studies and the Mann & Twiss text. Students using the high school text should follow this syllabus. The examination this year will be set so that either course will answer.

IMPERIAL CONFERENCE OF TEACHERS' ASSOCIATIONS

The next Imperial Conference on Education will be in Toronto in August, 1921. The provisional date for the opening session is Wednesday, August 10th. Prominent educationists from all parts of the Empire are being invited to present the topics and considerable time will be allowed for discussions.

Teachers will find this conference interesting and should endeavor to plan their vacation so that they may attend.

Further announcements will be made through the Journal from time to time as information is received from those in charge of the Conference.

ENGLISH LITERATURE

Passages to be memorized in English Literature, Grade XI, recommended by English committee:

Macbeth—Act 1, 5, 38-54; Act 1, 6, 4-8; Act 1, 7, 1-28; Act 3, 2, 13-26; Act

3, 2, 45-56; Act 3, 4, 99-107; Act 5, 5, 19-28.

As You Like It—Act 2, 1, 1-18; Act 2, 3, 56-68; Act 2, 5, The Song; Act 2, 7, 109-118; Act 2, 7, 139-166; Act 2, 7, The Song.

THE ANTHOLOGY

Milton: On His Blindness.
 Wordsworth: It is not to be thought
 of.
 Wordsworth: The Solitary Reaper.
 Shelley: The Cloud (4th verse).

Tennyson: Morte D'Arthur, lines
 176-192.
 Keats: On First Looking into Chap-
 man's Homer.
 Lampman: Winter Uplands.

NOTICE—TEXT BOOK IN PHYSICS

Students of Grades Ten and Eleven who have copies of the physics text by Mann and Twiss, should not be asked to purchase the new text. Students in Grade Nine who purchase a text in

physics this year will purchase the new book. Students in Ten and Eleven may follow the syllabus as laid down in the Program of Studies, and which is based on the Mann and Twiss.

SPELLING

Teachers are reminded that candidates in the Combined Course will be required to take both papers in Spelling in Grade X, their work in this sub-

ject being identical with that in the Teachers' Course. This is clearly indicated on page 41 of the Programme of Studies for this year.

PHYSICS

Many students of Grade X will find on the statements of marks sent to them the requirement that they take physics in their Grade XI year. This subject is not to be considered as a condition in the same way that grammar might be. Conditions must be removed in December, but physics is part of the Grade XI work in the com-

ing year and the examination in it will be taken next June with the regular Grade XI subjects. This applies to students in the Combined Course taking one language other than English. Students in Grade XI Teachers' Course may take physics instead of physical geography for this year if they choose.

CERTIFICATES OF STANDING

Students in Grade IX Matriculation Course are not furnished with statements of standing by the University. It has been the habit of the Department of Education to send these statements and mark them pass or fail according as the University would or would not allow standing on history. This has caused misunderstanding as many students with merely a pass in history have presented their statements to the Department as proof that they had Grade IX standing. Grade IX stand-

ing is not granted in the Combined Course except to those who pass in history, science and geography and in the Teachers' Course students must take drawing also.

This year statements to Matriculation students contain no record of standing unless at least two subjects were taken, but any student receiving over forty per cent in history may proceed with their Grade X work in the Matriculation Course, though not in the Combined or Teachers' Course.

Special Articles

THE PRESENT UNREST—CAUSE AND REMEDY

The present unrest and suffering are not to be regretted wholly, if they eventually lead to better social conditions here and elsewhere. A well-known writer has said that it usually requires a dose of misrule and suffering to set a people right. Perhaps we are undergoing proper treatment during these gloomy and uncertain days. There may be a golden age ahead if we only act wisely. This at least should be the hope of every teacher. Such a hope will inspire all effort. It will suggest new aims and better methods in handling classes. It may even dictate radical policies in all educational procedure. It is quite thinkable that there are courses of study and modes of school organization and government more suitable to present conditions than those now usually employed. The last thing a teacher can afford to be is a soulless and mechanical "gerund-grinder." His work is life-building for life service. This of necessity means continual adaptation of means to ends. A changing civilization demands a changing form of culture.

Before we can be certain how to act in the present emergency we must know in some measure the forces that have been at work producing our present conditions. The most superficial analysis will reveal the fact that nearly every class in the community has guilt lying at its door. It will, moreover, reveal the fact that in each class, not the majority, but comparatively few members have been responsible for wrong-doing or wrong judgment. It is important to bear these facts in mind. Nothing is easier than to excuse one's own sins by pointing to like sins in others, and nothing more common than attributing the faults of a few to all the members of their class.

The Capitalists

To begin with, the capitalistic class has many sins lying at its door. It has failed to recognize the value of a

human soul. It has sacrificed man to the machine. It has dethroned God and exalted Mammon. It has held nothing sacred. Legislatures have been corrupted. The press has been purchased. The minds of children have been deliberately poisoned. The poor have been robbed that a few might revel in luxury. There has been unequal taxation, squandering of public resources, legalized robbery of all kinds—and the chief sinners have been held up before us as examples for our children to follow. They have been called men of enterprise, when as a matter of fact, they have been but thieves and robbers. This is not rabid utterance, it is a very weak statement of a condition of things that may be proved by a thousand examples.

In Canada and the United States it has been reckoned that one per cent of the people own fifty per cent of the wealth. Is that anything short of robbery? In Canada during the last twenty-five years the government has been controlled in its fiscal policies by the monied classes—who will deny it? Our comedy picture-shows are a disgrace to civilization, and the coterie which controls the great trust laughs at the power of governments. Is it not so? Grown men there are in our factories whose lives have been spent in performing mechanical movements until they have forgotten that they have minds to think and souls to feel. Can you not verify this? Some men have died as felons because in a moment of haste they have taken the lives of their fellow-men, but there are well-groomed, and audacious scoundrels walking the streets, who are indirectly responsible for the deaths of mothers and their children, and for the moral contamination of whole communities.

How many workmen have you in your employ, Mr. Plutoerat? Three thousand? And what per cent of their labor goes to you? And what have you done and what have they done that

you should rob them so? Why should your wife be different from their wives, and why should their children not have the same opportunities as yours? God never intended that any man should live to prey upon his fellows. Nor does it make the crime any the less if part of the ill-gotten gain is returned in the form of charity. It is only natural that there should be a revolt against a system which permits such differences and such inhuman cruelties as are witnessed every day. In to-day's press we read that since 1916 lumber has increased in price four-fold, but that the labor of producing it has only doubled. Why should the users of the material be punished in this way? Heaven knows it is hard enough for the poor to live without being robbed by those who have an over-abundance.

Now, it is gratifying to think that not all manufacturers and producers of raw material belong to the class called profiteers. It is no doubt true that the average employer of labor to-day has a harder time of it than most of his workmen. It is the few who have brought the class into disrespect and these few are a national curse and a human disgrace.

The Distributing Class

There is a class which has representatives even more unworthy than the worst of those engaged in production. These are the distributors of commodities. With wool at seventeen cents and with four pounds to a suit, why should the suit cost one hundred dollars? A lady wishes to buy a simple straw hat. The price asked is fifteen dollars. Finally the storekeeper compromises on the wholesale cost, because the lady is a friend and the hat is the last of the kind. The price is fixed at eight dollars and a quarter. This is not fiction. Outside the city market a few years ago potatoes were offered me at thirty-five cents. Inside the market the price asked by the keeper of a stall was sixty cents. Last winter a man from the country offered turkeys to a butcher at twenty-five cents. Half a minute later the butcher asked a customer, for the same turkeys, forty-five cents. Once again let it be said that

all distributors are not of this class; but there are a few of the class who should be driven out of the country. On next street is a grocer who sells at wholesale cost plus ten per cent, and he is doing well. He is a public benefactor. Surely there is some fairness left in this world. We must not blame all for the sins of a few. It is the few rapacious and heartless souls who are creating the prevailing unrest.

The Financiers

The bankers and loan companies make up another class in which we find both good men and bad. They represent capital in its most powerful combinations. It is doubtful if any few men have brought as much misery into the world as those who have control of the great money trusts. Yet who can deny that many of our finest citizens, our most honest, patriotic and generous souls, belong to the money lenders? Yet at times when one considers the property holdings of the great companies and the indirect power exercised through control of trade and production it is no wonder if he questions the right of a few to acquire such wealth, which of course was produced by the labor of the many—the labor of the common people. Probably no single cause has done more to foment discontent than the flaunting of wealth by those associated with the money trusts.

Transportation

There is a great class who are responsible for transportation—the railway companies and their auxiliaries. What they have cost the people of the country everyone knows. The greater sin is rarely mentioned, yet from the point of view of good citizenship it is all important. When these companies found it necessary to build their roads, they imported workmen of all kinds from all lands, regardless of character and nationality. When the work was through these men were thrown upon the state to shift for themselves. Every one in education knows that the great problems of the school have been created by the sudden importation of more non-English than can be reasonably assimilated. So when we feel

tempted to find fault with the non-English element, let us place the blame where it belongs. The railway companies, assisted by time-serving or thoughtless ministers of immigration are responsible for a very serious condition in our midst. And yet one must confess that though educationally it is difficult to deal with some of these non-English peoples, the worst of them are preferable to those non-desirables among the English-speaking peoples, who work among these new Canadians to destroy respect for law and order, and to overthrow constitutional government.

The Professional Class

There is the professional class. Take for example the physicians. They are rightly honored in every community. Yet why should a man charge one or two hundred dollars to remove an appendix, when as one doctor said it is now-a-days an operation of the same class as lancing a thumb? Is there to be no limit to eupidity? Are men to get all they can, no matter how other men must suffer? Thank heaven the medical profession has in it so many men of worth, so many who give their inestimable services for nothing, that the greed of the few is usually forgiven. And yet society never forgives nor forgets injustice. Among the causes of unrest are the unreasonable charges of men who, in the nature of things, are in a position to ask just what they please.

The Farmers

One does not know whether to put the farmer in the capitalistic class or to class him with labor. Now-a-days he is clearly a capitalist, and he at times proves his membership in the order by his actions. When wheat goes up to four times its price, he complains if labor goes up to twice its price, or if the school teacher asks an increase of twenty-five per cent. Yet there are farmers with generous spirit, even if they cannot make out an income tax statement correctly. It is quite as unjust for a farmer to wish to live to himself and for himself and to make all he can regardless of the other fellow as it is for the manufacturer or the dis-

tributor or financier to scheme and plot to divert all profit to his own till. There are farmers to-day who by their attitude on public questions are standing in the way of national progress. Yet no one should blame the whole class for the indiscretions or unfairness of a few.

Labor

Everybody sympathizes with labor in its long struggle against capital, yet labor cannot be exempted from just criticism at this time. In the first place note the attitude to work. A man must not give more than the minimum in time and effort to his work, and he must take no pride in performance. This is a common doctrine that is emphasized in shop practice. It is a crime against humanity. It is through work that man frees his soul. Laziness is the gospel of the savage. To ask a man to exert only two-thirds his effort is to ask him to cheat and lie. It is immoral. To ask a man to do his work without heart and without artistic pride is to deny to him the highest joy of a human being—pride in creation. The gospel of certain labor leaders is the most soul-debasing doctrine ever preached to humanity. It is opposed to all that is good in education and in human aspiration. It is a satisfaction to know that it is not Canadian born workmen who lend themselves to this doctrine, but that it is being preached most zealously by an irreverent and egotistic group who unfortunately for the time being have some influence.

There is another charge to be made against some members of labor. Like other classes, they think of themselves alone. Perhaps no salaried class today is on the whole so well paid as labor. Yet there is a cry for more, and it is only too plain that the limit is being exceeded. A necktie worth fifty cents sells at two dollars and a half. Why? Largely because of labor or wages. As a result it has been reported that a large factory is operating in Japan and that in a short time every factory of the kind in America will be closed. In other lines the same thing will happen, and all because of unreasonable greed. The whole sympathy of the writer is

with labor, and just for this reason he must protest against the policy of certain leaders of the party who are urging action that will bring disaster, not to employers, but to workmen themselves, and to the whole nation.

We say nothing now as to the war between capital and labor, or as to the best means of reconstructing society, but it is very sure that extreme demands and destructive criticism, coupled with extreme egotism and loud self-assertion will never bring social salvation. Labor at heart is sound, because the common people are close and dear to the heart of God, but there are here as elsewhere agitators who lack insight and wisdom and patriotic feeling, and these are not to be trusted. The only man to be trusted in this country is he who really loves his brother and he who in heart and soul is Canadian to the core.

There is still another charge against certain leaders in the labor party. When at the close of the war there was a nation-wide indignation against the profiteers, the whole of the middle classes—that is the salaried classes and the farmers—were ready to join with labor in a demonstration that would compel the government to insist upon punishment of offenders and restitution. But certain elements in the labor ranks were not satisfied to join with the great mass of the people in their demands. There would not be sufficient glory in such a course. The result we all know. The whole case was lost because of the mistempered zeal of a few men with half-knowledge and boundless self-assurance. And so among the classes with sins at its door labor must appear, but chiefly only a few members of that great and noble body.

The Teachers

There is a class not yet mentioned—the common school teachers. Can it be that they too are partly to blame for existing unrest? As a class they have certainly not been guilty of profiteering. Nor have they bred class feeling, for their chief work has been to create friendliness and to encourage co-operation. On the negative side, however,

they are doubtless in many cases to blame. They may have failed to emphasize that which makes for the highest citizenship. They may have been satisfied to teach the formal branches of study, to hold examinations and keep records, without really considering the bearing of instruction on the character of the children and the welfare of the community. Yet it is only the occasional teacher these days who has been neglectful. In the Canadian public school character-building has always counted for more than anything else, and the school has been the most effective agent in promoting social concord and good citizenship. Teachers as a class are sound at heart, and will remain so, unless like some other classes they join in the worship of the golden calf. This journal has been insistent on urging better payment for teachers, but it hopes that the profession will never demean itself by making salary-searching the main aim of its efforts.

The school has been trying its utmost to create good fellowship, but its efforts have been thwarted by warring factions and money-seekers to whom reference has been made. The chief fault with all those who are bitterly opposing one another in the mad race for wealth, is that they forget the value of the child and the value of a human soul.

The Way Out

What is needed in school and out of it is the teaching and practise of Christian socialism. This is not a socialism brought about by force. It is the socialism of free will. The essence of Christianity is voluntarism. And so education must reach the hearts and wills of men as well as their intellects. The school permeated with the idea of service and good-will is the surest guarantee of peace and social harmony. Greater than the money-kings and the leaders of classes are those who teach in the schools and those who proclaim the gospel of love and service.

As school teachers we can do little perhaps to affect present conditions, but we can surely do something to make life in the next generation more endurable. It has been truly said that

the school should aim at participation in life rather than preparation for life. If we as teachers, will remember that we are the servants of all the people, if we day in and day out join with all beneficent forces of the community in creating and fostering the feeling of good-will, and if we stand for kindness, honesty, patriotism and all the other Christian virtues, our work will not be lost. Our mission is to teach the ordinary branches of study. That goes without saying. Our higher mission is to create such an atmosphere that pure unselfish joy may abound as the result of friendly co-operation. Our nation is surfeited with those who are stirring up strife. It is easy, though despicable, to be a demagogue. Let us belong to the class of those who are working for the harmony that is based in justice and good-will. We shall teach that the man's highest privilege is hard work

and unselfish service, and that the royal principle in life is for each to consider his neighbor as himself. The kind of life we illustrate in our little community—whether you call it kingdom or republic—will become the model of the life that our pupils may enjoy when they reach man's estate. It is no wonder that the people of the province disagree on many things, because they never lived together as children. It will not be so in the next generation. Can we not make the best use of our opportunity?

We look twenty years ahead and we see not warring classes and unseemly conflicts between rich and poor, but we see men and women with common aim and ambition living together as becomes members of a great family—each living for all and all for each. And so we take courage. The golden age is to come, and it cannot come too soon.

THE GRADE II SPELLER

This speller is intended for use by pupils of Grade II. Before reaching Grade II it is expected that the pupils have read, in class or out of it, at least six or eight primers or first readers. If they have not done this they should not be expected to cover all this speller in a year. They are advised to confine attention to the phonic word drills and as much of the spelling as they can reasonably master.

The book contains exercises of four kinds. First there are word lists. The amount to be taken each day depends upon the ability of the pupils. Though the words are such as are in general use by Grade II pupils, there may be districts in which a number of the words are unfamiliar. It would be wise to omit these unless time can be taken before the lesson to make them part of the pupils' vocabulary. The aim in teaching the lists is to get almost perfect spelling of such words as the pupils attempt to learn. It is better to have half the work well done than to have it all covered in a hurried fashion.

In the second place there are sent-

ences. These are intended primarily for **copying**. In copying sentences pupils review some of the words met in the lists. They meet new words—some of which they will no doubt remember how to spell, and they learn the use of the simple punctuation marks. This book is intended to teach punctuation as well as spelling. Some of the simpler sentences may be given as **dictation exercises** if the pupils are ready for such work, but it is not expected that all sentences will be used for this purpose, nor that pupils will remember how to spell all the words used in the sentences. Sentences given for dictation will be simpler than those which may be used for copying. The teacher will be guided by the ability of her class.

In the third place there are phonic word-drills. Through taking part in these exercises the pupils learn to group words into families and to use their ears as well as their eyes in spelling. It is not necessary for them to remember the spelling of all the words they meet. The exercises may lead to inter-

esting conversations in which the vocabularies of the children will be enlarged or enriched. For instance, if pupils are asked to give all the words they know containing **ack**, they may of their own accord give such a list as back, black, crack, cracker, cackle, hack, jack, jacket, knack, lack, pack, packet, quack, rack, racket, sack, smack, snack, stack, tack, track, whack. In some cases the teacher will be fortunate to get one-fifth of this list. But she can get enough to make the pupils feel that ack is a very common combination in spelling, and one with which they should be familiar. It is found that when children, with the aid of the teacher, make out lists of this kind, the spelling of many of the words is remembered without effort, and the spelling of words does not seem to be purely arbitrary.

The fourth exercise on each page comprises the homonyms. Here the

teacher will follow the same principle of selection as in the word lists, demanding thorough work as far as it goes. If for any reason members of a class cannot cover all the book in a year, they will not be hopelessly lost, as nearly all the words are reviewed in succeeding grades.

At the end of the year the test should be on ability to spell the word lists, on ability to group words into families, and on ability to write very simple sentences with correct punctuation. By the time pupils leave Grade II they should be ready to read freely, and at sight, any Second Reader. If they can do this they should be able to cover all this book in the manner indicated in a year. If they are not so advanced as this, less should be expected in their spelling. Reading, writing and spelling are three arts that should be taken seriously in the Second Grade.

A TALK WITH GIRLS

Cleanness of body was ever deemed to proceed from a due reverence to God.
—Bacon.

A lovely being, scarcely formed or moulded,
A rose, with all its sweetest leaves yet folded.

—Byron.

But so fair,
She takes the breath of men away
Who gaze upon her unaware.

—Browning.

Since ever the poets and writers put pen to paper, the theme of "Woman" has been the subject of their songs and stories, and through the chances and changes of history, from the days when "gracious ladies" decked their knights with favors through the era when to be a lady meant to be a drooping, delicate, useless flower, to the present day, when the best of womanhood has taken her rightful place in the world, the one ideal that has persisted is that of the dainty sweetness and cleanliness of woman. Expressions of this ideal

have often been florid and sentimental in the extreme, but behind all the words lies the ideal, and it is because so many women and girls fall so far short of this easily attained ideal that this little pamphlet is being written.

Teachers have an unrivalled opportunity to instil into the minds of growing girls the simple ideals of daintiness, and it is because the presence of one woman who personifies these ideals is more potent than torrents of words and pages of writing that it behooves all women to look to the little signs of cleanliness and be sure that none have escaped them. To be really helpful, prudishness must be abandoned, and tact, and a fine consideration for the feelings of others cultivated. A girl who has been antagonized will seldom accept help or advice, but a few words from a respected teacher or friend will often be more treasured and valued than even a mother's wisdom.

Because "Cleanliness is next to Godliness" and because cleanliness of body is conducive to cleanliness of mind, the

great fundamental necessity underlying all womanly charm is the daily bath. To misquote—"Eternal washing is the price of cleanliness." It is true that outside the larger cities and towns facilities for bathing are often most primitive. Under these circumstances a bath in a bath-tub more than once a week is often impossible, but no circumstances can excuse the absence of the nightly basin bath, where, with plenty of soap and water the same results may be obtained. Tiredness is no excuse, absence of hot water is no excuse, there is no excuse if one really wants to belong to the clean and dainty women of the world.

Girls who are prone to perspire freely should wash all affected parts, such as the arm pits, two or three times a day, if possible, afterwards dusting the skin with boracic powder and a good talcum, or using sparingly one of the harmless and useful preparations now on the market. Among these may be mentioned Mum, an excellent cream, a tiny portion of which will deodorize and sweeten all odors; or Odorono, a liquid preparation which will prevent the soiling of fine dresses by perspiration, and which deodorizes also. This should be used strictly in accordance with the directions on the bottle. In addition to these preparations, there are such soaps as Carbolie soap, Tar soap, Germicidal soap, Life-buoy soap, which will assist in this disinfecting process. Soap and water are the basic cures; the others may be used in addition. There is no possible excuse for the overpowering odors which unfortunately often prevail in a room where a number of women are gathered. Except for the heaviness of the air, which is unavoidable where there are many people in a small place, a class room or lecture hall should be as airy as a room in a home. If, after every care and attention, a girl is still troubled with this excessive perspiration, she should consult a doctor, as this is often a sign of some physical weakness, and the trouble may require medical attention. It is advisable not to wear dress shields unless it is absolutely necessary. These accessories are made of rubber and,

being air proof, they often accentuate and increase the trouble. Where they are a necessity, as in the case of a very stout person, they should be washed every night.

If there is excessive perspiration of the feet, they should be given special care. Soaking them in hot water every night for ten minutes, using plenty of soap, and then soaking them in cold water in which salt has been dissolved is the beginning of the process. The feet should then be gently massaged, and dusted with boracic, and Mum put between the toes and around the nails. Peroxide of hydrogen is also a good disinfectant for this purpose. Talcum powder may be used liberally on the whole body after bathing, but it is advisable to use the less highly perfumed powders, as often the others are perfumed with coal tar preparations. In addition to this, cheap perfume will not disguise uncleanness, and often only accentuates the objectionable odors.

The hair is another important item. No rule can be laid down for the frequency of the shampoo, but it is safe to say that no one should go longer than a month, and most people should not go longer than two weeks without a thorough washing. Any good soap which will make a lather or any of the shampoo powders on sale in the drug stores are suitable. Pure French castile, if it can be obtained, is the best and cheapest soap for this purpose. There is nothing more revolting than the heavy, greasy odor of unwashed hair, or nothing uglier and more unbecoming than hair which clings to the head, dully, heavy, stringy, almost crying out for soap and water. The hair then should be washed often, and in between times brushed with a good firm brush, for it must be remembered that the dust which settles on furniture and makes daily dusting a necessity settles on hair, and, mixing with the natural oil, stays there, unless it is removed. Brush the dust off each night, and, remembering that "woman's crowning glory is her hair," keep it looking like a glory, not like a dustless mop! In this connection an older girl or teacher may often give a young girl some advice on her style of hairdress-

ing. Very often she is led to believe that extravagance is the height of perfection. She does not know that her young face only needs a simple frame of hair, and that wavings and many curls, elaborate bows and tortured pompadours only make her look ridiculous.

With regard to the use of cosmetics of all kinds, the teacher and the older girls are the living examples from whose actions rather than from whose words the young girls take their inspiration. No one should appear at school with liquid powder on their face. This is a safe rule for all occasions, for of all the cosmetics in use this is the most obvious, the most harmful and the most unbecoming. Living healthy skin was never meant to be a pasty white, and while the use of a good rice powder for the face is advocated for grown-up girls, it should be used in such a way that it is noticeable merely as the absence of shininess. It is advisable, too, in buying face powder to get the shade most suitable to your coloring. Consult the saleswoman as to whether brunette, blond, rachel or natural will be most suitable for your skin. Excellent powders are made by such firms as Colgate's, Hudnutt's, Pivers, Cote, Houbigant and others. Here, too, avoid the highly perfumed. The constant use of the powder puff in public should be discouraged from the beginning. The toilet is an affair of one's own room. Lip rouge, eyebrow pencil, rouge and all the rest of the paraphernalia of the theatre is out of place in the sunlight of day time, and most out of place in the room where nothing should be false, because young children are there being trained in truth. Many girls do not realize that the too elaborate hair, or the made-up face are the signs by which they are often judged and condemned unheard.

And now we come to the sign board of the body—the face. The skin of the face should have every care, for it is exposed to all weathers as no other part of the body is. At night the face should be well washed with a pure soap and warm water, so that it may be thoroughly cleansed from the dust and germs of the street and school. Among good soaps may be mentioned Pear's,

Woodbury's, Palm Olive, Baby's Own and French Castile. When the face is dry, it is well to rub in a little good cold cream. This is especially necessary when the skin is naturally dry, or it has been affected by the weather. It is a good rule to massage gently with the finger tips in a circular motion always upwards, then to wipe off all the superfluous cream that the skin has not absorbed. Creams such as Colgate's, Hudnutt's, Dagget & Ramsdale's, Pulford's, Hind's are reliable and may be safely used. In the morning the face may be simply bathed with cold water and rice powder sparingly applied.

The care of the teeth is dealt with in books of hygiene and in lectures on health, but from the standpoint of beauty and cleanliness alone this most important matter must be mentioned here. The neglect of the teeth is, fortunately, not a common fault in this country, and most people are well aware of the disastrous results both to appearance, health and pleasure. Teeth cannot be cleaned too often. A small brush with uneven bristles, a good tooth paste (or even common salt) should be used night and morning, and, if possible, a third time. Cheap wooden tooth picks (which come at 5 cents a 1,000) or dental floss for removing particles of food which have lodged in the teeth and which the brush will not remove, should be used in the privacy of the bedroom or bathroom only. To use a tooth pick in a public place is one of the crimes against decent and polite usage which have been introduced in this generation.

Children's and young people's teeth should be examined just as regularly as older people's and any cavities attended to immediately.

The care of the hands and nails is very important. The ugly, heavy blunted nails which disfigure many a hand might have been avoided with a little care. In the first place, it is in good taste to cut the nails to correspond with the shape of the finger end, perhaps slightly more pointed. After cutting or filing the nails, the corners should be rounded with a file, and the rough edges taken off. The nails should be kept clean with an orange wood

stick, never with a sharp instrument, as this scratches the delicate nail lining, and the roughened surface only holds the stains and dirt more firmly, so that the last state of that nail is worse than the first. Nails should be cleaned every time the hands are washed, as they are fruitful sources of infection. The cuticle at the base of the nail may be pushed down while it is soft and moist; and if it has grown up so that the half moon is hidden, one of the liquid cuticle removers (not a cuticle knife) should be used. The hands should be always spotlessly clean, and in particular they should be washed before every meal. This is not only for daintiness, but for health, as the hand which touches so many people and surfaces during the day is one of the great germ carriers. For this reason the eyes and mouth should not be rubbed with the hand, as many germs are carried in this way. Lemon juice and pumice stone will remove most stains from the hands, and in the winter a solution of glycerine and rose water or glycerine and pure rain water mixed half and half should be applied and rubbed well into the skin after each washing. This will keep the hands soft and free from roughness. If diluted glycerine does not agree with the skin (many people make the mistake of using it pure), some of the milder preparations, such as frostilla or other things to be found in any drug store may be used. For children's hands, however, the glycerine solution will be found satisfactory and cheap. The hands are wonderful indicators of character, and a clean, well cared for hand need not be beautiful to attract favorable attention.

And now a word on the subject of clothing. The most important item is that it should be clean. There is an indefinable sweetness about clean under-clothing, even though it be made of the coarsest cotton, but let it be soiled and it may be the finest chiffon or satin, and every one who comes near is aware only of the disagreeable fact that it is not clean. The dress, if it is a cloth one, usually becomes badly spotted before the winter is over, and the dry cleaner

may be an unknown quantity in the community. A little warm water and ammonia, a little soap bark, a cake of oxgall soap, a little lux dissolved in hot water, a five cent nail brush, a clean cloth, an iron and half an hour's work, and after a night in the frosty air your dress will be fresh and clean for the morning.

Stockings should be washed frequently. Every night is not too often in the summer, both for cleanliness and economy, for frequent washing will make both silk and cotton stockings wear better.

Fussy clothes should not be worn to school. In the school room where all classes of children, both rich and poor, meet on a common ground, there should be as little outward difference as possible, and the teacher should encourage the wearing of plain clothes by doing it herself. It is true without a doubt that the seeds of much of the class hatred and misunderstanding that are rending the world were sown in the school room in the petty annoyances that bother children and often permanently warp their minds. Outside this aspect of the matter, the daily work, whether it be in the home, the school, the store, the office, should be performed in neat, plain, clean clothes, the frills and furbelows should be saved for the hours of play. Rather a thousand times a freshly ironed print blouse than a mussy, half soiled georgette, pleasant neither to the eye or the nose.

To sum up, then, the important items in the pursuit of the ideal of womanly daintiness and cleanliness are, first, cleanliness of body, induced by a plentiful use of soap and water, and a sparing use of talcum powder and other first aides; second, the care of the hair, by washing constantly, and brushing nightly with a clean brush; third, the care of the face with soap and water, cold cream and powder; fourth, the care of the teeth; fifth, the care of the hands and nails; sixth, clothing from the standpoint of cleanliness and suitability.

What has been said is incomplete and might be added to in a hundred ways,

but the ideal is the ancient and beautiful one of a sweet, clean womanhood, clean in mind and body, and it is to be

hoped that these brief notes may help towards that ideal throughout the Dominion.

PENMANSHIP, DICTATION, READING AND SPELLING

Rate in Penmanship

Good or bad writing depends largely upon the conditions governing daily practice. Care of pen and ink and selection of paper are all important. Even more important is it that writing should be near the standard rate. The standard rate for Grades IV. to VIII. are:

- Grade IV.—50 letters a minute (52).
- Grade V.—60 letters a minute (60).
- Grade VI.—70 letters a minute (63).
- Grade VII.—82 letters a minute (67).
- Grade VIII.—95 letters a minute (77).

Very fast writing is ruinous.

Very slow writing is useless.

An average rate should be cultivated. (The figures in brackets are from Freeman.)

This standard can be attained with an expenditure of 75 minutes a week. Those who are working for higher standards probably spend undue time on penmanship. After all, penmanship is not relatively as important as it was twenty-five years ago. A canvas of the population of cities shows that 4 per cent. of the fathers are unskilled laborers; 22 per cent. are semi-skilled laborers and machine operators; 40 per cent. are artisans and industrial foremen; 9 per cent. are clerks and salesmen; 21 per cent. are managers, superintendents and proprietors, and 4 per cent. are called professional or financial. The number requiring to write over 80 words a minute is quite limited.

Rate in Reading

Not all children of a grade read at anything like the same rate. There is, however, a standard below which they should not fall. The following is a standard for rapid reading:

- Grade IV.—160 words a minute.
- Grade V.—180 words a minute.

- Grade VI.—220 words a minute.
- Grade VII.—250 words a minute.
- Grade VIII.—280 words a minute.

For careful reading the following rate is given:

- Grade IV.—110 words a minute.
- Grade V.—130 words a minute.
- Grade VI.—160 words a minute.
- Grade VII.—185 words a minute.
- Grade VIII.—200 words a minute.

Dictation

The speed for dictation of words and sentences is important. A good rate for Grade VIII. pupils is indicated in the following table. Beginning with the second hand at 60, the time for writing the various words is indicated:

- (60) Which.
- (3) Separate.
- (8) Rustle.
- (12) Receive.

This means that when the second hand reaches (3) the word separate is given and when (8) is reached the word rustle is given. And so on. Rates for other grades can be made out in similar style.

Spelling

Prof. Jones, of the University of S. Dakota, has summarized the result of several years' work in his concrete examination of the material of English Spelling and the Child's Own Spelling Book. The contents of these two works was established by an examination of over fifteen million words in the themes of 1,050 school children. All the words given were used by at least 2 per cent. of the pupils examined, and therefore the figures given are below the actual. The table shows the distribution of words and the average vocabulary:

- Distribution— II., 1,927; III., 2,396; IV., 2,838; V., 3,270; VI., 3,695; VII., 4,114; VIII., 4,532.

Average vocabulary—II., 521; III., 908; IV., 1,235; V., 1,489; VI., 1,710; VII., 1,926; VIII., 2,135.

The time devoted to spelling in city systems has been gradually reduced, until it is now 82 minutes per week, or

5.5 per cent. of the total school time.

Many words in English can be grouped into families, as linear, lineal, lineage, lineament. It is a gain to present words in groups of this kind. There is also an advantage in presenting homonyms together, as blue, blew.

DRAWING OUTLINE—SEPT.-OCT., 1920

By ADELIN BAXTER, Supervisor of Drawing, Winnipeg.

Grade 2

Time—3 half-hour lessons per week.

N.B.—Teacher should make large six-color chart (colors at full strength) for use in school room (4 inch circles).

Use $4\frac{1}{2} \times 6$ in. manilla paper unless otherwise directed.

Have children sign name, school and grade at back of each paper.

Use both sides in practice work.

Teachers should provide themselves with a Graphic Drawing Book 1.

Aim of work—to secure proportion, good placing and cleanliness.

Sept. 1—

(a) Oral lesson on primary color, naming colors of familiar objects.

(b) Make a yellow wash, place paper vertically.

(c) Make a red wash.

Sept. 2—

(a) Oral lesson on secondary colors.

(b) Make a stained glass window effect by using red and yellow. Cover the whole paper. Note the orange color where red and yellow mingle. The best results are obtained when paper is first made slightly damp.

(c) Make a blue wash.

Sept 3—

(a) Make a "stained glass window effect," using yellow and blue. (Note the green.)

(b) Make a brush drawing of a yellow flower with a green stem, or of a green leaf. See that each child is provided with a specimen.

(c) Make a "stained glass window effect," using red and blue. Note the violet.

Sept. 4—

(a) Give an exercise in color on short

horizontal brush strokes of about 2 in. in length. Fill $4\frac{1}{2} \times 6$ in. paper.

(b) Oral lesson on rainbow colors. If possible show them to the class through a prism. Note their order. Tell a rainbow story.

(c) Make a "stained glass window effect" by using red, yellow and blue. Note that all the rainbow colors are present in the result.

Oct. 5—

(a) Give an exercise in color on short vertical brush strokes of about 2 in. in length.

(b) Make a brush drawing of any simple leaf, flowers, grass, grain or seed vessel. See that each child is provided with a specimen.

(c) Review.

Oct. 6—

(a) Make a green wash.

(b) Make a brush drawing of any simple green leaf, lilac, poplar, willow, etc.

(c) Review.

Oct. 7—

(a) Review the names of the six standard colors. Name colors in chart order forwards and backwards.

(b) Lesson on producing brown. (Mix the three primaries, red and yellow predominating.) Make a brown wash.

(c) Make a brush drawing of an autumn leaf. Paint lightest color first, then drop in darker shades.

Oct. 8—

Thanksgiving or Hallowe'en

(a) Make rainbow colored washes on 6×9 in. paper for lantern, or plain washes from which to cut Hallowe'en or Thanksgiving symbols.

(b) Cut and construct lanterns or Hallowe'en cards.

(c) Review.

Grade 3

N.B.—Three half-hour lessons per week.

Teachers should make a large six-color chart (4 in. circles) for use in school room similar to that in Graphic Drawing Book 2.

Teachers should provide themselves with a book.

Use $4\frac{1}{2} \times 6$ in. manilla paper unless otherwise directed.

Each child must have a ruler.

All work must bear pupil's name, school and grade in lower left hand corner on front of paper, with date at right. Use both sides in practice work. Sept. 1—

(a) Brushwork exercise in ink or color, using horizontal brush strokes of various widths about 2 in. in length. Fill a $4\frac{1}{2} \times 6$ in. paper with this exercise.

(b) Oral lesson on the production of secondary colors. Draw a shape for a stained glass window, within this shape make a stained glass window effect, using the three primary colors.

(c) Review.

Sept. 2—

(a) Brushwork exercise in ink or color, using vertical brush strokes. Do not turn the paper.

(b) Make a brushwork drawing of any grasses, leaves, flowers, etc.

(c) Practice lesson on producing two tints of a color.

Sept. 3—

(a) Brushwork exercise in ink or color, using oblique lines.

(b) Review the brush drawing of any flowers, grasses, etc.

(c) Review tints.

Sept. 4—

(a) Lesson on the ruler to teach inches and half inches.

(b) Review.

(c) Prepare, by ruling, two oblongs 2×3 in., well placed on $4\frac{1}{2} \times 6$ in. paper.

Oct. 5—

(a) In the prepared oblongs paint two tints of the same color.

(b) Observation lesson on different tones of green. Comparison of green

objects, leaves, with the green of the color chart.

(c) Practice lesson on producing various tints of green. Try also the effect of a small quantity of red added to standard green.

Oct. 6—

(a) Make a brush drawing of any simple leaf.

(b) Practice lesson to show the effect of the addition of a little blue to orange, and a little violet to yellow.

(c) Review.

Oct. 7—

(a) Review any brushwork exercises already given.

(b) Review the brush drawing of a green or autumn leaf.

(c) Review the brush drawing of any seed vessels, grasses, leaves, etc.

Oct. 8—

Thanksgiving or Hallowe'en Card

Practice painting a Thanksgiving or Hallowe'en symbol. Make an envelope from 6×9 in. manilla paper. Decorate the envelope and a $3 \times 4\frac{1}{2}$ in. piece of manilla paper for an invitation card.

Grade 4

Time—3 half hour lessons per week.

Use $4\frac{1}{2} \times 6$ in. or 6×9 in. as specified.

All papers must bear pupil's name, school and grade at lower left hand corner, with date at right.

Each child must have a ruler.

For texture work use objects which do not involve much perspective.

Teachers should provide themselves with a Graphic Drawing Book 3.

Sept. 1—

Color Chart. Have the class make separate washes of the primary and secondary colors on $4\frac{1}{2} \times 6$ in. paper. Colors at full strength. Select the best. Cut out 4 in. circles and mount in proper order for use in schoolroom.

Sept. 2—

(a) Give an exercise in brush, color or ink on the making of horizontal brush strokes of different widths, about 2 in. in length. Fill a $4\frac{1}{2} \times 6$ in. paper.

(b) Give an exercise in ink on the foreshortening of a circular flower. Do not use pencil. Note that the circle of the flower appears as an ellipse.

(c) Make a brush drawing of any flower in color. Work in masses, except

where flower consists of a few well defined petals, in such cases paint petals separately. Each child must have a specimen from which to work. Do not allow copying.

Sept. 3—

(a) Give an exercise on vertical strokes of different widths. Do not turn the paper to work.

(b) Exercise on the making of tints.

(c) Make a brush drawing of any flower.

Sept. 4—

(a) Exercise on oblique strokes of different widths.

(b) Practical lesson on the making of a color darker by the addition of a little of its complementary.

(c) Review the brush drawing of any flower.

Oct. 5—

(a) Prepare by ruling 3 oblongs 3x1 in., well placed upon 4½x6 in. paper.

(b) In the above paint any standard in the centre oblong, a tint above and a shade below.

(c) Review.

Oct. 6—

(a) Make brush drawings of grasses, flowers, grains, sprays of maple seeds, monkey berries or other seed vessels.

(b) Render same in pencil. See Graphic Drawing Book No. 3, pages 3, 7 and 9.

(c) Review.

Oct. 7—

(a) Review lesson on making a color darker. See week 4, lesson (b).

(b) Make brush drawings of single autumn leaves, working from the tip and leaving the mid-rib.

(c) Review.

Oct. 8—

(a) Draw a single leaf in pencil showing color masses by shading, pencil strokes taking direction of veins.

(b) Review.

(c) Make a brush drawing of a spray of 2 or 3 leaves on seed vessels.

Grade 5

Time—1½ hours per week.

Use 6x9 in. manilla paper, except where otherwise directed.

All work to bear pupil's name, school and grade at lower left hand corner. Date at right hand.

Teachers should provide themselves with a Graphic Drawing Book 4.

Sept.-Oct.—

Color Chart. Class should make a large color chart for use in school room. Let each row make washes of clear strong standard colors, using 4½x6 in. paper. Select from the best and cut 4 in. circles. Mount on large green card in proper order, according to Graphic Drawing Book 4.

Practice—Review the making of shades. (Grade 4 work.) Add a little of the complementary to the standard to produce a shade.

Practice—Teach the foreshortening of a circular flower in color or ink. Note the shortening of nearest and farthest petals. Side petals appear full length. Width of ellipse varies with height and distance from the eye.

Problem—**Without** pencil outline make brush drawings of any flowers. Each child must be provided with a specimen.

Practice—Practice drawing single leaves in turned and foreshortened positions in pencil outline only. Note proportion of stem to leaf, its length and thickness. Note particularly end of stem where it joins branch. Note that stem cannot be represented by a single line. Flat representations not accepted.

Problem—Complete a sheet of 3 or 4 leaves in pencil outline in various positions.

Problem—Make drawings of leaf sprays (with or without berries), in pencil or color. At least one leaf must show foreshortening.

Grade 6

Time—1½ hours per week.

Use 6x9 in. manilla paper, except where otherwise directed.

All work must bear pupil's name, school and grade at lower left hand corner. Date at right.

Any white paper in the schools may be used for map drawing.

Teachers should provide themselves with a Graphic Drawing Book No. 5.

Sept.-Oct.—

Color Chart. Class should make a large new color chart for the school-room. Let each row make washes on 4½x6 in. paper, of one standard color,

from the best of which cut 4 in. circles. Let each pupil produce neutral grey by mixing the standards together.

Practice—Take practice lessons on greying colors before commencing the nature work. See exercise on chart in Drawing Book 5, but do not waste time in ruling spaces.

Problem—Make brush drawings of flowers or leaf sprays with or without berries. Make pencil drawings of flowers or leaf sprays with or without berries. Attempt shading, aiming to obliterate outline. See Graphic Drawing Book 5, pages 3-5.

Practice—Practice brush drawings of single leaves in **turned and foreshortened** positions.

Problem—Complete a sheet of brush drawings showing 3 or 4 single leaves in various positions. Flat views not accepted.

Grades 7 and 8

Time—2 lessons per week.

Use 9x12 in. manilla paper except where otherwise specified.

Booklet of drawings to be made during the year.

See that name, school and grade appear at lower left hand corner of each paper. Date at right.

Teachers should provide themselves with Graphic Drawing Books Nos. 6, 7. Sept.—

Color Chart. This exercise is of the greatest importance, as the chart is necessary in all the color work throughout the year. **Aim**—to exactly match the standard colors in full intensity; to show graduated values in intermediate hues and in greyed colors. Make washes of color upon 4½x6 in. paper (full intensity), cut out 4 in. circles and mount

upon large green card in proper order. See Drawing Book 7.

Practice—Color Schemes. Aim—to show pleasing color combinations and their application. Practice making color schemes according to the following plan. Upon 6x9 in. paper arrange 3 oblongs 2x4 in. In each of these plan 3 shapes—circles, squares, triangles, etc. Color the oblongs with greyed tints of any standard colors, leaving the small shapes blank. In these small shapes work out pleasing color schemes, using (in first shape) a greyed hue, analogous to the background (in second and third shapes) tones of its complementary greyed.

October—

Problem—Single Leaves in Pencil, Shaded. Aim—to show a well arranged sheet of at least 6 leaves in various positions. Different varieties of leaves may be used. **No flat views.** Keep one sheet for Booklet.

Problem—Plant Forms and Plants for use in Design in Pencil only. Aim—to show growth of plant and enlarged drawings of parts which show symmetry, or are in any way suggestive of design. Do not scatter drawings of parts of plant. Keep all fairly central. It would be well for each class to limit itself to specimens of one kind of plant only. Suggested list: sweet pea, sow thistle, shepherd's purse, French weed, snow berry, rosebud, maple seeds, ash seeds, basswood seeds, nanny berry, bitter sweet, oak, clover, etc. Make careful pencil drawings of plant form selected. Upon the same sheet show drawings, slightly enlarged, of any parts, flowers or buds, leaves, berries, seed pods, etc., which lend themselves to the making of design units. Keep one finished sheet for Booklet.

HINTS ON DRAWING

By ADELINE BAXTER, Drawing Supervisor, Winnipeg

The work in drawing for September and October consists of a simple study of color and its application, and the earliest steps in drawing proper, namely, a study of direction of line and form

and proportion of mass. In all these lessons much oral work is necessary. Beginning with color, explain why the name Primary is given to the group consisting of red, yellow and blue. Let

the children discover for themselves how the secondary colors are made, by painting upon a paper already dampened, patches of red and of yellow, allowing these colors to meet and mingle on the paper and so form the compound color, orange. Repeat with other pairs of primary colors and so produce all the secondaries in turn. Decide why the group consisting of orange, green and violet are given the name of secondary colors.

Point out the reason for calling these six colors Standard Colors, when each color is at its purest and strongest. Refer to standards of measurement—measurements of time by second, minute, hour, etc., of distance, inch, foot, etc., of area, square foot, acre and so on, and arrive at the significance of the term Standard.

After this follows the making of more delicate tones of these colors, which we call tints, and which are easily produced by adding water to the standards. To make tones darker than the standard, we mix in the case of a primary, a little of the other two primaries with it, or in other words, the only possible secondary. For instance, to darken yellow, add a little red and blue (violet) to standard yellow. In the case of a secondary, add a little of the primary which it does not already contain, e.g., to darken green (yellow and blue), add a little of the only remaining primary, red. To darken orange (red and yellow), add a little blue, and so on. To these darkened colors we give the name shades. A chart showing the six standard colors should be made, arranging the three primary colors at the angles of an equilateral triangle, with the yellow at the apex, the red at the left and the blue at the right. The secondary colors should then be placed in their natural positions between these, or, in other words, at the angles of an inverted equilateral triangle, orange at the left between its components yellow and red, green at the right and violet at the lowest angle.

The term Complementary Colors can then easily be taught, and with the chart thus arranged it will be readily seen that in each case a primary has for

its complementary a secondary made up of the other two primaries, so that in any pair of complementaries, the three primaries are always all present. The three mixed together produce grey. We thus realize that we cannot do without the three primary colors, but, on the other hand, provided we have them, we can mix them so as to produce any tone of any color we find in leaf or flower. Not always do we find colors in plants which match exactly the colors upon our chart. Especially is this true of the green of leaves. Holding a green leaf against the green of our chart, we find the leaf is very much "greyed," or neutralized, and to obtain such a neutralized color we must mix not only yellow and blue but red also.

By "Hues" of color are meant those compound or secondary colors which contain a preponderance of one of their component primary colors. For instance, orange containing more yellow than red would be a hue called yellow-orange. Orange with more red than yellow we should call red-orange, and so on, noting in every case that the name of the secondary color remains the **name** color, and the primary becomes the modifier. Thus: **yellow orange—not orange yellow—etc.**

Coming to the application of color in the representation of simple leaves or flowers, as well as in the representation of the same by means of the pencil only, it is well to accustom the children to the terms vertical, horizontal and oblique. Suppose a leaf is under discussion. Consider first of all the direction of its mid-rib, its length, the width of the leaf. Is the leaf longer or wider? Is it the same shape at both ends? Where is it widest? How long is its stem? Is the stem thick or thin? Is it the same thickness throughout? Questions such as these lead the children to discover facts for themselves and after such a discussion better results are sure to follow than if such examination had not been made. First attempts should be made with the brush and color, beginning at the tip of the leaf and working with as broad a stroke as possible (no outlining either with pencil or brush being allowed), shaping first the left half and then the right.

It will be noticed that so far two dimensions only, length and breadth, are dealt with, resulting in studies of leaves and all plant forms in their simplest aspect. Advancing to more difficult work, we begin the study of foreshortened flowers and leaves. Study the appearance of a circular flower, say a sunflower or marigold, when viewed at a little distance and below the eye. Compare its length (from side to side) with its apparent depth (from front to back). Note its elliptical shape. Note the difference in length of the so-called petals. Here we realize that we are now dealing with a third dimension instead of two only, as formerly, and the problem is to represent height, width and depth upon a plane surface, which, of course, consists only of height and width. Try to forget the fact of the flower's having depth and think of its appearance as a flat area in a vertical plane and the truth of its appearance will thus be more readily perceived, namely, that, although the flower may actually be perfectly circular in shape, it appears to us as an ellipse and must so be represented upon paper. Relate this fact to what the children perhaps already have learned about the appearance of circular shapes seen in a foreshortened position. The main point always is to ignore the fact of reality and consider the fact of appearance.

In the study (in outline) of leaves in positions other than flat, appearance only must be regarded. Hold the leaf in a horizontal position, so that parts of both upper and under surfaces are visible at the same time. Note that it would require three different lines to represent the shapes thus seen, instead of the two simple lines from tip to stem needed to give the flat view of the leaf. Then turn the leaf so that the tip is nearer, holding it so that parts of both surfaces are visible. Again study out the number of lines necessary, beginning at the tip of the leaf and following

them to the stem. Notice that all lines cannot be seen all the way from tip to stem, but are visible only in part, being hidden by the body of the leaf itself, then reappearing at other points. Study the direction of all edges seen and their relation to one another, noting particularly the shapes of the areas which these lines or edges bound. In representing turned or foreshortened leaves by brushwork, study the shapes of the different parts visible, match their colors as closely as possible and try to reproduce their shape, position and area upon paper.

In all representation work consider first the total length, the width, the comparative distances between prominent points. Never attempt to draw any one part without reference to some other part, always comparing distances and directions.

Unfortunately but little help can be given in regard to shading through the medium of the written word. It can only be suggested that the darkest and the lightest tones be first sought for, applying closely placed pencil strokes in the dark areas in whatever appears to be the most important direction. For instance, in leaves, let the pencil strokes curve gently with the direction of the lateral veins; in stems, follow the direction of the stem itself, and in flowers follow the radiation of the petals. Try to think simply in three tones. Look for the darkest, then the lightest and then a tone between. As the shading proceeds, take care that the original outline is entirely effaced upon the shadow side. It should, however, be retained at the unshaded side to define the limits of the light portions.

When drawing parts of plants for purposes of design, select those parts which show symmetry. Study the form carefully and draw accurately. Suggestions as to how these drawings may be made use of in design work will appear in a later issue of this Journal.

This above all: to thine own self be true,
And it must follow as the night—the day,
Thou can'st not then be false to any man.

Childrens' Page

The Lazy Roof

The roof has a lazy time
 A-lying in the sun;
 The walls they have to hold him up;
 They do not have much fun!
 —Gelett Burgess.

Day Is Dying

Day is dying! Float, O song,
 Down the westward river,
 Requiem chanting to the day—
 Day, the Mighty Giver.

Pierced by shafts of time, he bleeds,
 Melted rubies sending
 Through the river and the sky,
 Earth and heaven blending.

All the long-drawn earthy banks
 Up to cloud-land lifting:
 Slow between them drifts the swan,
 'Twixt two heavens drifting.

Wings half open like a flower,
 Only deeper flushing,
 Neck and breast as virgin's pure—
 Virgin proudly blushing.

Day is dying! Float, O swan,
 Down the ruby river;
 Follow, song, in requiem
 To the Mighty Giver.
 —George Eliot.

EDITOR'S CHAT

Dear Boys and Girls:—

Once more the gate has closed on the wonderful land of holidays! The dull, sad clang of that gate was almost deadened by the quick, sharp, happy ring of hundreds of school bells all over the world. The days of racing wild over prairie and hill—the days of long picnics and all-day drives are over—but how good it is to see the faces of all the people we have been separated

from all summer. There is, too, the first thrill of "passing" when you march solemnly into the new room that you will know so well before next summer; the pride of going down town to buy your shining new books, which should be shining new so much longer than they usually are! And then there is the new teacher! You may have known her by sight for a long time, or she may only have come to your school

on the opening day, but you begin to explore her as Robinson Crusoe did his desert island. You want to know all about her, don't you? Will she be kind and jolly and understanding? Will she want to tell stories and talk over bird's nests and cocoons? Will she like picnics and play games? And don't forget, girls and boys, that while you are studying the new teacher she is just as busy studying you.

She smiles at all your brown, rosy, perhaps freckled faces; she looks at your eyes and wonders if you are all willing to "play the game" fairly and squarely. She hopes you are good workers and that you will study and be clever, but, more than all other things, she hopes that you will try! That no matter how hard things may seem to you, you'll work at them and work at them and that in the end, with her help, you will win out.

And, oh, there are many other things to look forward to in the busy days that are coming. The holidays have gone, but there are so many happy days to take their place!

And now what did you all do? Did you have a wonderful summer? Did you ever see anything like the flowers this year? Such roses! Such scarlet patches of tiger lilies! Such flaming strips of fire weed! And painted cup and golden rod and black-eyed Susans and sunflowers! And have the Saskatoons ever been thicker on the bushes or the raspberries ripened more red? And did the sand ever feel softer to hot feet or the lake cooler to hot bodies? And what sunburns you must have gathered. I saw one little chap who was white only where his bathing suit covered him. The rest of his body was as bronze as any Indian hunter. And did you go fishing? I did, and caught some big pike, too. And how they fought, and after they were safely stowed in the bottom of the boat how their strong fins and tails flopped. The

little brown boy was sitting on a canvas seat in the boat and he said every time the fish flopped they spanked him! One sad thing happened at the lake where I visited. A little boy was drowned not very far from shore. And, oh, boys and girls, if you get a chance to take "first aid" this winter, be sure you do it, for such sad things often happen; and if you only know what to do, what a help you can be.

And now for a sharpening of pencils and shaping of pen-nibs! Get ready for the Children's Page Competitions for the fall. And make up your minds to see your names in print in the prize list or the honorable mention.

Our Competition

For October—A letter one page long, telling of the best day of your holidays. Letters to be in before Sept. 20th.

For November—Your favorite autumn poem, with the name of the writer. (We may print several of these if they are good.) All letters to be in before Oct. 20th.

How Some Great Men Reached Success

Edward Bulwer Lytton, who traveled greatly and published over 60 books, and was, besides, a politician, said that the secret of his success was that he never tried to do too much at one time. He never devoted more than three hours a day to study, reading and writing, but during those three hours he never lost a minute; he gave his work his whole attention.

John Wanamaker, the owner of one of New York's largest stores, declared as his opinion that success most often came from sticking to one kind of work, not constantly changing, but learning one thing and then putting all your energy into it.

An officer declared one of Napoleon's aims impossible. The latter immediately exclaimed, "Impossible!" Never let me hear that blockhead of a word again!"

"THE ELDER BROTHER"

He was one of a very large family living on a hilly road near a white house.

The people in this house, who wore funny pink dresses and pink sunbonnets and thick shoes, called his mother

"That Beautiful Oak." His mother smiled at the name, for she liked the sunbonnets and knew that they were friends who wore them.

Near by were the children of a plump neighbor whom the pink sunbonnets called "Our Maple." For companions there were the sunshine that came and went, and the rain that splashed over them. And there was the tree family itself. So big a household could never be lonely. At almost any hour of the day or night one who listened could hear a soft murmur. This meant that most of the children were trying to talk at once.

All the time they talked and laughed they were growing up, with many twistings and stretchings, into bigger and bigger children; and one day this special Elder Brother,—although they were all Elder Brothers, when you stop to think—felt something pressing against his foot. He knew just what it was and what was coming. He stopped talking and listened.

Presently he heard a wee, wee voice.

"Elder Brother, Elder Brother," it called, "you are standing on my head."

"I know it," said Elder Brother, "and it is good for your head."

"But I want to get out."

"You can't; it isn't time."

"But I want to see the world."

"You will when you are old enough."

"When will that be?"

"Oh, by and by, when you have grown more, and we have changed our dresses."

"Will you tell me when it is time?"

"Yes, Little Brother; now go to sleep and grow."

So the Little Brother cuddled down quietly and the weeks went by. Then when he had had a nice long nap, he called out:

"Elder Brother, Elder Brother, is it time?"

And the Elder Brother answered cheerily: "Not yet! The birds have not gone. The nights are still warm, and our dresses are still green. Sleep some more."

So the Little Brother cuddled down again and more weeks went by. Then he called once more.

"Elder Brother, Elder Brother," he called, "is it time?"

And Elder Brother answered cheerily: "Not quite yet. The apples are red. The winds are sharp at night. Some of us have begun to change our dresses, but I have not. Wait just a little longer."

Again Little Brother cuddled down and slept. This time it was Elder Brother who spoke first.

"Little Brother, Little Brother," he called, "wake up! It is time. My dress is all scarlet and yellow, and the wind is calling me. Wake up!"

Little Brother roused. "Is it really time to go?"

"Yes; I am going to leave you."

"Oh," said Little Brother, "is that the way?"

"Yes," said Elder Brother, "that is the way."

"But I shall miss you," said Little Brother.

"No, you will not, for there is much to see. Besides, you will be an Elder Brother yourself. Before I go, let me tell you something. You must only peep at the world for a long time yet. Remember that. After many months there will come a soft wind telling you it is spring. Then a sunbeam will call you, but be careful. Sometimes, while they are talking, wet snow will scurry around. Be patient and wait until you feel warm inside. Wait until your brothers and sisters look fat and pink, and the snow is all gone from the shady hollow. Then it will be time to put on your first dress. Good-bye, and good luck to you, Little Brother. I am off to try my fortune."

Little Brother felt something stretch and lift over his head. In another moment the light was shining down upon him. He knew he was out in the world at last.

"Elder Brother, Elder Brother," he called, "it is good to grow, and I am very happy. Are you happy?"

"Yes," came from far down the road, where Elder Brother was dancing and romping along. Several grown people, who saw him as he went, said: "What a beautiful oak leaf!" But one of the

children in a pink sunbonnet picked him up. She knew that he was an Elder Brother. Looking at the base of the

slender stem, she found a tiny hollow, as round as a cap, in which Little Brother had snuggled as he grew.

WHAT BIRDS SAY

The terms used in describing the notes and vocal efforts of various birds are both curious and interesting.

Everyone knows that among the denizens of the poultry yard the cock crows and the hen prattles, assuming a cackle when she has done her duty. The duck quacks, but the drake is contented with a mere wheeze. The geese cackle, and the pigeon coos.

But it is less common knowledge that the rook caws, whilst the crow and larger members of his race croak. The jackdaw chacks, the lapwing cries, the night jar reels, but also utters castnet notes and makes a loud clapping noise with his wings. The snipe bleats, the bittern booms, the white owl cries, but

his brown cousin shrieks and mews.

Dabchicks laugh—a bubbling, trilling love call, like a peal of fairy laughter—the cuckoo calls, telling his name to all the hills. The thrush sings, but the blackbird whistles; the blackcap warbles and the red-breast lilt; the wren trills, ditto the domestic canary; bullfinch pipes.

The song of the yellow-hammer is described by a set form of words. To the Midlander the bird appeals for “a little of bread and no cheese,” with strong accent on the “no” and a long-drawn-out “ch-e-se”; but the north countryman only hears him calling spitefully, “the de’il tak yer al an’ lea-v-e me.”

Selected Articles

SEEN HERE AND THERE

The Horace Mann School is well adapted to observation. Should the teacher be indisposed or not in a company mood, a card, “This room is not open to visitors today,” is hung on the door. A cardless door implies that visitors are welcome but are expected to enter and leave as unobtrusively as possible. The children consequently never play to an audience, and in fact never bother with visitors at all until something is needed from his or her locker, which perhaps the visitor is using for a seat. While wandering about the Horace Mann School one day I jotted down some phases of the work which appealed most to me and am passing them on.

Two interesting looking sheets of paper pinned on the wall in the back of one room invited closer scrutiny. A typewriter on a table nearby had evidently been used to print the following:

“If you know the answers sign below.”

1. What keeps a clock going?
2. What makes it keep time?
3. What do you do when the clock is fast?
4. What do you do when the clock is slow?
5. What are all the wheels inside for?
6. How do you wind a grandfather's clock.

7. Does a watch have a pendulum? What takes its place?

8. If a clock is brought from a warm room into a cold room, what happens? What must you do?

There were twelve names signed to this sheet; the other paper had these questions:

1. Who first tried to make an electric lamp?

2. Why did he want it?

3. Why did he fail?

4. Did he finally succeed? How?

5. Who made the first electric lamp?

6. What did he use for a filament?

7. What is now used for filaments?

8. Why does every bulb have a point on one end?

9. What happened when we broke the point off under water?

10. How hard does the air press on anything?

Only three names appeared on this sheet.

Near the typewriter such magazines as—Popular Science, National Geographic, Scribner's, World's Work, Atlantic Monthly, Century, invited one to sit down and look up the answers to the questions, then and there.

On a bulletin outside another VI. room was posted this list of projects. In tabular form was given name of pupil undertaking the project, with the date of beginning and date of completion:

Electric Motor	Trees
Submarine	Planets
Butterflies	Conductors
Wireless	Thermometers
Camera	Disinfectants
Ignition	Auto Engine
Batteries	Mercury Silver

Steam Engine

Electric heating devices

Transmission-differential

From information obtained later, I found that a slight suggestion from the teacher had started this activity. The projects of the pupil's own choosing were considered complete when oral description of them had been judged by the class to be sufficiently inclusive and explicit. Incidentally, the names of boys formed the majority in the list of signatures.

In a grade IV. room, the children interested in trees had made a collection of different kinds of branches, and had fastened these on a strip of green burlap, with each branch tagged, otherwise I fear this list could not follow, maple, sweet gum, hickory, dog-wood, witch hazel, bayberry, oak, mulberry, ash, elm, beech, birch. Many pictures of other trees, mounted on cardboard, were placed along the ledge under these branches. On a nearby table were fruits of these trees in attractive, hand-made, paper baskets.

A writing lesson was in progress in an outer room. The children, in a correct seating posture, were making movements in the air with their hands, to the rhythmical accompaniment of 1, 2, 3, 4, 5, push, pull, push, pull, stop, given by one of the pupils, who then directed them to use pen and ink and make the motions on the desk. Closer examination revealed the fact that the 1, 2, 3, 4, 5, ellipses, or rather one heavy one, while the push, pull, push, pull stop, gave the heavy line in the centre. Then the children all chimed in the chant, apparently very happy in the exercise.

An especially attractive and sunny grade IV. room invited entrance. It was library time. The teacher, being relatively free, kindly explained the project, for a project it really was. The children at the beginning of the year had obtained permission from the teacher to have a library of their own. The committee they appointed fairly swamped the Horace Mann librarian with questions, but the result was a workable scheme. The books solicited from their friends or brought from home were catalogued and made ready for use. Each member, who had had to qualify for entrance by passing a reading examination, wrote on a card the name of the book read, date, and a short digest of the story. Some resumes were particularly fine, the majority only mediocre, and a few very poor indeed. This activity, Miss Orr said, had resulted in remarkable improvement in both oral and silent reading and in written language also. The children, with help from the teacher, criticised the written reports of each member.

So, according to the criteria of a project, or purpositive activity, this can most assuredly be classed as such, because these children had purposed, planned, executed and judged.

In my visit to grade I. I was fortunate enough to see a full period, or special project time, when each pupil felt free to work on any individual project he had on hand. Two girls were starting a doll's hammock. Another girl was finishing a very pretty blue rug for a doll, several children were making most creditable scrap-books, others were drawing animals or flowers on their board and cutting out the figure with a jig-saw, then polishing it with sandpaper. A little girl was knitting a scarf and talking happily to two or three other children who were painting cards. Four children were at the board, two of whom were instructing the others in the mysteries and intricacies of their last French lesson. A little boy was absorbed in the task of writing a letter, another was reading the thermometer and making the chart for the day. Still another boy was making an areoplane, another was puzzling over his submarine. At another carpenter bench a lad was valiantly striving to put wheels on his cart, but they refused to stay. It was interesting to see the social co-operation, so evident in this room, manifest itself when this boy's neighbor left his own interesting automobile and came to his assistance. Between them the trouble was

remedied and two happier boys seldom seen.

At the back of the room, at the last work bench, four boys were engrossed in the construction of a Panama canal. From their conversation, it was evident this topic had come up in a recent geography lesson and they wanted to see "how it worked anyhow." They had constructed a most ingenious affair, with adjustable locks. When the teacher asked if it really worked, they cried out, "You bet it does!" The science teacher had helped them, they told her.

All these articles, when completed, were to go in a Christmas box to a diphtheria ward of a children's hospital on the East Side. I overheard several little girls and one boy discussing what to cook in their laboratory kitchen on the fifth floor to put in the box.

The observation of these free periods is most interesting to me, because it is there, if ever, that the inherent individual differences of these children will be revealed. With more of this purposive activity, both manual and intellectual, will those instincts and tendencies to physical energy, independencies, self-reliance, adaptability, pride in accomplishment, sociability, etc., so often neglected or positively inhibited in a conventional, restricted system of education, have better chance for expression.

—Elsie Mills.

*Horace Mann School is the Model School of Teachers' College, Columbia.

THE HOUSE BY THE SIDE OF THE ROAD

There are hermit souls that live withdrawn

In the place of their self-content;
There are souls, like stars, that dwell apart,

In a fellowless firmament;
There are pioneer souls that blaze their paths

Where highways never ran—
But let me live by the side of the road
And be a friend to man.

Let me live in a house by the side of the road,

Where the race of men go by,
The men who are good and the men who are bad,

As good and as bad as I.
I would not sit in the scorner's seat,
Or hurl the cynic's ban;

Let me live in a house by the side of the road

And be a friend to man.

I see from my house by the side of the
road,
By the side of the highway of life,
The men who press with the ardor of
hope,
The men who are faint with the strife,
But I turn not away from their smiles
nor their tears,
Both parts of an infinite plan;
Let me live in a house by the side of
the road
And be a friend to man.

I know there are brook-gladdened
meadows ahead,
And mountains of wearisome height;
That the road passes on through the
long afternoon,
And stretches away to the night.
And still I rejoice when the travellers
rejoice,

And weep with the strangers that
moan,
Nor live in my house by the side of the
road
Like a man who dwells alone.

Let me live in my house by the side of
the road,
Where the race of men go by;
They are good, they are bad, they are
weak, they are strong,
Wise, foolish—so am I.
Then why should I sit in the scorner's
seat,
Oh hurl the cynic's ban?
Let me live in my house by the side of
the road
And be a friend to man.

—Sam Walter Foss.

MAKING MUSIC APPEAL TO SCHOOL CHILDREN

Assuming that music has a place in public education and that it is the right and privilege of every boy and girl to receive as part of the general training a specific routine in music, there remains yet two important matters to be considered: First, the proportion of such training, and second, the form that it should take. The proportion of music work as compared with the sum total would probably vary considerably with each individual outlining the course—but then that is not peculiar with music. An enthusiastic mathematician can wax eloquent over equations, while the enthusiastic agriculturist will sing of corn and hogs in lays befitting a minstrel. The man whose heart is not in his work minimizes the importance of that work, so we have no quarrel with the musician who wants to include more music training in the scheme of things than the general public is willing to accept. Surely if he is not enthusiastic about musical education, nobody else may be expected to be. However, it is only fair to state as a fundamental requirement that the music in a public school

education shall serve the same general purpose as any other element in that education. The high school does not pretend to turn out specialists in English or mathematics or manual training or domestic science. Its business is to furnish an all round basis upon which the higher and specialistic development may gradually be built. In the same way the music teachers in the public schools have no right to aim at nor to expect preparation even in a slight degree, for professional activity in the young men and women who have completed the high school course.

The aim of music teaching in the schools should be, first, an acquaintance with some of the best musical literature and some idea as to its standards. Necessarily the music must be adapted at all points to the mind of the child, so that while the child in the lower grades may feel most at home with some simple ditties on a par with "Mother Goose" and the other literature which is dear to the childish heart, the taste gradually forms and matures until the high school boy or girl ought, if properly led to it, be able to appreci-

ate the Classics in music quite as much as in literature. This does not in any sense presuppose nor include intensive technical training. It means acquaintance with the compositions themselves rather than the attempt on the part of the immature child to perform such

compositions adequately. You may call it "Appreciation" or anything else you please, but this is the first and most important thing that needs to be done along the line of music study in our public schools.

THE CARNEGIE FOUNDATION'S REPORT ON "THE PROFESSIONAL PREPARATION OF TEACHERS FOR AMERICAN PUBLIC SCHOOLS"

That education for the teaching profession should be placed clearly upon a collegiate footing and organized under a single competent direction as a part of the State University, parallel with medical, legal, engineering, and other similar divisions of higher education, is the conclusion of a comprehensive report on The Professional Preparation of Teachers for American Public Schools, just issued by the Carnegie Foundation for the Advancement of Teaching. The report originated in an investigation of teacher-training facilities in Missouri, as requested by the Governor of that state in 1914, but the study of the Missouri situation was found to involve a thoroughgoing examination of the whole teacher-training problem in the United States, and the findings in the Missouri survey are regarded by the Foundation as furnishing a valuable index to conditions elsewhere.

"What is really needed is not arbitrary distinctions between normal schools and colleges," says the report, "but an enlightened administration of the state's entire teacher-training function exercised from a single directing body equipped to prepare teachers for all schools as thoroughly as possible:

"Normal schools should, drop that name, and as professional colleges of education should become an acknowledged part of the greater university whole, simply because they are a part of the state's system of higher education, which is all the term university now implies. We would thus secure a unified and centralized authority pre-

pared to deal in a constant and efficient manner with the state's largest problem in higher and professional education.

"The aim of each state should be to work toward a situation where the teacher in the elementary and secondary schools shall possess a training that is adequate and a professional recognition that will attract and satisfy the aspirations and the economic needs of able men and women. To open the door to a finer preparation for the life of a teacher, and to put this profession on a plane of the highest honor and dignity, is fundamental to any true progress in education for our country."

"To attain this is only in part a matter of cost and of the teacher's salary. One can not go out in the market with any sum of money, however large, and buy good teaching. An adequate army of sincere, able, and thoughtful teachers can be recruited only from a people who discriminate between that which is sincere and that which is superficial and insincere. Education in a democracy, to serve its real purpose, must be an education of the whole people. The school reacts on the body politic and the ideals of the democracy react on the school. An honest and thorough system of public schools, manned by able and well-trained teachers, can only arise among a people who themselves believe in honesty and thoroughness."

America has consistently neglected the teacher's part in education, according to the report. "Education has been much, on the whole reverently, on our lips," it declares, "but so little have we grasped its purport that the sole

factor which can give it reality, namely, the teacher, is grossly ill-equipped, ill-rewarded, and lacking in distinction.

"Marked changes must ensue in our present system of schooling if we undertake to carry out an honest interpretation of our avowed aim of 'universal education' by making it not only universal but also education."

The report makes a strong plea for the married women in teaching, arguing that whatever objections may be urged to married women teachers are outweighed by the obvious advantage of having in educational work the leading women of the community. "There is probably no work to which marriage and a normal home life could contribute a qualification more essential than they could to teaching," it declares. "In an educated and professionally well-trained woman, marriage and the deepening experiences of motherhood could not but serve to clarify her insight, to broaden and humanize her sympathy, and to intensify devotion to her central purpose—a purpose that would then link together and co-ordinate the processes of both home and school. This latter result would appear particularly in the transformed relation between the school teacher and the community. At present she figures as a detached public servant in a class apart. If married and a householder having children, she becomes a vitally interested and respected factor in society. With an education superior to that of most other women, she possesses, by virtue of her quasi-public position, unusual opportunities for leadership and influence and would undoubtedly improve them. A town whose schools were taught by its most capable and best educated married women would, assuming that these were also well trained for teaching, give the country a totally fresh and significant interpretation of public education. Such a relation would carry the schools straight to the heart of society's most responsible group, and would make them immeasurably more responsive to the public needs."

Discrimination between high school and elementary teachers is regarded by

the authors of the report as one of the most serious difficulties in the way of professional advancement for teachers. They point out that the prestige of a high school instructorship quite outranks that of a "grade" teacher's position in popular respect, and must continue to do so until training and compensation are equalized and the two schools are merged into a single institution.

"To pass from an elementary school position to the high school, as has been possible in small country high schools, or in city schools by securing additional training, is rated as promotion, to the disparagement of the 'inferior' job. Educationally this situation constitutes at present perhaps the greatest single obstacle to progress. As long as the situation requires that a teacher rise by changing his work instead of by capitalizing his experience and improving his work, little genuine progress toward professional efficiency can be realized."

That the public can be made to realize the value of good teaching is the contention of the authors. They say:

"Fine instruction does not at present prevail in American communities simply because it is not understood; the average parent's interest in his child's school is almost imperceptible, not because his interest in his child is not profound, but because the teaching purpose and process has never taken the parent convincingly into its confidence. Parent-teacher associations have rendered an important service by promoting helpful social relations between home and school, but they obviously have not taught how to discriminate between the teaching now provided and the better teaching that might be provided, nor is that their purpose. Here is a field almost completely unworked. Enthusiasm and personal sacrifice to secure good teaching for his children are latent in well-nigh every parent. He must, however, know definitely and vividly what good teaching is, and he must understand clearly that its value

is on the whole directly related to its cost. Convince any American public that the alleged products of a fine

teacher are real, and the cost will speedily become a wholly secondary consideration.

THE TEACHING PROFESSION

So one reason why teaching has not been and is not now regarded as a dignified and important profession on a par with other professions is because it is not generally believed that it requires special knowledge and skill of a high order. We have all regarded without favor a business which could be carried on by any one, or at least has made demands principally upon mere patience and endurance—as domestic service, farming, and the like. It is not inconceivable, though, considering the changes that are taking place in the curriculums of the schools, that, in the

course of the next decade or two, special training will be required of all farmers and domestic workers, and then agriculture and household arts will begin to be spoken of as respectable professions, in the sense that the laymen will assume a deferential and appreciative attitude toward those who engage in them. He will feel that farmers and homemakers understand laws of which he is ignorant, and can produce effects that he cannot produce, and this will call forth his respect and admiration.

THE MIRACLE OF THE EGG

“An egg a chicken! don’t tell me!
For didn’t I break an egg to see?
There was nothing inside but a yellow
ball,

With a bit of mucilage round it all—
Neither beak nor bill,
Nor toe, nor quill;
Not even a feather
To hold it together;

Not a sign of life could any one see;
An egg a chicken? You can’t fool me!

“An egg a chicken! didn’t I pick
Up the very shell that held the chick—
So they said—and didn’t I work half a
day

To pack him in where he couldn’t stay?
Let me try as I please,
With squeeze upon squeeze,
There is scarce space to meet
his head and his feet;

Nor room for any of the rest of him—so
That egg never held that chick, I
know!”

Mamma heard the logic of her little
man,

Felt his trouble, and helped him, as
mothers can;

Took an egg from the nest—it was
smooth and round;

“Now, my boy, can you tell me what
makes this sound?”

Faint and low, tap, tap;

Soft and low, rap, rap;

Sharp and quick,

Like a prisoner’s pick;

“Hear it peep inside there!” cried Tom,
with a shout;

“How did it get in? and how can it get
out?”

Tom was eager to help—he could break
the shell;

Mamma smiled and said, “All’s well
that ends well;

Be patient awhile yet, my boy.” Click,
click!

And out popped the bill of a dear little
chick;

No room had it lacked,
 Though snug it was packed;
 There it was, all complete,
 From its head to its feet;
 The softest of down and the brightest
 of eyes,
 And so big—why, the shell wasn't half
 its size.

Tom gave a long whistle. "Mamma,
 now I see
 That egg is a chicken—though the how
 beats me;
 An egg isn't a chicken, that I know
 and declare;
 Yet an egg is a chicken—see the proof
 of it there;
 Nobody can tell
 How it came in that shell;
 Once out, all in vain
 Would I put it back again;

I think its a miracle, mamma mine,
 As much as that of the water and
 wine."

Mamma kissed her boy; "It may be
 that we try
 Too much reasoning about things some-
 times, you and I;
 There are miracles wrought every day
 for our eyes
 That we see without seeing or feeling
 surprise;
 And often we must
 Even take on trust
 What we cannot explain
 Very well again,
 But from the flower to the seed, from
 the seed to the flower,
 'Tis a world of miracles every hour."
 —Youth's Companion.

THE MOTIVATION OF PRIMARY WORK

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One hears a great deal these days about motivation. Like the many doctrines, theories and methods which have preceded it, it is in its turn being hailed as a panacea for all our educational evils, disciplinary and otherwise. Is Johnny a discipline case? Is he hopelessly retarded? He is evidently not motivated. "Motivate the child." The phrase is on every educator's tongue, but what does it mean? How is it achieved?

No creative work needs motivating. The artist needs no inducement to paint, nor the composer to produce. Admittedly these types of work are creative, but how can such unemotional facts as acquiring sight words in reading, or the forty-five combinations in arithmetic, be creative work?

Every child who has not previously had reading or arithmetic recreates them for himself. If, instead of spending so much energy in trying to "teach" these subjects to the child, and so much misspent ingenuity in inventing devices for getting over difficulties—often raised by ourselves—we al-

lowed the child freedom to attack these subjects, it would be found that he would learn by means of his own inevitable development, due to the action of the creative impulse within him. In that sense the work would be creative instead of merely a mechanical drive, and the child would be motivated.

An attempt to motivate primary work has been made recently at the San Francisco State Normal School in four low primary classes, two of which were receiving classes, and two, a mixture of high first and low second grades. We resolved not to use any devices or sugar-coating to make any part of the course of study superficially palatable, claiming that with due recognition of the child's tendency toward activity, if the work were suited to his stage of development, he would react to it.

We then set about the task of motivation. First, we decided that the child must have absolute free choice of work. He could not be expected to work on a programme with small doses of each subject in turn and work with full interest and energy on arithmetic at a

time when possibly his real desire was to read. But did this mean license? Did it mean that the child was to be able to do what he wanted to do, and nothing else? How could he choose his various activities? Was there a possible basis for a sensible decision as to what to do? Could a child in the receiving class, or in any of the low primary classes make such a decision? These were some of the questions which confronted us.

With these questions in view, the material for teaching the usual primary subjects was made as objective and as self-instructive as possible. At the outset the teacher gave a number of presentation lessons on a very free elastic programme. The length of the lessons was determined by the length of time the children's interest lasted, the teacher's only care being to make clear to the children the use of the material and to try to present all the subjects in one morning. Soon the children were familiar with the use of this material, reading-slips, counting-cards, etc. Then the teacher took a sight word lesson to the point of exhaustion. She had previously placed phonics material and number-writing materials on every child's desk, and as each child's interest waned, she told him he might choose to do either phonics or number-writing, thus giving him an easy choice of either of two things. The children were given the opportunity to make this simple choice for a few days. Then material for the different subjects was placed on their desks and they were given full charge of their own material. The work itself was split up into goals, or definite steps to be accomplished, which goals varied with different children. Each child knew where he was going, the use of his material, and the particular goal on which he was working.

The next thing was to provide for a consciousness of increase of power by means of a pleasurable exercise of prowess and the measurement of it on the part of the child. To that end, tests were given. The tests were placed on a time basis, the children trying to see how many words they could recognize in three minutes, or how many arithmetic examples they could work in that

time. This roused a certain emotional excitement with a resultant increased discharge of energy.

In some rooms arithmetic tests were given each day, and reading and phonics tests twice a week. These tests were not given on the old pass and fail basis, or to find out what the child did not know, but were designed to give the child full opportunity to measure himself; e.g., the children found keen interest in seeing how many words they could recognize in three minutes on a reading-test slip and in beating their own records.

About eighty children were in the experiment. They made good progress. Among them there are no discipline cases, so many of which are due to lack of adjustment to environment and to an attempt to fit the child to the curriculum rather than the curriculum to the child.

Some interesting cases arose at the beginning of the experiment. The following are two of them. They are typical, one of the slow child, the other of the quick, nervous type, both of whom furnish many of our ever-present discipline problems in the public schools.

S. G. was a slow dreamy boy. When his class worked on a programme basis, he fell steadily behind his fellows and became retarded in all his subjects. He grew discouraged, then became apathetic, and was finally apparently filled with a sense of inferiority and the idea that he could not undertake anything successfully. He was idle most of the time, and worried his different teachers greatly because they could not awaken any interest on his part.

When we started our experiment, S. G. was so diffident that he hated to have the other children see his work. In a board drawing lesson he was very self-conscious, for he felt that his drawing was the worst, although that was not the case. He would ask what book he was going to have next in reading, and say he didn't want it. When the records of the tests were read he would shyly remark that he knew where he would stand, and his gloomy prognostication was unfortunately too often correct.

The teachers found that S. G. had no faith in his own powers. They therefore started to build that up, by arranging his work in short goals, easy of attainment and quickly accomplished. They soon succeeded in making him feel a growing sense of power. The tests also helped this. He, of course, took tests suited to his particular stage of development, and the good marks he obtained encouraged him. One day he took a test in arithmetic and got it correct. It was a pleasure to see how he expanded under the stimulus of repeated small successes. He is no longer retarded, and has conquered that excessive diffidence and lack of faith in himself.

V. G. is a very intelligent, quick, nervous child. Working on a programme, she would be a continual problem. She is possessed of an overpowering curiosity, and knows where all her classmates are in their studies. She is continually trying to beat her own and other people's records. The free programme gives her every opportunity to do this, and she has made splendid progress.

No teacher could hold V. G.'s attention on the same reading page as children slower than herself, and no teacher could keep her sitting still. V. G. had been ill for some time. On her return she found that while she was on the second story of the primer, all her friends were ahead. She quickly ascertained where they were, set herself to compete with one particular child, and soon covered the ground she had lost, and made up for lost time.

In this experiment we found, among other things, that we can only set the stage for the motivation of the child. We cannot supply the motives, for the child's motives are not those of the adult. In "Days of Discovery" Gordon Smith describes his childhood. There he has depicted some queer childish motives and has shown the great dividing gulf between the childish and the adult point of view. It is interesting

to note that most of the motives he portrays arose out of a desire to dominate others, to dominate a given situation, and to experience the pleasure of exercising prowess.

To us the child's motives often appear odd and illogical. They are not characterized by prudence and foresight, but arise out of some present desire crying for immediate satisfaction.

One morning a boy worked one hundred and five examples in arithmetic and got one hundred and three of them correct. It turned out that the next arithmetic test that he was to take was so arranged that a child can correct his own examples. The boy was working to get this test and have what seemed to him the extreme pleasure of marking his own work, a thing he had never done before. Another little girl worked very hard on word lists. She even slept with them under her pillow, so her mother assured us. We found that at the same time she delighted in showing her father how many words she could pick out in the newspaper.

Often the source of motivation is in the joy in mere activity which is so strong in the child at this age. To illustrate: In one of the rooms in which this experiment was tried the children were of kindergarten age. Kindergarten materials were accessible in the room, but were only chosen once by two children, and then under the influence of suggestion from the teacher. Under different circumstances these children would be actively and interestedly engaged in kindergarten activities or in working with Montessori material, but instead they were all working at the usual primary subjects.

Does not the child go to school with the knowledge that he is going there to learn to read and write, etc., and does he not arrive ready to take what he finds there? It remains for the teacher to direct his energy and make the learning of reading, etc., feasible to each child.

THE RELATION OF PHYSICAL EDUCATION TO MORAL DEVELOPMENT

Modern educational theory rightly ascribes a large place to the body in the development of a well-rounded and effective personality. It recognizes the interdependence and the organic unity of mind and body and emphasizes the need of cultivating them together in order that both may attain the highest degree of excellence. The re-discovery of the human body and its relation to mentality is one of the most significant features of modern education. It demonstrates conclusively that high-grade mental efficiency and superior moral quality are dependent upon physical integrity. It shows that mental life is not a thing apart, and that physical, mental and moral education are essentially and vitally connected, each being indispensable to the perfection of the others and to the highest welfare of the entire personality.

Largely as a result of psychological and physiological research, a clearer conception exists to-day than heretofore of the intimate and close connection existing between the physical and the intellectual life of the child. It is now definitely known that mental processes and states are in some way correlated with the functioning of the nervous system and that "not a feeling can arise, not a thought pass, without a set of concurring bodily processes." It has been clearly established that physical education is an integral and fundamental factor in the educational process and that the royal road to the highest intellectual development is through the early physiological training of the senses and the rational care of the body. These considerations make evident the need and the importance of a firm physical basis for mental life.

Important as physical education is in itself, however, and in its influence upon intellectual growth and emotional life, it is vastly more important when its effect upon morality is taken into consideration. To appreciate truly the full significance of physical education, its bearing upon the development of the entire personality must be duly recognized. Inasmuch as the moral

experiences of an individual are the most vital, the value of caring for the physical welfare of the school child culminates and finds its highest sanction in its bearing upon his moral development. Such care of the body as secures to the individual maximum health, freshness of vigor, and pleasure in effort, tends to stimulate his thinking, chasten his purposes, strengthen his will, and improve his conduct. If properly directed, physical education produces freedom, courage, keen mental reaction, self-respect, self-initiative, and self-control, and becomes a means to the highest moral development of the individual and society.

As mental life rests upon a physical basis, the relation of bodily conditions to conduct and character is intimate and vital. Even simple and temporary physical disturbances or ailments often cause marked perversion of the moral sense, characterized by irritability of temper, moroseness, depression, or loss of self-control, while chronic organic disease not infrequently leads to crime. The physical status of an individual is always reflected in his mental life and plays an important part in determining his desires, motives, choices, decisions, actions and moral attitudes. It penetrates his moral life and accounts to no small extent for the nature of his conduct and character.

The constant and profound influence of physical conditions upon moral life is not sufficiently appreciated by parents and teachers. A clear consciousness of the fact that moral deformity is a physical reality, accompanied by and dependent upon physical conditions, would tend to revolutionize the treatment of the child in matters of discipline. Inattention, restlessness, disorder, disobedience, stubbornness, or other improper conduct can usually be traced to unhygienic environments, malnutrition, fatigue, ill health, or bodily discomforts of some kind. Truancy, lying, stealing, and other serious offences and faults of children are also frequently due primarily to physical causes. In dealing with the offences

and wrong conduct of children, therefore, parents and teachers should look for the physical cause first, and remove it if possible. To attempt to discipline children with disregard of the physical causes underlying their conduct is to commit against them a grave injustice. Further, the discovery and the removal of the physical causes of unfavorable mental states and attitudes on the part of teachers and parents would result in distinct advantage to the children in their charge. In the past, too little emphasis has been placed on the close connection existing between the bodily conditions and the physical development of an individual and his moral tendencies and experiences.

The fact that morality rests upon a physical basis is strikingly demonstrated in the case of criminals or mental defectives. Criminals of the lowest type, those who seem devoid of the sense to discriminate between right and wrong, possess marked physical and mental defects. Their bodies are ill-formed, deficient in vitality, and often affected by inherited disease. Their features are usually irregular, coarse and repulsive, and their nervous systems exhibit profound structural peculiarities and defects. Mentally they are sluggish, dull, irritable and morbid. The criminal records of all countries show that crimes are usually committed by persons suffering from physical degeneracy in some form.

When moral deformity is due to temporary disturbances of the bodily organs or functions, or to remediable physical defects, appropriate physical treatment is the first step in bringing about moral improvement. The mere removal of a single physical defect often revolutionizes the life of a child. The removal of adenoids or diseased tonsils, for example, often restores dull, backward children to normal mentality. The causes of degenerate tendencies should be removed as early as possible, as the physically defective child tends to become morally perverse and criminal. Recent examinations of feeble-minded, backward and mentally sub-normal children have revealed the facts that the causes of mental, moral and

educational arrest are largely physical, and that as a rule the moral defective is a mental and physical defective as well.

To develop in each child an effective personality, strong in moral initiative and in desire and determination to respect the basal laws of life and to live on a high ethical level, is the aim of moral education. This aim can not be accomplished by separating moral culture from other aspects of education. Physical, mental and moral education are reciprocally related, and it is only when the unity of the whole educational process is fully recognized that the child's development is properly and scientifically directed. Every factor in education has some reaction upon character. Every phase of school or life experience counts for good or evil. Hence arises the supreme importance of directing and organizing the educational process in such a manner as to promote the highest moral development of school children. In the last analysis, the value of all culture and training, mental as well as physical, must be measured by its bearing upon character and the significant purposes of life. Moral education is the integrating center and the crown of all education. It should permeate the entire educational process from beginning to end, for without it all true education is impossible.

The relation of the physical well-being of an individual to his mental and moral life is vital and basic. If the body is healthy and strong, well-developed and efficient, the individual is more likely to appreciate all that is highest and best in human life and to order his conduct accordingly. He who truly respects his body will never defile his soul. Men will become greater intellectually and purer morally when they take better care of their bodies. Parents and teachers should impress this great truth upon the child as early as possible. A true respect for the laws of health and physical righteousness provides the best possible basis for the highest mental and moral development. Every bodily defect or disturbance is a handicap to mental and moral

growth. Sluggish organic functioning, physical depression, disease and dissipation are serious obstacles to a high standard of ethical living, rendering such practically impossible in the vast majority of cases. In the improvement of the physical condition of the individual is to be found the first step in the natural and logical method of developing his character and moral sense.

In the language of a leading modern educationist, the ultimate product of education "Is a man of quick percep-

tion, broad sympathies and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished but perfecting." This high type of manhood can be produced only by directing wisely all the agencies and influences that have a bearing upon the physical, mental and moral welfare of school children.

J. M. McCutcheon.

LONDON TEACHERS' SALARIES

At a special meeting of the London County Council Education Committee held on June 9 the Teaching Staff Subcommittee submitted its report on the Burnham Salary Scale as applied to the London service. The outlines of the scheme as it affects head and assistant teachers in ordinary schools are reported in *The Times Educational Supplement*.

The three grades of central schools are retained on the same basis as formerly, under 200, 201 to 400, and over 400, and, unlike ordinary schools, fluctuations in average attendance are to have no effect upon these. As before, there will be the same minimum salary for each grade: headmasters receiving £525, rising by £25 increments to £625, £675 and £725 respectively. Headmistresses are to have in each case four fifths of these amounts. For assistant masters there is provided a promotion increment of £25, rising to £450, with corresponding sums for mistresses of £20 and £360, whilst heads of departments are to have a promotion increment of £30, with a maximum of £480 for masters with £25 and £385 for mistresses. In all these cases the unusual increment of £12 10s. obtains.

In demonstration schools, assistant teachers, whether men or women, will receive £12 10s. above the salary of those in ordinary schools and will carry this beyond the maximum. There is no

provision for special payments to head teachers of these schools.

Handicraft instructors will obtain an improved scale, rising from £225 to £375 by £12 10s., whilst assistants will go from £175 to £300 by the same increments; an important concession is that any who qualify for recognition as certified masters will be placed upon their scale. These recommendations are provisionally subject to the decisions of the Burnham Committee.

Certificated supply teachers and supply instructors of domestic economy are to be paid for the first time on a graduated scale recognizing years of certified service, arranged in five grades, of under 5, 10, 13 and 18 years, and over 18 years respectively, the men rising from 18s. 5d. to 39s. 2d. per day, the women from 17s. 3d. to 31s. 4d. per day; the present rates are fixed at 16s. 10d. men and 15s. 5d. women.

Head teachers of day special schools will be graded with two rooms as Grade 1, three-four rooms as Grade 2, five-nine rooms as Grade 3, and over ten rooms as Grade 4, and will be paid the salaries pertaining to these grades of ordinary schools.

The question of the grading of schools on the new basis gives rise to some detailed provisions, the most notable of which are that the grades of ordinary elementary schools shall be revised annually, the revision being based on the

average attendance for the previous three years in senior departments and four years in infant departments. These will be regarded as full if the average attendance in any one of those three or four years, when increased by one fifth or one fourth respectively, reaches the minimum accommodation of the grade. The decrease in attendance owing to serious infectious illness, air raids and school journeys will be taken into account when thus estimating average attendance.

It is proposed to adjust the anomalies arising in connection with the regarding of schools between 340-400 (on the 40-48 basis) by placing such schools in Grade 4 of the new scale whilst they remain under the existing head teachers, provided that these, if under 55 years of age on April 1, 1920, shall accept transfer to the first suitable vacancy arising in a department of the appro-

priate grade. Further provisions allow for the raising of grade immediately the accommodation of a school is sufficiently increased; that where schools are reduced in grade the head teachers shall continue to receive increments to their original maximum; and that in calculating previous service months will be taken into account as well as whole years.

A supplementary estimate is involved for 1920-21 of £1,665,000, which, when added to the various awards, bonuses and scales previously granted during the war, gives a total expenditure on salaries in elementary schools for the year of £3,752,000 above that for 1914. Including these supplementary estimates the total cost of elementary education for 1920-21 is expected to reach £9,590,294, of which amount £7,128,885, or 63.3 per cent., will be expended upon salaries.

CHILDREN LEAVING SCHOOL FOR WORK

An army of over 1,000,000 children between 14 and 16 years old, says the Children's Bureau of the U. S. Department of Labor, marches out of the schools each year to become wage earners. In a pamphlet entitled "Advising children in their choice of occupation and supervising the working child" the Bureau tells what happens to these children and offers suggestions for helping them get the proper start in life.

Only a few children, according to the pamphlet, receive any help from their parents in finding suitable openings because parents do not know what opportunities are open to boys and girls, how to go about finding them, or what is the best thing for a child to do. The children begin an aimless search, making the rounds of factories, shops and offices and answering advertisements. More than nine tenths of them go into "blind-alley" jobs that require no skill and offer no opportunity to get ahead. Many drift from job to job, and become incapable of steady work.

Some find work for which they are physically unfitted, sometimes to the permanent injury of their health. Some are without any employment for a time, since in many states the law does not require a child under sixteen to have a job before he is excused from school.

These conditions, the bulletin points out, call for some organization in the schools, or in connection with the schools, to tell children what and where the jobs are, and what training and ability are required to fill them. While most vocational guidance and placement work in this country has been started by private organizations, it has been taken over in a number of cities by the schools. England's experience with her juvenile-labor exchanges shows that the most successful work is done in close co-operation with the school. In Austria, where vocational guidance is now receiving special attention, a careful study is being made of how to link up the work with the school system.

In school placement bureaus the child applying for work may be reached before leaving school and in many cases persuaded to remain, or provided with a scholarship to enable him to do so. In one city from 25 to 30 per cent. of the children who come to the placement bureau are returned to school. The placement bureau in this school is a connecting link between the school room and the industrial or business world. It keeps in close touch with local industries and opportunities and helps to make school work more practical.

The placement bureau endeavors to place the child in work for which he seems best fitted and which offers the most promising future, even if that means persuading him and his parents

to give up a job that offers a higher wage at the beginning. It attempts to keep in constant touch with the child after he has gone to work in order to learn whether he has been suitably placed and to help him adjust himself. Although no general schemes have so far been devised in this country for supervising the child at work, the requirement in some states that a child must secure a new employment certificate each time he changes his job offers opportunity for effective supervision.

Any scheme for placement and supervision of working children should, the bulletin states, include provision for further training through compulsory day-time continuation classes.

BOOK REVIEW

In almost every town will be found one or two feeble minded children. These children are often sent to school, and their presence in a class is good neither for themselves nor for the other children. The ordinary teacher often considers backward children the same as feeble-minded. This is a grievous error. Feeble mindedness cannot be cured, but backwardness and arrested development are often open to treatment. Teachers should therefore have some accurate knowledge of the various types of children. It is however, very

difficult to obtain this knowledge without considerable trouble and expense. Fortunately there has recently appeared a little book by Leta M. Hollingworth, Ph.D. of the Teachers' College, Columbia, which gives the very information that is required. It is entitled "The Psychology of Sub-Normal Children." The chapter on "How the Mentally Defective Learn" is particularly worthy of study, and equally so that on "The Prevention of Mental Deficiency." The book is just as serviceable to parents as to teachers. It is published by the MacMillan Company.

Ring out old shapes of foul disease
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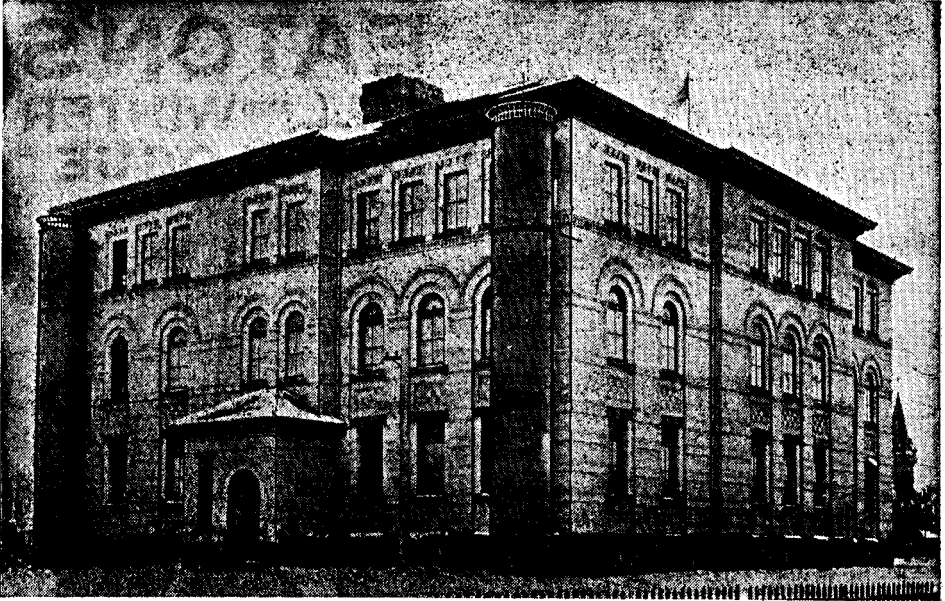
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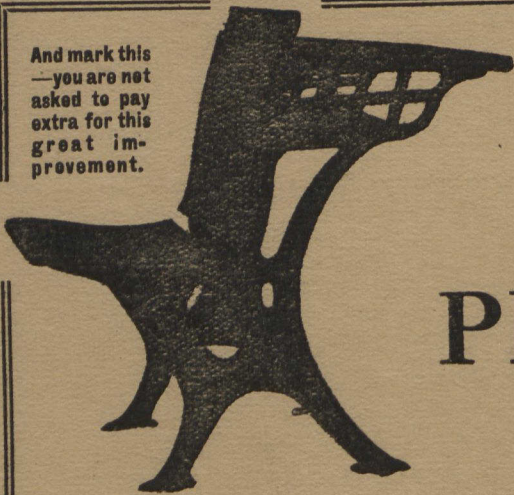
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