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Inflation in Education

"We need an inflation in education even more than we need it in material value or in money. We need an inflation in our conception of education, in the part we as teachers have to play in our social and moral life, in the part which organized education has to play in the development of the child. We rightly hold that education includes both training and instruction, but we recognize the part of the teacher in both. We surround the child with a mass of things to be learned, whereas he needs to be guided by the teacher in things worth knowing. . . . We need an inflation in our educational beliefs and practices. We need to receive greater value in return for what we have to give; we need to have more to give. We need a belief in training, in discipline as a proper function of education, and in the teacher as the proper source of that guidance.—*Dr. Paul Munroe.*



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The Coat and Cloth

ONE frequently hears critics of our school system offering as an unanswerable argument for their demand for economy the old maxim "We must cut our coat according to our cloth." They seem to consider that, after this sage remark, any reply to their criticisms is a mere impertinence. In vain does one point out to them that the increased costs of education are due, not to a veritable frenzy of extravagance but to an unprecedented increase in school attendance, especially in the secondary grades, and to a marked decrease in the spending power of the dollar. They frankly admit all this, but say, with wearisome reiteration, "But, after all, what else can we do? We must cut our coat according to our cloth."

Shakespeare must have had bitter experience of this sort of argument when he ridiculed the tiresome dotard who was "full of wise saws and modern instances." The world contains a vast number of unthinking people who have only to hear anything said often enough in order that they may come to believe it implicitly. They are at the mercy of advertisers and politicians who have learned the value of the slogan. They allow their lives to be directed in accordance with old-fashioned rules of conduct which have been handed down from generation to generation by the mumbling wiseacres of the past. It seldom occurs to them that these proverbial sayings to which they attach so much importance were concocted ages ago by timid, narrow-minded souls whose self-interest was greater than their courage and their sense of responsibility. They were the unenterprising folks who always looked before they leaped, who were honest merely because that was the best policy, who were so concerned with preparations for some future rainy day that they were unable to enjoy the sunshine of the present.

"Play safe," "count the cost," "never bite off more than you can chew"—these are the mottoes of the defeated, the uninspired, the mediocre. The truly great souls of history—men like Columbus, David Livingstone, and Captain Scott—ignored such advice and, by taking great risks, were able to accomplish great deeds. During times of stress they were not content to safeguard the little they were sure of but, by the audacity of sacrifice, they were able to snatch victory out of the very jaws of defeat.

The citizens of today were the school-children of yesterday. If their educational coat had always been cut according to the cloth which was available, they might now be wearing a scanty, nondescript garment, suspiciously lacking in respectability. Their fathers belonged to an age when men were not afraid to sacrifice much for the benefit of those who were destined to follow them. Scrimping and saving there undoubtedly was, many a time, but ever the needs of the "bairns" were kept in the forefront; they were

fed—physically, intellectually and spiritually—even when their elders had to go hungry.

Economy there must be in times of dire necessity, economy in the home and in the state, a ruthless slashing of waste and extravagance and inefficiency. But a point is reached at which further economy becomes uneconomic, when, in the fury of reduction of expenditure, the very heart of our civilization is endangered. When economy can no longer be safely practised, the time has come for sacrifice, and surely, of all sacrifice, that which is for the benefit of the youth of our country, helpless to equip themselves in the great task of preparation for the future, is the worthiest of all.

Teachers are already bearing a heavy share of the financial burden. Salaries have been reduced beyond all bounds of fairness and, in many cases, even of decency, because that was the easiest method of "cutting the coat." School buildings which have become antiquated, inadequate and in urgent need of repair, are still in use because authorities are afraid to add to educational costs which have already been pared to the bone. Classes are increasing in size with the result that teachers are engaging in a well-nigh hopeless struggle to carry out a modern curriculum under impossible conditions.

Canada has a right to feel proud of the hardy pioneers who sacrificed so much in blazing the trail to the west. She has a right to feel proud of the heroic youth who did

not stay to count the cost when their motherland was in danger. Will the next generation feel as proud of those who, grudgingly and cold-bloodedly, measures out with mercenary hand only what they can afford to spend without inconvenience to their own comfort and security, who refuses to look upon the welfare of the children as a cause deserving of sacrifice, who restricts themselves ignobly to the safe and cautious method of "cutting their coat according to their cloth?"

I do not care greatly what others say and think of me. but there is one man's opinion which I very much value—that is the opinion of James Garfield. Others I need not think about. I can get away from them, but I have to be with him all the time. He is with me when I rise up and when I lie down, when I eat and talk, when I go out and when I come in. It makes a great difference whether he thinks well of me or not.—*James Garfield, a United States President.*

While books and conversation can do much, these agencies are usually relied upon too exclusively. Schools require for their full efficiency more opportunity for conjoint activities in which those instructed take part, so that they may acquire a social sense of their own powers and of the materials and appliances used.—*Democracy and Education, John Dewey.*

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Radio Addresses

By ANDREW MOORE, Inspector of High Schools

High School Costs—Some Comparisons

Delivered over CKY, Winnipeg, on May 2nd, May 9th, and May 16th, 1932

PART I

SOME time ago I was at a school where two small boys had a fight on the playground. The one that got the worst of it ran in and told the teacher. She called the other fellow in off the playground and strapped him. Before long she discovered that she had strapped the wrong boy. You will agree with me that her procedure was faulty when she did not secure both sides of the story before taking action.

Every parent will desire to secure all the facts possible before making further cuts in educational expenditures. No one wishes to strap the wrong boy in this matter. I shall, therefore, try to present a few facts that have not as yet received much consideration. First, I shall set out what the public schools of Manitoba have actually cost us during the past generation. Second, will be a comparison of recent school expenditures with what we spend on certain non-essentials. Third, will be a comparison of school expenditures with what we spend on essentials. Fourth, will be some facts concerning whether we are getting dollar for dollar value for what we are spending on education. In addition there will be some facts concerning overcrowding and general school administration.

Much of the information now before the public stresses the mounting costs of education, with the implication that too much is being spent thereon. In this connection it will be in order to examine the official cost figures for the past ten years. Not to be wearisome I shall quote only the totals for 1921 to 1926 inclusive, and then both elementary and secondary expenditures for 1927 to 1931 inclusive. The total expenditures from all sources (local, municipal and provincial) for public schools in Manitoba for the year 1921 to 1926 were:

1921	\$10,029,768.00
1922	10,898,340.00
1923	10,210,076.00
1924	8,919,619.00
1925	8,547,445.00
1926	8,805,106.00

The total expenditures showing both elementary and secondary figures for 1927 to 1931 in Manitoba were:

	Elementary	Secondary	Total
1927	\$7,620,762.00	\$1,560,879.00	\$ 9,181,641.00
1928	7,640,977.00	1,565,022.00	9,206,009.00
1929	7,904,756.00	1,619,046.00	9,523,802.00
1930	8,570,636.00	1,755,431.00	10,326,067.00
1931	8,684,688.00	1,778,791.00	10,463,479.00

From these figures you will note that the total expenditure for the year ending June 30th, 1922, has never been exceeded either before or since. School expenditures have not been "mounting" over the past ten years. The expenditure for 1931 is still nearly half a million dollars less than that of 1922, notwithstanding that a larger percentage of the pupils is in the secondary school, which costs more than the elementary. In 1922, 9 per cent. were in the secondary school; in 1931, 11 per cent. were there.

Today a good education means at least a high school education. It is interesting to note that the generation just past is the one that became high school conscious in Manitoba. It provided many of the adults of today with a high school education.

Dr. Robert Fletcher, the Deputy Minister of Education, personally took the time and trouble to search out from the older records of the Department the information on which he estimated for me the expenditures for 1893, 1900, and 1910 that follow. In 1893 the total expenditure from all sources for the elementary schools of Manitoba, excluding capital outlay was \$575,588. In 1900 it was \$1,005,936 and in 1910 it was \$1,574,374. These figures even though they do not include capital outlay, provide a basis for comparison. You will note that the 1900 expenditure was about 75 per cent. more than that of 1893; while that of 1910 was about 50 per cent. more than that of 1900. The total increase for each of these ten year periods was around the half million dollar mark. In 1893 the total expenditure from all sources for secondary schools, again excluding capital outlay, was \$34,000. In 1900 it was \$60,470, and in 1910 it was \$194,542. These figures, also, are mainly of use for making comparisons. They show that from 1893 to 1900 secondary expenditure nearly doubled itself, while from 1900 to 1910 it trebled itself. Dr. Fletcher notes that outside of Winnipeg and Brandon there were in 1893 eighteen intermediate schools, which, together with the two cities, comprised the whole secondary field of that date. On June 30th, 1931, there were 121 intermediate schools, 48 high school departments, 13 collegiate departments, 22 collegiate institutes and in addition a score or more junior high schools.

All of these, with perhaps the exception of a portion of the junior high schools, are secondary schools under present regulations. An intermediate school is one in which the whole secondary course (Grades IX to XI) is

taught by one teacher and usually does not include foreign languages, such as Latin and French. In a high school department two teachers share this course and offer the foreign languages. In a collegiate department three teachers carry the secondary work and sometimes add Grade XII. A collegiate institute has four or more teachers, all of whom must be University graduates, carrying this work. The junior high school consists of Grades VII to IX inclusive, and is found principally in cities and larger towns. Of these I shall have more to say later on.

Such expansion as the above justifies the statement made a few moments ago that the generation just past, that of 1893 to 1931, was the generation that became secondary school conscious in Manitoba. Surely the present period of depression is not going to be the one over which Manitoba is going to become "un-conscious" in the matter of secondary schools.

Probably, however, the greatest interest will centre around the figures for the past five or ten years. So far as I am aware secondary school expenditures never before have been worked out for Manitoba. The figures already quoted for secondary schools for the years 1927 to 1931 inclusive I have calculated carefully, and they check for accuracy from two different standpoints. You will note that the secondary school expenditures given for these years held fairly constant at about one-sixth of the total expenditures, and that they are for the Province as a whole.

Since 1925 the average cost per pupil in the secondary school of Manitoba also has been very constant, ranging from \$110 to \$115. In arriving at this figure I have included all the pupils in the secondary school grades (IX to XII), whether they are in country, village, town or city schools. The average cost per pupil would be higher if the pupils in secondary grades in the schools that do not rank as secondary were not included, but it is more accurate to include these pupils.

Data supplied to me by the Dominion Government Bureau of Statistics at Ottawa show that the Saskatchewan cost per pupil in secondary schools in 1900 was \$171.00, while that for Ontario in 1929, the latest quoted, was \$140.00, excluding the cost of the Ontario Vocational Schools. I am inclined to think that these Saskatchewan and Ontario figures do not include Grade IX pupils that are not in secondary schools, which accounts for some of the spread between them and those for Manitoba.

Let us now compare present expenditure on education with what we spend on some other things that are not so essential. Is it not reasonable to expect that retrenchment, which is undoubtedly necessary in times like these, should first be applied to luxuries and non-essentials rather than to such a fundamental essential as education? It seems to me that if the average citizen really knew how much is being spent on non-essentials, there should be less tendency drastically to cut down on educational ex-

penditures. Here are some rather noteworthy figures along this line. For the year 1930 we spent in Manitoba on non-essentials:

Chewing gum and popcorn.....	\$ 281,788.00
Jewelry	525,071.00
Cosmetics and perfumes.....	646,290.00
Sporting goods and toys.....	792,629.00
Ice cream	986,471.00
Soft drinks	1,009,628.00
Theatres	1,959,000.00
Candy	2,338,329.00
Beer	2,919,036.00
Horse races (parimutuel turnover).....	3,936,000.00
Hard liquor	4,701,227.00
Tobacco, cigars, cigarettes.....	6,092,302.00
Passenger automobiles	10,142,658.00
Total.....	\$36,330,419.00

The figures for theatres, beer, races and hard liquor are from Manitoba Government reports. The others are seven per cent. of the Dominion totals as supplied by the Dominion Bureau of Statistics. This percentage is taken because Manitoba's population is 700,000 out of a total of 10,000,000 for the Dominion. This is not by any means an exhaustive list and some items might not be considered non-essentials when compared with education, but such as it is it gives a grand total of more than three times the grand total from all sources (of \$10,326,067) spent for public schools, both elementary and secondary, in Manitoba in 1930.

When we remember that the total expenditure on secondary schools for the same year was \$1,755,431.00, we see that the expenditures on cosmetics, perfumes and jewelry together nearly equal that for secondary schools. Similarly expenditures for ice cream, chewing gum and popcorn total nearly as much as for secondary schools, while soft drinks alone cost nearly as much. Theatres, candy and several other items, each by themselves cost more than secondary schools. I am not suggesting that we should cut out our "smokes" or any of these other things. My point is that by sharing on these things we can readily save our secondary schools. It is not obligatory for a man to buy, say, a box of candy. If he feels he can afford the candy, surely he could also afford a nickel or a dime for school purposes.

When I was a boy, most parents here in Manitoba were prepared to sacrifice a great deal to make sure that their children had a better education than they themselves had had. It is not likely that the parents of today have changed much in this respect, particularly if they remember that to be without a high school education in the coming generation is going to be a much greater handicap than it was in the past generation. This country is settling down from pioneering conditions and higher qualifications are being demanded in nearly all walks of life.

(To be continued)

Composition--Grades X. and XI.

Radio Lesson by MISS MAUD ANDERSON, Winnipeg

MANY who have passed into a life of engrossing activity without having been taught at school to use rightly, or to appreciate the right use of, their native tongue, feeling themselves foreigners amid the language of their country, may turn, with some point, against their teachers the reproach of banished Bolingbroke:

"My tongue's use is to me no more
Than an unstringed viol or a harp;
Or like a cunning instrument cased up,
Or, being open, put into his hands
That knows no touch to tune the harmony."

It is the teacher's duty, on the contrary, to encourage students to study "the cunning instrument" of their native tongue.

It is sometimes urged—and perhaps rightly—that too much machinery in teaching composition is fraught with danger; but, on the other hand, we must remember that an entire absence of method, though it may succeed in the case of an inspired pupil, will assuredly fail, more often than it succeeds, with the average pupil.

My purpose is to put forward certain suggestions which will, it is hoped, prove of value, not to formulate any hard-and-fast rules. There should be no orthodoxy and no cut-and-dried doctrine which all must obey; but, by a carefully planned course of exercises, the appreciative teacher can remove obstacles for her pupils. English teaching, which, in fact, demands endless skill and resource, is too often thought a task which any teacher can perform.

It is necessary to teach construction from the very early stages until the whole process becomes almost mechanical, and the student of fourteen or sixteen has formed a habit of expressing himself in a clear, logical, well-arranged form; and, thus, is free to devote the greater part of his attention to his subject-matter. All the exercises of the school tend to swell the volume of the pupil's thought and of his vocabulary. Whatever adds to his power to think and augments his linguistic resources will minister to the art of expressing himself in written words. Still, the help that comes from these sources is not sufficient. The co-ordination of mind and pen can be accomplished only through practice. "Habit must build the bridge uniting theory with practice, by changing dead knowledge into living power."

The orderly arrangement of material, then, is of extraordinary importance in the writing of English; and the secret of a good order lies in the mastery of the paragraph. Inconsequence either of matter or of manner is fatal; it dissipates both the writer's strength and the reader's interest. The reader who is not sure of his whereabouts is apt to suspect that the author is equally uncertain. A good paragraph is the author's sure ally.

First of all, we may ask ourselves what a paragraph

is. We all know a paragraph by sight. It is a block of print or writing set off by a space at its beginning. Whenever an essay extends to any considerable length, we expect to see it divided in this way by certain indentions. Similarly a speech of any considerable length is divided by pauses. These pauses do for the ear what the indented spaces do for the eye; they relax the strain of continuous attention by dividing the whole into parts. But how?

Evidently no one can mark off his paragraphs until he has them. No one can make paragraphs by merely dividing a "whole" already written, into a certain number of pieces. Paragraphs made in that way would be merely accidental and mechanical. Instead of being a help to clearness, they might be a hindrance; for the divisions might be too many, or too few, or in the wrong places. No, paragraphs are not made by spacing or pausing. The spacing or pausing merely indicates where they are after they are made. They must be made first. They must be planned.

What, then, is a paragraph? A paragraph is a group of sentences with unity of purpose. It deals with one particular phase or main division of a subject, and, thus, forms an integral part of the whole composition. You may, however, be in some doubt as to what is meant by a "particular phase" or "main division" of the subject. Let me, therefore, make this point very clear. Suppose you are asked to give a short account of some famous author, Byron or Shelley, for example. Topics that will immediately suggest themselves are: Birth, education, the chief works, a critical estimate, his influence. Each of these is a particular phase or main division of the subject; and, in a short composition, can appropriately form the content of a separate paragraph.

The matters we shall have to consider in connection with the paragraph are: Length, unity, coherence, emphasis, transition, kinds of paragraph.

The *length* of a paragraph is an important consideration; but it is difficult to say, even approximately, what this length should be. Its length is determined, to some extent, by the importance of the subject and by the length of the whole composition. If the whole composition is long, the paragraph will tend to be long; and, if the whole composition is short, the paragraph will tend to be short. This means simply that if you are working on a large scale, each main division of the subject can naturally receive fuller treatment than would otherwise be possible.

The modern practice is to make the paragraph short. The distinctive merit of the short paragraph is clearness. As there is no room for irrelevance and digression, its meaning can be quickly grasped. On the other hand, if the paragraph is too short, it usurps the function of the sentence, and creates confusion in the mind of the reader

by failing to distinguish the main from the subordinate divisions of the subject. The long paragraph is, no doubt, suited to certain elevated types of composition, but it is apt to become involved and fatiguing; and, in consequence, its drift is often hard to follow. The length is, in most good newspaper or magazine writing, from one hundred to four hundred words; and, usually, nearer one hundred than four hundred.

Let us now consider the principles of composition as applied to paragraphs. We shall discuss them in their regular order—first, the principle of unity, then the principle of coherence, and last, the principle of emphasis.

The general principle of *unity* you will remember to be thus: In every paragraph there should be one main theme either expressed or implied. When expressed it is usually set forth in what is known as the *topic sentence*. If unity is to be preserved, every sentence in the paragraph should bear on this main theme.

In most explanatory and argumentative paragraphs, the topic sentence is placed first. This is usually advisable when a statement is to be amplified, a principle is to be illustrated, or a general idea is to be presented. In learning to build good paragraphs, we shall do well to begin with the topic sentence. Sometimes, it is desirable to place the topic sentence last. The sentences that precede it prepare the mind of the reader for a clearer understanding of the central idea than would be possible if it were stated first. Now and then, especially in paragraphs of considerable length and complexity of thought, the topic sentence is stated at the beginning and is repeated, in different words, at the end. This repetition reminds the reader of the central idea and gives emphasis to the paragraph. Occasionally, a paragraph begins with a sentence or two referring, by way of transition, to the preceding paragraph; and the topic sentence follows or comes even later in the paragraph. In most narrative paragraphs and in many of other types, the topic is not actually stated but it is implied. If the paragraph has unity, it is usually possible to state the topic in one sentence.

What, we may now ask ourselves, are the chief dangers of offence against unity of paragraphs? Obviously there are two: First, we may break up our discourse into needlessly small fragments, thereby confusing the function of the paragraph with that of the sentence; in the second place, we may crowd into a single unit of composition incongruous matters, thereby confusing the function of the paragraph with that of the whole composition.

From this consideration, follows directly a practical suggestion: Deliberately plan your composition. Write down a scheme of the work you wish to execute in topic form; and, in filling out this scheme, you may wisely confine each of your paragraphs to one of the aspects of your subject. Unless inspiration over-ride all canons of art, there is no rule of composition more fruitful of good than this.

Now, we come to the second principle—the principle of *coherence*: that the relation of each sentence to

the context is unmistakable. All general rules which concern coherence may be grouped under two headings: (1) Arrange the sentences that develop the topic in their natural or logical order. (2) Use connecting words and phrases to indicate the proper relationship between sentences. When neither order nor construction of the sentences will serve to make unmistakable the relation between the parts of the paragraphs, we should use reference words, and connecting words and phrases, to show more precisely the relation between our sentences and to indicate the direction in which the thought of our paragraph is moving. These connecting links should be used with scrupulous precision. If the thought-relation is very close, connectives are unnecessary.

Next, we come to the principle of *emphasis*: that is to bring into prominence the most important part of a paragraph. There are two common ways of stressing an idea in a paragraph: (1) By devoting more space to it than we devote to other ideas. (2) By giving it a more prominent position than we give to other ideas. Hence, it must be our prime object to make the topic sentence emphatic. This can most easily be done by attending to the position it occupies.

The emphatic positions in a paragraph are the same as those in a sentence—the beginning and the end. The topic sentence must, therefore, as a general rule, stand at the beginning or the end of the paragraph, preferably the beginning; for there it occupies a prominent position and can be readily developed throughout the remainder of the paragraph. But sometimes where a series of sentences is designed to lead up gradually to a climax, a more telling effect is gained by placing it at the end.

A very natural and useful means of emphasizing the most important point in a paragraph is to devote to it more space than to other points included in the main topic.

A further important means of securing emphasis or force is that of parallel construction. Phrases that are similar in significance should be similar in form. Perhaps the easiest way to appreciate the scope of parallel construction is to consider as a paragraph the most familiar piece of English in the language—"The Lord's Prayer." Everyone knows and feels the marvellous effect produced by use of parallel structure. "Thy Kingdom come, Thy will be done."

The next thing for us to inquire is whether there are any distinct kinds of paragraphs, by means of which distinctly different effects may be produced.

There are two kinds of paragraphs: one is a subdivision of the whole composition; the other develops an idea which is whole or complete in itself, and which does not need to be linked to other ideas in order to serve a useful purpose. However, there is no real difference of internal structure between the two, and the writer who learns to develop fitly an independent paragraph needs only to make such a paragraph dependent upon others and part of a composition.

In compositions of more than one paragraph, care must be taken to show clearly the connection between

consecutive paragraphs. The manner in which the sequence of thought connects paragraph with paragraph, can be studied by referring to the "Sir Roger de Coverley Essays," which are read in Grade XI this year. An easy transition between paragraphs is one of the marks of good composition.

In conclusion, may I say that, although the paragraph is a complete unit—a whole composition in miniature, it is necessary to understand the sequence of thought in an extended composition and to practise the development of an essay. Mr. George Townsend Warner, late master in the Harrow School, England, has expressed this idea very well in his book "On the Writing of English." I shall quote a passage.

"I know, of course, that it is the present fashion among many to give up the setting of 'essays.' It is absurd, they say, to expect such things of boys; therefore we shall set them something more suitable to boyish minds: we shall ask them to describe a scene or an occurrence; to write a letter on some easy subject; to sum up

the arguments for and against some proposal; but 'essays?' No! Doubtless, it is well to set subjects of which a boy can reasonably be expected to know something; for, in the end, we all want the same thing: we wish him *to think*, and *to write down his thoughts in good English*; that is all.

"That being so, I have tried to give help in essay-writing, because, from older boys, I cannot see that it is wrong to ask for an essay. They play with men's bats and cricket balls and learn; they read men's books, and learn; they may equally well practise using their pens in the same grown-up style. Even if they fail, they are learning, just as they are learning in cricket and in letters. Besides, there is something stimulating in asking them to try a thing which presents difficulties. Intellectual pap is demoralizing. A boy who wishes to learn—and most do so wish—will often make better efforts to do what strikes him as "grown-up" than what seems "babyish," for his whole bent is to go forward into being man-like."

Instrumental Music in the Schools

By P. C. PADWICK, Winnipeg

BY the time that this article appears, this season's schedule of weekly broadcasts will be well under way. A special class for orchestras from schools outside of Winnipeg has been added to the syllabus for the 1933 Manitoba Musical Festival.

To avoid undue expense in purchasing music, two numbers have been selected for competitive playing from the Fox Masters Folio, Volume Two, which is being used for the radio work. The numbers selected are:

- (a) Minuetto from Symphony in D Major, Mozart
- (b) Andante Cantabile from the String Quartet, Tchaikowsky.

It is hoped that several orchestras will come in and take part in this class next spring. They will receive the benefit of the advice of the adjudicators who are the finest musicians available for their particular field of music.

The question of getting piano students interested in the annual Easter gathering of the Manitoba High School Orchestra has been given careful thought, at it was realized that many pianists were giving loyal service to their respective organizations throughout the year with no opportunity of taking part in the final concert. It is almost impossible to use any other pianist than the one who has been playing with the Kelvin Orchestra throughout the year, except perhaps to give visiting players a chance to substitute for a few minutes, and even this has not been satisfactory. To try and stimulate interest in pianoforte study, it has been decided to ask all interested to prepare Mozart's Sonata in C Major, Number Three in the

Schirmer Edition. This number will be demonstrated at a future broadcast—possibly several times—and all who desire may come and have an audition with a local player taking the special Grieg accompaniment for a second piano. This is published by Schirmer, Volume 1440. The one giving the best performance will be chosen to play the Sonata with an orchestra taking the second piano part from a special score. Teachers throughout the Province are asked to co-operate by bringing this notice to the attention of any piano students in the school and to any piano teachers in the district.

With an extended schedule of broadcasting this year, it will be possible to arrange with prominent local music teachers to speak briefly on any topics that may be of interest to music teachers in the schools of the Province, with special reference to instrumental work. Teachers are therefore invited to get into touch with the writer at an early date and suggest subjects that would be interesting and helpful. Special records can be broadcast, too, if requests are received in time, but where arrangements are made for the students of any particular school to listen to a special topic at the request of the teacher, at least two weeks' notice must be given to allow arrangements to be made.

Teachers coming to Winnipeg for week-ends may make arrangements to attend a Saturday afternoon broadcast by communicating in advance with P. G. Padwick, at Kelvin High School, to whom all correspondence relative to this work should be addressed.

Educational Deflation and Inflation

Presidential Address of DR. MONROE, at Honolulu

DR. PAUL MONROE, in his presidential address at the World Federation Regional Conference, "Educational Deflation and Inflation," discussed this subject in relation to the present needs in education. In regard to deflation, he says:

"This decrease in the estimate of education that has gone on during the past few decades has, however, gone along with an unprecedented increase in public expenditures and private philanthropies for education. Consequently the process of deflation has been so subtle that the results are not recognizable until *there comes a period of stress when the public and its authorities curtail their support of education with a lightness of concern which is very disconcerting to educators.* . . .

"I may mention four phases of this undervaluation of education; the first of these is that society without effort will advance indefinitely. . . . The idea that society will progress of its own momentum and without any further guidance and wholly as a natural result of each individual following freely his own self-interest has been deflated. In fact this idea disappeared with the Eden-like complacency and self-satisfaction of the later 19th century. But the corresponding and related philosophy of education only reaches its final deflation in deflation of the financial support of education in the present economic depression.

"A second respect in which there has been an unconscious but profound deflation of the value of education is found in the view that education is the natural and uncontrolled development of the child's interests and the unthwarted development of the child's attitude and choice—that such a procedure produces the desired and best results. While it affects the education of the home more profoundly than it has the school, this view, certainly individualistic, not to say anarchistic, has profoundly affected the life and character of the present generation. . . . *There has grown up a disregard for restraint, a disrespect for law, a hostility to social control, and in education a distrust of discipline in social life, a disregard for authority which now results in a distinct menace to our civilization.* . . . But to such an extent has education been deflated that most of us take all of these things as a natural and even desirable outcome, things for which we as teachers of our generation have little responsibility.

"In a third respect we need an inflation in education. At this point the deflation that has gone on for years is due to scientific theory. The theory is that our mental life is determined largely by inheritance rather than by education. Many scientists say that three-fourths or even nine-tenths of our mental life and resulting conduct is determined by human nature, by inheritance; only a small fraction is determined by education. Undoubtedly the deflation previously discussed was partially caused by the wide promulgation of this theory. I have no desire to challenge

the scientific theory. . . . But if only one-tenth of the total make-up of an individual is due to education it is that one-tenth that determines how the other nine-tenths shall register. *It is this marginal force that can be controlled and is responsible for what we call civilization and progress and puts in the hands of the teacher a greater power.*

"A fourth point in which deflation in education has occurred is the relegation of deflated functions of other social institutions to the school. Therefore the school, in attempting to perform functions which logically or by evolution belong to other institutions and which it cannot well do, is itself deflated. . . ."

In regard to the need of inflation in certain major fields of activity, affecting the education of all the people, Dr. Monroe lists health education, a rational workable and effective programme of education for leisure time, and adult education. Concerning the last of these he says:

"When we come to deal with the third of these major expansions of the educational programme, that of adult education, the radio and the cinema fall into their rightful place as educational instruments. In America, at least, we have thought of adult education as an extension of the schoolroom. It should be visualized beyond the schoolroom. There is a large place for instruction in the programme of adult education; instruction in the various types of livelihood, agriculture, industry, commerce. So also has instruction in the entire range of intellectual interest. But the larger field is in the use of leisure time, in various forms of cultural activities. Here the radio and the cinema may be made to play a large part.

"*We need an inflation in education even more than we need it in material value or in money.* We need an inflation in our conception of education, in the part we as teachers have to play in our social and moral life, in the part which organized education has to play in the development of the child. We rightly hold that education includes both training and instruction, but we minimize the part of the teacher in both. We surround the child with a mass of things to be learned, whereas he needs to be guided by the teacher in things worth knowing. . . . We need an inflation in our educational beliefs and practices. *We need to receive greater value in return for what we have to give; we need to have more to give.* We need a belief in training, in discipline as a proper function of education, and in the teacher as the proper source of that guidance."

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Place of Sacrifice in Life

(An Address given over CKY, Friday, Nov. 11th, 1932, by REV. CLARK B. LAWSON,
Greenwood United Church, Winnipeg)

“REMEMBRANCE DAY” is a beautiful name for the day on which we commemorate the heroism and sacrifice of the men and women of the Great War, 1914-18. To many many people that event is but another one to be remembered; while older students remember indistinctly the marching of regiments of soldiers ready for duty and the scattered remnants which returned. It is one of the greatest anniversaries of Canadian and of Empire life.

We remember today that millions of young men went to battle from all over the world and over 500,000 from Canada; men strong of limb and high of hope, generally speaking, our best.

We remember the millions slain, literally millions from the different countries of the world; over 60,000 of them members of the Canadian army. Men who never heard the cheers or experienced the ecstasy of victory; who know only the mud and terror of anxious days and lonely nights:

“Those who with fame eternal their own dear land endowed
Took on them, as a mantle, the shade of death's dark cloud.”

We remember the aching hearts and the desolate homes from which these gallant men went forth; the aching hearts of those who loved them, the aching hearts of those who might have been loved by them. Nor are the homes made desolate by such messages as “missing” or “killed in action” forgotten today.

We remember the thousands left totally blind, 66 of them Canadians; and we remember the procession of the lame and halt who bear in their bodies and minds the marks of cruel war. Our lives are enriched by their devotion:

“Talk not of wasted affection, affection never was wasted;
If it enrich not the heart of another, its water returning
Back to their spring, like the rain, shall fill them full of
refreshment;
That which the fountain sends forth returns again to the
fountain.”

We join in the words of Rupert Brooks:

“Blow out you bugles, over the rich dead!
There's none of these so lonely and poor of old
But, dying, has made us rarer gifts than gold.
These laid the world away; poured out the red
Sweet wine of youth; gave up the years to be
Of work and joy; and that unhop'd serene
That men call age; and those who would have been
Their sons; they gave their immortality.”

There was much idealism in the minds of people during the days of the war; and immediately afterwards: high hopes of a better civilization and a safer world they were; and lofty resolves made to realize them. And that same idealism was in the minds of those who died. One of them wrote those familiar words:

“In Flanders' Fields the poppies blow
Beneath the crosses, row on row
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below—
We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved—and now we lie
In Flanders' Fields.”

Take up our quarrel with the foe;
To you from falling hands we throw
The Torch. Be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders' Fields.”

If you have any gift of vision; any sense of imagination; *look* and *see* that phantom host, spectral if you like, but real—faces that you recognize, forms that were dear to you; *hear* the tramp, tramp, tramp of their phantom feet; *see* their hands stretched out to us:

“Brave hands stretched out to us
Strong voices calling, calling—
‘If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders' Fields.’”

On this Remembrance Day 14 years after the close of the Great War, we have a confession to make, if we are honest, and perhaps we can best make it in the words of J. C. Cochrane:

“We thought to catch the torch ye threw
And to the charge ye left be true;
But once the strife of arms was past
Then high resolves were overcast
With selfish greed. And lust for gain
Has put to flight the sweet sad pain
Of sacrifice, and in the train
Went noble deeds. Are ye aghast
In Flanders' Fields?
Oh speak again ye Flanders' host,
And tell us what ye loved the most;
And tell us why on opic day
Ye laid sweet throbbing life away;
Oh teach us what we ought to hate
With zeal that never shall abate
Until we join you where you wait
In Flanders' Fields.”

Remembrance Day, 1932, recalls to our minds the lofty resolutions made in stressful war days: that a new and purified spirit, a higher standard of morals should create a better patriotism—a patriotism finding its highest expression in service before self in individual, national and international relationship. We resolved that war must go, that a better way must be found to settle difficulties bound to arise. We resolved that the spirit that caused the war must be overcome. And yet the spirit which caused the Great War is still among us and is the real cause of our present ills. The spirit of selfishness, greed and lust for unlawful gain must be overcome. Our heroes died for this and we dare not give them less; but on this anniversary of their sacrifice

“We here highly resolve that these dead shall not have died in vain.”

The will to sacrifice for others was popular in those days that we remember so well. Selfishness and greed were in disfavor. We were glad to surrender luxuries, privileges and even comforts, for the general good; to die for it, to pass away that others might live in comfort and safety. And that “will to sacrifice” will help us solve our present-day problems; problems of inequitable distribution of the good things necessary for life and ready provided in rich profusion by a kindly Providence; the pro-

blem of unemployment, of disarmament, of social morality and national relationship. AND THERE IS NO OTHER WAY.

The thin red line of sacrifice runs through all successful living and is fundamental to it. It found its highest expression on the hill called Calvary nearly 2,000 years ago. It is written into the very scheme of things that progress to higher things comes by way of vicarious sacrifice. Men and women are working it out and literally giving themselves; some for one thing, some for another; some freely and others by compulsion; but all of them choosing their destiny by the way they give or by the way they strive to withhold themselves.

"All through life I see a cross
Where sons of men give up their breath
There is no gain without a loss,
Nor any life without a death."

Sacrifice that was noble, grand, calls for sacrifice. Self-giving that was heroic in the highest sense calls for the giving of self, then our remembrance shall be worth while in that these honored dead "shall not have died in vain." And

"These things shall be: a loftier race
Than e'er the world hath known, shall rise
With flame of freedom in their souls
And light of knowledge in their eyes.

They shall be gentle, brave, and strong
To spill no drop of blood, but dare
All that may plant man's lordship firm
On earth, and fire, and sea, and air.

Nation with nation, land with land
Unarmed shall live as comrades free;
In every heart and brain shall throb
The pulse of one fraternity.

New arts shall bloom of loftier mould
And mightier music thrill the skies,
And every life shall be a song
When all the earth is Paradise.

There shall be no more sin, or shame,
Though pain and passion may not die;
For man shall be at one with God
In bonds of firm necessity."

RADIO LECTURES

By arrangements with CKY Radio Broadcasting Station in Brandon, Superintendent of Schools T. A. Neelin is giving a series of short talks on matters having to do with the health and comfort of children whilst in school. The first of these talks was given on Wednesday, November 16th, and will be continued every Wednesday evening at 9.15 until the series is completed.

Some of the topics Superintendent Neelin will discuss are:

The Body's Need of Pure Air.
The Principles of Ventilation.
Proper Heating of Schools.
Lighting, Temperature, etc.

They are designed to support teachers in their efforts to secure better and more healthful conditions about their schools, and it is hoped that the teachers will be induced to take a more active and effective interest in the maintenance of the best conditions possible in the schools.

Will teachers who hear these talks be good enough to send to Mr. Neelin their comments.

Heartbreak and Healing Balm

(Dedicated to all those who, in these trying times, must face a beginning again.)

"HEARTBREAK"

And must I start again—
Now, when I deemed my years of leisure come?
Back to a beginning? Strike out new trails?
Start once again to build a home?
I stand appalled, aghast!
My heart fails utterly before the stupendous task.
My strength has been sapped with the toil
And the strain of the years;
My spirit is craving for rest—
Yea, rest loomed in sight; and a haven,
With freedom from fears,
But now, at one stroke it is gone;
Passed from my sight as morning mist
Before a sudden breeze.
And I stand weak, afraid!
All courage seems to freeze within my veins,
Where shall I turn for aid?

"HEALING BALM"

"Fear thou not, for I am with thee,"
Comes the answer, low and clear.
"As thy day thy strength shall be,
Whate'er befall, I shall be near,
Guiding, comforting, ever upholding.
When thy strength fails, lean hard on Me,
For I know thy weakness; 'twas I who created.
Thine every need is provided each day;
No lack shall be thine if thou wilt obey.
Look up then! Take courage!
Go forward to meet fresh adventure.
Let each day a new beginning prove.
Meet it with zest, and not a thought of failure;
See in it: Progress, Hope, Romance and Cheer!
Life cannot pall for long upon the pioneer!"

—D.H.C.

Winnipeg, Manitoba.

Dear Editor:

"Why 'Heartbreak' and 'Healing Balm'?" you may ask.

Eighty-five miles beyond Peace River a widow and her two sons are facing a "beginning again."

In 1915 her hair was white; she was middleaged but living in comfort and prosperity, with no thought of any possibility of a "depression" for them. Now her husband is dead, her home and income gone as with so many others.

Piling as many of their most needed belongings as possible onto their car (which they could not sell) they "trekked" northward from Southwestern Saskatchewan, and finally squatted on what seemed a fairly good location.

They are having the usual "luck" of pioneer life—but hers is the true pioneer spirit. Old as she is she fights on.

How many teachers are having to make afresh start? There must be many.

D. H. CAMPBELL.

DEPARTMENTAL BULLETIN

SCHOLARSHIPS OPEN TO CANADIAN STUDENTS OF RURAL LIFE FOR THE STUDY OF SCANDINAVIAN FOLK HIGH SCHOOLS

The Carnegie Corporation of New York has made available through the American Association for Adult Education, a limited sum for grants in aid of Canadian students who wish to study Danish and other Scandinavian folk high schools. Applications are now being received from students interested in rural sociology and adult education who believe that a brief study of the folk school would be valuable in their present or future work.

The application should give the educational background of the applicant, his present occupation, age, and his reasons for wishing to undertake this study abroad. It should also include a proposed itinerary and schedule of study. The period of study in Scandinavia will be limited to three months or less. The application should be accompanied by not more than six references from persons qualified to testify as to the applicant's ability to make use of such an opportunity for study. It should also be accompanied, if possible, by a recent photograph of the applicant.

Applications should be filed with the American Association for Adult Education, 60 East 42 Street, New York, N.Y., on or before January 31st, 1933.

GRADE VIII MUSIC

The Advisory Board has agreed with a resolution submitted by the South Western Teachers' Association asking that the technical study of minor scales be omitted from the Grade VIII course in Music. Teachers are hereby advised that the course in Music has been reduced accordingly and that the change is now in effect.

SUMMER SCHOOL

The Calendar of the Manitoba Summer School for the session of 1932 will be ready on December 15th. A copy will be mailed to each teacher in the Province. If any teacher does not receive a Calendar, a copy will be sent on request is made to the Secretary, Manitoba Summer School, Department of Education, Winnipeg, Manitoba.

MY FRIEND ABROAD

Dr. Sven V. Knudsen, 248 Boylston Street, Boston, Massachusetts, writes that he is prepared to place students in Manitoba schools in contact through correspondence with students in foreign countries. Teachers should bring this to the attention of their pupils, twelve years of age and over. Any pupil interested may communicate with Dr. Knudsen, giving his full name, age and residence address.

LITERATURE, GRADE XI

At the examination in 1933 25 per cent. of the paper in Literature will be based upon the prose works prescribed in the course.

COMPOSITION, GRADE XI

Twenty per cent. of the paper in Composition in 1933 will be based on theory and 80 per cent. on practical work, including the essay, which will be valued at 50 per cent. of the whole paper.



HEALTH IN WINTER

There used to be a question asked to music concerning the whereabouts of flies in wintertime. We might ask a similar question as to what becomes of people during the winter season. All summer and fall they spend hours out of doors, but when winter comes most of them disappear and are seen only when they rush to and from work, or when they are on their way to and from some indoor amusement centre.

There is more sickness and people are less healthy in winter than during the rest of the year. This is not due to the

cold weather, but is brought about by our changed habits of living which accompany the descent of the temperature.

To live in overheated, unventilated homes and to work under similar conditions is to invite a lowered state of health and a condition favorable to the development of disease. An occasional gulp of fresh air between the crowded car and home or work-place does not meet the body needs for fresh air, which are just as great in winter as they are in summer.

The habits of eating are probably much the same all through the year. This means that if enough food is eaten in summer, then too much is consumed in winter. When the body is inactive, less food should be used, otherwise the body becomes overloaded, digestion is apt to be upset, constipation may develop and excessive weight be added.

A certain amount of activity is essential for health, the larger muscles of the body should be put to active use daily. A simple, practical and inexpensive way of bringing the large muscles into play is to walk, and if no other exercise is

taken regularly, a daily walk of one hour out of doors should be the rule.

We can live in winter so as to enjoy health. There is no reason why the spring should find us rundown. Fresh air is to be had for the taking. The bedroom should be kept filled with fresh air by having the window open wide enough to allow for a free circulation of the air every night. Rooms can be kept at a proper temperature (about 68 degrees), to enable the body to get rid of its heat readily.

Extra clothing should be worn out of doors and taken off indoors. Overclothing in doors causes perspiration, dampened clothes and subsequent chilling of the body when the cold air is met outdoors.

Overeating is to be avoided. The weight should be watched and the food intake cut down as physical activities are decreased.

Questions concerning Health, addressed to the Canadian Medical Association, 14 College Street, Toronto, will be answered personally by letter.

H. G. Wells on Education

Some Provocative Quotations

"WE need, before all other sorts of organization, educational organizations; we need, before any other sort of work, work of education and enlightenment; we need everywhere active societies pressing for a better, more efficient conduct of public schooling, for a wider, more enlightening school curriculum."

"I realized that if I did not get out of this profession it would fling me out—still, I did that with a great deal of regret, and I never lost my interest in this tremendous thing I touched in those days—the business of education."

"Many men of outstanding intelligence have been historians, and I offer no comparison between the intellectual quality of historians and that of scientific men. But trained as I was in the clear, subtle, and beautiful disciplines of comparative anatomy, I found myself amazed at the easy carelessness of the average historian's habitual terminology, his slovenly parallelisms and reckless assumptions."

"The teacher has to be the very soul and centre of a reconstructed human life—nothing less than that. Only by and through the teachers—the heroic teachers of the world, not all the teachers—will it be possible to conceive of any escape from the distressful, unsatisfactory life that mankind lives today."

"Gibing at the schoolmaster, guying, afflicting and exasperating the schoolmaster in every conceivable way, is an amusement so entirely congenial to my temperament that I do not for one moment propose to abandon it."

"The still exquisite and impressionable brains of the new generation came tumbling down the stream, curious, active, greedy, and the eddying schools caught them with a grip of iron and spun them round and round for six or seven precious years, and at last flung them out."

"At the present time, in the face of the world's present need, it is impossible to regard a school or college presided over by a classical scholar and devoted to the classical tradition as anything but a dead and death-diffusing spot in our educational system."

The typical product of the university has "the gentility of the household slave, the same abject respect for patron, prince and politician . . .," he criticizes "like a slave, despises all he dares despise with the eagerness of a slave."

Though the "elementary teachers" belong to "an ill-trained, ill-organized, poorly-respected and much-abused profession," they are "the only men who, as a class, know how to teach."

"I would almost go so far as to say that, considering the badness of their material, the huge, clumsy classes they have to deal with, the poorness of their directive adminis-

tration, the elementary teachers of this country are amazingly efficient."

"Priests and schoolmasters and bureaucrats get hold of life and try to make it all rules, all etiquette and regulation and correctitude. . . . Beings are unique, circumstances are unique, and therefore we cannot think of regulating our conduct by dicta."

"There are no real positive obstacles to human progress, but only negative ones—ignorance, obstinacy, habit, doubt and superstitious fear, which vanishes before the light."

"If people cannot be brought to an interest, in one another greater than they feel today, to curiosities and criticisms far keener, and co-operations far subtler, than we have now; if class cannot be brought to measure itself against, and interchange experience and sympathy with class, and temperament with temperament, then we shall never struggle very far beyond the confused discomforts and uneasiness of today, and the changes and complications of human life will remain as they are now, very like the crumbings and separations and complications of an immense avalanche that is sliding down a hill."

"Now that the apostolic succession of the old pedagogy is broken, and the entire system discredited, it seems incredible that it can ever again be reconstituted in its old seats upon the old lines. The opportunity of the new education is assuredly the greatest of all."

"The pressing business of the school is to widen the range of intercourse. It is only secondarily that the idea of shaping, or, at least, helping to shape the expanded natural man into a citizen comes in. It is only as a subordinate necessity that the school is a vehicle for the inculcation of facts."

"Our schools exist for no other purpose than to give our youths a vision of the world and of their duties and possibilities in the world."

"The key to all our human disorder is organized education."

"Sanderson of Oundle's chief claim to immortality is that there never was a man in control of a public school so little like a schoolmaster."

"I do not so much want to alter and improve the schoolmaster as induce him as gently as possible to get out of the path of civilization."

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The Mad Papa

(It is suggested that golf should be added as an optional subject to the curriculum of our larger public schools.)

Come, Willie, this is very sad,
You seem to me to need a whacking.
This term's report is very bad
And plainly proves that you've been slacking.
What's that? In French and Latin lore
Your place is high? 'Tis not forgotten—
But what about your golfing score?
As far as I can see that's rotten.

"Would slice if he could hit them clean,
But fozzles two of every three shots."
Good heavens, child, you've never seen
Your parent play such ghastly tee-shots!
"Approaching feeble; lifts his head,
A most incurable transgressor."
Great Scot, to think that I have bred
A socketeer as my successor!

"Lacks concentration; misses putts
Nine inches long through inattention."
Bah! little ice your Latin cuts
Compared with sins of that dimension!
Your vain excuses, child, annoy
Till I could tear my hair to tatters—
Don't talk about your form-work, boy;
It is your golfing form that matters!
—Lucio, in *The Manchester Guardian*.

REQUEST TO HIGH SCHOOL TEACHERS

To assist an investigation into the preferences in reading matter of High School students would you be kind enough to ask your students from Grade IX to Grade XII to fill in a slip as shown:

1. Sex.....
2. Grade.....
3. Age (years and months as at Dec. 31).....
4. Names of three books, in order of preference, best liked of all books ever actually read.....

Please forward slips to me, as soon as possible.

With many thanks for co-operation.

CHAS. L. MARIS,
Principal, Gladstone Collegiate Department,
Gladstone, Man.

To make the most of dull hours, to make the best of dull people, to like a poor jest better than none, to wear the threadbare coat like a gentleman, to be outvoted with a smile, to hitch your wagon to the old horse if no star is handy—that is wholesome philosophy—*Bliss Perry, in the Bulletin of the Brooklyn Institute of Arts and Science, New York.*

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CELEBRITY CONCERT SERIES AND WORLD-FAMED DANCER

Mary Wigman, great German Dancer, and her company of 20 dancers and orchestra, will give two performances at the Playhouse, Monday and Tuesday, January 9th and 10th, under the auspices of the Celebrity Concert Series. W. J. Henderson, the eminent critic of the New York Sun, in a lengthy review of Mary Wigman's New York debut, in January last, wrote: "She is at this moment regarded as the foremost exponent of expression and embodiment in rhythmic motion. The reviewer is baffled by her exhibition, which aroused the expectant audience to frenzy. Miss Wigman's art cannot be described; it must be seen. It is unique. That she was absolutely mistress of her chosen art was clear from the first moment she took the stage."

"I believe that education is the fundamental method of social progress and reform. By law, by punishment, by social agitation and discussion society can regulate and form itself in a more or less haphazard way. But through education, society can formulate its own purposes, can organize its own means and resources, and thus shape itself with directness and economy in the direction in which it wishes to move."—*John Dewey.*

Where Quality Remains When Prices Drop in **FURS**

In this year of low prices the TORONTO FUR CO. still believes in fine quality, in expert styling, and we have taken special care to select the choicest peltries. It promises to be the most outstanding year for the TORONTO FUR CO. in all their 28 years of fur experience.

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PRIMARY DEPARTMENT

An Olde Christmasse Wish for You And Your House

Now may all Goode Things be
With you both day and night;
With gentil jollitie.
May all your House be brighte,
Of seemly Songe and Mirthe
May you possess full share;
The Fyre upon your Hearthe—
May it be sparkling faire.

May your Cat purr content,
Your Dogge's tayle gaylie wagge,
And never the Last Cent
Goe from your Monie Bagge;
May none but Friends e'er ring
Upon your Goode House bell;
May each Houre gladness bring,
And Servants serve you well.

Oh, may the Roaste Beefe give
Goode savoure to the aire,
And, long as you shall live,
Goode Fortune may you share.
This Christmasse wish so olde
Is gladly sent to you,
For, Sages long have told
'Tis one that will come true.

Your House, then, may it be
The very Home of Cheere
From Cellar to Rooftree
Through each and everich Yeare!

—From the writings of
Wilbur D. Nesbit.

The Outdoor Christmas Tree

By MARY E. ROBERTS, in The Instructor

(Read this story to the children and lead them to suggest that an "Outdoor Christmas Tree," for the birds, be placed on the school grounds. Decorate the tree with school-made festoons, or those supplied by the children, and hang little baskets of crumbs or suet to the branches. The children will enjoy watching the birds feeding from the trees.)

"DEAR me!" sighed the graceful young cedar as it swayed to and fro in the chill December breeze. "I want to ask someone a question. I wish Virginia would come out here. Where can everyone be?"

"You may ask me the question," chirped Snowbird, who had heard the cedar. He flew down to a branch, tucked his cold little feet under his feathers, and huddled there. How he wished he had gone south for the winter, like the robins and the bluebirds and many of his other friends.

"Is Christmas coming soon?" asked the cedar.

"I'm sure I don't know!" cried the surprised bird. "What do you care about Christmas? You can't take part in it now that you've grown so large."

"Yes, I know." The tree was so sad that it trembled. "For several years I grew in a great tub, and each year at Christmas time I was carried into the house to become a Christmas tree."

"I remember," Snowbird answered, tucking his feathers closer about his cold feet. "After last Christmas they took you from the tub and put you here on the lawn to grow."

Just then North Wind, who had been prancing about, came rushing by with the news that a new Christmas tree

was coming. Sure enough, a car came into the driveway, and Virginia and her father took from it a lovely little tree.

"I wish I could have my own cedar again this year," said Virginia, going up to the tree, and putting her arms about its trunk. "I like you better than any of the trees I saw at the store!"

"You see she likes me best!" sang the cedar gladly, after Virginia had taken the new tree indoors. "Now I know that Christmas is near, or they would not take the tree into the house."

Snowbird flew away to a warm nook he knew of, and the cedar settled down to think things over.

More than anything else in its life, it wanted to be a Christmas tree again. How could its wish be granted? Another tree already occupied its place in the living room.

The cedar thought so hard that its very branches drooped with weariness. It could hear gay shouts of laughter from the house as Virginia ran to and fro, and at times it could see her smiling face at the window.

"Tomorrow's Christmas!" Snowbird cried, rushing back with the news. "I heard people talking about it."

With a flit of the wings he was gone. Then North Wind came tearing by.

Memory Gems

CHRISTMAS TIME

The church bells at Christmas time
Ring all about the town;
The gay folk at Christmas time
Go walking up and down;
They smile at me, they smile at you,
The streets and squares are smiling,
too.

In every house at Christmas time
Are pretty sights to see;
And strange things at Christmas time
Do grow upon a tree;
And one for me and one for you,
And isn't it a sweet to-do?

—Rose Fyleman.

"Oh, North Wind!" called the cedar. "Please help me! I want to be a Christmas tree."

"What's that?" Such a request amazed North Wind so much that he actually stood still for a second. "Well! Well!" he whistled. "I'd surely like to help you, but I don't even know what Christmas trees look like. I've never had time to peep through the lighted windows to see them."

"They're bright and shiny," rustled the cedar. When light shines on them they gleam with all the colors of the rainbow. They have tinsel decorations and tinkly white icicles and—"

"Icicles?" roared North Wind, holding his sides and rocking back and forth with laughter. "Ha-ha! If that's all there is to a Christmas tree, I can easily help you."

He went leaping and whistling away to talk things over with the snow cloud that was bringing a white Christmas to the earth.

At dusk that night, just when the cedar had given up all hope of seeing North Wind again, he came hurrying back, fairly tumbling over himself with joy. He whispered the loveliest secret in the tree's branches. He was sure that he could make the cedar into a beautiful Christmas tree. The tree felt very happy.

During the night North Wind came again, and brought a merry crowd with him. There were shining raindrops that pattered against the cedar, while North Wind pranced and puffed and grew colder and colder. Every raindrop turned into ice, making lovely pointed icicles. Then the snowflakes sprinkled the tree, and covered the ground with a soft white carpet. Even Jack Frost helped to decorate the tree. He touched the branches and left gleaming white points of light.

Next morning the sun was peeping into Virginia's window when he woke. Soon she found her gifts on the Christmas tree. When she started to breakfast, she glanced from the window.

"Look, Mother!" she cried excitedly. "Just come and see the cedar! It is the loveliest Christmas tree I ever saw!"

How proud the cedar was! It nodded and swayed under its burden of beauty. Its icicles and frosty decorations gleamed like thousands of diamonds. People passing by stopped to admire it. Virginia came out again and again to look at the tree, and finally took a snapshot of it. This pleased the cedar very much.

"You're prettier than my new tree in the house," she said to the cedar. "When all your icicles are melted. Mother says I may put food in your branches for the birds. Then you will be a birds' Christmas tree all through the winter."

READING IN GRADE II

Contributed by Miss ALICE GARDNER, Winnipeg

To overcome the difficulty with "the" in reading.

Tell the children that "the" is read in two ways, as "the" and "thee." One usually finds that children when first beginning to read, pause after this word. It might

be, they have difficulty in pronouncing the next word and stop to sound it. In such case, they could be told to pause before the word "the" and then be able to read the two words together. This might be studied out at their seats.

To arouse interest, the children could be told that the letters of the alphabet from one large family. The vowels, (a, e, i, o, u), always difficult to present in connection with the word "the" could be regarded as "little sisters," and whenever "the" is read before a word that commences with a little sister, it says "thee." When used with a word that starts with the other letters, consonants, it says "the." Later on the word "vowel" might be introduced.

I have found the following exercise helpful:

Oral Class Work

Have the children tell you many words, with their initial letters vowels, such as apple, eggs, other, ocean, earth, Indian, onion, ink, animal, uncle, Union Jack, etc. Write these words on the blackboard, as given. Write also a number of words that commence with consonants. Rearrange the words so that they are well sorted and then put "the" before each one. Have different children read up and down the lines, stressing the proper pronunciation of the word "the." Also have different pupils read a single line.

Seat Work

Copy and draw a line under the two words where "the" says "thee":

the animal	the boy	the orange
the fence	the eggs	the ink
the door	the elephant	the olive
the bank	the uncle	the mother
the window		

Expression in Reading

In teaching expression in reading to Grades I and II, special care should be given to the punctuation marks. The children could be told that the period, exclamation mark, question mark, etc., are "Stop" marks. The "Go" sign would be referred to when reading poetry. Most children seem to think they should pause at the end of each line. Whereas in many cases two or even three lines should be read, to complete the thought.

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Hints and Devices

Note—Ideas for this column are eagerly solicited. If you have any device which helps you in your daily work, be sure it will help someone else. Why not put it in short form and forward to this department? Someone will appreciate it.

A PLAYLET

Christmas Toys

Scene—Round a fireplace in a room.

Characters—Five children—three girls, two boys.

Properties—Doll, drum, doll's cradle, soldier's hat, ball.

(The children are grouped around the fireplace.)

Altogether—

Mother says that if we're good,
And do as all good children should,
Up the chimney we can call
And Santa Claus will hear us all,
He'll listen hard to everything
And all the toys we want he'll bring.
(Children call up chimney in turn.)

1st Child—

Please bring me a dolly.
With eyes of blue.

2nd Child—

I would like a big drum,
With sticks to beat it, too.

3rd Child—

I want a dolly's cradle
To put my doll to bed.

4th Child—

And please bring me a soldier's hat
To wear upon my head.

5th Child—

I want an indiarubber ball
To throw against the garden wall.

Altogether—

Now off to bed we all must go
And close our eyes up tight, just so.
When Father Christmas comes to peep,
We must all be sound asleep.
(Children exit on tiptoe.)

Interval of one minute, during which soft music may be played. Tinkling of sleigh bells, or other tiny bells at end suggests arrival of Father Christmas. Children run in with toys.

1st Child—

I found my dolly
With eyes of blue.

2nd Child—

And I my drum,
The sticks with it, too.

3rd Child—

Here is my cradle.

4th Child—

And here is my hat.
My sock was too small,
I found this on the mat.

1st Child—

Now that we're all so happy and gay
I think we ought to try and say
A nice big "Thank you" to Santa Claus
For bringing us these lovely toys.

All call up the chimney—

Thank you, Father Christmas.

—From *Child Education*.

SONGS

Christmas Time

Tune: "Jingle Bells"

In houses great and small,
In town and country wide,
Gather young and old
To welcome Christmastide.
Hang the holly wreaths;
Light the candles right;
Bring the shining mistletoe;
'Tis Christmas eve tonight.

Chorus:

Christmas time! Christmas time!
Now you're come again,
Gladly we will sing your song
Of peace, good will to men;
Christmas time! Christmas time!
Now you're come again,
Happily we'll sing your song
Of peace, good will to men!

Overhead the stars
Shed their peaceful light;
Underneath our feet
The winter snow gleams white.
Far away the bells
Sound their note of cheer;
It is joyous Christmas time
That crowns the dying year.

Christmas Bells

Tune: "Rightly Row."

Merry bells, merry bells,
Merry, merry Christmas bells,
Hear them ring, gaily ring,
Merry Christmas bells.
Yes, the echoes sweet resound,
And our hearts with joy abound,
As they ring, ting-a-ling,
Merry Christmas bells.
Merry bells, merry bells,
Merry, merry Christmas bells;
How they chime, sweetly chime,
Merry Christmas bells.
Joy they bring to all the earth,
Telling of the Saviour's birth,
As they chime, sweetly chime,
Merry Christmas bells. —*The Instructor*.

News From The Field

ALTONA-GRETNA LOCAL

A meeting of the Altona-Gretna Teachers' Local was held Friday evening in the assembly hall of the M.C.I. Mr. B. Klippenstein, teacher of Eigenhof, S.D., acted as chairman for the evening. An item of special interest was a demonstration of how to conduct reading lessons from a new supplementary reader, by Miss Krause, of the Gretna primary room. Musical numbers were rendered during the evening by Misses Hilda Buhr and Anna Janzen. Refreshments were served at the close of the programme.—Morden Times.

STUARTBURN AND DISTRICT LOCAL

The members of the Stuartburn and District Local held their first meeting of the term on Wednesday, November 2nd, at Stuartburn. There were fifteen teachers present.

The President, Mr. J. Tanchak, occupied the chair. In his opening remarks he welcomed the new members and urged the teachers to attend all meetings and become members of the M.T.F.

The following officers were elected: President, Mr. J. Tanchak; Vice-President, Mr. M. Ewanchuk; Secretary-Treasurer, Mr. W. B. Wachna.

Then followed a discussion of the coming convention and Mr. M. Ewanchuk was elected to give us a thorough report of the convention at our next meeting at Vita on November 18th.

After the business hour a social hour was spent in renewing old acquaintances. Refreshments were served by the Stuartburn ladies, and the meeting then adjourned.

W. B. WACHNA, Secretary.

BRANDON LOCAL

The monthly supper meeting of the Brandon Local of the Manitoba Teachers' Federation was held on Tuesday evening, November 8th, in the Oak Room of the Prince Edward Hotel. A very interesting address on "The Purpose and Place of Organization amongst Labor," was given by Rev. F. J. Ison, rector of St. Mary's Church.

Mrs. W. B. Bain, accompanied by Miss Mary McGuinness, contributed two delightful vocal solos.

General business discussion pertaining to the local unit concluded the meeting.

N. AMBROSE, Secretary.

GLADSTONE DISTRICT LOCAL

The Gladstone District Local met on Saturday, October 22nd. The main purpose of the meeting was to discuss with Mr. W. Morton, M.L.A., the problem of "School Finance and School Administration." Owing to wet weather the attendance was smaller than anticipated, but, nevertheless, was very satisfactory.

The whole situation, so far as school finance was concerned, was thoroughly discussed. The local member expressed a very sympathetic attitude towards this problem. He viewed with favor much of what was proposed to him. He pointed out, however, that the cost of any new administration would have to be very carefully considered during these times. He expressed his appreciation of the opportunity to discuss with the teachers this question in which they were so vitally interested.

C. M. SINCLAIR, Sec.-Treas.

CARMAN-OAK BLUFF LOCAL

On October 29th, the Carman-Oak Bluff Local of the Manitoba Teachers' Federation held a meeting in the Carman School, at 2 p.m., this being their first meeting this term.

President Stratton was in the chair.

Minutes of the previous meeting were read and adopted.

On account of the removal of Miss Emily Sumi, Vice-President, from the district, it was necessary to elect someone in her place. Miss Janet Lawson was, therefore, elected Vice-President.

For some time it has been felt that this district was too large and that if broken into smaller divisions, each separate Local would be better supported and attended. Following a discussion on this matter, it was moved by Mr. Robson, seconded by Miss Lawson, that the Secretary write to the General Secretary of the M.T.F. asking his opinion about re-dividing this Local.—Carried.

It was arranged to have five meetings during the year and a picnic next June. The next meeting is to be held November 26th and the succeeding meetings early in each of the months of January, February, March and May. Definite arrangements for each of these meetings will be made later.

In connection with project work, Miss E. Douglas, Homewood School, offered to work with Mrs. W. Tufts, Carman, on a series of questions to cover the first part of Grade V History, these to be presented

for discussion at the next meeting.

Questionnaires had been sent out to all the teachers of the division for the purpose of discovering, if possible, the reason why the teachers are not attending the meetings. Only a few of these had been returned, so it was decided to leave the matter to be taken up at the next meeting.

The Secretary was instructed to write Mr. Marshall asking for an up-to-date list of the members of this Local, and also to enquire about the refund allowed to the Locals.

All business having been dealt with, a talk by Mr. H. Robson was given on "The Philosophy of Education." The closing number was a solo by Miss E. Ross, accompanied by Miss J. Lawson.

MYRTLE R. SCHARF, Sec.-Treas.

SELATER-GARLAND LOCAL

The Selater-Garland Local held a meeting on November the 15th, in the Pine River School.

The main feature of the gathering was the presentation of a paper on "Seat Work" by Miss Mary Bagan and Mrs. H. Humeny. As the subject is one of vital importance to rural teachers, the many suggestions and ideas presented by the paper were received with much interest and satisfaction. Mr. P. Krepiakovich gave a guitar solo. Then matters of interest to teachers in general were discussed, among these being the circular letter from the Federation.

It was agreed that the meeting of December 3rd, should be a round-table discussion on "Grade IV Geography."

The men teachers then engaged in a football match and this was followed by a lunch provided by the ladies and this concluded the meeting of the Local.

ALEX. DANYLCHUK, Secretary.

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SOUTH EASTERN CONVENTION

The Teachers' Association of South Eastern Manitoba met in convention on November 9th and 10th. in Provencher School and St. Joseph's Academy. On the morning of Nov. 9th, Lt.-Col. C. C. MacLean, Mayor of St. Boniface; Mr. J. A. Marion, Chairman of the St. Boniface School Board, and Mr. A. P. Lawrence, M.L.A., gave addresses of welcome to the teachers. The President, Mr. F. E. Tinkler, then addressed them on matters pertinent to the occasion. He was followed by Inspectors Herriot, C. Moore and D. S. Woods.

In the afternoon the Hanover Male Voice Choir gave a number of musical selections which were well received. Dr. Fletcher spoke earnestly on "Spiritualizing the Programme of Studies." It was a clear exposition of the real function of education.

Miss Ursula Koons delighted the large audience with her solos.

Then Prof. R. F. Argue gave an illustrated lecture on "Art in Relation to School and Home." He made a strong appeal for the seeking of beauty, that it might inspire us to the highest good.

On Nov. 10th the morning sections were sectional. In the primary department, Miss Dorothy McMillan presided. The meeting was held in the Auditorium of St. Joseph's Academy, and was well attended. A pupil of Provencher School gave a number of musical selections, which were much appreciated. Miss Ethel Bird, of St. Vital, gave a demonstration in "Reading for Primary Grades." Miss Norah Lye followed with a discussion and demonstration of "Music in Grades I, II, III." "Writing in Primary Grades" was presented by Miss V. Couture and Miss Gabrielle Roy, of Provencher School. Sister Marie Henrietta, of St. Joseph's Academy, gave helpful suggestions for the "Teaching of Oral English to Non-English Pupils." Miss V. Couture was appointed chairman for 1933 primary section.

In the intermediate section, Miss E. Coyle was in the chair. Miss Anna Marion gave a very interesting demonstration of quick calculation. She showed how flash cards may be used effectively. Miss Jessie Laing, Norberry School, gave an admirable demonstration of singing, emphasizing the need of flexibility of voice, and lightness of tone. She said that singing produces a desirable atmosphere in a school room.

Mr. W. A. Cowperthwaite took "Poetry" for his subject, pointing out the value of correlating poems. He said they might be grouped for similarity, contrast, or various aspects of one topic. He pointed out things to be noted in poems and stressed the value of memory work. Inspector C. Moore ably conducted the question drawer. Miss Halderson was appointed chairman for 1933.

In the Junior High School section, Mr. J. H. Armstrong presided. Mr. G. Mark, of Transcona, dealt with "Mathematics in VII and VIII." He criticized the text book for lack of sufficient examples of the kind needed in actual business. Miss Brunstermann, of the Winnipeg schools, gave a splendid demonstration of language methods. She stressed the importance of phonetics with beginners in French. Her talk was vitally interesting, illustrated by charts of her own making. Miss Frank, of Selkirk, dealt with the teaching of Geography, in an interesting paper. Mr. W. Morris, of Transcona, was chosen for chairman for next year.

In the High School section, Mr. G. C. Simpson was chairman. Mr. H. B. Donnelly gave a comprehensive survey of the teaching of Mathematics. He gave the results of a questionnaire he had sent out. He also told of the lack of definite knowledge needed when pupils are studying science. On motion of Mr. Moorhead, seconded by Mr. Baxter, it was recommended that Mr. Donnelly and Miss Carson continue investigations and report later.

The subject of "Composition Marking" was introduced by Inspector Andrew

Moore. Mr. Smalley, of St. John's Collegiate, gave a very complete report of results tabulated from marking during last year, of several compositions sent out to be marked by many teachers of the subject. He also reported the progress that a special group of teachers is making in trying to arrive at a better system of marking.

Mr. S. Burland discussed the matter of extending the study of Grammar through Grade X. Mr. W. G. Rathwell contended that the errors made in English could not be corrected by a longer study of Grammar than we now have in Grade IX. Mr. Burland was appointed chairman for 1933.

In the afternoon the general session was opened with a delightful programme of music by pupils of St. Joseph's Academy, under the able direction of Miss Yvonne Thibault.

Mr. Herbert McIntosh spoke on "Adolescence and Behaviour." His address was a very strong presentation of the characteristics which produce peculiarities of behaviour in adolescents. It was very well received.

Miss Anne Metzack sang two solos with delightful effect. Inspector J. G. S. Dunlop spoke on inspection and gave many amusing instances of his visits to schools. He also gave some useful hints of what inspection of a teacher's work implies.

Mr. E. K. Marshall gave the closing address in his clear and convincing style. He pointed out that he is often called to represent the whole body of teachers, showing that it is essential that all belong to the Federation.

The business meeting was conducted expeditiously. It consisted of the reports of the Auditor, the Resolutions' Committee and the Nominating Committee.

The following officers were appointed for 1933: President, Mr. Julius Toews; Vice-President, Mr. D. B. Morhead; Secretary, Miss C. Parkinson; Treasurer, Inspector A. A. Herriot.

The Season's Greetings

WE take this opportunity of wishing you the compliments of the season.

May health and happiness be with you throughout the coming year and enable you to carry on with your wonderful work!

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Convention Reports

INSPECTOR CUMMING'S CONVENTION

The teachers of Inspector Cumming's Division held their annual convention on October 27th and 28th, in Grace Church, Winnipeg. One hundred and eighteen teachers registered.

The first general session was held on Thursday afternoon and was presided over by the president of the division, Mr. C. S. Quelch, Matlock. After the president's address the convention was addressed by Mr. E. K. Marshall, who urged the teachers to stand firmly behind the Federation in this time of unsettled conditions. Mr. Bathgate, of Teulon, in his paper "The Value of Science," showed how science is taught all through the grades and should not be considered purely a high school subject. This was followed by a musical recitation by Miss M. Stelck, of Teulon.

Mr. G. V. Ferguson, of the Free Press, then gave an interesting and enlightening talk on "The Progress of Newspapers." The last speaker was Miss Agnes Hammell, of Winnipeg. Her subject was "Art," which she dealt with very ably, illustrating the points she discussed.

The public school session, presided over by Inspector Cumming, was held on Friday morning. Papers on "Reading in the Public School," were given by Mrs. L. M. Fitzpatrick, Fraserwood, and Miss Jean Mitchell, of Winnipeg Beach. Miss E. G. Frederickson, of Nes, and Miss E. Groves, of Fraserwood, dealt with the subject, "Testing School Work in Public School Grades." All these papers were followed by general discussion.

In the high school session two very helpful papers were given. Mr. R. T. Hodgson, M.A., of Winnipeg, had "Chemistry" as his subject, and Mr. Wilfred Sadler, M.A., dealt with "Physics."

The general session on Friday afternoon was first addressed by Dr. R. Fletcher, whose subject was "Spiritualizing

Aspect of the Curriculum." Community singing, led by Miss Stelck, followed.

The teachers then had the pleasure of hearing Monseignor Morton, of St. Mary's Cathedral, who chose as his subject "The Purpose of Education."

Reports of committees followed. The following resolution was passed by the convention:

"Resolved that we are heartily in sympathy with the work being done by the committee investigating the financing and administration of the schools in the Province, and that we recommend that any arrangement that is adopted include a minimum salary schedule based on a fair classification of the schools."

The officers for the following year are: Honorary Presidents, Hon. R. A. Hoey, Inspector Cumming; President, J. K. Laxdal, Arborg; Vice-President, E. Arnason, Riverton; Secretary-Treasurer, Miss L. M. Guttormsson, Arborg. Executive—Mr. S. Quelch, Matlock; Mr. Minshull, Clandeboye; Mr. Morgan, Gunton; Miss S. Stefanson, Gimli; Miss D. Sheldrake, Malonton; Miss M. Prygrocki, Rosedale.

THE INTERLAKE TEACHERS' CONVENTION

The annual convention of the Interlake Teachers' Association was held at Eriksdale on Thursday and Friday, Oct. 6th and 7th. There were fifty-three teachers in attendance.

Mr. Kahana, the President, opened the Thursday morning session by a brief address of welcome. Miss Rushford then gave a very interesting paper on "Teaching of History, Grades V and VI," which was followed by another excellent paper on "The Teaching of History, Grades VII and VIII," by Miss E. Bowes, of Grahamdale. Miss I. Hallson, of Eriksdale, gave a very fine demonstration lesson on "Teaching of Phonics, Grade II."

Thursday afternoon the teachers listened to a practical and instructive paper on "Teaching of Geography, Grades V, VI, VII and VIII," given by Mr. Delgaty, of Gypsumville. After a brief discussion of teaching of geography the high school teachers withdrew to another room to discuss their difficulties. Miss M. Sharpe, of Steep Rock, presided over the Elementary Section for the rest of the afternoon. Mr. Mack, of Camper, handled very capably the topic "Arithmetic Grades, IV, V, VI, VII and VIII." This was followed by suggestions on "Seat Work, Grades I, II and III," led by Miss M. Sharpe.

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A public session was held in the Orange Hall, Thursday evening. After a brief community singing, Dr. Fletcher, Deputy Minister of Education, gave a very interesting lecture on "Education in a Changing World."

As both the President and Vice-President of the Association were absent on Friday, Inspector Plewes was chairman. Dr. Rawson, of Winnipeg, addressed the teachers on "School Sanitation and Inoculation." He emphasized the value of inoculation, especially for the younger children. Mr. Cowperthwaite, of the Normal School, gave a very excellent talk on "Composition."

In the afternoon Mr. Cowperthwaite and Inspector Plewes handled the "Question Drawer. Next, Mr. R. Staples, Principal at Eriksdale, after demonstrating the use of the various instruments found in the orchestra, brought in a class of girls that he had trained in part singing, who entertained us for a few minutes.

The election of officers for the coming year resulted as follows: President, Miss M. Sharpe, Steep Rock; Vice-President, Mr. Kahana, Ashern; Secretary-Treasurer, E. Sigurdson, Eriksdale. Executive Committee—Mr. R. Staples, Eriksdale; Mr. J. Mack, Ashern; Mr. J. Delgaty, Gypsumville; Miss G. Rowan, Dog Lake School; Miss E. Rushforth, Eastland; Mr. C. Fines, Steep Rock.

The following resolution was passed by the convention:

"We protest against any raise in the University tuition fees, and also protest against any restrictions in extra-mural work."

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