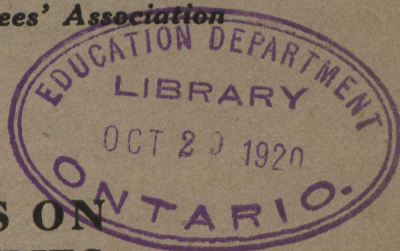


The WESTERN SCHOOL JOURNAL

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



Mr. H. G. WELLS ON TEACHERS' SALARIES

As an old teacher I would sympathise with the demands of the teachers anyhow. They are treated meanly, overworked, underpaid and insufficiently respected. But there are much wider grounds than that for my support of their appeal for better pay and increased numbers. General Education is the foundation of modern civilised community; everything else rests on that—public peace, economic prosperity, progress, health. And you cannot have that foundation safe and sure unless you have a much larger staff of able teachers per thousand pupils and unless you maintain the general quality and vigour of those teachers by fair and sufficient pay.

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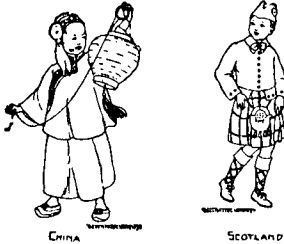
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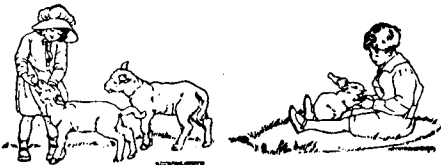
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The world war has brought us much nearer to other nations and this new series of drawings by Miss Cleaveland will help to acquaint children with the costumes of nations about which they hear so much. The series contains 10 outline drawings in black on high grade drawing paper, 6x9 inches, and includes children of:—Alsace, Belgium, Holland, Italy, Spain, Japan, China, Russia, Switzerland, Scotland.

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The Western School Journal

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

VOL. XV.

WINNIPEG, OCTOBER, 1920

No. 8

Editorial

HOLDING THE REINS

The key-word in democracy is self-determination. The good high school and the good university are types of democracy. Students, to be educated, must be encouraged to work out their own salvation. If they are held in leading-strings too closely they will not develop. In education the highest and best form of activity is self-activity. This is generally recognized. Yet young people, when left to themselves, are likely to run to all forms of excess. They know no restraint. They tear passion to tatters, they turn fun into ferocity.

The silly pranks, often reaching criminal cruelty, which have disgraced college life in the United States, are not

so common in Canada. Men have not been blindfolded and tied to the switch as a railway train passed by, nor have they been turned crazy or injured for life through physical maltreatment. Yet there are signs that our authorities must exercise vigilance and some sort of supervision to prevent a few ill-balanced spirits from contaminating the whole body of students. The true solution appears to be the creation of a feeling of good-fellowship between teachers and students so that there will be free consultation on all matters pertaining to student life. This is possible at all times. It is the "standing aloof attitude" that is responsible for much of the trouble in high schools and universities.

PLACING THE BLAME

Who is to blame when a boy goes wrong? Is the boy himself the only person who is responsible?

Dr. Sun Yat Sen, the first president of the Chinese republic, tells this story of the way in which China punished a young man who killed his father: The young man himself was put to death, his uncle suffered the same penalty, and the schoolmaster and the six nearest neighbors were exiled to places more than a thousand miles from the village in which the crime occurred. It is the Chinese theory that not only the parents

of a boy, but also his other relatives, his teacher and his neighbors, are in some degree accountable for his character and conduct.

Behind all this lies a fundamental truth that we too often ignore—a truth that stimulates the sense of responsibility, both in the family and in the community.

The Chinese system could hardly be applied in America; yet if teachers tried to know something more of their boys than they can learn in school, and if, in general, men had more of the

elder-brother spirit, there would be fewer problems to be solved by the judge, the probation officer and the reformatory. There are teachers and neighbors who meet with honor this delicate test, but too many are indiffer-

ent, or afraid of being misunderstood. Parents, of course, are primarily responsible, but not they alone. Our human society is so interrelated that we are all responsible, in greater or less degree, for one another.

MOTIVE

Pupils follow the lead of their interests. As a rule they are interested in what pupils a little above them are doing. Every pupil of Grade I. has a desire to read, if for no other reason than that the older members of the family can read. Every boy of Grade IV. likes to begin the study of Geography because it is new and because the older pupils follow the study. Similarly, most boys at some time wish to smoke because they see older people at it. The power of the older to incite the younger to action requires no demonstration.

When one has mastered a process, such as reading, the incentive just mentioned ceases to operate. Other incentives must be found. They are found in the subject matter itself. If matter is carefully chosen, reading is a perpetual delight; if badly chosen, reading is done only under compulsion. Good reading is never done under compulsion. There is all the difference in the world between compulsion and impulsion. It is easy to understand why children on coming to school like certain studies and later on grow to dislike them. The original incentive of ambition and the feeling of novelty are absent and there is no motive to take their place.—Surely it is the teacher's place to see to it that a motive is supplied. The worst motive is fear—for it is both artificial and negative. The highest motives are positive and natural.

What is true of reading is true of other studies, all the way up the school.

The question of teaching is pre-eminent-ly a question of supplying motives for action. It is probably true that there are more failures in teaching because studies and activities are carried on without regard to the motives at work, than for any other reason. Why does a High School girl hate physics? She has no motive to study it. The teacher, if he is wise and if he knows his subject, can easily supply the motive, for the subject has everything in it to appeal to young people of High School age. Similarly there is something in Latin to call for ardent effort on the part of students. Yet the study of the subject is often regarded as a form of drudgery. There is no need for this at all, if the teacher approaches the subject in the right way.

All through school there are two forces at work impelling pupils to work. There is the social force—the influence of companions, parents, teacher, and even of people in books, and there is the attractive force of the study or activity itself. The teacher is wise who keeps both forces operative all the time. He is making it hard for himself and for the student if he ignores the self-evident truth that all true effort springs from the operation of worthy motive. No longer can the scold, the tyrant, the heartless bully hope to secure results of the highest order. Only those with fine personality, high culture, and sweet disposition; only those who know their work in such a way as to make it attractive, can hope for success.

A GOOD WORK

The teachers of Manitoba owe a debt to Mr. A. K. Marshall, of Portage la

Prairie for his articles in the Free Press. For years Mr. Marshall has

been doing good service through the columns of the Tribune and his short, pithy articles in the Free Press are equally helpful and informing. Teach-

ers have to reach two constituencies—their pupils and the public. Mr. Marshall is doing his full duty.

ENTHUSIASM

The trait that makes youth attractive is enthusiasm; when it continues into later life, it is the trait that more than any other means charm. Lack of enthusiasm is abnormal and repellent in the young; in older persons other qualities may have replaced enthusiasm to a compensating degree. There have been many great and good men—Washington and Lincoln among them—of whom in their maturity it could not be said that enthusiasm was a conspicuous trait. But probably there have been few great and good men who had not that quality in their youth.

Very often youthful enthusiasm is foolish and absurd, both in itself and in its expression. Girls have what are vulgarly called "crushes" for other girls; boys frequently abandon themselves to similar spells of devoted admiration for other boys. Permanent friendship seldom ripens from these enthusiastic, emotional experiences. The fact that they are usually short-lived means that they have served a useful purpose; they do their part in begetting knowledge of human nature and the sense of discrimination that every one must sooner or later in some degree acquire.

In the same way, young persons are likely to plunge enthusiastically into

any pursuit undertaken by the objects of their special admiration. They are particularly apt to be enthusiastic if the pursuit requires some kind of expensive equipment or apparatus. Possession of things or of live stock invariably excites a temporary enthusiasm in the young. Parents who have been delighted to observe their children's early eagerness to busy themselves over electricity, steam-engines, motors, gardening, poultry, are likely to be correspondingly cast down when enthusiasm wanes along with the novelty of the purchase made to encourage it.

Enthusiasm in the teens is not a trustworthy guide to an abiding taste or interest. It does not often survive an introduction to the labor of mastering first principles. But the boy who feels its promptings in a variety of directions, only to be turned back at the very gateway of adventure, is having perhaps as good a preparation for life as the boy who has neither eyes nor ears for any hobby but one.

Youth is the time for experiment—for enthusiastic experiment. The man who holds a stubborn and undimmed interest in his work and its problems has usually passed through a boyhood of varied and flickering enthusiasms.

INCREASE IN SALARIES

Again the Winnipeg School Board is to be congratulated for revising its schedule of salaries. The increase for grade teachers runs from \$200 to \$300 a year, and for those in higher positions

the increase is greater. The maximum for principals in high schools is \$5,000.

Now the chief things about this schedule are: (1) Men are encouraged to go into the profession as a life work;

(2) Women are encouraged to remain in it for a period of years; (3) Scholarship and professional training are recognized; (4) Responsibility of home-keepers or heads of families is recognized indirectly.

Probably Winnipeg is no better able to pay its teachers than any other town

or city in Canada. What are the other cities and what are the rural communities going to do? The city of Winnipeg has a live School Board. That is the explanation of its action. How can other boards be galvanized into life? That is the question.

SALARIES AND SERVICE

Now that the Winnipeg School Board has increased the salary schedule it has a right to expect from all its teachers, even greater devotion to their task. This of course is impossible in some cases, but it may be taken for granted that in Winnipeg there will be no feigned illness or shirking of work, and it is certain that every teacher will read each year at least three books, bearing upon the work of her profession. The School Journal has always been a strong advocate of higher salaries for teachers and will continue to press for still greater remuneration, but there is one thing it will urge even more strongly, and that is that every teacher will live up to her

limit in devotion and efficiency. The Journal has no sympathy at all with the teacher who is too ill to attend school, but who can go to a reception, nor with the teacher who stands still and relies upon past records, or the reading of twenty years ago. The well read teacher should be up to date.

Teachers throughout the province are not so highly favored as teachers in the city of Winnipeg. Financially and socially they have burdens to bear of which the city teacher knows nothing. They too will come in for recognition just as soon as our people realize that the present and future depends more upon the school teacher than upon any other worker.

BERNARD SHAW URGES MUSIC FOR THE YOUNG

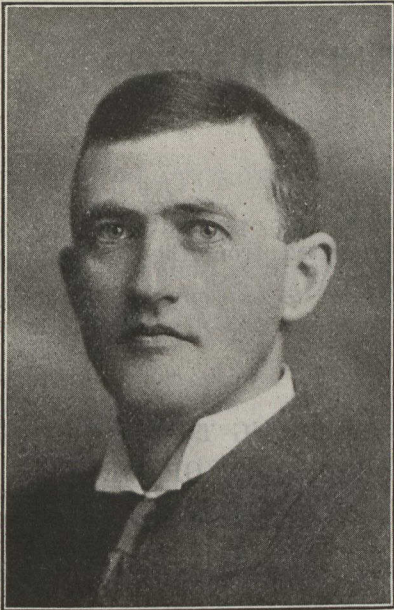
"Repression of the human impulses of young men and women is futile as a preventative of immorality. Nature provides the real remedy" declared George Bernard Shaw recently in London before the British Musical Society.

"If municipalities really want to raise the morals of a district they must remember that the community consists very largely of young people growing up. At a certain period of their lives when they begin to take a more general interest in human relations and before they can afford to get married, there is no use in pursuing a policy of Puritanism.

"There must be an outlet for these impulses in art and especially in the art of music. If young men had pictures and music to interest them, to engage and satisfy many of their impulses and to enliven their days, they would not go to the low pleasures of the streets, they would have an alternative and would be too fastidious to do so."

Shaw urged popularization of music where under every municipality would maintain a competent symphony orchestra so that no child in the country should be brought up without having access to the best of music. Towns would be healthier and public taxes lower if they had an abundant and generous provision for art, he added.

A CHANGE OF WORK



The City of Winnipeg is to be congratulated on having secured as principal of one of its High Schools, Major Newcombe, who was for some time Superintendent of Education for the Province. Major Newcombe has eminent fitness for his work. He is particularly well-informed on educational matters, is practical in his views, and has a fine executive ability. The knowledge that he acquired as Superintendent will be of great value to him in planning his work. He is fitted in a special way to express the relationship that should exist between the secondary school and the elementary school, and the secondary school and the university. There requires to be some clearing up on these points. The Journal predicts for the Major a happy and successful service in his new field.

 MANITOBA EDUCATIONAL ASSOCIATION INTERIM
 RETIREMENT FUND

Winnipeg, October 5th, 1920.

It is certainly gratifying to the Committee on Retirement Fund that up to date 650 teachers have already signed up agreements to contribute to the proposed fund. At first it was thought possible to have the contributions collected through the Department of Education, but the Department found it very difficult to carry out the plan this year, and informed your Committee that it could not be done this year in that way. Consequently your Committee are thrown back upon making collections either from the teachers directly or through the School Boards. Where fairly large groups of teachers are employed by one Board, as in cities or large towns, your Committee will endeavor to have the collection made through the School Board, but for the rest we shall have to trust to the teachers remitting their contributions directly. It should be mentioned here

that the Winnipeg School Board has consented to make collections from those teachers of the Winnipeg staff who have signed agreements.

If your Board has already made a deduction, kindly notify us so that we may communicate with your board. **Please attend to remittances or notifications promptly.** With prompt action on the part of the teachers they will be able to bring a good measure of cheer to some aged teachers in our Province. An early and unanimous response on the part of teachers who have already signed agreements will enable your Committee to begin disbursements early in December. Your Committee await your reply with all confidence that with your hearty co-operation we shall be able to carry this undertaking through to a successful finish.

Yours truly,

P. D. HARRIS,
 Chairman of Committee.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

ROYAL ATLAS

Nelson's "Royal Atlas for Canadian Schools" is authorized for use in connection with the subject of Geography.

Through an oversight mention of it was omitted from the Programme of Studies.

ADDITIONAL COURSES FOR TEACHERS WISHING TO RAISE THEIR FIRST-CLASS STANDING FROM GRADE B TO GRADE A.

History

British History and Colonial Expansion from 1485 in outline.

Green—Short History of the English People.

Bagehot—The English Constitution.

Seeley—Expansion of England.

Egerton—Origin and Growth of the English Colonies.

Muir—Students' Atlas of British History.

English

Spenser Faerie Queen, Book 1, (Kitchin Clarendon Press).

Church's Spenser — English Men of Letters Series.

Milton—Comus; Areopagitica; Sonnets; Paradise Lost, Books I, II, III and IV.

Pattison—Milton, English Men of Letters.

Shakespeare—King John, Macbeth, Hamlet, Antony and Cleopatra, The Winter's Tale, The Tempest (Tudor Shakespeare, Macmillan).

Introduction to Shakespeare—MacCracken (Macmillan).

Pedagogy

Philosophy of Education — Democracy and Education, Dewey.

History of Education — Munroe's Source Book in Greek and Roman Education (Macmillan); Norton's Readings

in the History of Education (Harvard University).

Psychology — Educational Psychology, Starch.

Practice—School and Society, Oct. 1, 1920 to March 31, 1921; Educational Supplement to the London Times, Oct. 1, 1920 to March 31, 1921. Gary Schools, A General Account—(General Education Board, 61 Broadway, New York).

French

(a) Corneille, *Le Cid* (Heath); Pascal, *Les Provinciales* (in selections from Pascal, Heath); Boileau, *L'Art Poétique*, (in selections from Boileau, Heath); *La Fontaine*, first twenty-five fables (in edition American Book Co., edited McKenzie, *Fifty Fables*); Racine, *Phedre* (Heath).

(b) Lesage, *Turcaret*, edited by Kerr (Heath); Marivaux, *Le Jeu de l'Amour et du Hassard*, edited by Fortier (Heath); Voltaire, *Zaire*, edited by Cabeen (Heath) and *Zadig*, edited by Babbit (Heath Sediane, *Le Philosophie sans le Savoir*, edited by Oliver (Oxford University Press, Toronto); Montesquieu, *Letters 1-54* inclusive, in the edition of *Lettres Persanes*, edited by Cru (Oxford University Press, Toronto); Diderot, *Selections* from edition Giese, (Heath); Rousseau, *Selections* from edition by Rocheblave; Beaumarchais, *Le Barbier de Seville*, edited by Spiers, (Heath).

THE OFFICIAL ORGAN OF THE MANITOBA TRUSTEES' ASSOCIATION

Trustees' Bulletin

THE PLAYGROUND: ITS EQUIPMENT AND ACTIVITIES.

Lucy South Proudfoot

"Playing, the child grows character, therefore there is nothing in the whole range of schooling that is as educational."—Jacob Riis.

Play is the exact opposite of idleness. Games, besides providing physical and recreative features for the playground and schoolroom, develop mental and physical dexterity and correlation of eye and hand in acquiring an appreciation of distance, aim and speed. Through his own experience in games the child also develops a code of ethics and morals.

The school playground has proved to be an economy to the city. A good playground programme means better school attendance as well as an improvement in the physical condition of the children. Recent statistics show that country children are as defective physically and in many cases more defective than city children. Those who study these children from a medical standpoint agree that for them to play is as good or better exercise than gymnastics. To be most beneficial physical exercises should be enjoyed rather than merely performed and regarded as medicine.

The success of a playground depends upon the leadership of the teacher more than upon equipment. Expensive apparatus is unnecessary. Most of the material for rural schools can be made at home. Every school yard should have a sand bin. The bin should be about six by eight feet. It will not need a bottom. Any plastering sand will do, but the pure white sand found at the sea-shore is best. The bin should be located in a shady part of the yard. If the sand gets very dry it should be sprinkled at night. To keep the sand clean

it should be gone over with a rake daily. The sand bin is for the little children of the school. With a spade, a few spools, twigs and paper dolls, they will produce a history lesson, lay out the streets of a village or work out geographical formations.

Swings are easily constructed. There should be one swing for every ten or twelve children. They should be low, safely constructed and placed at some distance from the space reserved for games.

One of the most popular pieces of playground apparatus is the giant stride. A stout pole is imbedded in cement. A rotary top is made by placing a small wagonwheel at the top of the pole. A number of strong ropes are attached to the wheel and hang low enough to be easily reached. The rotary motion is begun by the children hanging on the ropes and running around the pole. They are soon swung off their feet and can jump along or swing out.

Balls are a necessary part of the playground equipment. There should be several small balls for the younger children and a volley ball for the older ones. The volley ball is similar to a basket ball but is lighter and more easy to bat. Physicians are agreed that ball games are most useful for developing both the body and the higher nerve centres. Children whose wrists are weak will show an improvement in writing as they become expert in ball games. The following ball games may be used on the playground throughout the fall:

TEACHER.—For children from 6 to 10 years. The players form a straight line in front of one who is "Teacher."

Teacher throws the ball to each child in turn. When a child misses he goes to the foot of the line. When teacher misses she changes places with the child who threw the ball.

DODGE BALL.—For children from 8 to 14 years. Players form a circle. Several children stand in the centre of the circle. The players forming the circle hold several balls which, at a given signal, they throw at those inside the circle. When hit below the waist, those in the centre go out. The game continues until all are out. The one who succeeds in staying in longest wins.

WANDER BALL.—For children from 8 to 14 years. Players form a circle with one player in the centre. A ball is thrown about from one player to the next, either to right or left, but never skipping a player in the circle. The child in the centre tries to get his hands on the ball. He may touch it either while it is being thrown or while a player holds it. When he succeeds in touching it he changes places with the one who failed to elude him.

PLAYGROUND VOLLEY BALL.—The entire school can take part but it is most popular with children from 10 to 16 years. The game is played with a volley ball. The playing space is divided into two equal courts by a rope stretched six feet above the ground. The ball is served (batted with the open palm) over the rope by one of the players from the back of the court. The players on the opposite court attempt to bat it back before it touches the ground. If they fail to return it one point is scored by the serving side. The player missing the ball is the next server. The side first scoring 15 points wins.

ALL RUN.—For children from 9 to 14 years. One child is "It" and holds the ball. The other players stand close to him forming a square. "It" throws the ball high in the air. As soon as the ball is thrown all the other players run. When "It" catches the ball he calls "Halt" and all players must stand still. He tries to hit any one of them, but must throw from where he stands. The one hit becomes "It." If

he fails to hit anyone he must be "It" again.

STANDING-SITTING BALL.—For children from 6 to 12 years. Players form a circle. One child stands in the centre and throws the ball to each of the players in turn. When a child misses he must sit down. When all are seated, the one who stood longest changes places with the child in the centre and the game begins again. When a child misses he stands up. The play continues until all are again standing.

BALL RELAY RACE.—For boys from 9 to 14 years. Players form two straight lines, single file. All stand in stride position with feet wide apart. The boy at the head of each line holds a ball which at a given signal he rolls backward between his feet. When the ball reaches the end of the line, the last boy seizes it, runs to the head of the line and rolls it backward between his feet. This continues until every one has run and stands in his original position in the line. The line finishing first wins. If the ball rolls out of the alley formed by the boys' feet the nearest player must recover it and start it rolling at the point from which it went out. One boy should be selected to act as umpire. The umpire stands at the head, between the opposing lines, and makes corrections or suggestions where necessary.

OVERHEAD RELAY RACE.—For children from 9 to 14 years. This game is played like Ball Relay Race, but instead of rolling the ball between their feet the players pass it back overhead, both hands grasping the ball. Every player in the line must touch the ball with both hands. The players must not turn around.

The playground programme needs as careful preparation as any other part of the school work. It is true that play is natural and instinctive, but children do not know games by instinct. A game should be selected with reference to the ages of the children and the season of the year; taught thoroughly and played until its possibilities have been exhausted.

THE POOR PROFESSOR AND HIS WIFE

We've been too proud to show the world what is behind the scenes in the professor's home of today. And, besides, such exposure would have been futile until now when at last everybody seems to know what we have always known—that the professor's wage must go up unless his quality is to go down; and that young men entering the faculties must take the vow of poverty and celibacy or adopt the policy of the bankrupt aristocracy of Europe in search of wealth rather than love in marriage.

Today in the homes of the professors who are not privately endowed, it is not merely the luxuries and the comforts that must be sacrificed. It is what have become necessities to a faculty home that counts in student life. Many of the professors' wives have been their husbands' friends in college and mean as much to the development of character in the students, through meeting them socially, as the professors mean to the intellectual development of these students in the classroom and laboratory. But nowadays, the faculty wife has little time or strength to play the part of hostess and friend to her husband's students. If they entertain, she must prepare the house and cook and serve the food, working until her student guests ring the door bell and then metamorphose into a smiling and undistracted hostess.

With no rise in the professor's salary, she can no longer afford the maid for general housework who used to cost \$5 a week and now costs \$10; she can no longer afford the laundress who used to cost \$1.10 a day and now costs \$2.60; she can no longer pay a seamstress who used to cost \$1.50 and now costs \$3; she can no longer have her rugs cleaned and her floor polished at 35 cents an hour when she used to pay 15 cents; she can no longer keep all the rooms of the house in use during the winter, with coal so expensive; she cannot afford to pay a student girl 35 cents an hour for guarding the children while she goes with her husband to the free concerts and lectures at the university, most of the entertainments

for which gate tickets are required having gone on the taboo list long ago.

Often, with an education that equals that of her husband, you would find her if you look behind the scenes bravely washing, ironing, cooking, sewing, sweeping, dusting and washing windows because she cannot cash her training and is adding to the negative income of the professor by doing work she can no longer pay to have done. And even so they can no longer keep out of debt. They have already borrowed money in the hope of paying it back when the children are through college or when that dream of higher salaries for college teachers comes true! They can barely pay the interest now, yet every month they hope to pay something on the debt. But the longed for pay-day comes and its money goes to pay the bills of the preceding month while the debts remain to haunt them by day and steal their sleep by night.

Many professors' wives have become wage earners to supplement the family income and to make it possible to give the professor's children as good an education as the professor and his wife have had. Many more wives are seeking income bearing work with every week. Some are in academic, more in clerical work, the academic gates in general being closed to women. The professor's wives are sewing, writing, illustrating or doing fancy and factor piece-work, tutoring and keeping roomers and even the boarders that destroy the intimacy of the professor's family table. In short, the professor's wife is fighting a brave but losing fight to keep up the professor's courage and enable him to stay in the work he loves and could do with his old enthusiasm were it not that what his family shall eat and wherewithal it shall be clothed so deeply concern him that he can no longer give the best self to his studies and his students.

The alumni have found out about the professor and his family before it is altogether too late. These teachers want but little in reality. They desire only to be relieved of giving too generously of themselves to the mere strug-

gle for existence in order that their lives and their homes may be of greater service to the generations of Cornellians who come to the campus in search of training and ideals.

And so the professor's wife watches the endowment fund committee's work as eagerly as the folks aboard a ship in peril watch for an answer to their S. O. S.—A Professor's Wife in the New York Evening Post.

Then the clouds drew back and revealed their silver lining in the form of a letter from the trustees. The professor read it, then re-read it; then in a delicious daze he passed it over to his wife.

"Read some good news, Alice!"

Here is the good news which the letter contained:

My dear Professor A——: I have the good fortune to inform you, on behalf of the trustees, that at a formal meeting held this morning it was unanimously voted to raise your salary from its present figure, \$1800 to \$1900. The board was led to this action, my dear sir, quite as much in recognition of your faithful and efficient service as in consequence of the rather considerable increase in the cost of living within the past two or three years.

Believe me, my dear sir,

Your humble servant,

X_____

"Famous!" exclaimed the professor's wife when she had likewise read and re-read the momentous instrument. "Only think of it—that extra hundred will pay all the expenses of our moving both times!"

That same evening two light-hearted, middle-aged people sat side by side and hand in hand on the front piazza.

"Alice, suppose we celebrate our raise," suggested the professor. "Which shall it be, my dear, vanilla or chocolate?"

No, gracious reader, do not misjudge the poor professor folk. They are willing workers and hard workers. There is no Bolshevism among them. They are not even strikers. Perhaps they haven't the nerve to strike. Perhaps they deem such forceful demonstration unprofessional. It may be that some day there will be a professor's union, as there is also a carmen's union and a barbers' union and a button-makers' union. Indeed, such movements are already well on foot. Still, though the idea is repugnant to most teachers, I am sure that, in order to be able to live comfortably, they must resort to the strikers' methods.

You see, then, what I have been driving at all through this communication has been money, and more money. When you get a chance, just sit down with pencil and paper and figure out the professor's problem for yourself.

Here it is:

Professor A—— has taught for 10 years at an average salary of \$1,800 a year. In order to properly equip himself for his profession, he spent 4 years in high school, 4 years in college, and 3 years in a university. During these 11 years he earned \$2,000 at summer work, tutoring, etc. His expenses for those years total \$8,000. Was his education a paying investment for the professor? How many years will he have to teach before he is as well off financially as he was twenty-one years ago, when he was graduated from the eighth grade? What annual returns would a practical business man expect from such an investment? How does the investment of a hod-carrier compare?

The problem, if you figure it out fairly, will stagger you as it has often staggered the professor and his wife.—The Professor himself in *The Century*.

PUBLIC SCHOOLS AMONG HUTTERITES

Visit by Minister of Education Reveals Progress and Hearty Co-operation. Children Delight in Singing "O Canada."

Children of the Hutterite colonies in the Elie district are making gratifying progress in the public schools provided for them and the establishment of these

schools has been an unqualified success. This was the condition found by the Hon. Dr. Thornton, Minister of Education, who visited six of the seven Hutterite communities last Wednesday in company with E. D. Parker, school inspector and official trustee of the Hutterite schools.

It will be recalled that the Hutterites, to the number of several hundreds, came to Manitoba from South Dakota in the autumn of 1918, settling on land bought in advance and that in addition to certain privileges granted by the Dominion government including exemption from military service, they apparently had been led by those from whom they secured their land to expect that they would get other privileges. In particular they desired and expected to be allowed to continue the education of their children in German. Their first communication with the Manitoba Department of Education elicited the intimation that the education of their children must be in English and that in all respects they must conform entirely to the public school laws of the province. When this was made clear they showed a disposition to co-operate, but later on they were advised by certain parties to resist, with the result that negotiations for the establishment of schools were hampered and the Department found it necessary to take a very firm stand. When the leaders of the colonies finally realized that they must comply with the letter and spirit of the public school laws of Manitoba, resistance changed to co-operation and today the public school with its regular English curriculum and its Canadian teacher is an accepted part of the life of each of the Hutterite communities.

The Hutterite schools are Canadian in spirit as well as in name. The Minister of Education got a hint of this in the very first incident of his visit to the Corrie school, which was the first on his visiting list. The teacher, Miss McEachern, noting that the children were showing traces of shyness in the presence of the unexpected visitors, asked if they would like to sing for Dr. Thornton. "Yes" came in an

eager chorus, with beaming smiles. "What shall we sing?" brought a vociferous reply in which "O Canada" was almost unanimous, although one insistent voice clamored for "Home Sweet Home." Both were sung, and others for good measure, all with unrestrained vigor, with a surprisingly clear enunciation of every word. Little tots sang and recited nursery rhymes and the tiniest of all recited and hopped through the motions of "Jack be Nimble" to the great glee of all the others. Older boys and girls read aloud with facility and good pronunciation, which was all the more surprising when a question revealed the fact that hardly one of them had any acquaintance with English when they came to Manitoba two years ago. Dr. Thornton noticed on the desk of one of the boys a miniature wigwam and canoe, both neatly and cleverly fashioned from birch bark. Inquiry elicited the information that he had made them after a lesson on Hiawatha, his only guide being the illustrations in the text book. He had never seen an Indian tepee nor a birch bark canoe. There are 24 pupils in the Corrie school which is the "baby" colony, recently organized when the numbers of the original Rosedale colony became greater than is customary among these people. The school building, some distance from the community houses, was moved from another location by Inspector Parker, who acts as official trustee owing to the fact that the Hutterites themselves, not yet being naturalized, cannot qualify as trustees.

The Maxwell colony is the only one of seven Hutterite communities that as yet has no separate school building. Classes have been held in the big church-room on the second floor of the community building but the site for a new school has been selected and it is expected that the school will be built and ready for occupancy early next year. There are 25 children in this school all of whom gave evidence of the splendid work of their teacher, Miss Scobie.

The Benard school which serves the Milltown colony, is of particular interest from the fact that the Hutterite

children are here attending an old established public school in company with other children of the district, most of whom are French-Canadians. Several of the children seen here had only started school this term, but already were showing signs of the splendid methods of their teacher, Mrs. Peace. Here also there were older pupils who had been attending the public school for the past two years and who spoke English fluently and read without difficulty.

Henley school, in the Iberville colony is a brand new school, modern in every respect, and members of the community who met the party appeared to be particularly proud of it. Owing to the non-arrival of some of the equipment, the school had not yet been opened, but it was expected that the opening would take place this week. There are 20 children on the roll and here also there is a Canadian teacher, Miss Knox.

Elbridge school, in the Huron colony, is another new school located a short distance from the community buildings, and is of the most modern type and with the newest school furniture obtainable. In the class of 31 were several older girls whose reading and arithmetic exercises were exceptionally good, and here again the children took great delight in the singing, particularly in the vigorous manner in which they sang "The Maple Leaf Forever." The "Wind Song," in the refrain of which the children imitated the sounds of the wind, was particularly well done and was plainly a great favorite. Miss Bird, a teacher with experience in this class of work, has the largest school in the district and has plainly won the affection and respect of her charges.

Bruce school is in the Rosedale colony, and has an enrollment of 19. These children have the only man teacher in the district, a Mr. Williams, whose methods appear to be particularly effective. The younger children sang and recited nursery rhymes, and the whole class sang opening and closing songs to psalm tunes that they seemed to take special delight in. Sev-

eral of the older pupils demonstrated their work on the blackboard in a manner that would compare with that of any children of their age in the province. The whole spirit of the school appeared excellent and two or three of the children, when asked afterwards if they liked the school, and their teacher, spoke very decidedly in the affirmative. It was at this colony that the party were invited to make a tour of the community houses and partook of delicious watermelons and canteloupe which have been raised with great success and in large quantities by the Hutterite gardeners.

In every school visited, Dr. Thornton took occasion to go through the classes, talking with the children individually, having them read from their readers, and asking questions regarding the meaning of the words and sentences used. Except in the case of those who had only been a short time at school, there was no difficulty in carrying on a simple, natural conversation in English. The teachers are evidently doing their work with care, and are striving to secure correct pronunciation of the English words.

Throughout the whole trip it was noticed that the leaders of the different communities appeared to take great pride in the schools, and seemed to be perfectly satisfied with the work of the teachers. The teachers also bore evidence to the desire of these people to make them as comfortable and as much at home as possible. Two of the teachers live in small houses of their own, attached to the schools, but the others live with the family of the head man of the colony and appear to be comfortable and well satisfied.

In all of the schools the Union Jack over the teacher's desk is the most noticeable decoration in the room and in all of them the children have been taught the meaning of the flag and its history. Flagpoles are just being erected at each of the schools by the community carpenters. This is being done voluntarily by each community.

A FINE EFFORT

It was the good fortune of the Editor to be at Manitou when the competition among the Boys' and Girls' Clubs of Louise Municipality was being held. Over a thousand pupils were members of all the clubs in the district. These were grouped into seven sections, and at the leading town for each section a fair had been held and the winners decided upon. The winning exhibits from each section were then placed in competition at Manitou, and the best work in every department, for the whole municipality was selected. To Pilot Mound went the honor of winning first place.

The exhibition throughout was excellent. Probably the cooking and hand-work were better than the ordinary class work. This is saying a good deal for it would be difficult to get

better work from schools than that shown. The teachers and parents are to be congratulated on the results of their effort, and Inspector Gordon is particularly worthy of congratulation. The pupils found their reward in the joy they took in preparing the exhibit.

A noteworthy feature of the competition was the presence of the parents from all parts of the municipality. There is always hope for education when the people are interested, and it is better to have them interested in this form of exhibition than in a spelling match, interesting as that may be.

Prizes were awarded but they all took the form of badges. Evidently these were appreciated quite as much as money or books and toys. In this there was a fine lesson.

PROPOSED REVISION TEACHERS' SALARY SCHEDULE, TAKING EFFECT 1st JANUARY, 1921.

HIGH SCHOOLS

Men Assistants (Academic)

Probationary schedule for those with less than two years' High School experience or its equivalent:

1st year at the rate of \$2200 per annum.

2nd year at the rate of \$2300 per annum.

Schedule—Minimum, \$2400, Annual Increase \$100, Maximum \$3400.

Women Assistants (Academic)

Probationary schedule for those with less than two years' High School experience or its equivalent:

1st year at the rate of \$1600 per annum.

2nd year at the rate of \$1700 per annum.

Schedule—Minimum \$1800, Annual Increase \$100, Maximum \$2800.

Instructors in Manual and Mechanical Arts:

Minimum \$2100, Annual Increase \$100, Maximum \$3000.

Instructors in Domestic Science, Household Arts and Physical Culture for Girls—Same as academic.

JUNIOR HIGH SCHOOLS

Women Assistants:

Probationary schedule for those with less than two years' teaching experience:

1st 5 months at the rate of \$1300 per annum.

2nd 5 months at the rate of 1350 per annum.

3rd 5 months at the rate of 1400 per annum.

4th 5 months at the rate of 1450 per annum.

Schedule—

1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year	11th year	12th year	13th year	14th year
\$1500	1550	1600	1650	1700	1750	1800	1850	1900	1950	2000	2050	2100	2200

Note: When teachers are transferred to Junior High School from the grades, all former service shall be considered in estimating their position on the Junior High School salary schedule.

Manual Training Instructors—Not yet determined.

ELEMENTARY SCHOOLS

	Minimum	Annual Increase	Maximum
Men Principals—Schools 10-15 rooms	\$2400	\$100	\$3400
Men Principals—Schools 16 rooms and upwards after maximum in foregoing schedule has been attained.	3500	100	3800
Women Principals	2000	100	2800
Manual Training Instructors (Men)	1700	100	2500
Instructors in Home Economics:			

Probationary Schedule for those with less than two years' teaching experience:

- 1st 5 months at the rate of \$1000 per annum.
- 2nd 5 months at the rate of 1050 per annum.
- 3rd 5 months at the rate of 1100 per annum.
- 4th 5 months at the rate of 1150 per annum.

Schedule—Minimum \$1200, Annual Increase \$50, Maximum \$2000.

GRADE TEACHERS

Probationary schedule for those with less than two years' teaching experience:

- 1st 5 months at the rate of \$1000 per annum.
- 2nd 5 months at the rate of 1050 per annum.
- 3rd 5 months at the rate of 1100 per annum.
- 4th 5 months at the rate of 1150 per annum.

Grades	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year	8th year	9th year	10th year	11th year	12th year	13th year
1-4	\$1200	1250	1300	1350	1400	1450	1500	1550	1600	1650	1700	1750	1800
5	1250	1300	1350	1400	1450	1500	1550	1600	1650	1700	1750	1800	1850
6	1300	1350	1400	1450	1500	1550	1600	1650	1700	1750	1800	1850	1900
7	1350	1400	1450	1500	1550	1600	1650	1700	1750	1800	1850	1900	1950
8	1400	1450	1500	1550	1600	1650	1700	1750	1800	1850	1900	1950	2000

HIGH SCHOOL PRINCIPALS

The maximum has been fixed at \$5,000.

OTHER OFFICIALS

The salaries are not given in the schedule, but they will be in keeping with the salaries to the teaching staff.

THE SALARY SITUATION IN NEW YORK CITY

The economic disorders that have followed the war are about to disrupt the city's teaching force. Nearly 1,000 public school teachers have resigned since September. Their places can not be filled at the low salary rates which now prevail. Living costs have risen to such an extent that teachers are actually getting from 30 to 50 per cent. less in real money than they got before the war.

In the private school tuition fees have been raised. But in the public schools there is no source of added income except the city treasury. And, unfortunately those of its employees who do the real work of the city—like the firemen, the teachers and the policemen—always find it hardest to overcome the reluctance of the political authorities to reward efficient service.

The teacher class is one of the most self-sacrificing units in the community. It luckily is inspired by a high professional idea and a long, cultivated sense of duty. Otherwise there would be few teachers left to-day. Teachers also perform one of the highest tasks of civilized society, yet just because they give much the selfishness of the public usually expects them to give more.

The war has had a calamitous effect in destroying the old balances between earnings and cost of living. A limited class has benefited enormously, both absolutely and relatively, from this economic dislocation. Most others have been drawn into a fierce struggle to restore the old equality by pushing wages up to the new level of prices. In some industrial occupations this level has been attained completely. But

there are many other occupations in which, instead of a 100 per cent. equalization, only a 50 or 25 or 10 per cent. equalization has been reached. In still others there has been practically no progress at all toward equalization.

The groups which have been the most conspicuous victims of the economic upheaval and of society's inability to alleviate its consequences deserve great public sympathy. Their lot ought to be improved. The only rational economic goal for all of us is a nearly complete equalization of the gains and losses of war readjustment.

It is one thing for the public to resent further demands for increased

wages from groups whose wages have already increased 60, 80 or 100 per cent. They are near the end of the process. They can let up for the moment. But it is, another thing to support wage increases for groups like the teachers who have been caught in the back eddy, who have had practically no advances in wages and who have had to bear the burden of a general inflation from which they have had no benefit.

New York teachers ought to be better paid. They are entitled to larger salaries. And they are also doing a social work which it would be dangerous to abridge any further by continuing to deny them a plain measure of economic justice.—The New York Tribune.

IMPERIAL CONFERENCE OF TEACHERS' ASSOCIATIONS, TORONTO 1921

Preliminary Announcement

The Canadian Committee takes pleasure in sending you this preliminary announcement of the Imperial Conference of Teachers' Associations.

The Imperial Conference, held in London, July 13-17, 1912, accepted the invitation of the Government of the Province of Ontario to hold the next meeting in Toronto in 1914. On account of the Great War, however, the Conference was delayed, but the Meeting has now been arranged for 1921.

The date of the Conference has been settled for August, 1921. The provisional date for the opening session is Wednesday, August 10th.

The preliminary draft of the program includes the following main topics:

1. Imperial Co-operation in Education;
2. Canadian Education;
3. Vocational Training;
4. Health and Education;
5. Civics and Education.

Prominent educationists from all parts of the Empire are being invited to present these topics, and considerable time will be allowed for discussion.

You are requested to present this Conference to the Teachers' Associa-

tions in your area, and to your Department of Education, to secure the attendance of representatives of both the teachers and the administrative body. The Canadian Committee are preparing to entertain as their guests the official representatives selected through the agency of the various State education authorities throughout the empire. The basis of such representation will be communicated to you from the headquarters of the League of Empire in London. All others in attendance at the Conference will be welcomed, and every courtesy extended within the power of the Canadian Committee.

Further communications will be sent you from time to time, as details are settled. In the meantime, we shall be pleased to have your acknowledgment of this preliminary letter and a statement at your earliest opportunity of your intention to send representatives to the Conference.

On behalf of the Canadian Committee:

JAMES L. HUGHES, Chairman

D. J. GOGGIN, Vice-Chairman

H. V. F. JONES, Treasurer

E. A. HARDY, Secretary

Address communications to the Secretary, 81 Collier Street, Toronto, Canada.

Children's Page

October's Bright Blue Weather

Sun and skies and clouds of June,
 And flowers of June together
 Ye cannot rival for one hour
 October's bright blue weather.

When loud the bumble bee makes haste,
 Belated, thriftless, vagrant,
 And goldenrod is dying fast,
 And lanes with grapes are fragrant.

When gentians roll their fingers tight,
 To save them for the morning,
 And chestnuts fall from satin burrs
 Without a sound of warning.

When on the ground red apples lie
 In piles like jewels shining,
 And redder still on old stone walls
 Are leaves of woodbine twining;

When all the lovely wayside things
 Their white-winged seeds are sowing,
 And in the fields, still green and fair,
 Late aftermaths are growing;

When springs run low, and on the brooks,
 In idle golden freighting,
 Bright leaves sink noiseless in the hush
 Of woods for winter waiting;

O sun and skies and flowers of June,
 Count all your boasts together,
 Love loveth best of all the year
 October's bright blue weather.

—Helen Hunt Jackson.

EDITOR'S CHAT

Dear boys and girls:—

Once more we must open our chat with an apology, for the busy-ness of September was too much for the editors, and the journal was so late that you have had no chance at the competitions at all.

We have come again to the beautiful bridge which spans the river between

summer and winter. We have passed the road where the trees are green on either hand and the fields are filled with wild flowers and fruits; we have passed the lake and the summer cottages, the boats, the swimming beach, the picnic grounds, the tennis court and all the beauties of summer, and have set our feet upon the bridge which crosses the

brown water that mirrors the gold, the red and the brown of falling leaves, the gay things that float like tiny boats under the bridge and away. Beside the bridge the aster beds lie patches of brilliant color among the fallen leaves, the nuts rattle from their prickly coats, the mushrooms, cushions of deliciousness, break through in every field, the round gold of the squash and pumpkin reflect the sun from many a garden. The woods call with a myriad enticing voices. The cocoons lie ready to hand for the eager nature lover, the scarlet leaves tempt the beauty hunter with promises of more treasure on every branch; the squirrels chatter as they reap their harvest to store against the long winter days. There is a crispness in the air at night and as we hurry down the road that leads away from that bridge of beauty we see beyond the gold and brown of October fields, the long gray road that leads to the plains of November.

And on this fairy bridge there are several resting places and one of them is Thanksgiving Day. Then in our work and play we pause to give thanks for all the beauty that lies behind us, the wonder that surrounds us, and the unknown joys ahead of us. We have these wonders of field and wood because "God's in His heaven, All's right with the world" and so we take this little time just to be thankful. And then on at the end of the bridge comes another place where we wait just to enjoy ourselves—Hallow E'en. The time of spooks and goblins, strange noises, weird tricks, and blood-curdling stories. The night when everyone's hand is sticky with toffee and everyone's teeth are crunching juicy snow apples, and everyone's fingers are burning with crackling hot chestnuts. Such a night of gaiety and fun that no real ghost would ever dare to show his poor face. And after that gay night we step off the bridge of October. And so good-by.

OUR COMPETITIONS

For November. Your favorite Autumn poem with the name of the writer. All poems to be in before October 20th.

For December. A map of Canada, showing the mountains, the lakes, the rivers, the principal cities. Each competitor to state age, and grade plainly, with the name and address. Maps to be in before November 15th.

October Prize Story: Edna Cook, Stonewall.

Honorable Mention to: William Sherman, Mary Ferguson, Ellen A. Anderson, Selina Charzewski, Margaret _____, Alice Druitt, Mary Van Dusen, Stonewall, Man.

"The Best Day of My Holidays."

Dear Alice:—

My cousin Edith came from the country to write her entrance examinations and stayed after they were over. On Monday morning a friend came

with his car and took mother, Edith, my sister, and me, away north to where my uncle was working at his new farm. Two big traction engines were there and had broken about 80 acres. We went across the breaking in the car, and it was a very bumpy ride. Auntie was at the cook shack, and had dinner ready for us. After dinner we all went out to pick strawberries, and got about four quarts.

About three o'clock we said good-bye to our friends, and started north again. All the way along we could see strawberries thick, and each time Mr. Mitchell stopped the car and went to talk to a man on farm business, we all went into the bush to pick berries, until we heard the unwelcome call of, "All aboard."

On the return trip berries were scarce so we visited the farm yards; in one were a lot of beautiful colts, and some tiny pigs no bigger than kittens. I tried to pick one up, but it was too

smooth, and silky. There were also some sheep, and one in particular made me think of the old nursery rhyme, "Baa baa black sheep," for he certainly was black and had lots of wool.

When nearing home we came across a flock of prairie chickens sleeping on the road side. We had a most enjoy-

able day, but were not sorry to get home to supper, and bed. I hope you had as good a day in your holidays, and now I must close.

With lots of love,

From your loving cousin,

Edna Cook.

A CHRISTMAS SUGGESTION

The editor has received a most delightful letter from a lady in Sandy Lake, in which she offers to supply patterns of easily made toys to boys and girls who would like to make gifts for children not so well off as themselves, or children who are shut up in hospitals. She says in part: "By doing this we shall be helping to make 'Citizens Through Service.' The world is too selfish now-a-days and the joys of giving and of service are becoming lost pleasures. Christ's motto, like that of our Prince, was 'I serve.'"

This lady has patterns for an eleph-

ant, a duck, cow, horse, rabbit, kangaroo, hen, monkey, and doll's clothes; and she will supply these free of charge if you will send her your name and address and a three cent stamp for postage.

Write to: The Principal, Caldwell School, Sandy Lake, Man.

If you like, you might ask your teacher to write and get the patterns for the school. Or one child might get them and send them on to two others, asking those two to send to two more and so on, making an endless chain.

DO YOU KNOW THAT—

There is a lake in California which has a crust of salt which from the distance looks like ice gleaming in the sun?

You can buy paper and stamped envelopes from a nickle-in-the-slot machine?

There is a man in the United States who, however, was born in Holland, who

is eight feet, five inches tall?

If you have no ice you may fill a soup plate with water, place your butter plate on the water and cover the whole with a flower pot. The pot absorbs the water and keeps the butter cool.

There is a rubber heel invented which you can carry in your pocket and slip over your heel when you need it.

CHANCE OF A LIFETIME

Aunt Mary was very strict — too strict for Eric and his little sister, who were fed up with staying with her.

She certainly tried her best to amuse them, and one morning took them to the zoo. But it was a failure.

"Eric, keep away from that cage! Molly, your hat's crooked! These seats are dirty, Eric; keep off them. If you bite the finger of your glove again, Molly, I shall take you straight home!"

It was a never-ending gramophone record on good behaviour, and Aunt Mary never seemed to tire.

At last the little party paused before a cage and Aunt Mary consulted her catalogue.

"This, children," she announced, "is an anteater."

Eric looked cautiously around as he whispered to Molly:

"Can't we push her in?"—London Blighty.

THE ANGELUS

Every evening after sunset, when the most wonderful soft light is in the sky and it is very still everywhere, the old bell in the steeple chimes out over the village and fields around. No one quite knows what the evening bell sings, but the tone is so beautiful that everyone stands still and listens.

Ever since the oldest grandfather can remember, the dear bell has sung at evening and everyone has listened, and listened, for the message.

A great many people said there was really no message at all, and one very learned man wrote a whole book to show that the song of the evening bell was nothing but the clanging of brass and iron; and almost everyone who read it believed it. But there were many who were not wise enough to read, so they listened to the sweet tone just as lovingly as they had listened when they were little children.

Sometimes when the sweet song pealed out, the old shoemaker would forget and leave his thread half drawn, and while he listened a wonderful smiling light shone in his face. But whenever the little grandson asked him what the bell said to him, the old man only shook his head and pulled the stitch through and sewed on and on, until there was not any more light; and for this reason the little boy began to think that the bell was singing something about the work. He thought of it very often when he sat on his grandfather's step listening to the song and watching the people. Sometimes those who had read the learned book spoke together and laughed quite loudly, to show that they were not paying any attention to the bell; and there were others who seemed not to hear it at all. But there were some who listened just as the old grandfather had listened, and many who stopped and bowed their heads and

stood quite still for a long, long while. But the strangest was, that no one ever could tell the other what the bell had sung to him. It was really a very deep mystery.

Now there was a painter who had such loving eyes that even when he looked on homely, lowly things, he saw wonder that no one else could see. He loved all the sweet mysteries that are in the world, and he loved the bell's song; he wondered about it just as the little boy had done.

One evening, I think, he went alone beyond the village and through the wide brown fields; he saw the light in the sky, and the birds going home, and the steeple far off. It was all very still and wonderful, and as he looked away on every side, thinking many holy thoughts, he saw a man and a woman working together in the dim light. They were digging potatoes; there was a wheelbarrow beside them, and a basket. Sometimes they moved about slowly, or stooped with their hands in the brown earth. And while they worked, the sound of the evening bell came faintly to them. When they heard it they rose up. The mother folded her hands on her breast and said the words of a prayer, and thought of her little ones. The father just held his hat in his hand and looked down at their work. And the painter forgot all the wonder of the sky and the wide field as he looked at them, for there was a deeper mystery. And it was plain to him.

But the man and the woman stood there listening; they did not know that the bell was singing to them of their very own work, of every loving service and lowly task of the day.

The bell sang on and on, and the peace of the song seemed to fill the whole day.

CRADLE SONG

In the embers shining bright,
A garden grows for thy delight,
With roses yellow, red and white.

But, O my child, beware, beware!
Touch not the roses growing there,
For every rose a thorn doth bear!

—Richard, Watson Gilder.

Special Articles

THE ART OF LIVING TOGETHER

The one great need of society is good-fellowship, and the one great menace is division into warring groups. The school is doing its greatest work not when it is teaching the three R's, but when it is developing the three fundamental virtues—faith, hope and love. The habit of friendly co-operation as based on these virtues is necessary to individual welfare and social harmony. It is the purpose of this and succeeding articles to show what may be done in school among children of all grades to develop this habit of living together in a friendly way.

Children of the public school meeting together under a wise teacher! What a picture of happy and useful service! All classes, races, creeds, and colors mingling in happy activity, working together, playing together, forgetting their differences as they participate in common joys and experience common sorrows! Is it not a sight to inspire faith and hope? Apart altogether from work that the school does in consciously training young children and developing their powers, it brings together in happy relationship those who on leaving school will live together as neighbors and fellow-citizens. No wonder that a great writer has said, "The public school is the greatest institution ever devised by man for the unification of the diverse elements of the population."

There are those in the teaching profession who think the natural effect of associations in work and play is all that is necessary to create good-fellowship. There could not be a graver blunder. There are others who think that there should be given formal instruction in sociology and good citizenship, as if this would remedy all social ills. This is also a blunder. There are things which a public school cannot do. It cannot offend the consciences of those who send their children to school.

Therefore it cannot teach dogmatic religion, nor a system of thought which is offensive to a section of the public. In other words, it cannot be exploited by any class or organization. Its task is the development of the minds and bodies of children to the end that they may render effective service in community life. Fortunately there is a middle ground to take. It may not be the way of the over-cautious conservative, nor the way of the man who objects to a movement because he did not originate it, nor yet the way of the radical, who will override justice and propriety in order to impress his views—yet it is surely the way of common sense. If followed it may lead to social harmony, to brotherhood and to justice. In view of present conditions, is it worth while to consider the problem? Is there any other problem more important? Is it not of more account that a man should live in peace with his neighbors, acting justly and honestly, than that he should be able to solve problems in Vulgar Fractions or analyze correctly intricate sentences in English composition? Surely the big problem of life, is the problem of living together in a friendly fashion. With this thought in mind, the following suggestions, none of them claiming originality, are presented.

The Primary Grades

In certain schools the experiment has been made of giving lessons in Nature Study. Where the teacher has been wise and practical, these have had great value. Indeed, a school that does not open the minds of children to see, appreciate and understand the great beautiful world of Nature, is failing in its mission. There is, however, a more wonderful and a closer world than that of Nature. It is the world of people. To train little children to understand, appreciate and love each other and

those upon whom they depend, is to lay the foundations of good citizenship and Christian virtue. Whatever else the school does is secondary to this. How shall the end be accomplished?

The first suggestion is that something should be added to the program of studies. This is the solution of the formalist. There is something in every school which is of more importance than a revised program. It is the spirit of the school—the attitude to life as manifested in the conversation and the activities, of all kinds. With little children the very best things in behavior are caught rather than taught. It being understood then that the school is of necessity a miniature society in which all the excellences of ideal community life are illustrated in word and practice, it is easy to suggest a few exercises that may intensify good feeling and help to create that thankful spirit which is the best antidote for hatred, jealousy and class-bitterness.

A. Talks to develop the thankful spirit. (Suggested by Elementary School)

1. There may be a series of conversations on the comforts and enjoyments of life—food, clothing, shelter, protection, entertainment, etc. For example, the children talk about their morning meal, and tell to whom they are indebted for it—the farmer, the miller, the dairyman, the sugar-manufacturer, the grocer and the grocer's boy, and all the list, which may be indefinitely extended. The purpose of the conversation is to leave the children in a thankful frame of mind, realizing that the true principle of living is "Each for all, and all for each." Talks on clothing and shelter are even more informing and helpful. Moreover, they further the very best opportunity for training in language.

2. There may be a series of conversations, followed at times by visitation, in which the great occupations of people are discussed. For example, the work of the blacksmith may be considered. What does he do for us? What have we to thank him for? The farmer is in a particular way the friend of the children, for he provides so much. No city child who studies the work of

the farmer or who visits the farm can ever talk slightingly of him. A peculiarly interesting study is that of the policeman, or that of the man who digs the sewers. The spirit of the study is everything. Unless there is developed the feeling that the people are interdependent and that the least owes something to the greatest, and the greatest to the least, the lessons will have lost much of their value.

3. It is not possible to discuss with little children the problem of reward for work, but it may be assumed in all conversations that willingness to work is a condition of happiness, and that economy and frugality are necessary to welfare. The very practices of the schoolroom must teach the truths that society needs for its preservation and peace. The primary school must be participation in life rather than preparation for life.

4. More important than all of this will be the emphasis of co-operative activity in work and play. The "help-one-another" feeling will be the dominant tone of the school. The natural egotism of little children will be respected, but their minds can easily be trained to include others in their thoughts, so that they will be ready to rejoice with those that rejoice and weep with those that weep. A child can grow up to be selfish or kind. It largely depends upon the school which characteristic shall be dominant.

5. The system of rewards and punishments in the primary school has social significance. There is such a thing as developing selfish pride. Everything said and done in school should place a premium on honest effort, but emulation that promotes jealousy and leads to discord should be avoided. What a pupil grows to know is never so important as what he grows to be.

6. There are stories of unselfish action and there are memory gems and maxims. All of these should be employed. The "Golden Rule" books are particularly helpful.

7. In the long run it is practice rather than precept which counts. The teacher who is herself the spirit of unselfishness and who in the class

room and playground encourages kindness, justice and good-feeling, need not worry about formal instruction. Whatever may be best in the higher grades, it is quite certain that "truth embodied in a tale" or "truth expressed in life," is what is understood and appreciated.

Now there is nothing new in this.

It means nothing new on the programme. It means merely a new emphasis on the part of some teachers. There are schools in Manitoba where the full programme is being carried out. Is it a worthy programme for every school?

DRAWING OUTLINES FOR NOVEMBER

By ADELINE BAXTER, Drawing Supervisor, Winnipeg.

Grade II.

No. 1—

(a) Exercise on the making of a tint. Make a pale blue wash on $4\frac{1}{2}$ " x 6" paper.

(b) Free arm movement or brushwork exercise.

(c) Make a pale green wash.

No. 2—

(a) Paint blue and green washes on same sheet for a landscape. See page 20 Graphic Drawing No. 1, also Text Book of Art Education Book 1.

(b) Paint yellow or orange sky with green or brown land.

(c) Review either of the above.

No. 3—

(a) Free arm movement or brushwork exercise.

(b) Rug. Fold $4\frac{1}{2}$ " x 6" paper into 16 oblongs, tint the 4 central ones. Keep for next lesson.

(c) Dictate the decoration of the ends or centre of above painted oblongs for a rug. (Practise work only, do not keep).

No. 4—

(a) With brush and color tint an oblong shape for a rug **without** folding the paper or pencil guide lines.

(b) Decorate ends or centre. (Original design).

(c) Review.

Grade III.

No. 1—

(a) Oral review lesson, with color chart, on primary and secondary (standard) colors, with reference to **tints** of the same.

(b) Practice lesson to illustrate the production of a standard color and a tint of the same.

(c) Review with another color in ruled oblongs 2" x 3".

No. 2—

(a) Teach terms horizontal, vertical, oblique and angle.

(b) Brushwork exercise on horizontal, vertical and oblique lines.

(c) Review terms as above and measurements on rules (inches and half-inches).

No. 3—Spelling Booklet.

(a) Fold a sheet of printers' paper lengthwise down the centre for booklet cover. Upon one side of the paper set off inch spaces on the long edges. On the short edges, set off spaces of one half inch and one inch alternately. Rule horizontal and vertical lines from point to point to form a checked pattern.

(b) Shade portions to bring out pattern.

(c) Construct a booklet for spelling, using printers' paper folded lengthwise, and the above cover.

No. 4—Blotter Pad with corners.

(a) Measure, fold and tear, or cut, four 2" squares of manilla paper. Crease on diagonals on same side. Turn paper over and crease on one diameter. Open paper and bring ends of diameter together, so that two triangles result. Press triangles together to make a corner of a blotter.

(b) With portfolio card 8" x 4" and a blotter of the same size, make a blotter pad, pasting on the corners on the under side.

(c) Decorate the corners.

Grade IV.

No. 1—

(a) Teach the terms horizontal, vertical, oblique and angle.

(b) Lettering. Have large line letters placed upon the blackboard. Lesson on making the letters composed of horizontal and vertical lines only. Use pencil and grey cross section paper. No rulers. Aim at a thick, soft, broad line.

(c) Lesson on making letters containing oblique lines.

No. 2—

(a) Tile. On $4\frac{1}{2}$ " x 6" Manilla paper rule a square 4" x 4" for tile and rule into 16 squares.

(b) On the above dictate a simple geometric pattern. See page 36 Drawing Book 3. Shade pattern with pencil.

(c) Repeat with an original tile design and color the square with a tint.

No. 3—

(a) Color the design for a tile with a shade of the color used.

(b) Review.

(c) Review.

No. 4—

(a) Practice work. Practise horizontal and vertical brush strokes in color.

(b) Upon $4\frac{1}{2}$ " x 6" paper rule an oblong with double lines a quarter of an inch or less apart. Practise painting a color within these lines to form a band decoration suitable for a purse to be made later.

(c) Review

Grade V.

Cross stitch pattern. Dictated lesson.

1. Take a strip of 9" x 2" white cross section paper (3 strips from each sheet). Find centre and fill in the central squares with cross stitches to form a cross. (Vertical or diagonal). Add to, or modify, this cross to form a design unit. Repeat in both directions to form a border.

2. Make an original border for working in cross stitch.

Problem—

Bag. Near the bottom of a sheet of 6" x 9" manilla paper rule horizontal and vertical lines $\frac{1}{4}$ of an inch apart to form cross sections according to width

of border already planned. Work out the pattern in light pencil lines. Tint the whole of paper and color the pattern with a shade. Cut out shape of bag if desired.

Problem—

Dutch Bonnet. Square a sheet of 12" x 9" manilla paper into 9" x 9". Rule into 9 three inch squares. Cut off from one side a strip $1\frac{1}{2}$ " wide. Fold the remaining $1\frac{1}{2}$ " strip backwards upon bonnet and decorate with cross stitch border as on bag. Complete in color. Cut out the two corner squares at the back, leaving flaps for constructing.

Grade VI.

Color exercise to illustrate hues of color. Upon $4\frac{1}{2}$ " x 6" manilla paper make simple shapes, circles, oblongs, etc., of about an inch to form the corners of a triangle. In the upper shape paint standard yellow, beneath this show (1) yellow with a little green added, (2) yellow with a little orange added. Repeat this exercise on another paper of the same size, using another color and its neighbors.

Problem—

Have the class complete the large color chart by the addition of hues of color in their logical positions between the standards. Proceed as in the first exercise.

Practice—

Unit making. (Precede the unit making by tearing or cutting squares of printers' paper into simple patterns to illustrate mass and space. Amount of mass should about equal amount of space in this exercise). From squares, circles and triangles of about an inch (not larger), make units of design by modifying their outlines and breaking up their masses. Practice lessons should be worked upon $4\frac{1}{2}$ " x 6" manilla paper, in pencil with masses filled in.

Grades VII. and VIII.

Design Units.

Exercise to illustrate mass and space. Square a sheet of printers' paper, fold into quarters, fold the resulting small square on the diagonal from centre

to corner. Cut or tear out portions of the folded paper to form a pattern with about equal divisions of mass and space. This should be taken as a short exercise preliminary to the first lesson in unit making and should occupy but a few minutes.

Problem—

Unit making. Upon manilla or printers' paper practise making design units of various shapes from drawings of parts of plants previously made. Units not to exceed $2\frac{1}{2}$ ". Try to think in terms of mass and space.

HINTS ON DRAWING

By ADELINE BAXTER, Drawing Supervisor, Winnipeg.

In the lower elementary grades (II. to IV.) practice should be given in the laying on of simple washes. A fairly generous pool of color should be mixed in the pan so that re-mixing will not be necessary, before the whole paper is covered, as it is very difficult to exactly match the first mixture. The paper should be placed squarely upon the desk, the brush loaded with color from the pan and applied to the paper at the upper left hand corner with a short downward stroke, then carried across the top of the paper towards the right. Upon reaching the right hand edge a short vertical stroke should be made downward. This final down stroke should be made at the end of every horizontal brush stroke, as well as the initial down stroke in order to ensure against ragged edges of color. Care should be taken not to paint over any portion already colored.

Such exercises should be given both with colors at full strength, as well as with the same colors very much diluted with water, the latter exercises resulting in much paler tones which are known as "tints." To darken a standard color, mix with it a little of its complementary. This result is termed a "shade." It will be seen that any tint as well as any shade of a standard color look well together, and simple designs for rugs, borders, tiles, etc., or any construction work can be prettily decorated by using any of the six standard colors together with a tint or a shade of the same, or even both. For instance, a rug design might first of all be colored over with a tint; then when quite dry, bands of a shade of the same color painted across the

ends would form a pleasing decoration.

Practice in making brush strokes, horizontal, vertical and oblique should be given also, which exercises will be helpful when lettering is attempted. In the practice of lettering use a cross section paper and begin with the easy letters composed of straight lines—the simpler ones consisting of horizontal and vertical lines only, being taken first, such as I, H, L, E, F, T, to be followed with N, Z, V, A, etc., with their oblique lines, leaving those with curved lines to be studied later. These exercises may be taken either with the brush or with pencil.

The November work for the senior grades is mainly upon design. Simple borders in cross-stitch can very easily be evolved, beginning with a central cross-stitch, then extending two more stitches in each of four directions in the form of a cross. Add to or take from this simple cross until a pleasing form is obtained. This form repeated at regular intervals will result in a border pattern suitable for the bottom of a bag, or for a baby's bonnet. In coloring the design, pretty effects are produced by painting the whole ground of the design with a tint of any color, then (when the whole is dry) coloring the design with the standard or a shade of the same color.

A step in advance of the above exercise is the making of a design unit from a geometric shape, such as a square, a circle, a triangle, etc. The outline of the square, for instance, may be changed by modification, such as making V-shaped or semi-circular notches in the middle of each side. Then if the shape still appears too solid

for beauty, the whole mass may be divided through both diameters into four smaller shapes, which although separated, are still so related to one another that they appeal to the eye as a whole or single unit. Care must be taken not to over-modify the outline nor to break up the original mass too much or the effect will lose its simplicity and look cut up and altogether over wrought.

When the making of designs from nature is attempted, the experience gained from the previous exercises should prove useful. Here, instead of the geometric shape as a basis, we have a shape suggested by some natural form such as a leaf, bud, flower or seed-vessel. Instead of being alike on all sides, this shape has a distinct "up and down" and we must to some extent bear in mind this upward growth as we work. The shape of the form may in itself be very pleasing, but both sides of (for instance) a leaf may not be exactly alike. Our first step then, is to draw a shape suggested by the shape of the leaf, emphasizing all the beauty of its form and making the drawing quite symmetrical. The shape may now be very pleasing, and yet, especially if the drawing be of a fair size, we may feel it to be too solid and uninteresting. We feel we must break into its solidity in some way to make it more attractive. Here the mid-rib comes in as a suggestion for division, and our leaf shape, split into halves, with the halves yet placed near enough together so that they form a whole, at once becomes of much more interest, one reason for this added interest being the variety given by the introduction of the straight lines of the mid-rib in contrast to the curves of the original outline. Further subdivision may be made if necessary by using the lines suggested by the direction of some of the most prominent veins; but here again, too many veins must not be utilized or the unity of our design may suffer from its being divided up into too many parts.

Several designs can be made from one simple leaf form. For instance, all the curves of the leaf may be translated into straight lines, the general shape

of the leaf still being retained, while the whole mass may be broken up by lines other than those suggested by the veining.

Flowers and seed-vessels can be readily adapted to the making of design units, as they are usually beautiful in shape and very symmetrical. In fact, many of them present an appearance of perfect design and require very little effort on our part to make them ready for use. One point, however, must be borne in mind. A design is not a picture. The latter gives us a more or less clear, correct idea of the actual appearance of the flower or other object. A design is a beautiful and orderly arrangement of form (and color) to be used in decoration of (usually) a flat surface. It must, therefore, have none of the realistic qualities of a picture or natural representation, but it may and almost must borrow from the natural form, ideas as to shapes and tones. This getting away from the pictorial representation of a plant form and the working up of a design from that very plant form is what is termed "conventionalization." Before any attempt at conventionalizing is made, however, careful, accurate drawings should be made of parts of plants which hold possibilities for future designs. These drawings are then available for study later, and can be appealed to for suggestions when a design unit is required to be made.

Side by side with these efforts at evolving designs, a further step in the study of color should be taken. The effect of a greater predominance of one primary rather than the other in the making of a secondary should be noted, and how a secondary, orange for instance, may contain enough yellow to warrant it being known as **yellow-orange**, or sufficient red to justify its being called **red-orange**, and so on with the other two secondaries. These **Hues** as they are called, add six more tones to our color chart and give us a greater variety from which to choose the coloring for our designs. We find that hues can be harmoniously combined with the colors to which they are related, because of the color common to

all. For instance, blue, blue green and yellow green may be used together because each of the two hues contains blue. A more satisfying color scheme, however, is one in which the three primary colors are all present, as when a pair of complementary colors is used. Such combinations will be found more

pleasing also if tints or shades are used rather than the colors in their full intensity, excepting, of course, where the areas of color are very small, and combinations of hues with their complementary hues make even more interesting color schemes.

A TRANSFORMATION SCENE

It was a frosty day in February when Rose Melbourne landed at Ainsley. Mr. Ross, the Secretary of Martindale school, met and escorted her to a drug store on the corner where he informed her that she might wait until he had his wheat unloaded. It was ten miles out to the school, and not wishing to make such a long trip for "nothing" he had brought in a load of grain.

In the meantime, the Druggist armed Rose with a great deal of information which didn't prove very encouraging. However, she calmly listened to every word and inwardly resolved that her reputation would be much better than that of her predecessor.

Presently her attention was drawn to a very large sleigh with a box made from rough lumber and having much larger dimensions than any she had ever seen before. This was drawn by two very ancient looking horses.

The driver looked very much like Mr. Ross—yes, it was Mr. Ross and he was ready to start home. "Would Miss Melbourne be seated on that box of groceries in the far corner? There was a horse-blanket she might wrap around her in case she should be cold." The road passed through a thick forest which had the effect of making Rose long for "Home and Mother." However, she couldn't help being rather amused when Mr. Ross enquired rather abruptly "This your first school? Thought you looked rather young. The last teacher we had played with the kids most of her time."

After journeying for almost three hours, they stopped at a little shack, around the corner of which appeared

seven or eight little children, each in turn making a low bow followed by "Good evening, teacher."

Upon entering, Rose was met by an elderly lady, who apparently could not speak English. Being quite cold, Rose seated herself by the fire and after fifteen minutes Mr. Ross entered and asked her to remove her wraps. She spent the night here and next morning was taken to her boarding house, which proved to be such a favorable contrast to where she had left that her spirits rose again.

Monday morning came and Rose wended her way to the school-house about half-past eight. Several of the pupils were already present and gazed at her with open mouths when she cheerfully said "Good Morning."

Upon entering the school her spirits fell again. The desks were all marked with ink, notches had been cut here and there and initials scratched in the wood. The chalk had not been confined to blackboard use only, but had been used to decorate the walls. The Library Cupboard was badly broken and the few books torn and marked with pencils. The little box-stove was all rusted and the floor, to judge from appearance, had not been scrubbed for some time. Even the windows presented a dreary aspect without either shades or curtains.

After ringing the bell, Rose wasn't surprised to see the children come racing in. She began by asking them to sing the National Anthem. This proved to be very much like a solo by the teacher. However, a few of the bravest could be faintly heard.

At recess Rose taught them a new game. It would be difficult to say

which—pupils or teacher—were more enthusiastic over this, and afterward they seldom went out to play without inviting her, too.

That week-end Rose asked the trustees to have the floor washed, stove cleaned and library repaired, also ordered some new books. She said if they would get material for new curtains, she would make them, and at the end of a month it would have been difficult to have recognized Martindale School as the one which Rose Mel-

bourne had entered such a short time before. This change brought about by the teacher, created a great respect in the pupils' minds for Rose and it became their greatest pleasure to please her in every way.

Gradually they tried to imitate the pleasant cheerful manner of their teacher. The singing was entered into whole heartedly by every pupil, and the school became a little home where teacher and pupils worked together with a will.

EAR TRAINING FOR CHILDREN

The slowly-working and dimly-groping consciousness of the infant—long before it can grasp the meaning of spoken language—responds to the soothing influence of the lullaby softly crooned by its mother or its nurse. It is quieted by the magic of the monotonous refrain and the cradle song is its introduction to any form of art.

We know that a sense of rhythm is implanted in many if not all animals—spiders, mice, horses, elephants all fall under its spell. Is it any wonder then that a child is rhythmic by nature and that in its early years its care should be as keenly attuned as the lower animals. Yet not realizing this, with how many discords do we surround the child in the home from its babyhood up. How

little ear training we give the child in everyday life. Loud voices, slamming doors, crashing dishes and all the noisy confusion of the average home probably sound as harsh to him as thunder does to us. A little later we offer him rattles and tin horns—we speak to him in strident tones—we bring about in him a sort of mental deafness and then we wonder why he hasn't a good ear for music.

It would not be a difficult task to teach children the difference between consonance and dissonance, while a little melody could be taught them as quickly as some of the senseless jingles now given them. When they reached the primary class at school the first step toward an appreciation of good music would have been taken.

CREED OF A SCHOOL PRINCIPAL

1. I realize that I am partly responsible for the character of hundreds or thousands of school children. I must share this responsibility with parents and with teachers.

Mine is an opportunity to serve these children in the dignified office of principal of a school. It is an unusual opportunity, extending in many instances over a number of years. May no child be handicapped in his life by any negligence or inefficiency of mine.

2. I realize that pupils look to the principal with respect and confidence. He is the big man—or woman—of their immediate acquaintance. Outside the family circle, I am perhaps the most influential person in the lives of children. Who can estimate this influence?

3. I will be a leader in the community. I will not be a recluse; I will know the men and women of the neighborhood. They should look up to me and respect me for my character, my

attainments and my moral leadership.

4. I will organize parent-teacher associations, which may be a fruitful source of good in a school.

5. I will know the course of study and the reasons underlying it.

6. I will be a student of education. An elementary school principal may easily become narrow and pedantic, and I am resolved that I will not so become.

7. I will inspire my teachers by being an educational leader. There is a great opportunity for self-improvement on my part, owing to the long vacation which the principal ordinarily has.

8. I realize that teaching must be made attractive to men and women of high character. One way of making it attractive is by having more democracy in the schools. I will not object to differences of opinion among teachers. I will rather encourage such differences. Teachers should be encouraged to do their own thinking.

9. I will stimulate and encourage teachers to try well-considered new departures in their schools, such as the teaching and practise of thrift, community singing, the problem method of teaching, the use of scales and measurements to test results of teaching, and teaching children how to study.

I believe there is nothing more deadening to a wide-awake, ambitious teacher, than to do school work in the same way, year after year.

10. I will co-operate with teachers, for we are partners in the same educational enterprise.

11. I will be cheerful; my stock of good nature shall be inexhaustible; I will look on the bright side of my life and see to it that cheerful feeling radiates from my office. Whoever has no zeal or enthusiasm for his task is pretty sure to do it indifferently.

I will cultivate my sense of humor. I will enjoy a joke in the schoolroom. To be "long-faced" is not an asset in a school principal, but a liability. There is not humor enough in schools.

12. I will participate with the pupils in their games and other athletic exer-

cises. This will be good exercise for me and keep me young. It will set a good example to teachers. A principal is no worse principal because he is a good baseball player.

13. I realize that one of my duties is to create such conditions that teachers can do their work as free from petty annoyances as possible. I will see, so far as I can, that necessary supplies are on hand; that teachers are not burdened with duties which belong to the janitor; that their environment is as happy as it is practicable to make it.

14. I will encourage teachers to be students, the old as well as the young, the experienced as well as the inexperienced. The bane of the schools is the self-satisfied principal or teacher. The children should not be the only learners in a school.

15. In visiting schools my attitude before the teachers and children shall be that of making the teacher seem supreme. I will reserve to myself the right to criticize the work of the teacher, but not, of course, in the presence of the pupils. I will also not fail to commend. I realize that I am not merely a principal but a teacher as well—a kind of head teacher. I believe that the teacher is entitled to know my opinion of her work.

"Sound criticism," James Bryce said, "seeks rather to discover and appreciate merits than to note faults."

16. I will be charitable in my judgment, particularly of young teachers. "Charity vaunteth not itself . . . doth not behave itself unseemly and is kind."

17. I will not abandon my leadership by allowing teachers to make disparaging remarks about the school system or the board of education. I will insist upon their being loyal to the institution of which they are a part.

18. I realize that a principal must have courage. Teachers do not have—and ought not to have—respect for a man afraid of his shadow. I must have well thought out educational convictions. I know that the office has become of late more complicated and more responsible.

THE RED RIVER VOYAGEUR

The following is an account of a lesson that was taught to a class of Grade V. pupils.

1. The teacher began by referring to the Hudson Bay Co. pageant, which many of the pupils had witnessed. They told about the boats and canoes loaded with furs. Information was given that long ago there were many heavy boats on the river, loaded with merchandise of all kinds and that those who managed them were not always Indians, but the early French settlers of the country—the voyageurs.

2. The pupils were asked where the French-speaking people near Winnipeg chiefly reside and they told about St. Boniface. St. Boniface they described briefly, and all of them knew the cathedral with its two steeples or turrets. The teacher told of the cathedral that preceded it, and of the first mission house, also bearing its two turrets. Who came to the cathedral to worship? How were the people called to worship—Why did they love the old building so much?

3. Next the pupils were asked about the Red River. Where did it rise? What is the nature of the stream near its source? How does it change as it flows to the North? Were there any dangers in the olden days for those who brought boats up and down the stream? Was it an easy life?

4. The teacher told of Whittier the poet, and how he pictured in his own mind the trials of the boatmen out on Red River. He wrote a sweet poem about it? Let us hear what he says.

5. The teacher now read the poem as well as she could. She made her voice convey every feeling, and showed her complete sympathy with the voyageur and his attitude to his church. The pupils by their attention and interest showed that they enjoyed the poem and that they caught its spirit.

6. The teacher next asked for the successive pictures of the poem and

these were given as follows: (a) The river. (b) The distant view. (c) The tired voyageur. (d) Nightfall. (e) The peculiar sound. (f) The smile as the sound is recognized. (g) Life compared to the voyageur's experience.

7. Next the poem was considered picture by picture. (1) The river was quickly sketched, attention being called to the upper and lower stretches and to the winding course. (2) The dangers were pictured—particularly the dangers from unfriendly Indian tribes. (3) The hardships of the autumn days were stated—and the pupils pictured the voyageur as cold, tired and in low spirits as the Angel of Shadow walked by. (4) Next was pictured the alarm of the voyageur, as it was manifested in his sudden inquiry—What is it? (5) The pupils told of the relief as he interpreted the sound, and they added that no doubt he joined in the evening prayers. (6) There followed a little talk on the parallelism between this picture and the story of our own lives. There was no attempt at over seriousness and no attempt to preach.

8. Next the pupils read, not stanza by stanza, but the whole poem or at least the first six stanzas. These give a complete thought. There was no criticism of the reading beyond this: What feeling did you wish to convey? Could you succeed better in conveying it by reading in a slightly different way?

9. After the reading, it was found that the poem had been committed to memory by most of the members of the class, during the progress of the lesson.

10. Some pupils volunteered to bring: (1) A picture of early life on Red River. (2) A picture of a York boat. (3) Pictures of the old and new Cathedral. (4) Other poems by Whittier. (5) Something about Whittier.

11. It was suggested that the class pay a visit to the Cathedral.

All government—indeed, every human benefit and enjoyment, every virtue and every prudent act,—is founded on compromise and barter.

—Edmund Burke, 1797.

COMPOSITION

But there will of necessity be a certain amount of composition that will fall in with the work in literature, and will constitute one of the logical returns we would ask of the children. This the teacher would like to have as spontaneous and as literary as possible. In general, we should like it to be creative, and not critical or reproductive. We would encourage them to devise new adventures of Odysseus, or of Robin Hood, to give an experience of their own organized into a genuine story, an interpretation and effective description of some incident or event that has interested them or been invented by them. It is necessary, if you expect to get anything literary or creative out of them, to help to put them in the creative and literary mood. Talk over with them the thing they mean to do; see that they have the vocabulary they will obviously need; enlarge their range of comparison and allusion by discussion; lead them to divide their material into suitable parts with some acceptable sequence; enrich their topics by kindred material; guide them into the observation and interpretation of material in the imaginative and literary way.

Some aspects of this process are illustrated in the following experience: A teacher had been reading Howard Pyle's "Robin Hood," with occasionally one of the original ballads interspersed (but not the traditional "Robin Hood and the Potter"), for three months; the children had also memorized during the same time three short lyrics; and in every lesson there had been discussions; the time had come when they must make something. They decided to follow the plan of their book and tell how Robin Hood added a new member to his band. These children were making pottery by way of hand-work, and had lately had an interesting visit to see a potter working with his wheel. So the suggestion naturally made by some member of the class, that the new member of Robin Hood's band be a potter, was received with instant favor. The teacher read them "Peter Bell," and their hero promptly became

a peddler-potter—the very same, suggested an agile child, whom Tom, the Piper's son, found beating his ass, and upon whom he played the merry trick. By this time the class could be restrained no longer. They climbed over one another's shoulders, literally and figuratively, with eager suggestions and copious details. After discussing the plan long enough to suggest an organization of the material into three natural parts, the children were set to work. The orderly and patient children produced satisfactory stories, abundant in material and beautiful in detail. All the others produced stories which, however disorderly and careless, were breathless with feeling and overflowing with stuff. Some of them adopted Tom, the Piper's son, as the new member of the band, not being able to forgive the potter for beating the ass; some adopted them both; others, only the Potter, duly lessoned and converted; all provided for the donkey. When they were aroused and provided, there was a spontaneous outflow of what was in every case, allowing for the varying temperaments and acquisitions of the children, a really literary production.

As long as the children are seriously hampered with the mechanics of writing, they should be allowed to dictate their work, when any practical plan can be devised for this. When the class is not too large, they should be taught to make a co-operative product, the teacher taking down what they agree upon, revising it to suit them. In the case of the older children these spontaneous and "literary" productions should not be too minutely criticized, and the revising and rewriting of them should not become a matter of drudgery. They should have other and more colorless written work upon which they may be drilled, lest the drill should kill their creative impulse or spoil their pleasure in the created product. Their more important productions may be filed and given back to them six months later for their own correction. This critical review of their own work is generally an occasion of

much pride, and the acquisition of some wholesome self-knowledge.

It is possible that this attempt to distinguish literary writing from other composition may convey the impression that literature and literary production are set off, quite apart from life, and the children's other experiences and interests. This would be a misfortune. Whenever any aspect of their lives, their work, or their play appeals to their emotions and their imaginations, when they are provided with a large vocabulary and have opened for them avenues of comparison, they will turn back a literary product. But it is seldom desirable to create this atmosphere in connection with their other studies, and the literary style and method is not a desirable one for all subjects.

For the sake of the practice in writing and composing, and for the sake of acquiring ease in telling in writing what they know or desire to communicate, the children may write something every day. But not oftener than once in six weeks can we build up in a class the atmosphere, furnish the material, and bring up the enthusiasm for the production of something worth while in a literary way—story, essay, play, or poem.

To set the elementary child, or even the high school scholar, tasks of investigating in literature, as if he were a

little college student is a mistake; or to set for him themes which call for such opinions and judgments as could be little college student is a serious mistake; or to set for him themes which call for such opinions and judgments as could be safely given only by a mature person. For instance, to ask the eighth grade in the average school to write a character-sketch of Shylock is to make a bid for insincerity and unfounded judgment. But satisfactory results may be obtained by giving the children a simple syllabus of questions and suggestions, indicating quite suitable problems for them to work at in their out-of-school reading; this little syllabus is then made the basis of class discussion, and parts of it finally, of written work. It requires some skill to make such a syllabus, since it must not be made up of leading questions nor of tediously detailed suggestions, neither must it attempt to exhaust the material; but must be calculated to stimulate the children to observe and think, and must be designed to guide them into those aspects of the story, play or poem that they may suitably and profitably consider. Such a guide should be placed in the hands of young students including secondary children, whenever they are studying a mature and complex masterpiece.

Primary Section

COURSE OF STUDY FOR GRADE I.

At the request of teachers, the following extended programme is printed as a suggestion to teachers. It can not of course take the place of the authorized programme, but it may contain information of value.

Introductory Note

Children come to school to learn, that is, to get ideas and ideals, and to acquire a right relationship to the social and material world, to the end that

they may be of greater service to their fellows.

The words that test a school are adjustment, experience, life and efficiency.

(a) Are pupils becoming adjusted to their material, social and spiritual environment?

(b) Are they learning to live, and live more abundantly?

(c) Are they daily enlarging and enriching their experience?

(d) Are they being trained for helpful community co-operation?

Reading and Spelling

(a) Class texts—as may be possible. Brooks' Primer; Bass Primer; Natural Method Primer; Beacon Primer; Manitoba Book I.; Free & Treadwell Primer; British Columbia First Reader; Natural Method First Reader; Tale of Bunny Cottontail.

(b) The following books may be used freely. In the course of the year children will read from ten to thirty of these at their seats. Any of them may be substituted for the class texts at the teacher's discretion: Wheeler Primer; Wheeler First Reader; Art Literature Primer; Art Literature Bk. I.; Outdoor Primer; Wide Awake Primer; Wide Awake First Reader; Alexandra Primer; Alexandra First Reader; Jingle Primer; Brownie Primer, No. 1; Brownie Primer, No. II; Kewpie Primer; Circus Book; Aldine First Reader; Aldine Primer; Folk Lore Primer; Folk Lore First Reader; Beacon First Reader; Elson Runkel Primer; Summers Primer; Summers First Reader; Bender Primer; Story Readers Primer; Child Classics First Reader; Browne Readers, Bk. I and II; Younge & Field Readers, I and II; Metcalfe Call Primer; Metcalfe Call First Reader; First Days in School; Baker's Action Primer; Cyr's Primer; Cyr's First Reader; Mother Goose Stories in Prose; Sunbonnet Babies Primer; Over-All Boys; Story Hour Readers Primer; Story Hour Readers, 1st Reader; Free & Treadwell First Reader; Stepping Stones to Literature, Bk. I; Picture Primer; What the Pictures Say; Stories of Famous Pictures; Mother Goose Land First Reader; Rhyme & Story Primer; Rhyme & Story First Reader; Holbrook First Reader; Folklore Stories and Proverbs; Kittens and Cats; Child Life Primer; Child Life First Reader; Cherry Tree Children; Seventeen Little Bears; Three Little Cottontails; Bunny Bright Eyes; Bunny Cottontail Junior; Bunny Boy & Grizzly Bear; Eureka Primer; Riverside Primer; Riverside First Reader; Elson Primary School 1st Reader; Dutch Twins Primer; Boy Blue and His Friends; Twilight Town; Polly and

Dolly; Action, Imitation and Fun Series.

(c) Table of Phonics for the year. The order of instruction depends upon the course of reading. See Normal School leaflet on "Reading of the First Year" for suggested order.

Note:—Among the aims in reading will be that of giving power to interpret the printed page, to cultivate power of easy and natural expression, to acquaint pupils with a body of suitable literature, to perfect speech, (tone and enunciation), to arouse and develop dramatic feeling.

(d) The following is an outline of the spelling that will be taught in connection with reading and language work.

1. Simple phonetic words taught in family groups. The families to be studied are: un, e, ay, and, y, old, est, all, in, ear, ow, it, ill, ing, ad, ook, at, ade, an, ong, up, eep, ed, ight, ast, ap, ake, ew, ack, etc. (See the list in the leaflet on primary reading).

2. Selected words required in written work: one, two three, four, five, six, seven eight, nine, ten, father, mother, brother, sister, baby, lady, boy, girl, dog, doll, bird, little, pretty, to, into, who, up, upon, away, with, is, wind, they, you, your, yes, know, has, from.

3. Copying from the board and transcription reading lessons. Single sentences from dictation. Use of capital "I" at the beginning of sentences, period, interrogation mark, capitals for names of persons, streets, days, months, etc. Name and address of child. Illustrations are:

a. Run to me. Run to the tree.

b. The little birds fly. Fly to the nest.

c. Can you sing? Yes, I can sing a song.

d. The night is past. Wake up.

4. Irregular words occurring in primers, or such as present difficulties to the pupils: Go, goes, do, does, other, blue, shoe, work, there, where, says, said, tough, rough, enough, loves, push, bush, pull, fully, pony, what, woman, eyes, any, many, could, would, should, none, done, were, busy, laugh, roll,

pussy, once, don't, won't, their, sure, sugar, put, air, only, come, some, saw.

Language and Literature

(a) The following material will be used. The stories will be told to children. Those marked "x" may be retold by the children. Those marked "xx" may be dramatized.

1. The Children's Hour Bk. I—C. S. Bailey.
xx Chicken Little; x Little Half Chick; The Sheep and the Pig; xx The Three Little Pigs; The Cat and the Mouse; The Travels of the Fox; The Alarm Clock that was Alive; x The Old Woman and Her Pig; xx The Little Red Hen; x The Gingerbread Boy; xx The Three Bears; The Anxious Leaf; The Stone Baby; The Little Pine Tree Who Wished for New Leaves; How the Fir Tree Became the Christmas Tree; The Ant and the Dove; The Dog and His Shadow; The Crow and the Pitcher; The Ant and the Grasshopper; xx The Wind and the Sun.
2. Tell Me Another Story.—Bailey.
The Valentine Box; The Prince's Valentine; Molly's Easter Hen; The Little Acorn.
3. Children's Hour—Bk. II—Bailey.
My Easter Rabbit; How the Home was Built.
4. Stories Children Need—Bailey.
The Rabbit's Housekeeper; The Mouse and the Sausage; How the Three Crickets Brought Good Fortune; Story of Echo.
5. For the Children's Hour. Bailey & Lewis.
Clytie; Golden Rod and Aster; What Broke the China Pitcher; Legend of the Dipper; The Sleeping Princess.
6. Worth While Stories for Every Day.—Evans.
All Fool's Day; The Grateful Indian; Hester's Easter Offering; How We Came to Have Umbrellas; Planting the Orchard.
7. The Story Hour.—Wiggins & Smith.
Foufflou; Story of Christmas; Mrs. Chinchilla; The Oriole's Nest.
8. A Story Garden for Children.—Lindsay.
Santa Claus.
9. Mother Stories—Lindsay.
Mrs. Tabby Gray; Dust Under the Rug; Little Gray Pony; The Wind's Work.
10. More Mother Stories.—Lindsay.
The Choice; The Christmas Stocking; Wishing Wishes; Pattie's New Dress.
11. Stories to Tell Children.—Bryant.
x The Little Pink Rose; The Whale and the Elephant; Epaminondas; The Elves and the Shoemaker.
12. How To Tell Stories to Children—Bryant.
Raggylug; The Golden Cobwebs; xx The Pig Brother.
13. Stories to Tell the Littlest Ones.—Bryant.
The Little Bull Calf; Who Discovered Maple Sugar?; Happy Easter; The Christmas Tree That Lived.
14. Bible Stories.
Noah and the Ark; Joseph and his Brethren; Moses in the Bulrushes; David and Goliath; The Story of Samuel; The Birth of Jesus.
15. In the Child's World.—Poulsson.
The Sleeping Apple; The Wake Up Story; How Patty Gave Thanks; xx The Crane Express.
16. In Storyland.—Elizabeth Harrison.
Caterpillar and Butterfly.
17. First Book of Stories for the Story Teller.—Coe.
Cinderella; xx The Lion and the Mouse; The Bag of Wind; Five Peas in a Pod; Little Red Riding Hood; The Boy and the Wolf; The House that Jack Built; xx Three Billy Goats.
18. Tell It Again Stories.—Dillingham.
A Hallowe'en Story; The Four Little Pigs; A Carpenter Builds Shelter.
Poems for Memorization after study,—
select from the following:—
Bed in Summer, Stevenson; Windy Nights, Stevenson; What Does Little Birdie Say? Tennyson; Sleep, Baby, Sleep, translation; The Snow Bird, Sherman; Daisies, My Shadow, The Cow; The Swing, Stevenson; The Wind, Rosetti; Over in the Meadow, Wordsworth; Twinkle, Twinkle, Little Star, Jane Taylor; Selections from Hiawatha, Longfellow; Nursery Rhymes; Heart of Oak Series, Bk. I; Seasonal Poems.
The following pictures or substitutes will be used as a basis for language and art instruction: Can't You Talk?

Holmes; Kiss Me, Holmes; London Bridge, Elsey; Family Cares, Barnes; The Shepherdess, La Rolle; The Shepherd, Farquharson; Divided Affections, Elsey; A Madonna, Raphael; Want to See the Wheels, Goodman; The Clock Maker, Ronner; Dog in the Manger, Douglas; The Farmyard, Roll; Girl with the Cat, Houcker; Boy's School in France, Geoffrey; Girl's School in France, Geoffrey; Which do You Like? Holmes; The Little Scholar; Ring-around-a-rosy, Dvorak; Friends or Foes, Barber; In Disgrace, Barber; A Mute Appeal, Barber; An Interesting Family, Carter; Sailing Their Boats, Israels; The Two Kittens, Munier; The Sheep, Jacques; Robin Red Breast, Munier.

The aims of this work are coupled with the aims stated under expression.

Expression.

(a) Oral Expression.

1. Guided conversations based on experiences at home, school, on the street, in the fields; occupations of people—parents and workers of all kinds; pictures and stories. Primary aim—freedom.

(b) Written Expression.

1. Name and address of Pupil. 2. Copying from the board and reader. 3. Writing short sentences. 4. Capital, period, interrogation mark (see spelling).

Note:—The chief aims in this study are the overcoming of self-consciousness, the encouragement of self-expression, the elimination of common errors of speech, the cultivation of a good tone, the development of vocabulary, the introduction of children to good literature and good artistic productions; training to listen.

(Special word corrections to be worked out in 1920).

Penmanship—Grade I.

- (a) Forms of letters and easy words.
 - a. Blackboard; b. Paper.
- (b). Lessons on position, movement at board; position at seats and movement of arm and hand, holding pencil. Push and pull movement.
- (c) Generally follow Palmer's Teacher's Guide for primary classes.

(d). Copy Script forms.

(e). Translate print of readers into script.

Note:—1. Rate varies with individuals. May reach 20 or 25 letters a minute. Rhythmic exercises a help. 2. Aims should be to give pupil a knowledge of letter forms, to develop light touch, and to cultivate an appreciation of beautiful form. 3. The ways to observe include: 1. Tracing in the air; 2. Analyzing; 3. Drawing or making slowly.

Music

(a). Singing rote songs.

Cultivation of sense of rhythm. Ear training. Voice training.

(b). The following rote songs are found to be suitable:

Little Book of Bird Songs, Louise Murphy, The Black Cap Chickadee.

Songs About Birds—Wells & Smeltzer:—'Tis Spring; Robin; Bluejay; Woodpecker; Whip-poor-will.

Congdon Music Primer No. 1.:—Little Wind; Baby Bunting; Spider and Fly; Sprinkler Man; Dear Little Blossoms; Jack and Jill.

Carrington's Child Songs (1):—The Wind; The Rain; Cock-a-doodle-do.

Song Primer, Alys Bentley—The Bee; My Old Dan; The Fiddle; Dancing Song; Cradle Song; The Zoo; Who Has Seen the Wind?; Teddy Bear; Wing Foo; Honk! Honk!; Jack Frost; Hurdy Gurdy; Evening Hymn.

Play Time Primer.—Barnes—The Bee; The Drummer Boy; The Squirrel; The Toy Man.

Songs of the Child World—Gaynor 1. Birds Nest; The Windmill; Farewell to the Birds; The Leaves' Party; Little Yellow Dandelion; Tulips; Clapping Song.

Songs of the Child World—Gaynor II—Evening; Buttercups; Sweet Pea Ladies; Lullaby; Postman.

Song Stories for the Kindergarten.—M. & P. Hill.—Good Morning to All; Good bye Song; Little White Feathers; Waken Little Children; Busy Blacksmith; Carpenter; We Plough the Fields; The Trees in Winter; Daisies are Dancing; Bye Baby, Night Has Come; Flag Song,

Modern Music Series—Eleanor Smith—Spring is Coming; Pussy Cat; The Elephant; Bunny and Polly.

Music Primer—Eleanor Smith.—Fisher and the Children; Lady of the Moon.

Melodic First Reader—Ripley & Tapp.—Little Elf; Dreams.

First Year Music—Hollis & Dann.—A Happy Thought; Bobby Shaftoe; Gingerbread Boy.

Kitty Cheatham.—Her Book; The Fairy Santa Claus.

Songs of Happiness—C. S. Bailey.—Easter Rabbit.

Miscellaneous:—Shower; Valentine Song; National Anthem; O Canada; Maple Leaf; Little New Year.

Note.—The Course outlined on Horace Mann syllabus will be taken as a guide. Aims: Awaken musical ideas, (1) rhythmic interest; (2) voice effect musical tone; (3) key effect; (4) listening; monotonies dealt with.

Physical Education—Health Inspection

(a) Health Lessons—Cleanliness.

How mother gets children ready for school—bathing, washing, (hands, face, teeth). How children may help. How mother keeps clothing clean and fresh. How children can help. How mother airs the rooms. How the school may be aired. How to keep floors and desks clean. Use of the handkerchief. Drinking cup. Cleanliness in eating and drinking. Daily inspection.

(b) Posture Drills.

Stationary, sitting, standing, for reading and speaking, writing, breathing, singing, for dismissal. Salutations. **Movement** to and from boards, forming line, forming circle, fire drill, for quick and quiet concert movement.

(c) Playground Games.

London Bridge; Round and Round Village; Mulberry Bush; Muffin Man; Farmer in the Dell; Snail Game; Chimes of Dunkirk; Blind Man's Buff; Drop the Handkerchief; Puss in the Corner; I See You; Greeting and Meeting; Tag; Soldiers; Bugles; Three Kings; Nuts in May; Jack be Nimble; Relay Races; Three Deep; Baseball; Skipping. Tables 1 and 2 Stratheona Trust.

(d) Indoor Games.

1. Sense Games—Hide the Thimble; Blindman's Buff (locating by sound); recognizing Voices; recognizing objects by touch.

2. Imitative Games—flying; marching; running; leaping, etc., (couple with Nature work). Follow the leader in special definite exercises or in general movement.

3. Do this, do that; I stand; I stoop; Crossing the Brook; Jack be Nimble; and other suitable games.

(e) Rhythmic Games.

1. A few kindergarten finger games.
2. Folk Dances—see graded games.

For reference—Education by Plays and games; Graded Games; Children's Singing Games, Old & New; Games and Plays; Popular Folk Games & Dances; Playtime Primer; First Year Music.—Hollis Dann.

Autumn—Nature Study

General. Note gradual change in color and appearance of vegetation, habits of birds, weather, getting ready for winter.

Animal Life. Study of sparrow, movement of crows, blackbirds, robins, water-fowl. Recognize six wild birds, coons—how built; collect and preserve. Collect deserted nests and study. Co-Dog or squirrel habits—stories of.

Plant Life. Flowers—Recognize six wild. Make bouquets wild and garden flowers. Fruits—recognize common fruits. Vegetables—recognize common—visit market or garden. Seeds—study dispersal. Collect seeds. Study milkweed pod or sunflower. Special study of pumpkin at Thanksgiving. Trees—recognize six common trees. Select one as a class tree for the year.

Weather. Coming of frost, snow, changes in wind; keep record. The sun's travels. The points of the compass.

Things to do. Visit farm, grocery, market. Keep weather record on board. Collect cocoons, colored leaves, pods, nests. Prepare community basket, vegetables of flowers. Study pets. Get stories suitable for study. Prepare bed for cocoons.

Winter Animal Life

Chickadee, sparrow, cat.

Plant Life. School plants in window. Bulb planting. Growing plants in water. Watching beans grow. The Christmas Tree.

Weather. Record. Frost; snow. Stories of clouds, rain, frost, etc.

Things to do. Weather record. Freeze and melt—water and ice. Watch germination of seeds. Study goldfish and canary.

Spring Animal Life

Robin, hen, meadow lark. Recognize six common birds; observe nest building and feeding of young. Butterflies—observe habits. Pond life—aquarium.

Plant Life. Competition in plant raising (nasturtium). Window boxes—what care baby plants require. Planting garden flowers or vegetables. Recognize six common flowers. Recognize six garden flowers. Recognize six trees by blossom and leaf.

Weather. Signs of spring. Weather record continued. Stories about wind, rain, etc.

Things to do. Gather eggs. Excursion to park. Watch tadpoles. Competition in plant growing. Raise radishes. Chart—return of birds, first flowers. Feed birds. Make bouquet of spring flowers. (Study of harmony).

Note:—Among the aims are: 1, to develop a love and understanding of nature; 2, to keep alive the spirit of inquiry; 3, to provide opportunity for expression.

HISTORY (Society Study)

Go—see—tell—do.

(a) The home. Members of families and their duties. Home activities; cooking, baking, marketing, making and mending clothes, getting ready for winter, spring and summer. The breakfast and school lunch. Looking after the yard and garden; the chores, pets, playthings, vacation, going to entertainments, etc. Customs and manners, sickness, etc.

Home needs—food, what? How prepared or preserved. Visits to market or grocery. Clothing, season by season (cotton, wool, silk). Story of a dress;

carrying for clothes; visits to dry goods and shoe shops. Shelter—the home building and its comforts, care of; furnishings, visitors; carpenter, mason. Compare with Eskimos' homes and homes of the primitive peoples.

(b). Community Activities. Farmer gardener; story of flour and milk. Carpenter, mason, paper hanger (see at work). Postman, policeman, (talks from or about). Street cleaners, garbage men, ice man. The ambulance—children's hospital.

(c). National Holidays. Thanksgiving; Christmas; St. Valentines; Easter; Empire Day; Arbor Day; Bird Day; May Day; Dominion Day; Victoria Day.

(d). School Days. Parents Day; Picnic Day.

Reference Books. Chamberlain—How We are Fed, Clothed, Sheltered. How We Travel. Poulsson's—Child World. Dyne's—Socializing the Child. Peary—The Snow Baby. Kinne & Cooley—Shelter and Clothing; Food and Health; Clothing and Health.

Number Work

(a) Incidental. Counting to twenty; recognizing groups; use of arithmetical terms—more than, greater than; use of standards of measure—cent, 5 cents, inch, foot.

Manual Arts

This work will consist of: (a) Incidental lessons supplementary to reading, literature, composition, nature study, and picture study. (b) Systematic instruction clay or plastecene, paper, textiles, crayon, or water color.

The outline of the Alberta Public School Manual is suggested for the systematic work. Among the articles attempted might be those for school needs; those suggested by home; those suggested by visits to industries; those suggested by nature study; those called for in preparing for special occasions. The paper work includes cutting, folding, weaving, and paper construction.

Manners and Morals

Follow course of studies—Manual in preparation.

Efficiency Test

The following questions or outline will test the abilities of the pupils of Grade I.:

1. Are they physically sound and strong?

2. Do they take part in games and enjoy them?

3. Are their postures in school commendable?

4. Are they observant (of nature and people)?

5. Have they learned how to listen? Can they retain what they have heard?

6. Can they read any primers or first readers?

7. Can they spell simple phonetic words and the chosen list of unusual words?

8. Can they write name and address correctly?

9. Can they tell a story in a free and easy manner?

10. Do they know twelve stories?

11. Do they know twelve poems?

12. Can they repeat twelve nursery rhymes?

13. Do they know thirty songs? Are monotonous improving?

14. Can they recognize 20 songs when hummed by others?

15. Have they a working knowledge of phonics?

16. Have they formed habits of cleanliness, order, courtesy, thrift, punctuality?

17. Do they practice good behavior, speech and action, in school, street cars, etc.?

18. Have they power to use their hands? plastecene, paper, etc.

19. Are they appreciative of the beautiful?

20. Are they kind?

21. Are eyes open to observe beauty of color, form, movement, or construction?

22. Do they work for "Safety First"?

23. Are they practising "Thrift"?

24. Are they fond of dramatizing lessons, activities, etc.?

STORIES FOR THE PRIMARY GRADE

"The Good Shepherd"

(A Sunday Story)

There was once a kind Shepherd. He had many sheep and lambs. He loved his sheep and took care of them.

The sheep lived in the fields all summer. The Shepherd watched over them all day.

At night he drove them home. He put them in his sheepfold.

One day there was a storm. The snow began to fall. The shepherd drove the sheep home. Then he sat down to rest.

One of the sheep began to call. She could not find her little lamb. She cried for it.

The Shepherd looked for the lamb but it was not in the fold. It was out in the storm.

The Shepherd put on his coat. He went out in the storm. The wind blew, and the snow fell, and he was cold and

wet. He looked and listened, but he could not find the lamb.

He went into the woods, but he could not find it there.

He crossed the river and climbed the hill, and he could not find it.

The sky grew dark and the night was coming on, still he looked for the lamb.

He climbed the mountains. He looked on this side and that. At last he heard a little cry. "That is the poor lost lamb," he said and he hurried to find it.

It was lying on the wet ground. It was cold and hungry and nearly dead and He took off his coat and put it around the little lamb. He lifted it up in His strong arms. He carried it back to his home. He put it before the fire so that it might get warm. Then he gave it milk to drink.

The little lamb loved the Shepherd. Do you think it ever wandered away again?

A DEVICE FOR MAKING PHONIC WORD-LISTS

The teacher writes out on one line all the vowel sounds—single and diphthong—that she wishes to introduce. For example:

a e i o u y (short): a e i o u y (long):
a e i o u y (special values): ai aw ay:
ei (3 values): ea (3) ee en ew ey: oa
(2) oe, oi, oo (2), ou (2), ow (2), oy
ue, ui, uy.

These are represented in such words as fat; net, pin, not, nut, myth; cape Pete, fine, note, tune, my: cast, car, call, care; her, there; fir, nor, come, to, word; bull, burn; any: jail, jaw, jay: breath, each, break, either, their, either; need: feud: new, they: boat, broad, roar: foe, oil, book, boot: sound, wound; boy: due, fruit, guy:

In another list she writes all the ordinary consonant values that she intends to teach—single and group formations, as:

b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z, bl, br, ch, ck, cl, cr: dr, dw: fl, fr, gl, gr, lk, pl, pr, se, sh, shl, shr, sl, sm, sn, sp, spl, spr, st, str, sw, tw, ble, cle, fle, etc.: nt, pt, rt, st, sh th. etc.

If she wishes to get a word list containing a certain vowel such as **oa** in boat, all she requires to do is to follow through the consonant list in order. The result will be something like this: oak, oat; boat, boast, coat, coast, coal, coax, foal, foam, goad, goal, goat, hoax, load, loan, moan, road, roast, soap, toad, bloat, float, gloat, shoal, etc.

Many of these words will, of course, not be used with little children. They are given simply to indicate how lists can be easily made.

Should the teacher wish to get a list containing a consonant value such as **st** in stem, she will follow through the vowel list, and get something like this: stab, stack, staff, stag, stem, step, stiff, stick, still, stock, slop, stub, stuck, struck, stutter, stage, stake, slate, stile, stole, star, stall, stare, stir, staid, stay, steady, steal, steam, steak, steed, steel, steep, stew, stool, stout, stuck, etc. The teacher can select from this list all she requires, or can add two syllabled words.

The teacher who can improvise lists as she requires them has an advantage over a teacher who is bound to her text.

Selected Articles

SAVING AND INVESTMENT BY TEACHERS

Two things are essential to the teacher's permanent material welfare: (1) Adequate salary; (2) the timely saving and wise investment of a portion of that salary.

If it is granted that the teacher while in active service is to live merely from one pay day to the next, with the prospect of being driven from pillar to post in old age, only the first consideration is important. If, on the other hand, the teacher hopes to get into the prosperous class, so he may feel a comfortable sense of security, and enjoy the sense of anchorage that goes with wordly possession, then saving and investment become of equal importance

with adequate salary, and our proposition takes on the fifty-fifty form.

Within the past few months, teachers have shown commendable spirit and capacity in their campaigns for adequate salaries. The question now is, will the teachers be content with this half-victory, or will they complete the task so well begun by recognizing the importance of timely saving and wise investment? Will they, along with the readjustments of salaries, make a study of their own permanent material welfare, to the ends that they will learn to save, take advantage of safe, profitable investments, and shun investments of the more speculative type?

The advantages to the teacher of saving and wise investment speak in no uncertain terms:

Through saving and safe investment teachers will develop a higher self-esteem.

They will enjoy a higher standing among pupils and patrons.

They will feel a new sense of personal security and independence.

They will pursue their school work with a greater degree of self-reliance.

They will have the satisfaction of seeing money, their own money, work for them.

They will feel pride and responsibility as a result of possession.

They will build up credit as well as capital.

They will have more to spend in the long run, and live more abundantly.

They will protect themselves against the exigencies of age, impaired health and the unexpected turn of fortune's wheel.

They will be brought into closer relations with the world of to-day, and become more a part of the community life.

The practise of reasonable saving and wise investment will encourage self-restraint, which is an element of personal strength and character; it will make a better citizen of the teacher and better qualify him to teach good citizenship, especially the thrift phase of it; it will place teachers upon a sounder basis, and teaching upon a higher plane. In the course of time the study and

practise of safe investment will qualify teachers to be instrumental in stemming the tide of reckless investment through which so many millions are annually lost by wage earners.

Even the study of savings and investment has a tonic effect on the mind, while the consistent practise of these virtues is a determining factor for happiness and success. Teachers who practise them will be stronger and happier men and women, and more forceful in their school work.

Teachers are now alive as never before to the question of adequate salaries, and both the general public and boards of education are responsible to their demands. With substantial increases of salary both actual and prospective, the question of saving and investment should be very near to the teacher's heart. Of almost equal importance at this time is the fact that post-war rehabilitation projects have created such a demand for money that exceptional opportunities for safe, profitable investment are at hand.

Adequate salary is only fifty per cent. of the teacher's need; timely saving and wise investment, the other fifty. The teacher will be stronger in self-esteem and public esteem, and more efficient both as an individual and citizen when he has made a study of the art and practise of saving and investment.

E. E. Dodd.

Springfield, Mo.

STRANGE BUTTERFLIES

The entomological explorer, Mock, who serves the Hon. Walter Rothschild in providing specimens for his private museum, recently arrived in London, bringing with him a jet-black butterfly, valued at five thousand dollars.

It is almost as large as a robin, its wings measuring eleven and one-half inches from tip to tip. It is almost furry, so thick is its covering, a necessary protection from the intense cold

of its habitat, the Snow Mountains in New Guinea.

Aside from the furry butterfly, the discoverer found several new varieties of huge butterflies. "The natives shoot them with the four-pronged arrows which they use in killing birds," he says. "The female giant butterflies are black or brown or white, but the males are splendidly marked in green and gold."

VERTEBRATE EXTREMES

In an interesting article written for the American Naturalist, Dr. A. W. Henn compares the largest and smallest creatures in the different vertebrate groups. The smallest of all is a minute fish of the goby family from a lake in Luzon, which is just over half an inch long.

In contrast to this is the great blue porpoise of the North Atlantic, a whale that sometimes attains the enormous length of eighty-five feet.

The smallest-known existing mammal is a shrew-mouse from Madagascar, which is two and three-quarters inches long. In America there is another shrew very little larger. The biggest existing land mammal is, of course, the African elephant; next come in turn the Indian elephant and the white rhinoceros. The tallest member of the group is the giraffe; but that animal was approached, although not actually rivaled in this respect, by the extinct giraffe-camels of North America.

The smallest bird is the hummingbird from Cuba, which is only two and one-quarter inches long. No mention is made by Dr. Henn of the biggest bird, but this distinction among living spe-

cies is enjoyed by the ostrich, which is, however, much smaller than the extinct New Zealand moa. The most massive of all birds was the extinct Patagonian caracara, which had a skull almost as large as that of a horse; but in massiveness of limb, some giant birds of Madagascar exceeded it. Their remains have given rise to the legend of the roc. The largest flying bird is either the giant albatross or the Chilean and Californian condors.

A West Indian gecko has a good right to be regarded as the smallest lizard; its length is about one and three-quarters inches. On the other hand, the great water monitor of the Indo-Malay country, which grows to eight feet in length, is the greatest among living lizards. But it is a mere dwarf in comparison with an extinct Australian species, known solely by detached vertebrae.

Ignoring snakes, Doctor Henn regards the Indian garial, which grows thirty feet or more, as the largest of all existing reptiles. But such dimensions are insignificant beside those of the gigantic dinosaurs, which in some instances are said to have been one hundred feet in length.

TEN THOUSAND DOLLARS FOR A FLOWER

Ten thousand dollars is an extraordinary price for a single plant; yet it was recently paid by English horticulturists for an orchid raised in America, the *Cattleya gigas alba*. More singular still, the great value of this orchid is due to the simple fact that it is pure white, instead of a beautiful variegated purple, like the other members of the family to which it belongs. In an interesting letter to *The Guide to Nature*, Mr. Lager, who raised the flower, writes:

We flowered this *Cattleya* in 1910, and exhibited it at the orchid-show in Boston, where we were rewarded by a gold medal. The plant was found by chance, and came to us late in 1909 in

a lot of other specimens of *Cattleya gigas*. It was only by accident that the plant was not sold for a dollar or two. The only reason was that, after most of its companions had been disposed of, this one, with some others that were not in very good condition, was set aside for treatment, and laid out on a wire netting. Finally we potted them all.

Imagine our surprise when the next spring this plant came up with pure white flowers—the only white flower ever found in *Cattleya gigas*. The plant was sold in 1911 in London, at the highest figure that an orchid ever brought. And one of the English papers proudly remarked that it was “re-

freshening to know that while so many masterpieces of painting and so many rare works of art were finding their

way across to America, a plant of such rarity and beauty was acquired for Great Britain."

DEVOTION TO AN IDEAL

There are those who regard a teacher's task as one of comparative ease. "Routine work and a long summer vacation," is the way they sum it up. Such persons entirely miss the self-sacrifice and the real heroism that are attributes of many a teacher's career.

Indeed, one type of this heroism is displayed every summer. It is known that the pedagogic calling tempts its followers to drift when the regular year's work is done. Some give themselves up to the relaxation of the long recess, content with the same old round of teaching year after year. Others—and this group is by no means small—regard each year as a step to higher things. Having spent the winter in instructing others, they devote the summer to instructing themselves.

That is what sends so many teachers to the summer schools. Thus they give up the holiday months of relaxation, the delicious days of well-earned loafing. The tiller, tugging against the wrist like some wild thing; the clean, well-

balanced paddle; the tennis-racket and the golf club; the intrepid plunge into the cool, green base of a towering breaker; the long walks through meadowland and woodland, past nimble brooks and over the flanks of mighty mountain ridges; the whole-souled, outdoor life of the midsummer respite; or best of all, the long-desired days at home with the family—all these are lost to the teacher who has the courage to set his hand to the plow, and go to summer school.

Instead of enjoying the open sky and the open road, he has a seat in some drowsy lecture hall, and spends his evenings indoors under the hot glow of a student lamp, about which a June-bug bumps. On paper such a sacrifice may sound trivial, but it is very real.

By no means is it mere selfish ambition. It is all done by the teacher that he may more perfectly perform the task of educating others. It is only one more bit of evidence of the unselfishness of the true teacher, and of the nobility of true teaching.

ANIMALS AND MUSIC

The effect of music on animals was recently tested with interesting results at the London Zoo. The attendants carried a gramophone from cage to cage, writes a correspondent of *Our Dumb Animals*, and entertained the beasts with band selections, songs by Caruso, Patti and Harry Lauder, and a record of a lion's roar.

At the monkey-house a piccolo solo with some sparkling passages brought the nine monkeys up in a wondering group. They listened with wide-open

eyes. The gramophone was then wheeled to the sea-lion's pond, with the horn almost touching the railings. Harry Lauder's song was the only performance given here, but the effect was very interesting; four sea-lions swam barking to the bank and others came down from the rocks and joined them.

The animals, with bodies half-raised out of the water and eyes riveted on the instrument, listened in astonished silence until the rollicking laughter of the song began; that provoked a loud

chorus of barking, and finally the largest sea-lion waddled out of the water and up the bank and thrust his whiskered snout close to the bell of the gramophone. He kept it there without moving until the song came to an end.

"Zampa" was the opening piece before the lions' cage, and at the first note the restlessly pacing animals stopped short. They threw up their great heads, turned them toward the gramophone and listened motionless. At the close of the piece they gave a gentle roar. The record of a lion's roar was then given, but it was too feeble to command their respect, and they promptly turned their backs.

The prairie wolves came next, although as the keeper said they howled terribly at almost anything, it seemed no use to try them. However, we put on a piece of band music, and they listened without making a sound; but as soon as the music ceased, some Indian geese in a pond opposite started a loud chorus of their own.

The polar bears were much interested

in the music; a band selection was played, and the female became much excited. She trotted up and down the cage, while the male bear closely watched the instrument. They were much disturbed by the lion's roar, and both roared in reply. The female even stood up on her hind legs, and looked about anxiously to see where the roar came from. The keeper said that this record was more like a bear's roar than a lion's, and that this accounted for the attraction.

When "Home, Sweet Home" was played, both bears trotted up and down the cage.

A male llama would have smashed the gramophone if he could have got to it, but he was forced to listen, and the music finally put him in a good humor; the songs quieted him by distracting his attention from the spectators, whose presence makes him angry.

No sort of music could allay the clamor of the parrot-house, and to give the elephants a concert was like playing to a brick wall.

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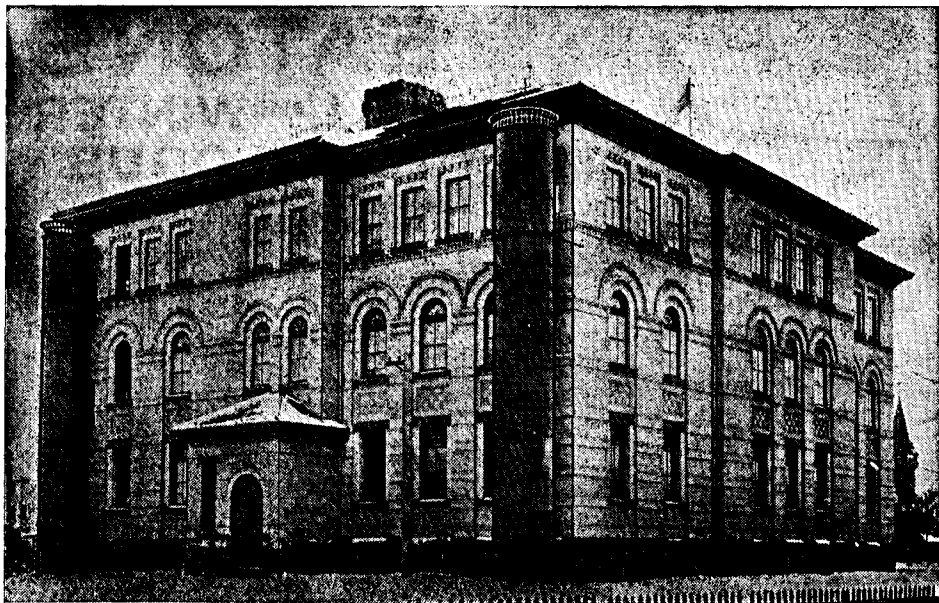
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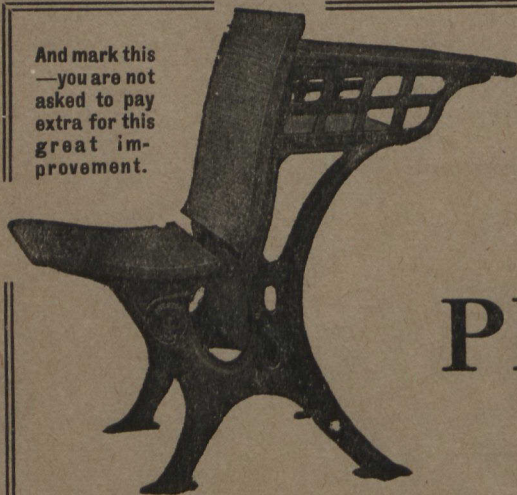
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