

Weather Vane Is Traced

To Times Before Christ

Almost ever since the wind began to blow, man has had a weather vane. There are records of vanes that go back to 100 B. C., the date of the erection of the Tower of the Winds at Athens. On the top of the tower is perched a Triton and his wings as a weather vane.

In the early days, writes Alice Rollin in the Los Angeles Times, the emblems selected had some bearing on the ownership of the buildings or the purposes for which they were to be used. On towers, castles and secular buildings, a banner was the correct device, while on ecclesiastical edifices it was the barnyard fowl. It is said that the cock as the emblem of clerical vigilance had reference to the story of Saint Peter. The rules also stated that the coats of arms or crest of a family should be incorporated in the design of the weather vane. At a later date ecclesiastical buildings bore the symbol of the patron saint in place of a weather vane.

The early settlers in America were not long in making and using weather vanes. The first vane made in the colonies was a cock made by Deacon Shem Drown for the "New Brick Church" in Boston in 1721. This vane was blown down in the great gale of 1869, and was later set up at Cambridge. It is of note that this weather cock, which stands more than five feet and is almost as broad as it is long, weighs almost 200 pounds. Deacon Drown also made the grasshopper weather vane for Faubell hall in 1742.

New York's first church "in the fort" had a weather cock, and many metropolitan churches have weather cocks as a distinguishing feature of their church architecture.

Siberian Witch Doctors

Believe Elephant Is Rat

In the belief of the Tungus witch doctors of Siberia, the giant prehistoric elephant known as the mammoth exists as a huge burrowing rat, whose death is certain the moment he sees the sun, states a curator of Physical Anthropology at Field Museum of Natural History, in the Field Museum News.

Other Siberian natives believe that earthquakes are caused by these gigantic "rats" tunneling at high speed just below the surface of the ground.

On exhibition in the division of Paleontology at Field Museum is a complete skeleton of a mammoth and a large mural painting representing it as it appeared in life; and in the hall of the Stone Age are carvings on mammoth ivory by prehistoric men, necklaces of mammoth ivory beads, and a superb pair of mammoth tusks from the Lena river, Siberia.

The mammoth, which roamed over Europe in Pleistocene times, became extinct more than a hundred centuries before the birth of Christ, the story states. "Prehistoric man hunted and trapped this huge animal for food; made beads of his ivory tusks and tools of his long bones. On smooth pieces of bone, too, he engraved, with tools of flint, symbolic drawings of magical and religious significance."

The Nine Muses

The muses were, according to the classic mythology, the nine daughters of Zeus and Mnemosyne. Originally they were goddesses of memory only, but they came later to be identified with individual arts and sciences. The nine, with their respective attributes, were Calliope, presiding over eloquence and heroic poetry; chief of the muses. Clio, muse of heroic exploits and history. Euterpe, presiding over music. Thalia, gaiety, pastoral life and comedy. Melpomene, song, harmony and tragedy. Terpsichore, choral dance and song. Erato, the lyre and erotic poetry. Polyhymnia, oratory and the sacred lyric. Urania, celestial phenomena and astronomy.

Coming of the Funch Bowl

The punch bowl succeeded the bowl of wassail which was the nightly ritual of the Saxon warriors in early England. It was their custom to drink from a brimming bowl passed from hand to hand with the salutation, "Wes hal" (Your health). Later the wassail bowl was used at great feasts only: All Saint's day, Twelfth night, and especially at Christmas, when, filled to the brim, it was passed from the lord at the head of the table to the wandering minstrels at the foot.

King Alfred a Bible Student

King Alfred the Great was a translator of the Bible, for it was his ambition that "all the freborn youth of his kingdom should employ themselves on nothing till they could first read well the English Scripture." King Alfred died while working on a translation of the Psalms. About that time, too, Archbishop Aelfric translated parts of the Bible into Anglo-Saxon.

Chimney Pots Is Shifty

The chimney fern, ornamental cinnamomea, is of sturdy growth and docile in captivity. Very early in the spring its wool-covered crocuses appear in swampy fields and open woods; in the protected city garden they may show even earlier. Later, the bright cinnamon brown fronds from the succumbent stems of the ferns of the rocky, heavy, dark green sterile leaves.

THE RETURN OF CRAFTSMANSHIP TO EDUCATION

(Continued from Page 1)

We think will be real to them in their play, the work of children, just as work is the play of men. The new feature of modern education is the deliberate utilization of the play atmosphere to develop these age-old principles without losing any of their force—indeed, gaining considerable force from their reality.

To visualize the effects of the transfer of emphasis from the abstract to the real, let us revive our memories of a Senior Third classroom and carry those memories into a Grade Six of to-day. Back in the Senior Third you probably began your day estimating the cost of a six-strand wire fence around a test-acre field forty rods long, with posts placed every sixteen and a half feet. Then perhaps you went on to oral reading of "The White Ship." After an interval of "arms BEND, arms upward STRAIGHT," you were assigned so many pages in a history text and told to write a note on the three voyages of Cartier. After lunch you looked up the meanings of the hard words in "Barnabi at the Window Binding Shoes," and followed this by writing a composition on "one of the following subjects." Then perhaps you turned to your memorization of the counties of Ontario, with their county towns, and if your preparation proved futile, resigned yourself to the inevitable detention. Now all these things were valuable, if only for the stiffening it gave our moral fibre to tackle them without outwardly visible rebellion. But our effort, lacking interest to spur it, was just enough to enable us to get through the assignment and put it from our minds. When four o'clock came, we escaped joyously from the overburden of abstraction.

In to-day's Grade Six there are any number who will have to be told three or four times that it is time to go home, that the janitor is waiting to sweep up. This is, of course, no new situation to the many teachers who have skillfully managed their classes with a certain amount of academic freedom from regulations. But it is new to the majority who followed the rigid assembly-line system.

But let's step into the classroom! It is not as quiet as the one we remember. Here the teacher has chosen to build a unit of work about a topic in the Social Studies—Cortes—and the class is in the throes of making Cortes re-live. They have chosen as their medium of expression a fist puppet show. In one corner a group is doing arithmetic—building the puppet-show stage—having made the drawings, measured and worked the lumber salvaged from packing cases, they are now putting it together so that it will fit on top of the teacher's table. Two of them are having a rather strenuous argument about a corner joint which threatens to come loose each time the stage is moved. They appeal to the teacher who sends them to the cupboard to observe how the joints there are fitted. In another corner several are mixing corn starch and salt according to a recipe, and moulding puppet heads from the material. We see two who haven't been very exact in their measurements—each with a dough too sticky, another with one too crumbly. Some others are well

on their way shaping heads of Cortes, Montezuma, Indians, Spaniards, horses, etc., using picture books as their guides to the features. In the book-shelf corner others are looking through books, old geographies, encyclopedias, etc., for information about the costumes they are making. They have bits of lace, plumes, velvet, and leather, which they have wrested from some rag bag. Still others are composing dialogue, dividing the Cortes story into episodes suitable for the show, searching for direct quotations they can use, even taking for a Spanish dictionary at the Public Library. Another group has several geographies spread out and are painting Mexican and Spanish scenes for backdrops for the stage, fashioning carts, temples, and other properties from cardboard.

A day or so later we would see the group efforts being adjusted to fit together—a worrisome time of give and take. Perhaps some of the puppets are too big for the stage—or that bothersome joint is still giving way, or there isn't enough room for puppets' feet once and dialogue must be revised, or that treasure of treasures, the big plume for Cortes' hat, must be discarded; because the audience can't see Montezuma or the horses or even the temples, past it. Still a few days later, and everything—almost everything—is adjusted. The show is still plenty of crudities, but the show is ready to go on. The teacher's object has already been achieved—they have taken enormous doses of arithmetic, geography, history, reading, composition, voice training, art, crafts, and tackled their real problems with persistence, honesty of effort, co-operation, reliance, and their goal of satisfaction is at hand.

The chief criticism of this trend is based upon the fact that life is not merely a round of pleasure; there are many disagreeable situations to be faced, and many thankless tasks to do. Do no such problems occur in the play situation outlined above? Indeed, yes, for there, as everywhere else, somebody has to do the dirty work; someone has to clean out the paste pots; someone has to relinquish a cherished desire to use the beautiful plume; someone has to laboriously eradicate the "ah!" from Montezuma's conversation, someone has to keep on struggling with that ineffective joint. The wise teacher seizes upon these enviable opportunities for developing in the pupils the sense of obligation which must fall upon one and all if things are to run smoothly in the school world.

Nothing is more expressive of this changed attitude than the atmosphere of the modern school. Have you been in one lately? Go, if you have not, and search in vain for that rigid, imposed discipline under which the children became automatons, fixed in rows of fixed assets, all hands behind the backs, awaiting a list of facts enumerated by the teacher, repeated in unison copied in "notes," committed to memory, regurgitated on examination papers, marked to half-point values, noted on report cards, ranked in order of standing regardless of effort or ability, and promoted only if they fitted the Procrustean requirements laid down alike for every community in the province. Did we really expect the thoughtful self-control of democracy to be thus produced? The modern school seeks not to have its citizens do as they are told, thoughtlessly, but rather to do as they ought, after thoughtful consideration. If democracy is to survive, therein lies its hope.

Of course, there are always rebels,

the selfish, the petulant, the show-off. What happens to them? It would do you good to see the weight of youthful condemnation fall upon the child who interferes with the smooth completion of a unit of work upon which the children have concentrated. For no longer is such an interruption a diversion from a "dreary" plot of drudgery, but a theft of time and effort from something in which the majority has put a tremendous effort. It has become an unforgivable crime, like deliberately breaking the only bat when the score is tied, and the bases full. Despite this force of group discipline, there are, as there are in adult life, times when the teacher, as representative of law and order, must step in to weigh and adjudicate differences.

A more difficult problem is that presented by the shy, the uncertain and the handicapped. Can they be brought to the fullness of the joy of something well done? Of course they can. The teacher who is a man or a woman first, and a teacher by profession, can now, in the freer atmosphere, so dispose the problems and the groups of pupils that every one can be given the opportunity and the necessity of accomplishment, a magic cure for lack of self-reliance. With the first small success comes the realization, "I can excel!" lighting the hard road ahead with the knowledge that the will to do is the chief factor in progress.

How this will to do has developed! Instead of memorizing facts from one text book, the children, individually or collectively, gather materials from every source their imagination suggests, binding it together in an understanding to be found in no book. It must be confessed that this tendency has put a tremendous strain upon teachers, parents, librarians, tradesmen, and agencies of all sorts, which have been overwhelmed by demands for material. It really is the business of the schools to meet this demand, with the aid of the public libraries. But school and library budgets are not easily expanded to supply the need immediately, and wisely so, for the sources must be built up gradually, and with considerable reflection upon the value obtained for the money.

The great danger of the deficiency is not the deficiency itself, for children can and do make silk purses from sows' ears, but that ill-advised teachers and parents may attempt to do the child's work for him. Of course it is not natural that in their anxiety for his success, teachers and parents do not allow the child to face his own problem, reach his own solution, and stand (and fall) by them. Let us not fail to appreciate that success comes only through repeated failure; it takes thoroughly going to produce stamina of will, steadiness of purpose, and true pride of achievement. How often when you look at those too-perfect exhibitions of work, supposedly the sole effort of school children, do you wonder how much real education was denied those children by some well-meaning busybody?

The school of today is a child-centred school of life, not, as some suppose, a place where children do as they please, but a place where the time-tried principles of philosophy are presented in the child's world, a world of vivid reality, with all the equalities and inequalities, the joys and the sorrows, the successes, and the failures, yes, even the justice and the injustice of that grown-up world toward which they climb.

MILK PRODUCERS' RETURNS

The Ontario Dairy Farm Management and Milk Cost study reveals striking variations in the net return secured by milk producers from their business. Studies of a similar nature in other dairying sections of Canada and in other countries have at other times shown similar wide differences in the farm business returns. As in urban business, some farmers do well while others have great difficulty in accumulating sufficient net revenue to maintain living standards.

The operator labour earnings is the term used in this study to express the return to the farm operator for his labour and management after deducting from receipts all general expenses, interest on capital values at 4 per cent, and wages for all members of the farm operator's family for such farm work as they do, except the farm manager himself. The highest operator labour earnings for the year ending June 30, 1937, amongst 480 shippers of milk to fluid markets, was \$5,511 and the lowest (minus)—\$1,879. The variation in operator labour earnings between these two farms was more than \$7,000. While one cannot with accuracy gauge farming by the net returns in any one year of operations, this wide variation in net returns is a characteristic which has been revealed by all similar studies of any competitive business. There are several factors which are responsible for the great difference in net income as between farms. Some of these factors come within and some are beyond the control of the farmer, such as weather and prices. A farmer may suffer a reverse in progress due to unfavourable conditions of weather in any one year, but over a period of years, he may learn through experience the kind of weather to expect and can make adjustments in the business accordingly. Unusual conditions of weather do not occur annually. Hazards of prices, too, can be overcome in a large measure by careful study. It is true the farmer's estimate of prices may be incorrect for a period, but careful study of price information will assist greatly in hurrying such handicaps.

A Good Salesman
A store keeper was bragging about the efficiency of his salesman. Said the woman, who had just lost her husband, came in to buy a suit of clothes to lay him out in. The salesman not only sold her the very best suit in the store, but an extra pair of pants.

Heap Big Chocolate Indian

By Frances Lee Barton

HAVE you a Boy Scout or a Girl Scout in your home? If so, they are sure to be off "over the hills and far away" these fine winter weeks—and that means a lurch to be pardoned. Who better you, if you fail to tuck in amid the more solid fare, a sweet tooth appetizer! For this wind-up to the hiker's meal, nothing is better than a Chocolate Indian—except two Chocolate Indians.

Chocolate Indians
¾ cup sifted cake flour; ¼ teaspoon double-acting baking powder; ¼ teaspoon salt; ½ cup butter or other shortening; 2 squares unsweetened chocolate, melted; 1 cup sugar; 3 eggs, well beaten; ½ cup finely cut dates; ½ cup chopped walnut meats, toasted; 1 teaspoon vanilla.

Sift flour once, measure, add baking powder and salt, and sift again. Add butter to chocolate and blend. Add gradually sugar to eggs, beating thoroughly; then chocolate mixture and blend. Add flour and mix well, then dates, nuts, and vanilla. Bake in two greased pans, 8x2x2 inches, in moderate oven (350° F.) 35 minutes. Cut in squares before removing from pan. Makes 4 dozen Indians.

FARMERS' CONVENTIONS

The following conventions are scheduled for late in February at the King Edward Hotel, Toronto:

February 21—Ontario Fieldmen's Association.
February 22—Ontario Plover Crop and Seed Growers' Ass'n.
February 22—Class "B" Fairs Association.
February 23 and 24—Ontario Association of Agricultural Societies.

Says Varicose Veins Can Be Reduced At Home—Small Cost

If you or any relative or friend is worried because of varicose veins, or bunched, as good advice for home treatment as any friend can give, is to get a prescription known as Moore's Emerald Oil. Simply add your druggist for an original bottle of Moore's Emerald Oil and apply night and morning to the swollen, enlarged veins. Some you should note that they are growing smaller and the treatment should be continued until the veins are no longer troublesome. Be persistent and efficient! Moore's Emerald Oil that it also helps simple ailments due to struts to disappear.

5 lb. Waxed Turnips 10c
Washed Parsnips 10c
Washed Carrots 10c TABLE QUALITY

TOMATOES 2 POUNDS 23c Firm Rip	LETTUCE Nice Size 5c ea. Firm Heads
LEMONS 9 Nice Size California Loaded with Juice 10c	GRAPEFRUIT 6 Medium Large Marsh Seedless 17c
Oranges 2 DOZEN Nice Size Sweet and Juicy 23c	Cabbage New Firm Green Heads 5c lb.
SPINACH 3 lb. Delicious Curly and Green 14c	POTATOES Good Mostly Cookers 23c pk.

EGGS Grade A - Large 24c doz.
Fresh Butter "A" - Milkrooms - Priced to Save.

CARROLL'S

McLaren's Red **JELLY POWDERS** For Valentine's Day 3 Pkgs. 14c
Whitman's **WALNUT BEAUTY LAYER CAKE** Each 20c
Pure Clover **HONEY** 4-lb. Pail 35c
Dr. Jackson's Lishes, Bakes, Kofy Sub or Roman **MEAL** Package 29c
Lynn Valley Barlett **PEARS** 2 No. 2 Tins 19c

Our Own **BAKING POWDER** 16-oz. Tin 17c
Sift or Windsor **SALT** Plain or Iodized Pks. 5c
Dew Kid, Sweet, White **CORN SYRUP** 3 17-oz. Tins 20c
Beehive Golden Corn **SYRUP** 5-lb. Tin 37c
For Cooking—Natural Smyrna **FIGS** 2 Lbs. 19c

For Valentine's Day Laing's Red Hearts of Tender, Tasty, Jelly **CANDY WAFERS** DARK CHOCOLATE COATED BISCUITS Pound 17c
Wagstaffe's New 1939 Pack **Marmalade** 32-oz. Jar 21c
Maple Leaf Pure **LARD** 1-lb. Pkg. 10c
Or the Very Best Spaghetti 2 Lbs. 10c
H. O. Powdered **AMMONIA** 2 Pkgs. 10c
Conde **CASTILE COFFEE** Cane French 3 Cakes 9c
JIF Soap-Flakes 4½ lb. Pkg. 19c
100% Pure Soap 160AP 4½ lb. Pkg. 17c

Our Dandelion **TEA** 1-lb. Pkg. 39c
Eagle Brand—For Pies No. 2 Tin 8c
Cattell's with Cheese and Tomato 30-oz. Tin 15c
Maxwell House Vita-Fresh **COFFEE** 1-lb. Tin 36c
Shinola Floor **WAX** 5 lb. Pkg. 23c
Comely **SOAP** 3-lb. Pkg. 15c

PRINCESS FLAKES Only 2 LARGE PKGS. 29c
Only 3 LARGE PKGS. 14c
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