

## OUR EMPIRE

THE STORY OF THE BRITISH EMPIRE  
Grades VII and VIII, "B" Course

By  
W. LEWIS, B.A., B.ED.  
M. P. TOOMBS, M.A., M.ED.

The subject matter includes the materials necessary for teaching the Saskatchewan Grades VII and VIII Social Studies, "B" Course.

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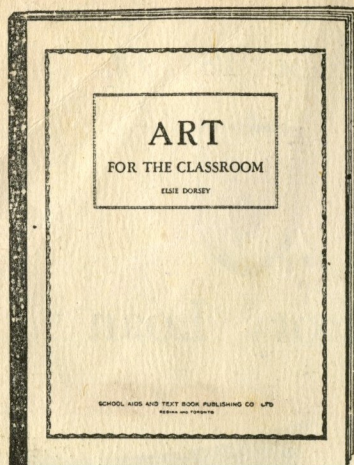
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Volume 12, No. 2





# ART

## FOR THE CLASSROOM

By A. ELSIE DORSEY

*Art Supervisor, Regina Public Schools*

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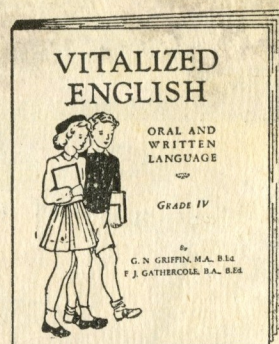
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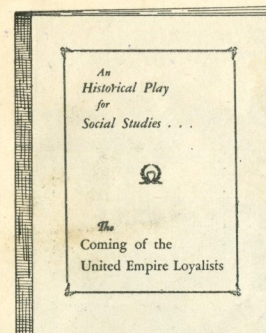
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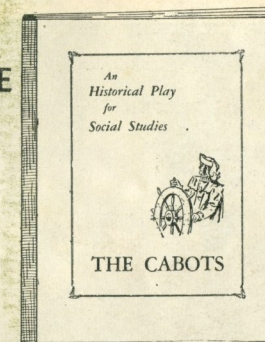
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## EDITORIAL

## GOOD QUESTIONING IS AN ART

Good questioning is one of the most important elements in good teaching. Through it the teacher controls and directs the activity of the pupils, tests their preparation of lessons, stimulates their thinking, discovers their errors and misunderstandings, and measures their accomplishments. The importance attached to good questioning as a measure of good teaching is shown by the following quotation:

"To question well is to teach well. In the skilful use of the question more than in anything else lies the fine art of teaching; for in it we have the guide to clear and vivid ideas, the spur to imagination, the stimulus to thought, the incentive to action . . . To the teacher, it (the question) is a means of securing growth, for it can turn indifference into interest, torpidity into activity, ignorance into knowledge. By means of the question the teacher can keep the mind of the pupils up to the growing point, making it at once alert and thoughtful. The question is, in short, the universal implement of good teaching, applicable to all ages of pupils and suitable to all stages of instruction." (*A Teaching Guide for the Social Studies*, College Entrance Book Co., New York, 1941.)

So important is this matter of asking questions and receiving pupils' answers that those of us who teach would do well to take a personal inventory occasionally as a means of evaluating our own skill in questioning. Let us think back over a day's work in the classroom and ask ourselves these or similar questions:

1. Did I plan the main questions before I taught the lesson?
2. Were my questions simple in language and clear in meaning?
3. Did I have clearly in mind the results which I hoped to achieve by the questions?
4. Were the questions organized as a series possessing some continuity?
5. Were the questions carefully distributed throughout the class so that no one was overlooked, thus bringing into the discussion both volunteers and non-volunteers?
6. Did I ask questions of graded difficulty suited to the varying capabilities of the pupils, thus fostering the pupil's feeling of self-confidence?
7. Did I ask some questions which were left with the pupils to be thought over before the next lesson?
8. Did I encourage the pupils to ask questions?
9. Were most of my questions challenging and thought-provoking?
10. Did I ask questions which appealed to the child's imagination?
11. Did I occasionally address a series of questions to the same pupil?
12. Did I know when to praise, to rebuke, to reject hasty answers, and to curb boisterous, hand-waving enthusiasm, without endangering the good will in the classroom?

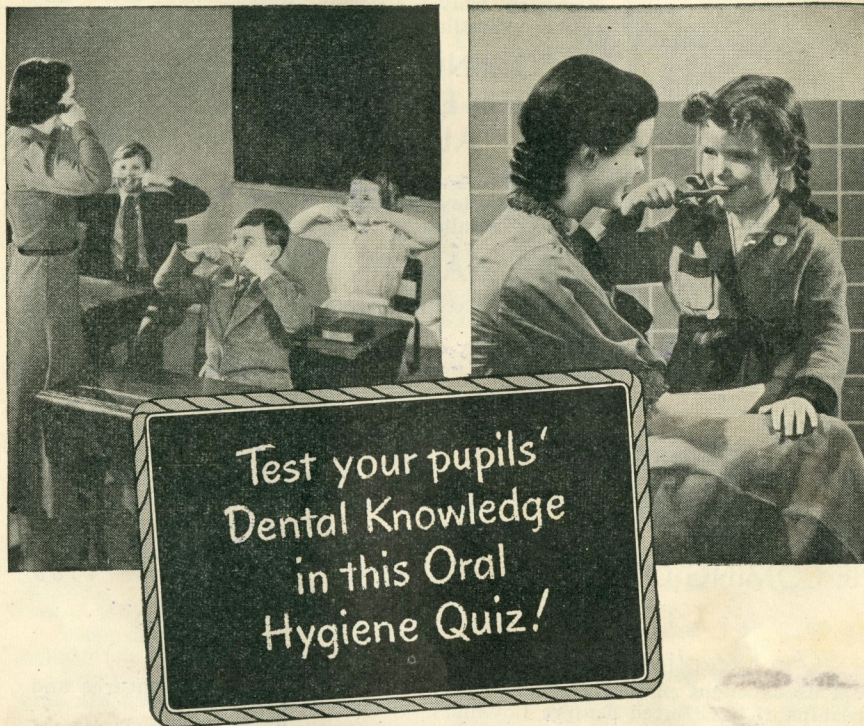
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## THE RELATION OF PHYSICAL HEALTH TO MENTAL HEALTH

By T. M. SPENCER, B.A., M.Ed.

Dear Teacher,

I am sorry John was absent from school yesterday and missed the arithmetic examination. He was really quite miserable with a sick stomach and I thought it best to keep him home.

Sincerely,

Mrs. ....

Perhaps you have received notes like this. They are not uncommon and they suggest interesting possibilities. If John had a stomach ache from overeating, his missing the examination was just an unfortunate coincidence. If he were unprepared and deliberately pretended to be sick, his response shows maladjustment but not the kind that comes under the heading of this article. If some maladjusting school situation, related to examinations in general or arithmetic in particular, which John had not consciously recognized, caused him to be really sick, his reaction does illustrate the relation between physical and mental health.

Teachers should be able to deal with cases like this and to do so they must know something about adjustment by ailment.

We know that malfunctioning of the endocrine glands does affect behavior directly. A deficiency of thyroxin, a substance secreted by the thyroid gland, causes mental retardation, while an excess of it makes a child emotional, impulsive, and excitable. Some children have recovered from apparent feeble-mindedness when given thyroid extract. Others have been cured of hallucinations and delusions with a combination treatment of thyroxin and theelin. We know that persistent aches and pains frequently cause worry which is a form of maladjustment. Generally speaking, doctors incline to the view that most maladjustment results from germs, toxins, injuries, and other *physical causes*. This may be regarded as one extreme view.

At the other extreme is the belief that mind has such a powerful effect on the body that mental conflict can be converted into physical symptoms. This does not receive much credence, because it regards *mind* as a separate entity, but a sufficient number of cases have been cured by purely psychological methods to make it appear that physiological conditions are not the only causes of maladjustment.

Many psychologists think that all disorders should be considered as *reactions of the organism as a whole to thwarting of some kind*. This approach has regard for causes which are fundamentally physical as well as for those that may be purely psychological. From this point of view *physical and mental health are inseparable*.

### Examples of Adjustment by Ailment

Many people at some time have pleaded a headache to extricate themselves from a disagreeable social or business engagement. Disorders of the stomach and various aches and pains commonly serve the same purpose. The operator who gets a cramp in his arm and cannot work the

telegraph key and the soldier whose arm becomes paralyzed or whose leg loses its sense of feeling just before the zero hour may be escaping from an intolerable situation. Our newspapers recently carried an account of a native of the South Pacific who became paralyzed at the sight of an aeroplane. Hitler is said to have suffered hysterical blindness during the first World War.

You may well ask whether in such cases the ailment is real, or whether it is simulated. Of course, some children and some grownups, too, will lie. They claim to have aches and pains that are nonexistent, and it is often difficult to distinguish between real suffering and malingering. In the majority of cases, however, the ailment is real. The head really aches, the stomach really is sick, the arm cannot voluntarily be moved, the leg has no feeling, and the eyes cannot see. *The patient is not conscious of the origin or purpose of his symptoms.*

### Development of Adjustment by Ailment

Under the influence of anger or fear the digestive system may be genuinely upset and it is not difficult to understand that headaches and stomach disorders may be simply the physical effects of strong emotion. Other symptoms are learned reactions. At a time when a strong conflict develops between fear of doing something and fear of social disapproval for not doing it, a chance ache or numbness may suggest a solution to the dilemma. If the symptom frees the child from the necessity of facing the disagreeable situation or bearing social disapproval for failing to do so, it acts as a tension reducer. When, later, a similar conflict arises, there will be a tendency for the symptom to be recalled and eventually a habit will be formed to escape difficulties by becoming sick.

It is difficult to give definite causes for the development of this type of maladjustment, but some contributing conditions are well enough known to receive consideration:

1. Parents often baby a sick child, showering him with attention and sympathy. They make convalescence extremely pleasant by granting his every wish, by serving ice cream and other special foods, and by making gifts of books, games, and playthings. For these children, sickness may be just the reverse of misfortune.
2. Children whose parents solve their problems for them, make their plans, and shield them from even the little crises of life lack training in independent problem-solving and become excessively dependent. When they finally have to face the world alone, they expect to have their own ways at no matter what expense to others.
3. Overprotection and love-conditioning give children an exaggerated value of social approval and the importance of appearances. They will make every effort to justify their desires and actions.
4. Inconsistent control, being allowed to do something today and being punished for doing the same thing tomorrow, leads to poor habit training and instability.

Children with backgrounds like these are often the ones who become sick to escape unpleasant reality.

It rarely happens that the first instance of adjustment by ailment occurs in adulthood. Since this form of adjustment can usually be traced back to early experiences, it is more important to prevent it in childhood than to cure it in later years.



### Treatment of Adjustment by Ailment

Several methods of treating these symptoms have been devised:

1. The symptom can be prevented from becoming a tension reducer. Soldiers suffering from hysterical paralysis have been cured by electrical shock treatment. When the strength of the shock is increased daily, it soon becomes more disagreeable than the situation which the paralysis was meant to avoid. Sick children require adequate care and attention but the experience should not be made too pleasant. It is wise to deny them some of the usual privileges and to emphasize the advantages of a return to good health, when they can be restored.

2. Some cases of anaesthesia or numbness have been cured by suggestion. This method is not very satisfactory, because it treats the symptom instead of the cause. Cures by suggestion are often only temporary.

3. Very good results have been obtained from the observance of a strict order and routine of living. Boy Scout, Y.M.C.A. or Girl Guide camps provide regular times for eating, sleeping and planned recreation that are good for this purpose.

4. The best treatment is readjustment. The individual is given help in evaluating his motives and problems and in establishing new habits. Since the reformation of a lifetime of unfortunate learning is both difficult and time-consuming it is more profitable to prevent maladjustment in children than to effect cures in adults.

### What the Teacher Can Do

We should now be able to make an intelligent approach to the problem of John of the note. If absence from examination has not occurred before, the teacher need attach no extraordinary importance to the incident. The usual procedure for cases of this kind should be followed, but John's reaction to the next examination day should be noted.

If John is frequently absent from school on account of sickness he should have a thorough medical examination. The absence of physical symptoms will suggest maladjustment and a definite procedure should be followed. The teacher should arrange a meeting with the parents to gain their confidence and make them feel that he is interested in helping them solve John's problem. He might suggest that it would be good practice, the next time it is necessary for John to be absent on account of sickness, to treat him like a sick person. Let him spend the day in bed, with no reading of story books or listening to the radio. Give him care and kindly treatment, but make no exhibition of concern or sympathy.

The teacher should gather all possible information about John and his sick spells. If it appears that he *habitually* becomes ill to avoid unpleasant situations, the cause will probably be found in home training. A good deal of tact will be necessary in making suggestions to parents about changes in their methods of training children at home.

If it appears that the sick spells are related to school life, the teacher definitely has a problem of his own. He must *seek the cause and apply the proper remedy*. The illness may be closely associated with arithmetic. In that case, diagnostic and remedial work should solve the problem. It may be connected with examinations in general. The teacher can help greatly by assisting John to make good preparation for them. If John's school record is one of general backwardness and failure, the teacher should adjust the school work to his ability. He must be given tasks in which he

(Continued on page 93)

## MUSIC LESSONS

(Grades IV to VIII)

By DOROTHY M. GRAHAM

PROPOSED PROGRAM FOR BALANCE OF YEAR

November—Teaching a Song.

December—Christmas Carols.

January—Key Signatures and Scales.

February—Symphony Orchestra.

March—Time and Rhythm.

April—Opera.

May—School Band.

June—Musical Quiz.

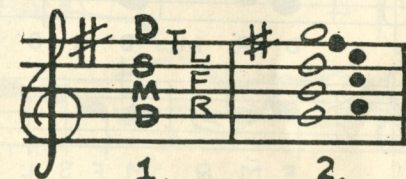
See SUGGESTED GENERAL PLAN in the September issue.

1. BREATHING EXERCISE (one minute): From a standing position, swing arms forward. Breathe in quietly and fully, through the nose, as the arms slowly part. Hold the breath for a second or two and then exhale freely *through the open mouth*, as the arms move back to the forward position. Repeat, *making sure sides are pressed out when inhaling*.

2. VOCAL EXERCISES (two minutes): See page 282, Saskatchewan Elementary School Curriculum, or page 212, Manitoba Curriculum, 1939.

3. MODULATOR DRILL: Only after children are adept at sight singing in the key of C (no sharps and no flats), is it safe to introduce the key of G (one sharp). The teacher draws on the board, or on the back of an old calendar, this modulator in the new key of G, as shown below.

(a) Class discuss the key signature, which is one sharp, F#, and the new position of high doh and low doh. (You may wish to use colored chalk in marking on the modulator the common chord—*doh*, *me*, *soh*, *doh*, while *ray*, *fah*, *lah*, and *te* are marked in white chalk.)



(b) Teacher gives doh (g) on the pitch pipe. Class sing softly up the scale, as the teacher points to the letters on the modulator. Class sing down the scale in a similar manner. Repeat in an identical way on the second part of the modulator. "You have just sung the scale in the key of G."

(c) Drill from the modulator on all intervals between low and high doh, such as *d-m-s-d'*; *s-t-r'*; *f-l-d'-l-f*, etc.

(d) Teacher points out the modulator tune on the first half of the modulator, as the class sing the sol-fa names. When they can do this, teacher points out the same tune on the second part of the modulator, as class sing the sol-fa names. Class now name the tune (God Save the King). Later the class should sing by memory the modulator tune in the sol-fa syllables.





Here is a second modulator tune to be used likewise. (After singing it through, class will recognize it as Good King Wenceslas.)



(NOTE—The modulator tune is not to be written out on the board. However, the teacher will find it necessary to rehearse it once or twice herself on the modulator before attempting to teach it.)

#### 4. SIGHT SINGING (three minutes).

(a) Class discuss time signature (4/4 time means 4 beats in a measure, and a quarter note gets one beat; 3/4 time means 3 beats in a measure, and a quarter note gets one beat). (b) Tap or clap rhythm. (c) Mark the positions of high doh (d') and low doh on the sight music written on the board. (d) It may be necessary at first to mark the sol-fa letters underneath the notes. Class work the names out together if this is done. (e) Class sight read the tune silently. (f) Class sing aloud the tune, using sol-fa names, as they quietly tap the time on their desks.

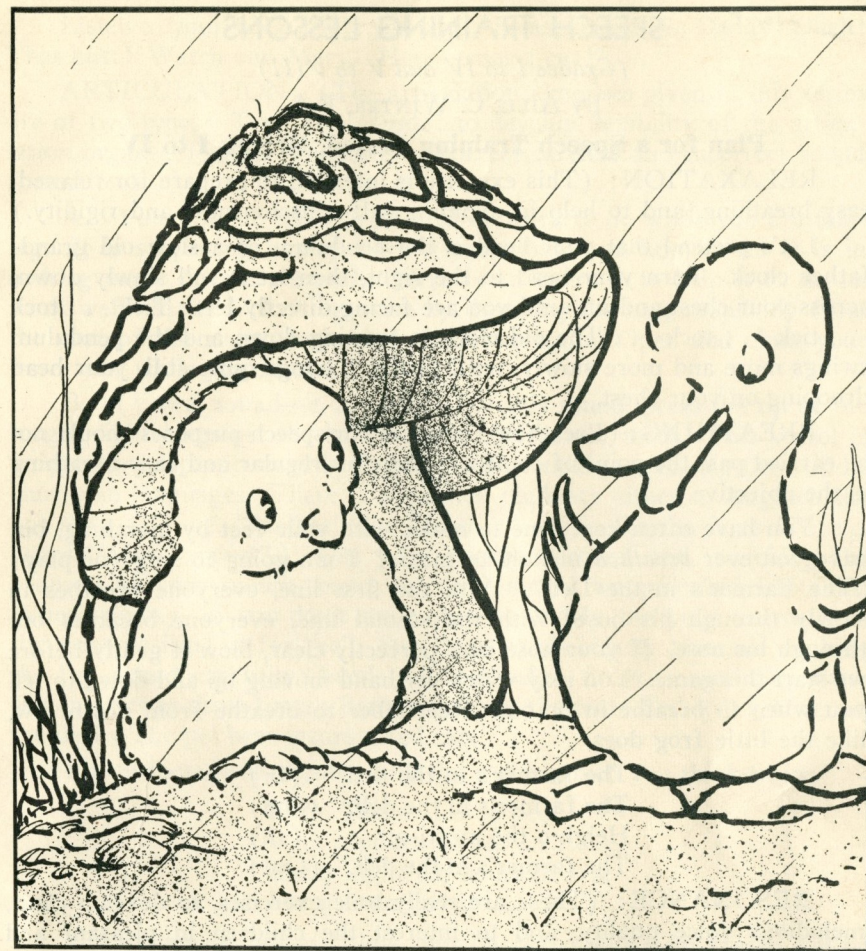


Here is a second sight singing exercise. (NOTE—The letters of the sol-fa are written under the notes for the convenience of the teacher and are not to be copied on the board.)



5. EAR TRAINING (three minutes): (a) *Singing roll-call.* Teacher sings "Mary" on a certain note and child, answering on the same note, sings "Here!" Repeat, varying the note. (b) *Echoes.* Teacher sings, "How do you do?" and child or class sing the echo softly. Continue, changing the tune. You may wish to improvise your own echoes. (c) *Sound detectors.* Compare this game to the recognition of aeroplanes by the sound of their motors. For example, teacher gives doh on the pitch pipe or piano and tells the class, "This is doh." Then she plays, or sings to loo, other notes such as *me*, or *soh*, or *doh*, etc. Children recognize and name. Later, teacher increases the difficulty of this game. Class should also be able to record their findings, i.e., place them on a staff.

(Continued on page 100)



By JESSIE B. RICE

A smile is like an umbrella  
On a rainy day,  
It's fine protection from the blues  
You meet along the way:

It keeps the little worries off,  
And, very strange to tell,  
It seems to help the other folk  
Who are feeling glum, as well!



## SPEECH TRAINING LESSONS

(Grades I to IV and V to VIII)

By AILIE C. WINTER, B.A.

## Plan for a Speech Training Period, Grades I to IV

RELAXATION: (This exercise is intended to prepare for relaxed, easy breathing, and to help in avoiding self-consciousness and rigidity.)

Let's pretend that your head is the pendulum of a slow old grandfather clock. Turn your head to the right, then let it roll slowly down, across your chest and up until you are facing directly left. Tick . . . tock . . . tick . . . tock . . . The old clock is running down and the pendulum swings more and more slowly, until finally it hangs quite still, your head drooping on your chest.

BREATHING: (Breathing exercises for speech purposes should not be carried past the point of comfort; deep but regular and easy breathing is the objective.)

You have often kept time to music with your feet by marching, but have you ever *breathed* in time to music? I am going to sing (or play) "The Farmer's in the Dell". With the first line, everyone breathes in slowly through his nose; with the second line, everyone breathes out through his nose. If your nose isn't perfectly clear, blow it gently before we start this game. You may watch my hand moving up and down to tell you when to breathe in or out. Remember to breathe from down low, like the little frog does.

"The farmer's in the dell, (In)  
The farmer's in the dell, (Out)  
Heigh-o the merri-o, (In)  
The farmer's in the dell." (Out)

RESONANCE: (These are really tone exercises, to develop clear, melodious voice quality, and to interest the children in pleasant and expressive inflection.)

Let's play that we are little aeroplanes warming up our motors to take off. Close your mouth, but keep your teeth a little apart. You can hum better if you do not hold your jaws tightly. Try to make a real mouthful of humming sound, so that when you lay your finger tips lightly on your lips you can feel the vibration. Let us hum softly at first, then more loudly and steadily.

Here is a little verse for you to say slowly, humming on the n's, m's, and ng's.

Honey bees are funny things,	Hum high — mmmmmmm!
Humming all day long.	Hum low — mmmmmmm!
Maybe they've forgotten all	Honey bees are funny things,
The right words of their song!	Humming all day long.

Have you ever noticed how your voice goes up and down when you talk to different people? Suppose you are calling your dog, and listen to your voice when you call: "Skip - per! Skip - per!" Use the name of your own dog.

Listen to your voice while you say: "Please let me go, Daddy! Ouch! That hurt! Watch out, Mary! Here comes a car!"

ARTICULATION: (The articulation exercises given in this series are of two types: Type A—intended to develop flexibility of the articulation organs; Type B—intended to correct careless and incorrect sound formation.)

A. Your tongue has a great deal of work to do while you are talking. It is surprising how quickly it can move, and how clever it is in making many different sounds. Here is an exercise to help it to do its work well. Make a clucking noise by dropping the tongue quickly from the roof of the mouth to behind the lower teeth. Open and close your lower jaw while you do this.

B. (Vowel sound—e, as in let. For this sound, press the tip of the tongue lightly against the back of the lower front teeth. This vowel is frequently mispronounced by children accustomed to speaking the Middle European languages. There is a marked tendency either to lengthen the vowel to "a", e.g. "faather" for "feather", or to shorten it to "i", e.g. "sunsit" for "sunset".) Use your pocket mirrors, and, watching the position of your mouth, make the "ee" sound we practised last time. When you say "e" you don't smile quite so widely, but your tongue is in the same position as for "ee". Say these words clearly after me, making the "e" sound carefully: bend, sell, net, edge, dress, seven. Say these sentences over three times: Betty went into the tent; Ted will get wet on the deck; The pet bear wears a red cap.

Finish these little rhymes with the words which you think fit in:

Little Thelma lies in bed  
With a pillow at her .....  
Every night ten hours of rest  
For a little girl is .....

(Consonant sound—p. Blow your lips apart with your breath, but do not let the voice come through as you did when you made the "b" sound.)

Words to say: paper, lip, park, drop, pack, paint, poppy.

Sentences to say: Peter plays in the pool; Pump up the spare tire; Polly's puppies are happy.

A game to play: "I spy with my little eye, something beginning with 'p'."

CHORAL SPEAKING: (Since there is such a wide variation in reading ability in this grade grouping, only selections which can readily be memorized by the chorus are dealt with here. It is suggested that teachers apply similar arrangements to selections suitable for reading by particular grades within the grouping, wherever this is practicable.) After a preliminary reading of "The Bluebird" (see page 51, *Highroads to Reading*, Book I) and a discussion of the happy thoughts in the poem, the following arrangement may be used: Chorus of all the children, lines 1 and 2; first child, 3; second child, 4; third child, 5 and 6; chorus, 7. Draw to the children's attention the "happy" sound of the refrain, "Sing, Bluebird, Sing",



and have them try to make their voices happy, too. Care will have to be taken that the rhythm is not lost as the three voices succeed one another in lines 3 to 6.

### Plan for a Speech Training Period, Grades V to VIII

(It is suggested that the exercises for relaxation, breathing, and resonance, which are given for Grades I to IV, be used for this grouping also. In most cases the "Let's pretend" approach may be dispensed with. Several additional exercises are given below.)

**BREATH CONTROL:** Hold a thin strip of paper in front of the mouth and blow hard on the lower end of it. Gradually decrease the pressure so that the strip slowly returns to its original position.

**Resonance:** Additional sentences for inflection drill: What a weird sound! Whatever shall I do? Listen! Did you hear a shot? How utterly stupid of you!

**ARTICULATION:** A. See outline for Grades I to IV.

B. *Words to say:* help, twenty, tremble, egg, elephant, intend, meant.

*Sentences to say:* The ferry went at seven. Every contented man has plenty of friends. Whether the weather is wet or not, she intends to send help.

Read the words made by filling the "e" sound in between the following pairs of letters: l.t, B..n, t..n, sw..ll, b..nt, tw..lve.

*Words to say for the sound "p":* pleasant, popcorn, polite, plunge, prance, primp, pumpkin.

*Phrases to say:* Pretty Polly Parsons. Plenty of pickled pears. Popular people.

*A Game to Play:* Write down as many words as you can recall ending in "p". Time limit: one minute. Read your list aloud clearly.

**CHORAL READING:** (This is a group arrangement calculated to bring out the humor of the poem chosen. Preliminary discussion of the poem, dealing with such topics as the tone of voice of the camel, the rhythm of the lines and the general comic mood to be interpreted, should precede the actual reading practice. It is suggested a boy's voice be chosen to speak the lines assigned to a solo voice.) "The Complaint of the Camel" appears on page 226, *Highroads to Reading*, Book V. Three groups of readers are required in addition to the solo voice of the camel; voices of approximately the same pitch should be grouped together.

Verse I: Group one, l. 1; group two, l. 2; group three, ll. 3-4; solo, ll. 5-7.

Verse II: Group one, l. 1; group two, l. 2; group three, l. 3; all three group, l. 4; solo, ll. 5-7.

Verses III and IV: Same as verse II.

Verse V: One voice from group one, l. 1; one voice from group II, l. 2; one voice from group III, ll. 3-4; solo voice together with combined groups, slowly and with emphasis, ll. 5-7.

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## TESTS AND STANDARDS

(Grades III and IV)

By RUTH PAWSON

### Literature, Grades III and IV

(See Hectograph Section)

### Social Studies, Grades III and IV

I. Draw a line under the correct answer:

(1) To the Bedouins, the sheik is (*a priest, a chief, a shepherd, a guide*).

(2) What is the furniture in a Bedouin home? (*couches, chairs, benches, rugs*.)

(3) What sort of storm occurs often in the desert? (*rain, dust, thunder, blizzard*.)

(4) All deserts are (*flat, dry, hot, sandy*).

(5) Which of these is always found on an oasis? (*water, a Bedouin, a stream, a well*.)

(6) Heavy rains fall in the desert (*once a month, once a week, all summer, once or twice a year*).

II. Name:

(1) The Canadian port from which we sailed to go to Arabia.

.....

(2) The ocean which we crossed. ....

(3) The direction we travelled to go to Arabia. ....

(4) The direction we travelled to come home. ....

(5) The port at which we landed. ....

(6) The animal used for desert travel. ....

(7) Three things a Bedouin has for a meal. ...., ...., .....

.....

(8) The Bedouins' main food. ....

(9) Two words to describe Arabia's climate. ...., .....

(10) Two souvenirs you might bring home. ...., .....

III. Write a sentence to answer each of these questions:

(1) Why do the Bedouins move from place to place?

(2) What kind of a home does a Bedouin have?

(3) What is an oasis?

(4) What is the Bedouin's favorite drink?

(5) Why do the city homes have flat roofs?

(6) What is one great danger of the desert?

IV. See Hectograph Section, page 78, for pictures to paste in your book. Tell the use of each in Arabia.

V. Draw each of these animals: *horse, camel, sheep, donkey*. Put a red border around the one most useful to a Bedouin. Tell how each helps the Bedouin.



## FACTS ABOUT HAWKS

(Natural Science, Middle and Upper Grades)

By T. W. HUNT and H. C. ANDREWS

In the June 24, 1943, issue of the Regina *Leader-Post* there appeared a picture of a Swainson's Hawk with the caption, "Winged—Useful Bird Falls Prey to Hunter's Gun". The story below the picture said, in part:

"This is a picture of a bird that is worth \$50 to any farming community for the number of gophers it kills in a year. It's a Swainson's Hawk. . . . This bird was walking along the road when the photographer came upon it. . . . One wing was injured and there seemed to be pellet wounds in its breast. . . . It couldn't fly, so it was walking home. Maybe it was walking home to die."

Many people believe that hawks are harmful. *What is your opinion?* Is the foregoing newspaper clipping right or wrong?

### Scientific Method and Attitude

Suppose that we together tackle this problem: *Are hawks harmful or beneficial?* You should search for information in sources available to you, and in this article we shall give you some facts we have secured in books and other publications we have been able to consult. Let us try to use *scientific method* and adopt a *scientific attitude*—that is, let us search carefully in authoritative sources for the *facts* related to our problem; let us have an open mind until we are satisfied we have the truth; and when we have finally assembled our facts, let us base our judgment or decision solely upon these facts.

### Facts About the Value of Hawks

First, we shall look in P. A. Taverner's book, *Birds of Western Canada*, page 178. Here we find these statements:

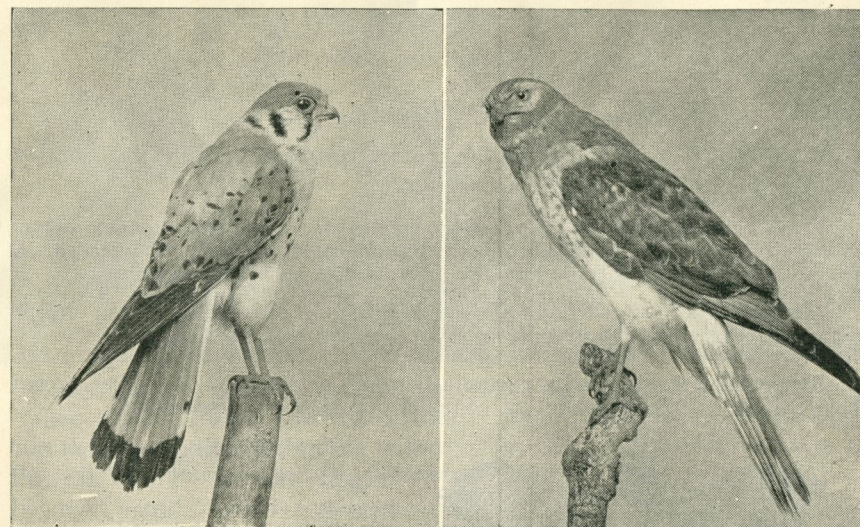
"The United States Biological Survey made a thorough study of the food habits of American Hawks and Owls, basing its conclusions upon the examination of about 2,700 stomachs taken in all seasons of the year in various parts of the United States and Canada. . . . Only six of the seventy-three species studied are injurious."

Taverner then states that:

"Dividing the *thirty-three* raptorial birds (birds of prey) of Western Canada into groups according to their economic status, we find that:

*four* species are wholly beneficial and absolutely harmless; *seventeen* are mainly beneficial, doing decidedly more good than harm; *six* are about balanced in their effect; and *six* are positively harmful. Only three of these are common enough to warrant consideration and only two, the Sharp-shinned and Cooper's Hawks, are numerous enough in thickly settled communities to be noticed. The Goshawk is a more northern species."

Are not the foregoing facts quite conclusive? They definitely indicate that *the majority of our hawks are beneficial*. However, a good scientist does not base his opinion upon facts from one source only. We shall consult others. In the United States Department of Agriculture Farmers' Bulletin, No. 1682, *Usefulness of Birds on the Farm*, we read:



Left: The small, useful Sparrow Hawk, which is a member of the Falcon group. Notice its sharply-pointed wings and long tail. Right: The Marsh Hawk, which is more beneficial than harmful. (Photos by courtesy of Fred Bard.)

"Hawks and owls . . . feeding chiefly upon living animals smaller than themselves . . . naturally prey sometimes upon some of the domesticated kinds, particularly poultry. This has given them a bad reputation with farmers . . . Scientific investigation of their habits shows that only a few species of hawks and only one owl feed chiefly, or even largely, upon birds, and therefore to any great extent on poultry. The birds of prey correctly regarded as chiefly injurious include the Sharp-shinned, Cooper's, Duck Hawk, Goshawk, and Great Horned Owl . . . The remaining species of hawks and owls, more than 50 in all, have useful habits. They feed on a great variety of rodents and have a tremendous effect in controlling the numbers of these pests. Their staple food consists for the most part of meadow mice, but it includes also many other destructive rodents, such as rabbits, ground squirrels, prairie dogs, pocket gophers, and house rats and mice."

These facts are arresting, too. Notice also mention again of the Sharp-shinned, Cooper's, and Goshawk as the harmful ones. They commit the crimes for which uninformed people shoot other hawks. In another authoritative source of information, *Birds of Ontario in Relation to Agriculture*, Bulletin 218, Ontario Department of Agriculture, we find the following:

	Number of Stomachs Examined	Number Containing Poultry and Game Birds	Number Containing Mice and other Mammals	Number Containing Insects
Red-tailed Hawk . . . . .	562	54	409	47
Rough-legged Hawk . . . . .	49	0	45	1
Sparrow Hawk . . . . .	320	1	101	244
Marsh Hawk . . . . .	124	7	79	14

Notice, in the foregoing table, the number of stomachs of hawks examined, the small number found to contain poultry and game birds, and the large number which contained mice and other mammals. Observe, too, the number of Sparrow Hawks which had been eating insects.



Is not the case for the hawks very plain? The truth is that *the big majority of our hawks are decidedly beneficial.*

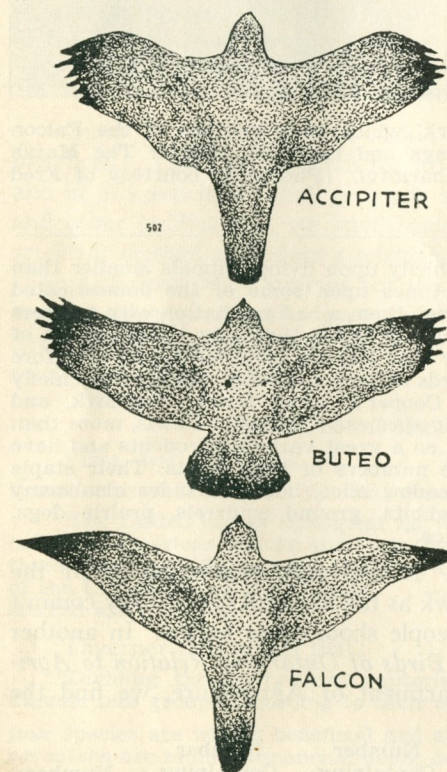
### How to Identify Common Hawks

Next let us turn our attention to the problem of how to identify common hawks when we see them outdoors.

**FERRUGINOUS ROUGH-LEGGED HAWK:** *largest of our hawks, variable coloring, legs feathered, back is reddish brown, underparts very lightly colored. A prairie hawk. Destroys large numbers of gophers. Definitely beneficial.*

**RED-TAILED HAWK:** *large, variable coloring, brick-red tail, often breast lighter colored than abdomen. Beneficial. A common hawk in semi-wooded areas.*

**SWAINSON'S HAWK:** *large, variable coloring, breast band of reddish brown above a light colored abdomen. A common prairie hawk. Beneficial.*



Three groups of hawks. (Reprinted by permission from *Canadian Water Birds, Game Birds, and Birds of Prey*, by P. A. Taverner, published and copyrighted in Canada by The Musson Book Company Ltd., Toronto.)

underparts barred crosswise in red and white. Cooper's is the larger, with a rounded tail. Sharp-shinned is small with a square or slightly forked tail.

**GOSHAWK:** large, grey, underparts barred. A northern bird visiting prairies sometimes in winter.

The foregoing represent our largest hawks. They are all heavily built, broad-winged hawks with broad tails. It is these big, slower-flying, easy-to-shoot birds which are so often shot for crimes which they do *not* commit.

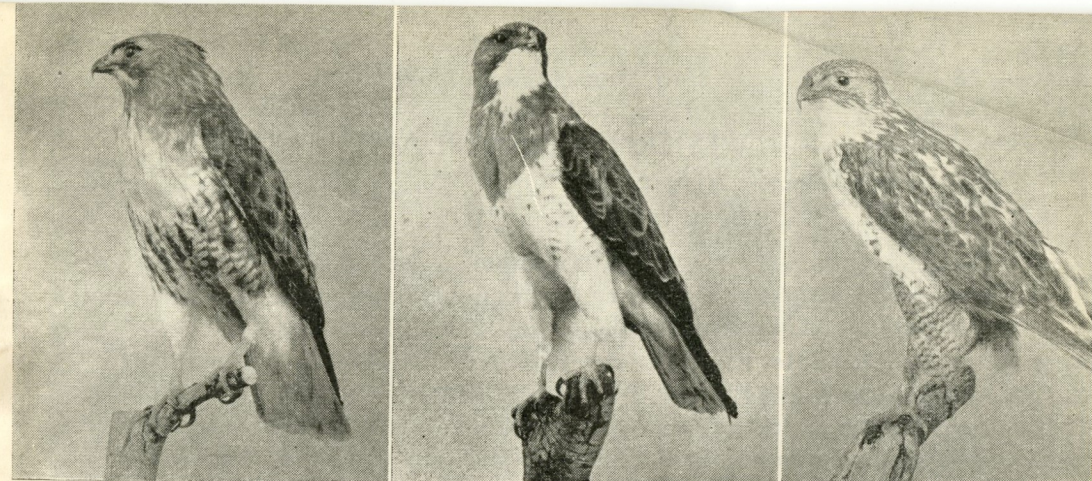
**MARSH HAWK:** medium-sized, slender body, long wings and tail, readily distinguished by prominent white rump mark (on back just at tail). Very common in open meadows and marshes. Considerably *more beneficial than harmful.*

There is another group of hawks called Falcons, all of which have long, narrow tails and pointed wings. Many prey upon other birds, but they are not common.

**SPARROW HAWK:** small (about the size of a Robin), red-colored Falcon, white cheek marks. Feeds largely on mice and grasshoppers. *Beneficial.*

The three definitely harmful hawks are swift-flying birds of the wooded areas. They have short, round wings and long, narrow tails. Their group name, *Accipiters*, means "bird killers".

**COOPER'S and SHARP-SHINNED HAWKS:** small, back blue-grey, underparts barred crosswise in red and white. Cooper's is the larger, with a rounded tail. Sharp-shinned is small with a square or slightly forked tail.



Three large and common hawks of the Buteo or Buzzard group. *Left:* Red-tailed Hawk. *Centre:* Swainson's Hawk. *Right:* Ferruginous Rough-legged Hawk. The evidence submitted in this article clearly indicates that these are all definitely beneficial hawks. (Photos by courtesy of Fred Bard.)

### Skilful Aviators

Not only are our largest hawks of great economic value, but they are beautiful to watch as they sail gracefully and skilfully through the air. Watch a big hawk soaring. Sometimes one will float without noticeable wing movement for a considerable period of time, soaring upward, then diving downward, without seeming effort. Time one. How long does it soar without movement? Watch for a "picture"—blue sky, billowy white clouds, and a hawk soaring.



The small Sharp-shinned Hawk, a member of the Accipiter group. It is a harmful hawk. (Photo by Fred Bard.)

### Things to Do

1. Show clearly how *scientific method* can be used when studying the economic importance of hawks.
2. Try to identify the hawks of your neighborhood. Observe closely the hawks you see along roadsides and in the fields and woods.
3. Observe a pair of hawks for a season. Try to learn, first hand, interesting things about them. *Do not disturb their nest*, unless you are certain they belong to one of the harmful species.
4. Watch magazines and newspapers for stories and articles about hawks.
5. When you are satisfied you have the truth about the great value of hawks, tell others who may not know. Help to prevent useless destruction of our hawk friends.
6. Prepare posters or murals under headings such as *The Conservation of Useful Hawks*. Tell in pictures what hawks eat in order to stress their value.
7. Perhaps you can collect pictures of hawks, and classify them as harmful and beneficial.

(Continued on page 88)



## WESTERN WONDERLAND

(Social Studies, Grades V and VI, "B" Course, Saskatchewan)

By F. J. GATHERCOLE, B.A., B.ED.

### Introduction

Any one of the following suggestions would be a suitable introduction for this unit on Western Canada:

(a) Read to the class the selection, "The Terrible Lizards of Alberta", on pages 325-332, *Highroads to Reading*, Book VI.

(b) Read Bliss Carman's poem, "Rivers of Canada", page 79, *Highroads to Reading*, Book VI. Deal particularly with those rivers which are in Western Canada. Let the children trace these rivers on the map.

(c) Read the selection, "Totem Poles", *Highroads to Reading*, Book V, pages 115-121.

(d) Show pictures of scenic spots and places of interest and importance to Western Canada.

(e) If any of the children in the class have travelled in Western Canada outside of Saskatchewan, ask them to tell the class about their trips.

### Development

If the introduction has been properly handled, the children should realize that Western Canada is an interesting region. Every country cannot boast of totem poles; dinosaur bones cannot be dug out of everybody's yard. Few regions can match the beauty of British Columbia. Western Canada is, then, quite a wonderful place. Suggest to the children that it might be called a wonderland—*Western Wonderland*.

Then present the problem, "Why is it right to call Western Canada a Western Wonderland?" As suggestions come from the class, list them on the blackboard. The list might look like this:

*Western Wonderland: Why?*

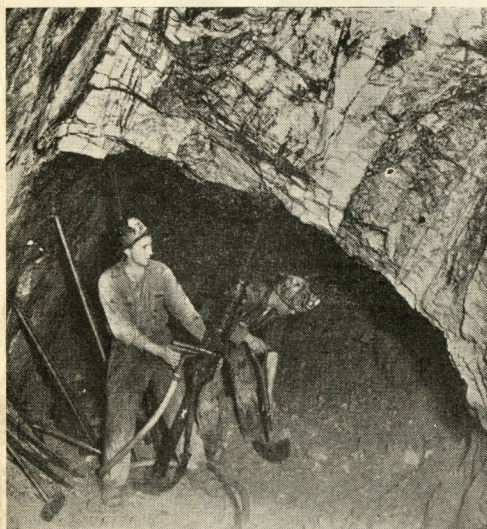
1. It is a land rich in gorgeous scenery.

2. It is a vast playground for tourists and holiday seekers.

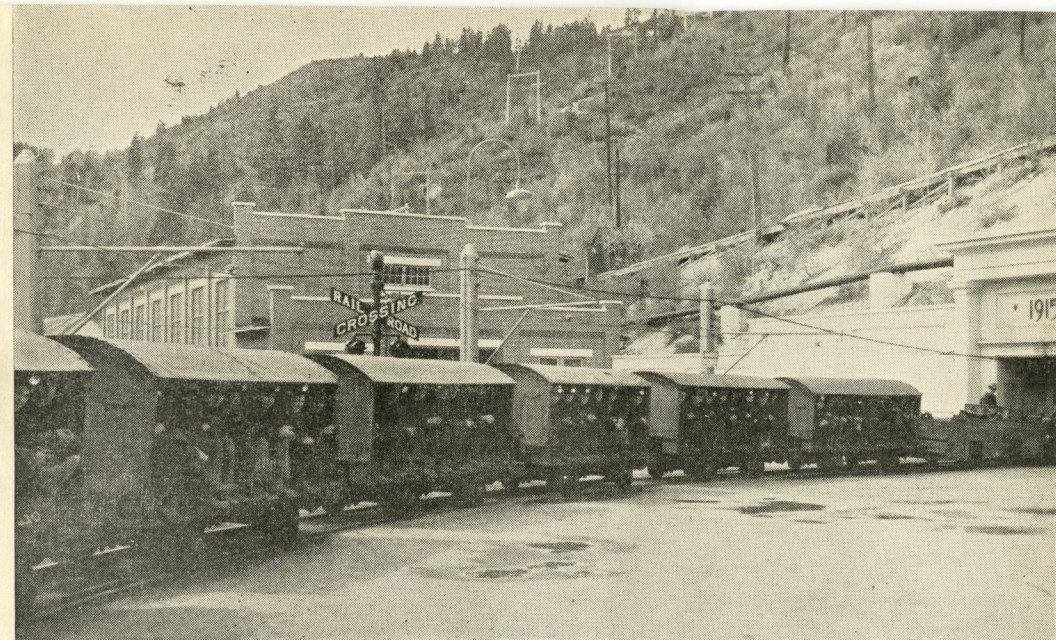
3. It was at one time the home of dinosaurs.

4. It has an immense wealth of natural resources: (a) Fertile soil of the plains. (b) Fruitful valleys of British Columbia. (c) Fisheries. (d) Forests. (e) Minerals.

5. It contains the Alaska Highway.



Men at work in the Bralorne Mine, Bridge River, B.C. What mineral comes from this mine? By what means is the rock broken so the ore can be taken from the mine?



Men going to work in the Sullivan Mine, Kimberley, B.C. What minerals come from this mine? This is the largest mine of its kind in the world. Where is the ore smelted? (Courtesy, Consolidated Mining and Smelting Co.)

The next step will be the collection of material on some or all of the items listed in the blackboard summary. In large classes, committees of pupils might be formed to collect information about the topics, each committee assuming responsibility for one topic. Reports would be made in class; discussion would follow, and summaries of the most important facts would be made for the class. In small classes of three or four children the committee method of organization is not feasible, but topics might be assigned to individual pupils for investigation.

No attempt should be made to exhaust all of these topics with the class at this time. To do so would make the unit too unwieldy. Collect only sufficient material to show the children what a wonderful country Western Canada is. If interest is greater in some phase of the unit, or if a great deal of material is available for some part of it, deal with that section in greater detail.

### Sources of Material

The children will find excellent material in the following sources:

1. *Highroads to Reading*, Books V and VI.
2. Any good, recently published geography, e.g., *A World Geography for Canadian Schools*, by Denton and Lord.
3. The Canadian Geographic Magazine.
4. Government publications. Write to the Bureau of Publications in the Legislative Building in each of the capital cities of the four western provinces. The Department of Mines and Resources, Ottawa, might be able to supply useful material. This might be an effective correlation with language if pupils are asked to write the letters. Whenever you write for material, specify exactly what you want.



5. Current magazines and newspapers.

### Procedure

1. The teacher should make reading materials available for the pupils' use and should specify the minimum amount of reading to be done by all children in the class. The brighter pupils and the more interested ones should be encouraged to do much more than the minimum reading.

2. To assist the children in selecting the most important material from the mass which is read, a study guide should be provided. This might be a written or hectographed sheet or it might be a blackboard outline. In many cases it will contain nothing more than a list of questions to be answered.

3. The material read and the answers to the questions should be discussed in class. Brief blackboard summaries should be prepared.

4. Reports should be received from those committees or individuals to whom a particular topic has been assigned for investigation. Each report should be carefully evaluated.

5. A map of Western Canada should always be before the class during the social studies periods. Frequent reference should be made to it during the lesson periods.

6. Study as many pictures as can be obtained. If a motion picture projector is available, obtain some films dealing with the West.

7. Plan some culmination for the unit. Some of the best are the following:

- (a) A booklet containing small maps, written material, and pictures.
- (b) A large map showing wheat-growing regions, fruit-growing regions, mining centres, etc.
- (c) A diary of a motor trip through Western Canada.
- (d) A frieze made up of several pictures representing some of the wonders of the West.

### Some Activities

1. Let a child pretend she is a river. Ask her to tell her story. This can be made a very fine exercise, for so much material can be worked into the story.

The Columbia River, for example, in addition to telling about itself, would tell about important centres along its course. Most farm children in Saskatchewan have heard about Elephant Brand chemical fertilizer, but few realize that it comes from a chemical plant in Trail, British Columbia. One of the pictures illustrating this article is a photograph of Trail, B.C., with the Columbia River and the Consolidated Mining and Smelting Company's smelter shown. This is the largest plant of its kind in the world. Ore for the smelter is obtained from the Sullivan mine at Kimberley, B.C., also the largest mine of its kind in the world. What metals come from the Trail smelter? How are these metals obtained from the ore? Where is the necessary electric power obtained? Where is the coal used in the plant obtained?



General view of Trail, B.C., and the Columbia River, with the smelter in the background. Name five products of this smelter and its associated plants. (Courtesy, Consolidated Mining and Smelting Co.)

2. Let a child imagine she is a salmon. She will tell her story to the class.
3. Examine cans of fish to find where they were packed.
4. Find what kinds of British Columbia lumber are available in your local lumber yard.
5. Make a bar graph to show grain production in the prairie provinces.
6. Draw a map of Western Canada and mark the river systems on it.
7. Prepare a poster advertising some one of Canada's mountain resorts.

### AN OUTLINE OF MATERIAL CONTAINED IN THE UNIT

#### 1. Scenery:

- (a) Contrast the beauty of prairie scenery with the rugged grandeur of the mountains.
- (b) Rivers, lakes, waterfalls.
- (c) The beauty of wooded areas.
- (d) Prairie sunsets.
- (e) Beautiful cities, like Victoria.

Good photographs are very important in giving children a true appreciation of the beauty to be found in the West. Colored pictures are to be preferred.

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**2. Playgrounds of the West:**

(a) Name and locate the national parks of the four western provinces. Mark them on a map.

(b) What is the value of parks, forest reserves, and tourist centres?

(c) What accommodation is provided for tourists in places like Banff or Jasper?

(d) In what sports and activities may one engage in our national parks?

Some of the best material obtainable for this part of the unit is contained in government publications. The National Parks Bureau, Ottawa, has published some very fine booklets entitled *Canada's Mountain Playgrounds* and *Playgrounds of the Prairies*. The wealth of photographs they contain make them especially valuable. Such material, if used in class, should be read, studied, and preserved, but not cut up to paste in a booklet the children are preparing. The Bureau of Publications, Regina, has published a very fine booklet, *Saskatchewan Holidays*.

**3. The Home of Dinosaurs:**

(a) What are dinosaurs?

(b) Where have their remains been found in Western Canada?

(c) What is the value of finding these bones?

Be sure to have children read the selection in *Highroads to Reading*, Book VI, pages 325-332.

**4. Immense Wealth of Natural Resources:**

(a) The importance of agriculture in Western Canada; the crops produced; the size of this year's wheat crop on the prairies; factors determining the kind of farming carried on. Up-to-date material on this part of the unit is readily obtainable in *Canada, 1943*, sold by the Dominion Bureau of Statistics, Ottawa.

(b) Location of inland and coastal fisheries; kinds of fish caught; why very little of the best salmon is obtainable in our stores today; fishing centres on the Pacific Coast.

(c) The main forest regions of Western Canada; chief trees; why the trees in British Columbia are so much larger than those in the prairie provinces; the paper industry.

(d) Minerals of the Canadian Shield and Cordilleran region; minerals obtained at leading centres like Goldfields, Great Bear Lake, Turner Valley, Flin Flon, Drumheller, Estevan, Kimberley. Avoid a great deal of detail but refer to those phases of mining which are outstanding, e.g., the mines at Kimberley and the smelter at Trail, the tar sands of northern Alberta, radium from Great Bear Lake.

**5. The Alaska Highway:**

(a) Locate it on a map.

(b) Why is it considered to be such a great engineering feat?

(c) What is its value?

(d) Whose road is it?

NOTE: Teachers should not overlook the main purpose of this unit, namely, to introduce children to a study of Western Canada in such a way that they will be curious to find out more about it and that they will realize it is a wonderful country. Thus, material of minor importance should be left for later study; stress the things which are unusual, the places where Western Canada excels.

**Buy Victory Bonds!**

**THE SCIENCE NOTE BOOK**

(Grades VII and VIII)

By LLOYD T. CARMICHAEL, B.A.

REFERENCES: *Science Activities*, Book II, W. J. Gage Co., Toronto. *Guide to Farm Practice in Saskatchewan*, free to teachers, from Extension Department, University of Saskatchewan, Saskatoon.

TO THE TEACHER: In presenting the following lessons, three fundamental concepts should be kept constantly in mind: (1) The only function of our flowering plants is to produce seeds. (2) It is necessary for the farmer and the scientist to constantly improve the quality of desirable plants. (3) The battle against destructive plant diseases and insects must continue from year to year.

**For the Pupil**

A. Try to remember that the sole function of plants is to reproduce themselves, ordinarily by means of seeds. The beauty of the color of the flower, its perfume, and nectar have been bestowed by nature, not to please us, but to attract insects in order that life might continue through the abundant production of seeds. This production involves the processes of *pollination* and *fertilization*. Test your knowledge in respect to these:

(1) What is pollination? (2) Distinguish between self-pollination and cross-pollination. (3) What is peculiar about the flowers of the pumpkin? of the willow? (4) Mention some various adaptations of flowers in order to prevent self-pollination. (5) What is the function of the calyx of the flower? (6) Name some characteristics of wind-pollinated flowers. (7) List some flowers of this type. (8) Where are the egg cells in a flower situated? (9) What part of the flower produces the sperm cells? (10) Exactly what is meant by fertilization? (11) What is a fruit? (12) What are some of the common adaptations of fruit for dispersal?

PROJECT—Make a collection of various wild fruits and seeds in order to observe and study the various methods of distribution. Let this be a co-operative class project. Get busy before the cold weather sets in.

B. Rewrite the following sentences in your science note book, filling in the blanks:

(1) The function of the stamens is to produce ..... (2) After fertilization the ovule develops into a ..... (3) The pistil of a flower is equipped with a sticky ..... for catching ..... (4) The essential parts of a flower are the ..... and the ..... (5) Flowers which have the four essential parts are said to be ..... flowers. (6) Pollination is the transfer of pollen from the ..... to the ..... (7) The two chief agents in the transfer of pollen are ..... and ..... (8) The union of a ..... cell with an ..... cell is known as fertilization. (9) When a pollen grain becomes caught upon the ....., it sprouts and sends a fine ..... down through the ..... to the ..... in the ovary. At the tip of the pollen tube is a tiny speck of life called a ..... In the ovule is another speck of life called the ..... cell. The sperm cell finds its way to the ..... cell and the two unite, thus completing the process of .....



C. The grain farmer in Saskatchewan has had many battles to fight in order to save his crops from destruction. His has been a struggle against the lack of moisture, soil drifting, grasshoppers, sawflies, rust and smut, and the greatest of these, perhaps, has been the stem rust of wheat. But science has come to his rescue, the worst enemy has met an outstanding defeat, rust has been conquered and millions of dollars each year have been saved. Find out from the references stated just how this miracle has been accomplished. Write the following sentences in full.

(1) Marquis wheat was developed by the ..... of two earlier varieties.

(2) After cross-pollination, careful ..... was necessary year after year until the required strain was produced.

(3) One weakness of Marquis is susceptibility to .....

(4) As a result of vigorous breeding attack on the stem rust problem, there are now a number of new red seeded wheat varieties resistant to stem rust. Four of these are .....

(5) Apex wheat was developed at the University of ..... Thatcher was developed at the ..... and Renown and Regent at the ....., Winnipeg.

(6) In cross-breeding of wheat the ..... are removed from one wheat head to prevent ....., then the pistils of the flowers on this head are dusted with ..... from the ..... of the other variety. The heads are then covered with ..... to guard against further .....

(7) Varieties of grain already being grown may be improved by .....

(8) The more common method of improving potatoes is by ..... (How is this done?)

(9) The leading oat varieties in Saskatchewan for years have been ..... and ....., but they have one weakness, in that they are susceptible to .....

(10) Two new rust-resistant varieties of oats are ..... and .....

(11) A rust- and wilt-resistant variety of flax has been developed called .....

*True or False*

(12) Potatoes grow wild in Chile.

(13) The chief function of the plant is to produce roots, leaves, and flowers.

(14) Insects carry pollen from the stigma of one plant to the anther of another.

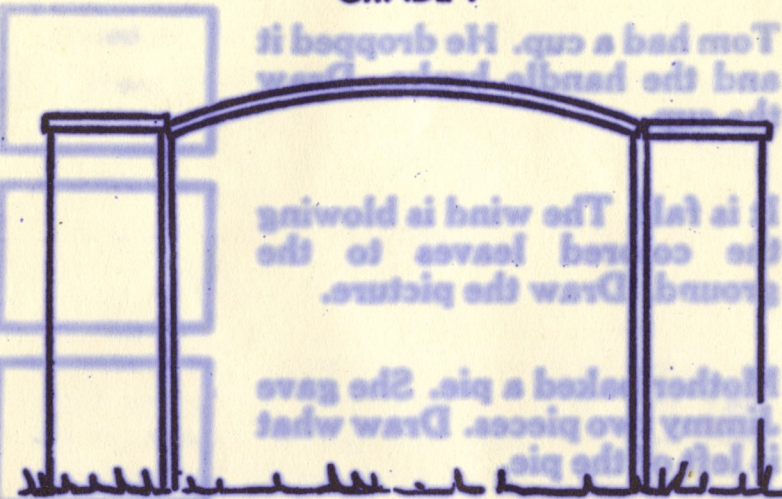
(15) Marquis is a rust-resistant wheat.

(16) Apex was developed by Dr. J. B. Harrington.

(17) Thatcher is equal to Marquis in milling and baking qualities.

(See page 100 for answers)

# GRADE I



See the little Jack-o-lanterns  
Sitting on a wall,  
Three of them are very big  
And one is very small.

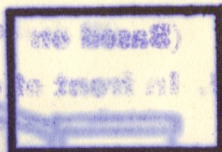
Cut us out and color us  
Be sure our eyes are lit,  
Paste us on the garden wall,  
Where you think we fit.



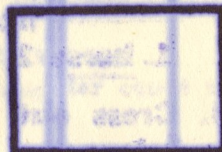


## GRADE II

1. Tom had a cup. He dropped it and the handle broke. Draw the cup.



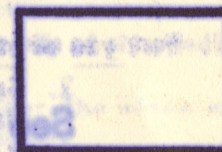
2. It is fall. The wind is blowing the colored leaves to the ground. Draw the picture.



3. Mother baked a pie. She gave Jimmy two pieces. Draw what is left of the pie.



4. The clock is ticking loudly. All of a sudden it stops. The big hand has fallen off. Draw the clock now.



5. Color 1 and 6 green.  
Color 2 and 7 blue.  
Color 8 and 3 red.  
Color 4 and 5 yellow.



6. Name three things missing in the picture.

1.  
2.  
3.

Finish the picture.  
Color the picture.



## LITERATURE, GRADE III

(Based on "Highroads to Reading". Book III)

- I. In front of each word put the number of the word which matches it:

\_\_\_\_\_ pumpkin \_\_\_\_\_ rat  
\_\_\_\_\_ lizard \_\_\_\_\_ mouse

(1. horse 2. coach 3. coachman 4. Footman)

- II. Cross out the words in each list which do not belong:

<u>Cinderlad</u>	<u>Fable</u>	<u>Shadows</u>
gold armor	a long story	look like you
silver armor	an old story	do what you do
steel armor	it teaches a lesson	grow quickly
brass armor	written by Aesop	talk quickly

- III. Put yes or no in front of each sentence:

- ..... 1. Snow-White and Rose-Red met the dwarf first on the bank of the stream.  
..... 2. The dwarf picked up a bag of gold after their first meeting.  
..... 3. The donkey in "The Town Musicians" was going to play a flute.  
..... 4. The cat was going to play the kettle-drum.  
..... 5. The knight in silver armor rode to the top of the hill.  
..... 6. The wind made the man take off his coat.

- IV. In one or two words tell what these lines are about:

1. I know I should fall if I tried to fly. ....  
2. He's friendly with the frogs and toads,  
And sees the pretty plants in flower. ....  
3. And then she kissed its silken ears,  
Thanked it, and let it go. ....  
4. I felt you push, I heard you call. ....

- V. In your book write an interesting sentence about each of these:

Cinderlad, Aesop, Rosamond, Robert L. Stevenson



## LITERATURE, GRADE IV

(Based on "Highroads to Reading", Book IV)

## I. Complete the following sentences:

- (1) He killed the goose that .....
- (2) I always think the cover of a book is like .....
- (3) The mother of the three sons could not have told you .....
- (4) He was never to sharpen the magic scythe by .....
- (5) The miller told the king that his daughter could spin gold out of .....
- (6) Brer Rabbit killed Brer Wolf by .....

## II. The Hare told his news about the end of the world to the ....., the ....., the ....., and the .....

## III. Match a number from column 2 with each group of words in column 1.

- |                                    |  |
|------------------------------------|--|
| (1) ..... Mrs. Dingle saw          | 1. a spark of fire.                      |
| (2) ..... The leaf whirled like    | 2. the lion.                             |
| (3) ..... Rumpelstiltskin wanted   | 3. a great pile of chopped wood.         |
| (4) ..... I'd love to find a fairy | 4. the miller, the widow and the weaver. |
| (5) ..... King of the jungle       | 5. all pink and pearly.                  |
| (6) ..... The fairies helped       | 6. the queen's baby.                     |

## IV. Fill in each blank with the correct word:

1. Peter Johnson found .....
2. A dove saved the ..... life.
3. The colors from the garden have gone to make the .....
4. King Frodi was ..... for more and more gold.
5. The little girl's brothers were turned into ..... ravens.

## V. Write from memory 8 lines of any poem which you have studied.

SOCIAL STUDIES: See question IV, page 63.



## FISH, FUR, AND GOLD - THE STORY OF THE EARLY EXPLORERS

(Social Studies, Grades V and VI, Manitoba)

By F. J. GATHERCOLE, B.A., B.Ed.

## Introducing the Unit

The teacher may introduce this unit by telling the class the story of Marco Polo. The alert teacher will probably arouse interest first by asking the children if any of them have taken long trips and by asking them how people travel today on long trips. Then she would say, "Today I am going to tell you a story about a little boy who lived many years ago. He travelled far to a distant land, but travelling was so slow and difficult that the journey took him three years. The boy's name was Marco Polo."

As the teacher tells the story, she will point out the route on a map of the world. As the names of people and places come into the story, she will write them on the blackboard. Stress the point that, although the Polos were not explorers in the New World themselves, they influenced many of the people of Europe to become explorers. As a result of their stories, and others like theirs, fleets of ships were fitted out to search for a sea route to the rich prizes of the East.

If a suitable book in the school contains the story of the Polos, the children may be asked to read it after the oral part of the lesson has been completed. If hectographed maps of the world are available, let the children mark the route taken by Marco Polo and the regions he visited.

## Developing the Unit

In the second lesson period the teacher might begin in this way: "We found out in our last lesson that Marco Polo visited China. When he returned to Venice in 1295, he showed the people robes of silk and velvet and heaps of precious gems which he had brought back from the East. What effect did this have on the people with whom he and his father and uncle talked? . . . . Today we are going to begin the study of those famous explorers who tried to reach the Orient by a sea route."

At this point the teacher should raise the problem, "By what routes could you get from Italy to China?" The answer is to be found in map study. Trace for the children some of the main routes followed by traders in early days, namely:

(a) From Genoa by water to Constantinople and then overland to China.

(b) From Venice by water to Egypt and then overland to the Red Sea, where the route continued by water to India, the East Indies, and China.

(c) From Italy to the east end of the Mediterranean Sea, overland to the Persian Gulf, and then by water to the East.

What was objectionable in these routes? List these objections on the blackboard.



Children will trace on the map alternative routes which might have been followed at that time, and also the other routes now possible as a result of the construction of the Suez and Panama Canals.

For seatwork following this lesson the children might draw these routes in several colors of crayon on the maps supplied to them.

### Dividing the Unit

In the third lesson period the stories of the explorers will be begun. Tell the class that the explorers came from several countries which were quite important sea powers at that time. Then divide the explorers into groups:

- (1) the Portuguese and Spanish explorers;
- (2) the British explorers;
- (3) the French explorers.

Select a few from each group to show the motives which drove them to undertake these long overseas voyages and the regions they visited. This would be a suitable selection:

#### (1) PORTUGUESE AND SPANISH EXPLORERS:

(a) Deal with the voyages of Diaz and Da Gama from Portugal. Their trips took them down the African coast, and, incidentally, aroused the keen rivalry of Spain.

(b) Present the story of Columbus, the sailor with the new idea that one would not fall off the edge of the world if he continued to sail westward into the unknown seas, for he believed the earth was round. Hence, one sailing west would eventually reach the riches of the East. He erred in that he forgot the possibility of a large area of land standing in his way. Because of this he discovered North America in 1492.

(c) Refer to the voyages of Vespucci, Ponce de Leon, Balboa, Cortes, and Pizarro. Point out that the Spanish explorers were guided by three great purposes: desire for more land for Spain, greed for gold, and the hope of finding a route through or around America to the Orient. Children should realize that these men visited the same part of the New World that Columbus visited. Thus, Spain early gained a foothold in the Gulf of Mexico region, Central America, and South America.

#### (2) THE BRITISH EXPLORERS:

(a) The Cabots gained a foothold for England in Newfoundland and Cape Breton. Why were they so much farther north than the Spaniards? Three effects probably came of the Cabots' voyages:

- (i) Britain had a claim on northeastern America;
- (ii) Cabot suggested the idea of a passage to the East by way of the Far North;
- (iii) Cabot reported that fish were so numerous "they sometimes stopped his ship". Roman Catholic Europe used large quantities of fish, so, when the stories of the fisheries reached Europe, fishermen from several countries made regular trips to the Grand Banks. (Point out this region on the map. Discuss briefly the modern fishing industry of the Grand Banks.)



John and Sebastian Cabot land at Cape Breton. What flag have they planted on the shore? Why did they not use the Union Jack? In what kind of ships did they reach America? (Courtesy, Confederation Life Association.)

(b) Trace the routes followed by Frobisher, Davis, Hudson, and Franklin. Avoid excessive detail about these men, but take sufficient to show the regions they visited, the hardships experienced, the purposes which kept them moving onward to the West. Refer to the way in which Henry Hudson was responsible for giving the Dutch a foothold along the Atlantic seaboard.

#### (3) THE FRENCH EXPLORERS:

(a) Discuss the story of Cartier. Mark clearly the regions he visited and claimed for France.

(b) Deal with the story of Champlain. Refer to the founding of Quebec, his hope of finding a route to the Pacific, his alliance with the Hurons and the problem it gave birth to, and the beginning of the profitable fur trade with the Indians.

### Procedure

1. Introduce each part of the unit but do not tell all the material that you expect the children to learn. Leave something for them to gain from their reading.

2. Require a minimum of reading from all children in the class, but encourage the faster readers and the better pupils in the class to do additional reading. Suitable reference books should be set out for their use. If the teacher can find time, it is a good plan to prepare a list of questions as a guide to the reading of each book or chapter. Children need



not write the answers to these questions but they should strive to find the answers as they read.

3. Topics might be assigned to groups or to individual pupils for investigation. When material has been collected, reports should be given in class and evaluated. Then the important parts of the reports might be summarized and these summaries might be incorporated in the children's notebooks or booklets.

4. Keep a map before the class at all times.

5. Draw a time line on the blackboard. Each day as new dates are mentioned in class they should be recorded on the time line. Begin with Marco Polo, 1295. Then jump to Columbus, 1492. The use of several colors of chalk to distinguish the explorers from different countries will add value to the chart. Such a chart serves as a summary of the unit to date, and gives a continuity to the discussions in class.

6. When all the explorers have been dealt with, raise the problem, "Why did all these explorers undertake such hazardous journeys?" List the reasons on the blackboard.

7. Conduct a short oral quiz occasionally and at the close of the unit give an objective test. Mastery of subject matter is only one of the outcomes of a unit of this kind but it is one which should not be overlooked.

8. Study any pictures relating to the unit which might be available. One accompanies this article.

#### Additional Activities

1. Ask the children to imagine they are on board an explorer's ship. Write the diary which one of the men might keep for a week.
2. Read the poem, *Columbus*, and any other suitable poems which can be found.
3. Act out the play, "Westward Ho!" in *Highroads to Reading*, Book V.
4. Make a booklet about the explorers.
5. Dramatize the arrival of Jacques Cartier in North America.
6. Draw and color the flag which Cabot planted on the shores of Labrador and Cape Breton.
7. Draw and color the cross and shield that Cartier planted in Gaspé.
8. Dramatize a fur-trading scene.

#### Sources of Material

*This Is Canada* by Toombs.

*The Story of Our People* by Paterson.

*The Pathfinders of North America* by Guillet.

*Highroads to Reading*, Book V.

Any good Canadian history.

Pictures will probably be difficult to obtain.

**Buy Victory Bonds!**

## ART APPRECIATION

(Upper Grades)

By A. ELSIE DORSEY

### "The Fighting Téméraire"—Turner

"The Fighting Téméraire" (Téméraire means one who dares) was originally a French ship which was captured by the British in the Battle of the Nile. It was a three-decked sailing vessel, and carried ninety-eight guns. It became famous for the part it played at the Battle of Trafalgar in 1805, when the British victory shattered Napoleon's hopes for the invasion of Great Britain. During this sea battle Nelson's flagship, the Victory, was in imminent danger of capture or destruction. It was saved by the courageous action of the Téméraire.

When the old vessel's fighting days were over it was used as a prison ship, and finally, its usefulness gone, it was ordered to be broken up. Stripped of all useful iron and steel, it was towed down the Thames one evening at sunset to its last berth, the wrecking yards.

The artist Turner, with a group of friends, chanced to be enjoying the scenery from a rowboat nearby as the old battleship came into view, silhouetted against the setting sun. Stirred by sentiment, and the beauty of the scene, he made it the subject of one of his greatest masterpieces.

"The Fighting Téméraire" is an imaginative, poetic handling of interesting historical subject matter. It is painted in rather an impressionistic manner with little detail evident in the various objects in the picture. The major portion of it is occupied by a brilliant treatment of a glowing sunset sky.

To the left, the great hulk of the old warrior ship, its masts stripped of sails, towers ghost-like above the horizon. It catches the reflections from the setting sun, and its rose-tinted browns and golds are silhouetted, rather faintly, against the softened blue, purple, and yellow of the sky. Grouped near it, smaller vessels, with sails spread, are suggestive of a farewell guard of honor. In front of it, darker and more sharply defined, and in direct contrast to the lighter colored, more indistinct ship, is a jaunty little steam tug. From the latter's tall, almost black funnel belches forth smoke which, catching the bright hues from the declining sun, forms the only active element in an otherwise peaceful scene. The dark shadows of the tug and its reflections in the water are balanced by the small dark boats in the lower right of the picture. The entire group to the left is balanced by the brilliant sky on the right with its blazing reds, vivid yellows and blues, and by these reflections in the water. The serenity of the scene, broken only by the slanting line of smoke suggestive of forward motion, is emphasized by the horizon line and the horizontal lines of the few ripples in the water. The dignity and strength associated with the old ship are further impressed by the reflected lights on the numerous tall horizontal masts.

There is a sad sentiment conveyed also. The saucy little tug is emblematic of a new era ushered in by steam, and the dismantled vessel, the passing of an old régime. Too, the dying day and the discarded ship are in harmony. For each, the course is run. Both pass on, in all their glory and dignity, to the end.

This picture is typical of Turner's finest work in subject matter, color, and style. He is considered to be one of the world's greatest colorists. He



secured his famous brilliancy and luminosity in his pictures by a method of his own invention. This new technique which he developed in connection with both water-color and oil painting has prompted many to call him the founder of modern painting. Although he was greatly criticized, at first, for his use of such brilliant colors, his genius, coupled with able defence by John Ruskin, was such that he is credited with being the man who established, and made popular, landscape painting in England.

### The Artist

Joseph Mallord William Turner, "the greatest glory of British art", was born at Chelsea, a poorer part of London. His father, a barber, recognized his son's talents, and encouraged him in his desire to become an artist.

As a very young boy, Turner showed unusual artistic ability. His art training began when he was eleven, and at fourteen years of age he was sent to the Royal Academy Schools. About this same time he spent a year in the home of the great Sir Joshua Reynolds. When only fifteen years old he exhibited a water-color painting at the Royal Academy.

He went on long sketching tours about the country, painting numberless sketches and selling them as he went. He also made money by coloring prints for engravers, and by painting in backgrounds for architects' drawings. He always seemed able to make a living easily.

At twenty years of age he was a well-known artist. At twenty-seven, he was made a member of the Royal Academy, a great honor for one so young.

He travelled extensively on the continent as well as at home. He was interested in Dutch landscape, but was especially impressed by the work of Claude Lorraine, a French seventeenth century painter, who was fond of painting sunset skies and glowing sky effects.

Turner, who never married, called his pictures his "children", and, although he sold many for large sums of money, he hated to part with them, and most of them remained in his own possession.

As he grew older he became more and more eccentric. Often he neglected his work to go on long tours, the destination unknown to his friends. Although he owned a fine studio and house, he was found very ill one day, under an assumed name, in a cottage in Chelsea. He died next day and was buried in St. Paul's Cathedral beside the famous Sir Joshua Reynolds.

He bequeathed to the British nation his marvellous collection of pictures. The bulk of his great wealth he left for the support of poor artists, but his relatives contested the will and secured much of the money.

Turner established his reputation first as a water-color painter, which may account for his early popularity. He was a man of bright imagination and poetic temperament. The dramatic and striking things in nature appealed to him. Simple, commonplace things found no place as the subject of his paintings, although he painted thousands of sketches of such to be used later as *parts* of his carefully composed pictures. He looked beyond the details to a larger treatment of nature. He glorified



Courtesy, British Empire Art Company.  
The Fighting Téméraire—Turner



the sunshine, the mists of morn and eve, the grandeur of the storm and the glow of sunset. His poetic landscapes so far surpass those of ordinary artists he has been called the "Shakespeare of English painting".

He was an idealist. If the objects at hand, a tree, a church spire, or a sky, were not of sufficiently noble form or dimensions, or of appealing color, he altered them to suit his taste, and thereby added to the beauty of his composition. He was intensely interested in light and color in nature. No one could paint sunsets so brilliantly. His last works were really experiments in color, in light and atmosphere.

## WINSTON CHURCHILL

*(One of a series of biographies of great men and women of the world.)*

By ALICE YOUNG

EDITOR'S NOTE: Miss Young found it almost impossible to prepare a satisfactory story of both Churchill and Roosevelt in the space allotted to her in one issue. We have, therefore, arranged that her story of Roosevelt will appear in the November issue.

This is a brief outline of the life of the man who has become not only the Empire's foremost statesman but an outstanding historian and author. He is a man who has never been afraid to face danger or opposition. Indeed, he is his best when the odds against him are greatest.

Winston Churchill was born on December 3, 1874. From his father, Lord Randolph Churchill, he inherited a keen desire to live and a lively interest in politics. From his American mother, Miss Jennie Jerome, he acquired his enthusiasm for art and his flair for writing.

As a student he never could master the intricacies of Latin and mathematics, subjects considered in those days to be essentials of a good and proper education. History, writing, dramatics, and the sciences he devoured with zeal.

His desire for adventure and excitement contributed to his decision to study military science in the Cavalry School at Sandhurst. To enter the school, each prospective student was required to pass an examination. As this examination consisted mainly of Latin and mathematics, it is not surprising to learn that young Churchill had to try it three times before he was successful. At Sandhurst he became an excellent horseman as well as a good student of military tactics.

On graduating he joined the Queen's Hussars. When his ten weeks' leave was due he went to war-torn Cuba as a correspondent. This trip was an important event in his life, for it was his first attempt at serious writing. Each article brought him \$25. Later he was to become the world's highest paid journalist.

Wherever he went as war correspondent, whether in Cuba, India, or Africa, he was always in the thick of battle and many times escaped death by a hair's breadth.

On his return from Africa, his decision to give up war led him to seek a seat in Parliament as a Conservative. Although a soldier of some renown, he strongly opposed the spending of money on military things.

He stood, too, for free trade within the Empire. In fact, it was his firm stand on this question that caused a split with the Conservative party, for so heartily did he disagree with their policy of trade protection through tariffs that he walked across the floor of the House to take his place among the Liberals.

He has held many posts in the British Cabinet. As Under-Secretary for Colonies at the age of thirty-two, he concerned himself with the Indian and the Irish questions. As Home Secretary he brought about reforms that helped the lot of the prisoner. For the first time the prisoner's dull existence was brightened by the introduction of concerts and lectures. He also supported the Parliament Bill of 1911, by which the power of the House of Lords was drastically reduced.

Events at this time all pointed to a war with Germany. Churchill, always a man of peace, tried in vain to prevent the conflict that broke loose in August of 1914.

When it was evident that war was inevitable, the Prime Minister offered him the post of First Lord of the Admiralty. Feverishly, Churchill set to work to have all in readiness. He put young officers in charge of important naval posts, extended and developed the air service in the navy, and changed the fuel used in ships from coal to oil.

When war finally came, he asked to be released from the Admiralty in order that he might be able to take part in front-line combat. This request was refused.

In 1915, due to the unfortunate Gallipoli campaign, and to the fact that the Conservatives in the new Liberal-Conservative Coalition government would have nothing to do with him, Churchill was forced to surrender his post as First Lord. Relieved of his duties, he went into active combat on the field of battle in France.

Administrative conditions at home were not good and it was not long before Churchill was recalled to take over the position of Minister of Munitions. Tanks had just been invented in England and far-sighted Churchill recognized in them a weapon of tremendous possibilities. Due to his efforts, production of these was accelerated and their use proved a great factor in breaking down enemy morale. He was quick to recognize the importance of aircraft as well.

After the war, he held several offices in the Cabinet until 1922, when he lost his seat in Parliament. Feeling that he was done with politics, he retired to the country to spend his days painting and writing. It was at this time that he wrote his *World's Crisis*, a book which earned \$100,000 for him.

But a life of ease was not to be his. In 1933, Hitler came to power in Germany and started on his campaign for world supremacy. Churchill was among the first to realize the implications of this and warned the people of the world that war with Germany was inevitable. However, the war-weary world refused to be awakened. The government under Baldwin and MacDonald conducted a policy of appeasement, and Churchill's speeches bored the House of Commons.



In 1938, conditions were such that even the man on the street realized that once again war was unavoidable. With the invasion of Poland in 1939, war was declared and Churchill was admitted to the Cabinet. The collapse of Denmark, Norway, Belgium, and France forced Chamberlain to resign as Prime Minister, and the British, in their hour of need, turned to the man who had tried to stir them to their danger. This was in May, 1940. In the days that followed it was their leader's fortitude and determination that carried the people of Britain through the terrible aerial attacks that have become known as the "Battle of Britain".

In the summer of 1941 began a series of conferences with the President of the United States. The first was held on a battleship in the mid-Atlantic, where the Atlantic Charter was drawn up.

On December 7, 1941, Japan attacked Pearl Harbor, and the United States joined Britain in the fight for freedom. Churchill startled the world by flying to Washington to confer with Roosevelt.

War with Japan left the Allies in a very critical position. In May, Churchill again visited Roosevelt and plans were laid for the Tunisian campaign. At the successful completion of this campaign the war leaders met again in Casablanca. This fourth conference laid the plans for the Sicilian campaign. At the time of writing, the fifth conference is in progress in the ancient citadel of Quebec. What this meeting will bring, time will tell.

Churchill's ready wit and quick retorts have become as famous as his big, black cigar. During one of his election campaigns many of his meetings were interrupted by women who demanded that Parliament extend to them the right to vote. On one occasion, at a time when Churchill wore a moustache, a suffragette shouted at him, "I don't like your moustache any better than I like your politics." In a flash came the reply, "Don't worry, madam, you won't have the opportunity of coming in contact with either."

In spite of his busy and varied career, Churchill found time for many hobbies, chief among them being his painting, a hobby he began at the age of 40. One morning, after watching his children playing with their water colors, he bought himself a complete set of oils, and stealthily setting off for the park, set up his easel to try his skill. A lady artist passing by encouraged him. Since then, painting has not only been a source of relaxation but it has been a refuge when the world has turned from him to lesser men.

### FACTS ABOUT HAWKS

(Continued from page 67)

8. Above all, do not injure a hawk in any way, until you first positively identify it as a harmful one. Remember always that most hawks are beneficial.

9. Read about hawks in such books as:

*Birds of Canada*, by P. A. Taverner, Musson Book Co., Toronto.

*How and Why Experiments*, J. M. Dent & Sons, Toronto.

*Adventures in Science*, Book IV, School Aids and Text Book Publishing Co., Regina.

## THE TRIAL OF FIRE

(An Enterprise for Grades V to VIII)

EDITOR'S NOTE: The following mock trial was written by students of Room D, Regina Normal School, January-March term, 1943, as the culmination of an enterprise on fire. It was presented twice in the school auditorium, following which the class sold the publishing rights to *The Modern Instructor* and donated the proceeds to the Red Cross.

Before the trial is used by other classes, research should be carried on to bring facts up-to-date and to adapt the trial to the local situation.

### CAST:

Judge	Miss Heatwave
Prosecuting Attorney	Miss Stone Age
Lawyer for the Defense	Mr. Woods
Clerk	Mr. Timber
Mr. Know A. Lot	Fire Chief Putter-Outer
Miss Burns	Fire
Mr. W. E. Fixum	Jury, including foreman

The judge enters after all have assembled. The defendant (Fire) is led in by the court officer. Everybody stands as the judge enters.

CLERK (*standing*): Hear ye! Hear ye! All ye who have business with this honorable court, draw near and present your petitions. The first case to be considered is that of the people vs. Fire.

JUDGE: Have all the formalities been observed?

CLERK: Yes, Your Honor.

JUDGE: Does the prisoner plead guilty or not guilty?

FIRE: Not guilty, Your Honor.

JUDGE: Are the counsel ready to proceed?

PROSECUTING ATTORNEY (*rising*): The Crown is ready, Your Honor. I submit that the defendant should have been in court years ago.

JUDGE: Who is the lawyer for the defense?

LAWYER FOR THE DEFENSE (*rising*): I am, Your Honor.

JUDGE: Let us proceed. (*Glances at paper.*) I note that the charge against Fire is destruction of property, resources, and human life, that it is the enemy, rather than the friend of man. Call the first witness.

CLERK: Mr. Know A. Lot.

JUDGE: Swear the witness.

CLERK: Do you solemnly swear that you will speak the truth, the whole truth, and nothing but the truth?

W.: I do.

JUDGE: The prosecuting attorney will question the witness.

P.A.: Is your name Mr. Know A. Lot?

W.: Yes.

P.A.: I believe that you are a distinguished authority on the chemical phases of Fire. Is that true, Mr. Know A. Lot?

W.: I'll do my best.

P.A.: What takes place when burning occurs?

W.: Burning is rapid oxidation.

P.A.: Can you explain oxidation?

W.: Yes. With this apparatus we have proven in our classroom that Fire is a form of oxidation. (*Shows and explains apparatus for preparation and study of oxygen.*)

P.A.: Your Honor, I wish to submit this apparatus as Exhibit A. Now, Mr. Know A. Lot, will you tell us something about slow oxidation?

W.: The rusting of metals is an outstanding example.

P.A.: Can you estimate the loss suffered through the rusting of metals?

W.: Certainly. Metals worth millions of dollars are destroyed annually by rusting. This is a severe loss not realized by many people.

P.A.: How do you explain spontaneous combustion as a harmful agent?

W.: Spontaneous combustion is slow oxidation of a finely divided material which, due to accumulated heat, finally reaches kindling temperature and bursts into flame. This phenomenon usually occurs in factories. Recently,



a factory in the United States worth two million dollars was destroyed by a fire started in this manner.

P.A.: A masterpiece of oration, Mr. Know A. Lot. Have you other evidence?

W.: I should like to tell the court that the smoke evolved in large industrial centres by means of fires deprives the air of its fragrance and freshness and tends to injure the health of growing boys and girls as well as taking the rosy glow from the cheeks of fine ladies.

JUDGE: A very touching piece of evidence, Mr. Know A. Lot. Proceed.

W.: Furthermore, during the process of combustion within the cylinders of a gas motor, a deadly gas, carbon monoxide, is produced. Many lives have been lost by breathing this gas.

P.A.: Thank you, Mr. Know A. Lot. I wish to submit to the court that this man is a professional in his particular field and the plausibility of his evidence is indisputable.

JUDGE: Does the lawyer for defense wish to cross-examine the witness?

L. FOR DEF.: No, Your Honor.

JUDGE: Clerk, call the next witness.

CLERK: Miss Burns.

JUDGE: Swear the witness.

CLERK: Do you solemnly swear . . . etc.?

W.: I do.

P.A.: Miss Burns, what would you say are the major causes of fire?

W.: Well, people don't bother to obtain a metal box when they are emptying ashes; they just dump them into cardboard boxes and hope for the best. There have been fires in Regina recently, due to this. And every day you see people throwing cigarette butts away without giving any attention to where they land or whether they are out or not.

P.A.: And fires may easily start this way?

W.: Yes. And then there's spontaneous combustion.

P.A.: Will you tell the court your story of spontaneous combustion?

W.: People soak rags with oil and paint or turpentine, then throw them into a corner and leave them there. They can become hot enough to burst into flames inside a few hours.

P.A.: Isn't it true that some people start fires with kerosene and end up with a bigger fire than they expected?

W.: Yes, there is a great danger there, especially in country places. And some people don't seem to realize that it isn't safe to fill a gas lamp at night, using another lamp nearby for light.

P.A.: And you know of cases where people are foolish enough to clean floors and clothing with gasoline, don't you?

L. FOR DEF.: Object, Your Honor! The attorney is putting words into the witness's mouth.

JUDGE: Objection overruled. The witness will answer the question.

W.: I can tell you some facts about the danger involved when you clean with gasoline. One quart of gasoline will vaporize into two hundred cubic feet of air space, and a match lit anywhere in this vaporized air, not necessarily near the gasoline itself, will cause an explosion.

P.A.: Now will you tell the court what causes forest fires?

W.: If people would remember to put out their campfires and make sure they're dead before they leave their picnics, and take care about throwing away matches and cigarettes in the woods, there would be fewer forest fires.

P.A.: That will be all, Miss Burns.

L. FOR DEF.: Miss Burns, wouldn't you say that carelessness rather than fire itself is the cause of the damage?

W.: Yes . . . I would.

CLERK: Mr. W. E. Fixum. Do you swear . . . etc.?

W.: I do.

P.A.: Mr. Fixum, is it true that you are an expert on heating equipment and electrical installations?

W.: That's right.

P.A.: For what company do you work?

W.: The "You Bust 'Em, We Fix 'Em Company".

P.A.: I want you to tell us about the way in which faulty construction of heating devices and buildings presents a fire hazard.

W.: Placement of stoves has a good deal to do with it. If there is too little air space between a stove or furnace and the wall, or if the pipes are too close to the wall, a large fire in the stove may set fire loose in the house. Stoves should never be placed over carpets. Defective oil stoves and leaking gas tanks are dangerous. I can also think of poorly constructed flues and chimneys, running pipes near combustible materials, fireplaces without screens, and improper insulation behind stoves.

P.A.: Now tell the court about electrical fires.

W.: Many fires are caused by faulty electrical installations, and it is believed that the big fire in Boston a few weeks ago may have been due to this, because the wiring was done by an amateur.

L. FOR DEF.: Object, Your Honor! We don't want to know what is believed—we want to know facts.

JUDGE: Objection sustained. The witness will please stick to the facts.

W.: Very well, I know of a fire in Regina less than a month ago, caused by an amateur electrician trying to make a connection between two rooms, and using ordinary telephone wire.

P.A.: Can you tell the court where you learned of this fire?

W.: Yes, I heard of it from Fire Chief Moffat of Regina during an interview.

P.A.: Thank you, Mr. Fixum. That's all.

L. FOR DEF.: Mr. Fixum, wouldn't you say that carelessness rather than fire itself is the cause of damage?

W.: I would—most certainly.

JUDGE: Call the next witness.

CLERK: Miss Iza Heatwave. Do you solemnly swear . . . etc.?

P.A.: Miss Heatwave, you are in a position to submit to the court conclusive evidence about the damage done by fire in recent years?

W.: I know my statistics.

P.A.: What was the total loss due to fire in Saskatchewan?

W.: It was \$197,122 in 1942.

P.A.: Where was this damage done?

W.: In the forests of Saskatchewan.

P.A.: Were the fires caused by accident?

W.: Some were from natural causes, and others were due to sabotage.

L. FOR DEF.: Your Honor, I object! The witness has no authority to back up her information.

JUDGE: Objection sustained, unless the witness can quote a reliable source for her information.

W.: I can. I acquired my facts from publications of the Department of Natural Resources for Saskatchewan. (*Reads from one.*)

JUDGE: Proceed with the case.

P.A.: Do you know the cost in dollars of the damage done by fire in Regina in the past year?

W.: It was \$20,000. Not a large loss for a city of this size.

P.A.: Perhaps you had better back up your statements before the lawyer for defense objects.

W.: I have the data from Chief Moffat of the Regina Fire Department.

P.A.: That's all, Miss Heatwave.

CLERK: Miss Stone Age. Do you solemnly swear . . . etc.?

W.: I do.

L. FOR DEF.: Will you tell us where you first saw Fire?

W.: I saw Fire first after lightning had struck a tree and it started to burn. I was afraid of it then, but one day I was making a weapon and I started a small fire myself with the stone tools I was using. After that I wasn't afraid of it, because I soon found that it was my best friend.

L. FOR DEF.: In what way was Fire your friend?

W.: It kept away wild animals at night. It heated my cave, and lighted it so that I could see on dark nights. When I learned to cook meat I found that it tasted ever so much better.

L. FOR DEF.: Have you any other reason for stating that Fire is your friend?

W.: I can take it anywhere with me for light, I can preserve it, and I can control it.

L. FOR DEF.: That's all, Miss Stone Age. Your Honor, I wish to submit to the court that Fire has always been a friend of man.

CLERK: Mr. Woods. Do you solemnly swear . . . etc.?

W.: I do.



- L. FOR DEF.: You are an authority in the Department of Natural Resources, are you not?
- W.: I am the head of the department.
- L. FOR DEF.: Will you sum up the importance of fuels in Saskatchewan?
- W.: Fuel furnishes heat to countless homes. It turns the wheels of factories, power plants, and railways, giving employment to many.
- L. FOR DEF.: Tell us what resources Saskatchewan has.
- W.: At present, Saskatchewan has a reserve of coal of 59,812,000,000 tons, a forest reserve of approximately 68,000 square miles, and millions of cubic feet of natural gas.
- L. FOR DEF.: Your Honor, I wish to submit that these vast natural resources which Mr. Woods has drawn to our attention would be absolutely useless without Fire. Now, will you tell us where some of these resources are to be found?
- W.: Well, our three main mining areas are at Estevan, the Cypress Hills, and the northern area about Kerrobert, Salvador, and Unity. Float coal is mined at Lac La Ronge. Natural gas is found mainly at Kamsack and Lloydminster.
- L. FOR DEF.: That's fine, Mr. Woods.
- P.A.: Your Honor, may I question the witness?
- JUDGE: Proceed with the question.
- P.A.: You have told us that coal is a source of revenue. Does that prove that Fire is man's friend?
- W.: Let's look into the home. Where would the home be without Fire for heating and for cooking food? In fact, where would the school be, or the community, the province, the whole country? We have seen a slight example in our present fuel shortage this winter.
- P.A.: Thank you, Your Honor.
- CLERK: Mr. Timber. Do you solemnly swear . . . etc.?
- W.: I do.
- L. FOR DEF.: How can we control forest fires?
- W.: By fire patrols and by safety rules.
- L. FOR DEF.: What do you know about the steps being taken to preserve our forests?
- W.: The Dominion Government protects national parks, experimental stations, and reservations. It is my job to be on constant lookout for fires in our valuable forest regions.
- L. FOR DEF.: How are you equipped for your work?
- W.: We have aircraft, motor boats, automobiles, and pack saddles. We also have means of communication by wireless and telephone, so we can keep the authorities informed.
- L. FOR DEF.: How can people co-operate with you in making your work easier and saving our timber?
- W.: By taking care before they build a campfire that it is completely enclosed in a stout screen or by a fire guard, and by clearing a space so there are no dead leaves or other inflammable material lying around. Before leaving a campsite they should always pour water on the fire and then cover it with earth, making sure it is definitely out.
- L. FOR DEF.: Thank you, Mr. Timber. Now I should like to bring on another witness to tell the court about fire control.
- CLERK: Fire Chief Putter-Outer. Do you solemnly swear . . . etc.?
- W.: I do.
- L. FOR DEF.: Tell us some of the important rules for fire prevention.
- W.: Buildings should be well built, on good foundations, and chimneys should be on bases of concrete or field rock. All buildings should have fire extinguishers, and all buildings more than two stories should have good fire escapes. Of course, there are the simple rules, too, like keeping matches away from little children, being careful about throwing away lighted cigarettes, and not allowing rubbish to accumulate. Oily rags *must not* be left lying around.
- L. FOR DEF.: Tell the court what means the fire departments have for putting fires out.
- W.: For Class A fires, those in homes and business buildings, we use *water* and *fire extinguishers*. But Class B fires, in places where there are oils and greases, must be controlled by *foam blanketing* to cut off the oxygen. For electrical and gasoline fires we have to use *carbon tetrachloride extin-*

- guishers*, as water would give the firemen a shock. The new *carbon dioxide extinguishers* are very expensive and we only use them for cars and other dangerous fires around gasoline. The extinguisher costs \$65 itself, and one recharge after it has been used once costs \$6. They will pile ice up on the hottest metal immediately. They can be used to extinguish the flames in a burning aeroplane, thereby saving the lives of the airmen within.
- L. FOR DEF.: Thank you, Chief Putter-Outer. Your Honor, I wish to submit to the court that Fire can be easily controlled with modern devices and that when it is controlled it is of more help than harm to mankind.
- JUDGE: Bring the prisoner to the witness stand.
- CLERK: Do you solemnly swear . . . etc.?
- FIRE: I do.
- L. FOR DEF.: You have pleaded *not* guilty of the charge that you are not a friend of man?
- FIRE: Yes, I've always done more good than harm. Just look how useful I am!
- L. FOR DEF.: When did man first begin to use Fire?
- FIRE: Back in the stone age. Miss Stone Age herself has already told you about that.
- JUDGE: Just answer the questions, Fire.
- L. FOR DEF.: How do we use you in our homes today?
- FIRE: Without me in the stove, people would have frozen to death long ago. Don't you remember the week when it was forty and fifty below every day? I keep you alive. And may I mention here that, without me, cooking would be impossible? Just think of those sizzling hot T-bone steaks waiting for you at home.
- P.A.: Your Honor, I object! People have been able to live on raw food before this. Fire is making light of the case.
- JUDGE: Objection overruled. I'm all for T-bone steaks myself.
- L. FOR DEF.: What else do you do that is of use to mankind?
- FIRE: Why, I have given light for centuries. I have burned in millions of lamps and kept homes cheerful after dark and streets safe at night.
- L. FOR DEF.: Go on, Fire, can you think of more ways in which you are useful?
- FIRE: Yes. I provide entertainment. Have you ever been to a wiener roast on a spring night, sitting around a campfire eating hot-dogs and singing songs?
- P.A.: Your Honor, I object! There he goes again!
- JUDGE: Objection overruled. The prisoner is to have a fair chance. Are there any further questions, Mr. Attorney?
- L. FOR DEF.: Yes, Your Honor. Fire, will you make a statement to the court that you yourself believe that the good you do for mankind outweighs the damage?
- FIRE: I don't want to set the world on fire . . . on the other hand, look how I have helped in your homes, in industry, in transportation, and in so many other important human activities. Be careful with me and I am definitely your friend!
- JUDGE: The prisoner is dismissed from the witness chair. Will the jury retire and consider their verdict?
- JURY FOREMAN: Your Honor, the jury has come to a unanimous decision.
- JUDGE: What is your verdict?
- JURY FOREMAN: The jury finds the defendant, Fire, NOT guilty.

## THE RELATION OF PHYSICAL HEALTH TO MENTAL HEALTH

(Continued from page 56)

can succeed. Out of success will grow confidence and interest, and the need to escape through illness will disappear.

There is little anyone can do about increasing a pupil's ability, but much can be done to increase the satisfaction he derives from using his ability. After all, from the point of view of personality development and mental hygiene, it is more important that he should be happy in the use of his ability than that he should be discouraged by trying to achieve aims beyond his reach.



## PRIMARY METHODS

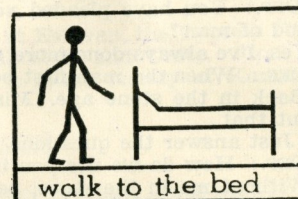
(Grades I and II)

By GERRY BROWNE and AUDREY PATTERSON

## Reading, Grade I

Teach the nouns *door, bed, chair, ball, table, house*; and the action words *run, walk, jump, sit, draw*.

These may be presented on charts by the teacher. Make enough charts to use all the words:



Five additional charts may be made to illustrate: *sit on the chair, jump to the house, draw a ball, run to the door, walk to the table.*

SEATWORK:

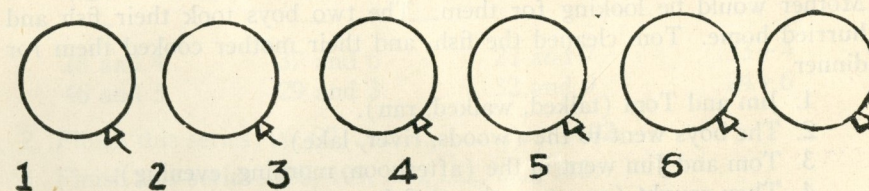
door	ball	house
table	chair	bed

1. Color the bed blue.
2. Color the house red.
3. Color the door yellow.
4. Color the ball green.
5. Color the chair black.
6. Color the table orange.

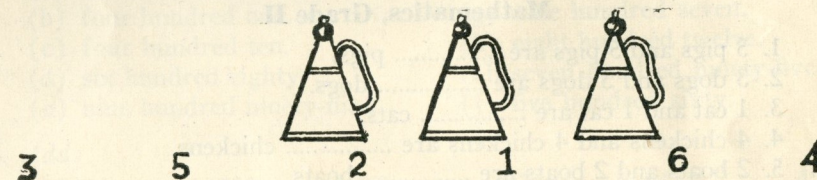
## Mathematics, Grade I

Teacher directs children as follows:

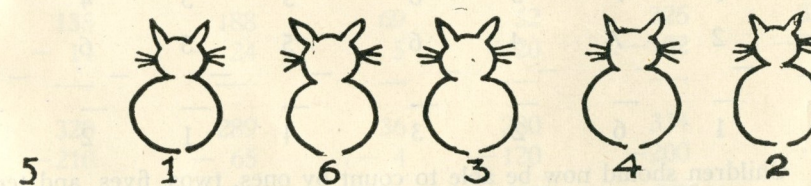
Draw a ring around the number that tells how many balloons there are.  
Color two balloons green.  
Color three balloons orange.



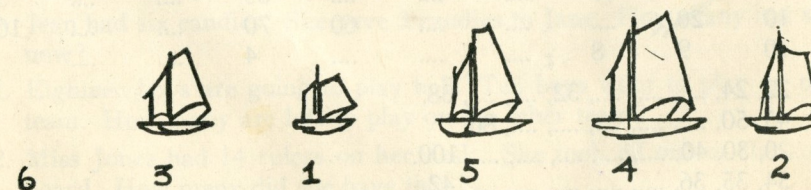
Draw a line under the number that tells how many horns there are.  
Color the second horn yellow.



Draw a cross on the number which tells how many cats there are.  
Put tails on two cats.



Draw a line through the number that tells how many boats you see.  
Color the largest boat brown.  
Color the two smallest boats blue.





**Reading, Grade II**

COMPREHENSION TEST: Allow three minutes for reading the test, and three minutes for writing one-word answers.

Tom and Jim had just finished their breakfast. It was a lovely day. The sun was shining brightly through the trees. What would they do today?

After long hunting Tom found his fishing rod, and they started walking to the lake. The water was cold. It should be a good day for fishing. They waited and waited. Finally, Jim felt something on his hook. He pulled in a big fish. An hour later he caught another fish. It was noon. Mother would be looking for them. The two boys took their fish and hurried home. Tom cleaned the fish, and their mother cooked them for dinner.

1. Jim and Tom (talked, walked, ran).
2. The boys went to the (woods, river, lake).
3. Tom and Jim went in the (afternoon, morning, evening).
4. They caught (one, two, three) fish.
5. The fish were cleaned by (Mother, Jim, Tom).
6. (Tom, Jim) caught the fish.

**Mathematics, Grade II**

1. 5 pigs and 5 pigs are ..... pigs.
2. 3 dogs and 3 dogs are ..... dogs.
3. 1 cat and 1 cat are ..... cats.
4. 4 chickens and 4 chickens are ..... chickens.
5. 2 boats and 2 boats are ..... boats.

1	5	2	3	4	1	3	2
+	+	+	+	+	+	+	+
—	—	—	—	—	—	—	—
5	7	5	6	5	3	4	6
2	7	4	6	5	3	6	3
—	—	—	—	—	—	—	—
1	6	2	3	4	1	2	2

Children should now be able to count by ones, twos, fives, and tens to 100. The following may be used for a review. Fill in the missing numbers:

1	2	3	....	....	6	....	....	....	10
2	4	6	....	....	....	14	....	....	20
5	10	15	....	....	....	35	....	....	50
10	20	....	....	....	60	70	....	....	100
10	9	8	....	....	....	4	....	....	1

22, 24, ...., 32, ...., 38.  
 45, 50, ...., 80.  
 20, 30, 40, ...., 100.  
 34, 35, 36, ...., 42.

**ARITHMETIC TESTS AND SEATWORK**

(Grades III and IV)

By BARBARA MCINTYRE

**Grade III**

October is the month to start carrying in addition. By the end of the month the children should be able to do these examples. It is now a good time to start one-step problems involving simple addition without carrying.

**1. Add:**

6	7	8	19	24	14	32	36
+24	+33	+23	+33	+8	+19	+8	+27
—	—	—	—	—	—	—	—

28 and 4	37 and 6	23 and 7	33+4
46 and 5	29 and 3	32 and 9	24+6

2. Finish this series: 96, 97, ....., ....., ....., 102.
3. Finish this series: 108, 109, ....., ....., ....., 113.
4. Finish this series: 5, 10, 15, ....., ....., ....., ....., 55.
5. Write in figures:

- |                               |                                |
|-------------------------------|--------------------------------|
| (a) three hundred seven.      | (f) one thousand.              |
| (b) four hundred one.         | (g) nine hundred seven.        |
| (c) four hundred ten.         | (h) eight hundred twelve.      |
| (d) six hundred eighty.       | (i) seven hundred ninety-five. |
| (e) nine hundred ninety-nine. | (j) five hundred sixty.        |

**6. Add:**

3426	4263	467	4934	5432	450
+1854	+4717	+378	+2136	+2915	+682
—	—	—	—	—	—

**7. Subtract:**

135	188	69	52	326	381
— 14	— 24	— 5	— 20	— 102	— 380
—	—	—	—	—	—
320	289	36	280	334	26
— 210	— 65	— 4	— 120	— 200	— 10
—	—	—	—	—	—

8. John and Joan want to buy some candy. John has 7c and Joan has 3c. How much can they spend?
9. Bobby has 3 pencils, John has 2 pencils, Billy has 4 pencils. How many have they altogether?
10. Jean had six candies. She gave 3 candies to Jane. How many has she now?
11. Eighteen boys are going to play ball. Ten boys want to play on one team. How many are left to play on the other team?
12. Miss Jones had 14 rulers on her desk. She took 32 out of the cupboard. How many did she have then?



13. Molly sewed 3 dolls' dresses, Joan sewed 7, and Marie sewed 8. How many dresses did they make altogether?
14. Jean bought 12 work books. She gave 6 of them to Pat. How many has she now?

**Grade IV**

During October, continued practice in fundamentals is very necessary. These examples should be easily done during October.

1. *Add:*

					32	14	56	33	14
8	4	3	5	7	42	62	22	26	23
2	6	9	4	8	16	24	30	14	37
8	3	7	5	2	24	35	43	37	22
—	—	—	—	—	—	—	—	—	—
\$ 6.43					\$43.00				\$37.96
.06					1.66				2.06
4.10					22.04				9.05
33.16					1.08				42.63
—					—				—

2. *Subtract:*

47	55	340	470	400
25	16	56	35	189
—	—	—	—	—
342	423	563	432	390
38	56	278	148	198
—	—	—	—	—

3. *Multiply:*

346	358	467	658
5	5	5	5
—	—	—	—
739	848	994	485
4	3	5	3
—	—	—	—

4. *Divide:*

3)24	4)48	5)45	6)12	5)20	3)15	4)16	4)12
3)366	4)484	5)505	3)27	2)468	3)300	4)400	5)25

## 5. Write in Roman numerals:

20 .....	39 .....	51 .....
62 .....	43 .....	86 .....

## 6. Write in Arabic numbers:

XXIII .....	C .....	XLI .....
XXXIV .....	LXXXIX .....	XCV .....

7. A school room has 48 desks in it. There are 6 rows in the room. How many seats are in each row?

8. There are 3 rooms in Prairie View School. Each room gave \$2.36 for the Milk for Britain Fund. How much money did the school give?
9. A concert was held at the school. John counted the audience and found there were 163 people there. The number of children was 59. How many adults were there?
10. Patsy practises her music 35 minutes each morning except Sunday. How many minutes does she practise each week?

**BOOK REVIEW**

By D. R. MACDONALD

**THE HOUSE OF HISTORY**

This set consists of five well-bound, hard-cover books. It traces the history of England from earliest times to the present in a manner which should be easily understood and enjoyed by children in the intermediate and senior public school grades. Although the material is especially suitable for the "B" course in Social Studies for Grades VII and VIII, there is much that would be of value to pupils in Grades IV, V, and VI.

The books of the set are: *THE BASEMENT* by Désirée Edwards-Rees: *From the Earliest Men to the Fall of Rome*, 288 pages, 95c; *FIRST STOREY* by Elizabeth Isaacson: *The Middle Ages, Early Days to 1485*, 270 pages, \$1.00; *SECOND STOREY* by Muriel Masfield: *Early Modern History, From 1485 to 1714*, 325 pages, \$1.00; *THIRD STOREY* by Muriel Masfield: *Later Modern History, From 1714 to 1930*, 330 pages, \$1.00; *FOURTH STOREY* by Dorothy Gordon, *Modern Social and Industrial History to the Present Day*, 335 pages, \$1.00. Thomas Nelson and Sons, Ltd., Toronto, published 1931, reprinted and revised, 1938, 1940.

The authors present the historical facts in an interesting manner and the vocabulary is such that pupils may read and understand the books with ease. They are well illustrated with maps and diagrams and contain a large number of very attractive colored pictures.

Each book has at the end exercises which the pupils may do, as well as suggestions which the teacher may use to create further interest in the subject matter. Some of the books provide the names of other books which are related to the course, while on the inside covers are useful time charts of important events arranged in chronological order.

A few of the topics with which the books deal might be mentioned: *THE BASEMENT*—Egypt and the Nile, The Stone and Metal Workers, The Castes of India, The Roman Empire; *FIRST STOREY*—The Norman Conquest of England, The Great Charter, Caxton and Printing; *SECOND STOREY*—The Great Discoverers, The Great Armada, The Fencing of Land and the Problem of the Poor, Town Scenes in Shakespeare's Days, Town and Country in Queen Anne's Days; *THIRD STOREY*—India, Clive and Duplex, British Rule in India, How Captain Cook Explored Australia and New Zealand, The American Revolution, Changes in Farming and



Country Life in England, Free Trade and the Factory Acts, The Story of South Africa; FOURTH STOREY—The Agricultural Revolution, The Industrial Revolution, The Factory and Town, Social Reform.

For any teacher wishing good material definitely related to the "B" Course in Social Studies for Grades VII and VIII in Saskatchewan, the fourth and fifth books of the set are especially recommended.

### MUSIC LESSONS

(Continued from page 58)

6. SINGING SONGS should receive full attention. From a practice of the above exercises the ability of the class to sing sweetly and with head resonance should increase.

*Musical Terms:* These should be taught as they occur in the music you are studying. The following list is intended for the teacher's reference: *forte* or *f.* = loud; *piano* or *p.* = soft; *crescendo* or *cres.* or  $\text{<}$  = gradually getting louder; *diminuendo* or *dim.* or  $\text{>}$  = gradually getting softer; *vivace* = in quick, sprightly manner; *Marcato* = notes emphasized, almost in a martial manner; *D. C.* or *Da Capo* = repeat the first part of the piece down to *fine* (the end); *D. S.* or *Dal Segno* = repeat from the sign  $\text{\$}$  to *fine*; *Ritardando* or *rit.* or *Rallentando* or *rall.* = gradually getting slower; *Accelerando* or *accel.* = gradually getting faster; *Adagio* = slowly and expressively; *Allegro* = merry, quick; *pause* or  $\text{^}$  placed over or under a note = hold the note at the discretion of the performer; *a tempo* = in strict time; *Andante* = at a moderate pace.

### ANSWERS TO TESTS

#### THE SCIENCE NOTE BOOK, GRADES VII AND VIII

B. 1. pollen. 2. seed. 3. stigma, pollen grains. 4. stamens, pistil. 5. complete. 6. anther, stigma. 7. insects, wind. 8. sperm, egg. 9. stigma, tube, style, ovule, sperm cell, egg cell, egg, fertilization. C. 1. cross-pollination. 2. selection. 3. stem rust. 4. Apex, Thatcher, Regent, Renown. 5. University of Saskatchewan, University of Minnesota, Dominion Rust Research Laboratory. 6. stamens, self-pollination, pollen, stamens, paper bags, pollination. 7. selection. 8. selection. 9. Banner, Victory, rust. 10. Vanguard, Anthony. 11. Royal. 12. True. 13. False. 14. False. 15. False. 16. True. 17. True.

### BUY VICTORY BONDS!

If, in order to buy bonds, some of us must choose between comfort and no comfort, between entertainment that costs money and entertainment that doesn't, between lots to eat and not so much to eat, between new clothes and the old ones, Canadians will choose to do what is necessary to buy the bonds that bolster the boys.

**Buy Victory Bonds!**

## A CORRECTION IN SEPTEMBER ISSUE

### Primary Methods

We regret very much that on page 32 in some copies of the September issue the cut of the house illustration did not print.

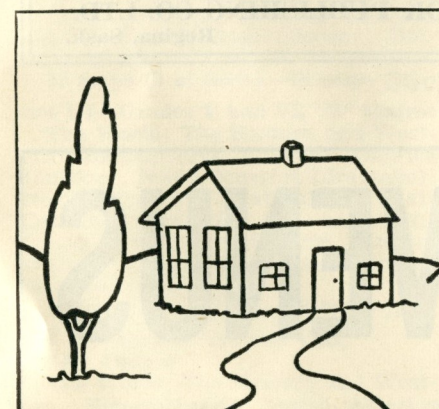
The section of which the illustration is a part is herewith reproduced. It may be used now as it is on this page, or the illustration may be clipped and pasted in its place in the September issue.

### II. DRAWING A HOUSE:

The very first, I make the smoke  
Sailing through the sky;  
Next the chimney, down below;  
And clouds all flying by:  
Then the house, with all its windows  
Watching who goes by.

Everyone else starts  
With the house. But I  
Like the smoke the best of all.  
And do you know why?  
Because it goes, like tiny feathers,  
Floating up the sky.

1. Where do you begin when you draw a house?
2. What did the little girl start with? Do you know why?
3. Why did she like the smoke?
4. Tell what you think smoke looks like.
5. What did the little girl draw that was not part of the house?



6. Tell whether or not you like the little poem.
7. Draw a house the way you like to draw it.

### III. STUDY THIS PICTURE:

1. Is this the house that was drawn by the little girl in our poem?
2. How do you know?
3. What is not in this picture that she put in?
4. What is in this picture that she did not draw?
5. Tell a story about who lives in this house.

### NOTICE

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