

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title on header taken from: /
Le titre de l'en-tête provient:

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

Additional comments: /
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below /
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

Hyloplate

THE BEST
BLACKBOARD
FOR RURAL
SCHOOLS.

Perfect Satisfaction. Unbreakable. No Repairing.

Send for Sample and Price.

• • •

SCHOOL DESKS.

SCHOOL MAPS.

SCHOOL GLOBES.

If you want lowest prices write us. Send for our new School Supply Catalogue.

Christie's Bookstore, BRANDON, MAN.

E. L. CHRISTIE, PROPRIETOR.

*Winnipeg
Business College,*

Portage Ave.

Phone 45.

WE have increased our seating capacity to 240 and have now accommodation for 50 more students than last year. Our NORTH END BRANCH has accommodation for 60, making a total of 300 in both schools. We can find room for you if you decide upon a course with us. The best of instruction given by **TEN COMPETENT AND EXPERIENCED TEACHERS.** New announcement ready.

G. W. DONALD, Secretary.

Two New Maps!

CANADA and the BRITISH EMPIRE.

Our new Steel-Engraved

Map of Canada,

Size 84x50 inches, is pronounced by all critics the best and most correct MAP to-day on the market, and has been adopted by all of the leading School Boards of the Dominion. A handbook is furnished with this map gratis.

Sir Howard Vincent's

Map of the British Empire,

Size 72x63 inches, now in course of preparation shows for the first time Great Britain's acquisition in South Africa, colored red as the other parts of the Empire are. The **Transvaal** is given in place of the South African Republic, and the **Orange River Colony** in place of the Orange Free State.

Our Stock of

School Supplies

Is the largest and most complete in Canada. Write to us direct for any supplies, and save agents' commissions, and get your money's worth.

The Steinberger, Hendry Co. Limited.

37 RICHMOND ST. WEST.

TORONTO, ONT.

When writing mention The Journal.

J. J. H. McLEAN & CO.,



Largest Piano and Organ House in
the Canadian Northwest.

"HEINTZMAN & CO." **PIANOS**
"BELL"
"DOMINION"

Not Cheap Pianos.
But Good Pianos Cheap.

We sell on Easy Payments and
at Close Prices.

Catalogues and Lowest Cash Prices
Furnished on Application.

J. J. H. McLEAN & CO.,

(Successors to Meikle, McLean & Co.)

Importers and General Music Dealers.

530 Main St.

WINNIPEG, MAN.

When writing mention The Journal.

The Old Year

Is nearly done. We anticipate our
needs for the New. Commence it right
by ordering a Diary. We will mail
you one any style or size, pocket or
office, from 25c. to \$1.00.



BEAUTIFUL ILLUMINATED CALENDARS AND NEW YEAR'S CARDS,
Etc. Also something decidedly new for use in social correspond-
ence—a box of EMBOSSED STICKER SEALS, your own initial,
only 15c. per box.

Order early and be the first.

The Winnipeg Stationery & Book Co.

364 Main Street,

P.O. Box 1307, WINNIPEG.

When writing mention The Journal.

EDUCATIONAL JOURNAL

OF WESTERN CANADA.

VOL. II.

WINNIPEG, JANUARY, 1901.

No. 9.

Contributions.

MANUAL TRAINING—ITS EDUCATIONAL ASPECT.

By Wm. J. Warters, Superintendent of Manual Training Schools, Winnipeg.

The term "Manual Training" is very apt to convey a wrong impression of the object of this particular method of teaching, the conclusion drawn being that it is muscular rather than mental development which is aimed at.

This system is an improved form of object lessons, imparted not by words or by the use of pictures, but by causing the scholar to be active and thus to learn by doing. Any educational method to be successful must be such as will beneficially affect the mental capacity of the child; it should be easily available, and the more attractive it is to the pupil the greater will be its value, the more lasting the benefits conferred.

It has long been recognized that there is a close relationship between the movements of the hand and the brain. Medical research teaches us: that a portion of the brain known as the motor centres is developed entirely by the use of the hands and eye; that these centres are most readily affected between the ages of four and seventeen, and that the maturing of this particular part of the brain increases the intellectual power of the whole, thus making its influence as necessary to the professional man as it is to the artisan. Not only is this mental development beyond question, but so intimate is the connection between the various portions of the brain, that the neglect of one seriously affects the whole. Thanks to the wise philanthropy of Sir Wm. Macdonald and the able direction of Prof. Robertson this system is now available to thousands of children attending the Public Schools of Canada, and I trust its application will in a few years become universal.

A subject more attractive to the pupils themselves it would be hard to devise. What will please the average boy more than to give him tools and to show him how to use them. You have only to witness the animated faces of the scholars as they assemble in their places; the eagerness with which they watch their work approaching completion; the pride and joy with which they bear it to the teacher for his commendation, happy because they have accomplished something themselves; to realize the keen appreciation in which our work is held by the boys themselves. The zeal and delight with which they work make them utterly oblivious of the fact that it is a lesson; that the mind is being strengthened and the will trained to firmness and determination.

Manual training is the art of teaching by means of the senses of sight and touch. The teacher takes advantage of the natural activity of the child and by guiding it into a right channel and bringing it under proper control uses it as a means of producing mental development. The eye is taught to see aright and

to carry that impression to the brain and the hand to carry out the dictates of the mind thus impressed. It is a special training of the senses of sight, touch and muscular perception by means of various occupations, and a training of these faculties not so much for their own sake as it is for the effect produced upon the brain. While the eye is being taught accuracy, the hand dexterity and skill, the mind is led to observe, to compare and contrast, to think and to draw definite conclusions. The usefulness and success of this training depends, not upon the amount or quality of the work completed, though that is important, but upon the quantity and quality of the exercise it gives to the brain and the effect of that activity on the working capacity of that organ.

It cannot be too clearly understood by all concerned that in teaching Manual Training the object is not to turn out skilled artisans, but to aid in the general education of the scholars, morally, mentally and physically.

If idleness is the root of all evil, surely active work is the root of all that is good. The child's longing for activity will be satisfied, and if not guided in its choice may seek evil instead of good. The great educationalist, Pestalozzi, wrote: "The industry and physical activity of our race is the holy and eternal means of harmoniously uniting all our powers in one common power, the supreme power of humanity." The old Swedish Catechism contained the following passage:—"Activity promotes health and wealth and withholds from many a sin, strengthens against many a temptation, and gives consolation and peace of mind in evil days. These are truths which we can all appreciate.

Tools put into the hands of the young do not make them into carpenters, but into human beings. Their use is intended to and does develop qualities of inestimable worth in all circumstances of life, in every position, every trade.

I have already treated with the mental aspect of the question, but should like to quote here that eminent physiologist, Sir James Crichton Browne. He says: "Depend upon it, that much of the confusion of thought, awkwardness, bashfulness, stuttering, stupidity and irresolution, which we encounter in the world, and even in highly educated men and women, is dependent upon defective or misdirected muscular training and that thoughtful, diligent cultivation of the physical side of our nature, is conducive to breadth of mind as well as breadth of shoulders."

By providing an entire change of occupation it rests the mind, glutted with information, and the exercise obtained must have a healthy influence on the physical development of our race.

Great leaders of thought and eminent educationalists might be quoted without number, as to the efficiency of hand and eye training. Salzmann asks: "Are not the hands man's most noble tools? Is it conceivable that his spirit should be developed and its manifold capacities brought to light when his best instrument is resting, when his hands are put to no use." Froebel held as the first principles of education that: "Man only understands thoroughly that which he is able to produce." John Ruskin wrote: "It would be part of my scheme of education, that every youth in the state—from the king's son downwards—should learn to do something finely with his hands, so as to let him know what *touch* meant, and what stout craftsmanship meant, and to inform him of many things besides, which no man can learn except by some severely accurate discipline in *doing*. Let him first learn to take a straight shaving off a plank, or draw a fine curve without faltering, or lay a brick level in its mortar, and he

has learned a multitude of other matter which no lips of man could ever teach him."

Boys and girls like making things, and this necessitates industry, perseverance, accuracy, neatness, concentration of thought and self reliance. Give a child words to learn instead of objects to examine, or diagrams instead of the real things and he will soon begin to leave off observing. Give him conclusions ready-made and he will cease to form his own. The growing, developing condition of the mind is that in which it is observing, recalling, comparing, wondering, puzzling, investigating and *executing*, making its own theories from practice or experience.

The good of future generations must be ever the aim of the teacher, and I sincerely trust that the training received in our schools may be such as will make those under our care become worthy citizens of this Great Empire, that they may go forth into the world, and carrying out Shakespeare's ideal:—

" Find tongues in trees, books in running brooks,
Sermons in stones and good in everything."

A SPELLING EXERCISE.

William C. Sandercock, Langvale, Man.

Try this as a spelling exercise for Friday afternoon. I have found it to work well where the number of spellers is small. It is simply "Pussy wants a corner." One pupil is Pussy. The others in the corners spell in turn. If one misses, Pussy has a chance. If he spells the word he trades place with the one who missed it. The exercise has the greater value if the spellings are assigned and prepared, say, from the Readers, during the week.

The poor speller is generally identical with the poor reader. If the boy can be led to do a great deal of reading (and of course in this his tastes must be consulted) his spelling will improve. My worst speller, being out of school all summer herding cattle in the ravines and bush, and reading E. S. Thompson's books and similar stories, was much better in the spelling of all ordinary words when he returned in the fall.

Direct interest, of course, is the best, but for an arbitrary subject like this, where there is little play for the faculty of reason, all the indirect interest that can be aroused will be quite in place.

General Lee was in the car going from Richmond one day, and was seated at the end farthest away from the door. The other seats were filled with officers and soldiers. An old woman, poorly dressed, entered at one of the stations, and, finding no seat, and having none offered her, approached the end where the General was seated. He immediately arose and gave her his seat.

Instantly there was a general rising, each one offering his seat to the General. But he calmly said: "No, gentlemen, if there was not a seat for the infirm old woman, there can be none for me."

The effect was remarkable. One after another got out of the car. The seats seemed to be too hot for them; and the General and the old lady soon had the car to themselves.—*Selected.*

Primary Department.

THE SHEPHERD LAD.

When you hear the soft wind singing,	Up and down this shepherd lad
High and low, low and high,	Sings through the sweet wild weather;
That's the shepherd boy bringing	The white clouds are the white sheep
Home the white flocks of the sky.	All in the sky together.

A. H. B.

LITTLE WHITE FEATHERS.

Key of E^b—($\frac{6}{8}$).

(5. 4. 3. 2. 2. 3.)	(5. 4. 3. 2. — —)
(5. 4. 3. 2. 3. 4.)	(5. — 6. 7. — 7.)
(8. 7. 6. 6. 6. 7.)	(8. 7. 6. 6. — 7.)
(8. 7. 6. 5. 4. 3.)	(3. 1. 2. 1. — —)

Little white feathers filling the air,
 Little white feathers how came you there?
 "We came from the storm-birds sailing on high,
 They're shaking their white wings up in the sky."

Little white feathers, how fast you go,
 Little white feathers, we love you so!"
 "We're swift because we have work to do,
 So hold up your face and we'll kiss you true."

Eleanor Smith.

THE SNOWFLAKES.

Out from Cloud-Land one cold day,
 Some feathery snowflakes floated away;
 Sailed through the air in joyous mood,
 Hoping to do the earth some good.

North Wind met them on their track,
 Tried to drive little snowflakes back;
 On they fluttered, calling in glee:
 "Old Mr. North Wind can't catch me."

"Here is a spot," cried the bright little elves,
 "We'll help the flowers a bit ourselves."
 So over the flower roots, long before night,
 They spread a thick blanket, fair and white.

Little Jack frost had been playing around,
 Nipping all the flowers he found,
 When down to the earth came the flakes so gay,
 Looking about for a place to stay.

THE WISE KING AND THE BEE.

Long ago there lived in the East the greatest king in the world.

It was believed that no one could ask him a question which he could not answer.

Wise men came from far and near, but they were never able to puzzle King Solomon.

He knew all the trees and plants.

He understood the beasts, fowls and creeping things almost as well as he did people.

The fame of his knowledge spread into all the lands. In the South, the great Queen of Sheba heard of the wonderful wisdom of Solomon, and said, "I shall test his power for myself."

She picked some clover blossoms from the field, and bade an artist make for her, in wax, flowers, buds and leaves exactly like them.

She was much pleased when they were finished, for she herself could see no difference in the two bunches.

She carried them to the king and said: "Choose, oh, wise king, which are the real flowers:

At first King Solomon was puzzled, but soon he saw a bee buzzing at the window.

"Ah," said he, "here is one come to help me in my choice. Throw open the window for my friend."

Then the Queen of Sheba bowed her head and said: "You are indeed a wise king, but I begin to understand your wisdom. I thank you for this lesson."

— ♦ ♦ ♦ —

 THE SELECTION OF STORIES.

by Flora J. Cooke, Chicago.

The time has passed when teachers need to be urged to give literature the place which its value merits in the primary school. However, the *basis for the selection of stories and their adaptation to the needs of a particular class of children* will always be interesting topics for consideration. The results of several years' experiments in this direction are here given.

If the fundamental activities and interest of children determine the choice of stories, a detailed list of those used during an entire year, with any adequate explanation as to the motive and adaptation, would be too varied and comprehensive for the limits of one article. It is possible, however, to group the kinds of stories chosen from this standpoint under four general heads:

1. STORIES WHICH EMBODY IDEALS OF COURAGE, GENEROSITY, STRENGTH, WISDOM, UNSELFISHNESS, KINDNESS TO ANIMALS.

Children instinctively imitate what they admire. For instance we have all noticed the influence of a father, a policeman or even a teacher as we have watched the child graphically reproducing their chief characteristics in his play and unconscious actions.

It is because the responsibility of the ideals of the children depends so largely upon the parents and teachers that we make the strong plea for the careful selection of stories. Their influence is only second in importance to that of personal example, and the child's needs, experience and tendencies should determine their choice. Stories bring the children into contact with the world's

standards of what is brave, wise, and kind. But the final test of the story is its power to arouse in them appropriate emotions, which unconsciously but immediately find expression in their daily actions.

This is illustrated by such a story of "The Wise King and the Bees."

In this story King Solomon is presented by the queen of Sheba with two bouquets, one of real and one of wax flowers. Being unable to decide which were the natural flowers the King said—"Open the window for my friends the bees, they shall decide this question for me." In this way the children are introduced to the so-called "*wisest man*" and wisdom appears in a form which, from actual experience, the youngest child in school may understand and appreciate. Again it is most interesting to trace the growth of ideals in children in a series of stories illustrating different types of courage. Among many stories used in this connection were the following:

"William at the Natural Bridge in Virginia,"—a type of pure physical courage; "Casibianca," a poem,—a type showing unreasoning physical and moral courage; "Peter at the Dyke," a poem by Phoebe Cary,—type showing reasoning, physical and moral courage; "Prometheus," classical myth,—highest type of physical and moral courage.

The children were allowed to compare these heroes choosing the one they considered bravest, for dramatization, or the one they preferred to represent, always giving the reason for their choice. Although the heroes named above probably never existed, they illustrate in simplicity the desired types. The characters chosen for representation were also quite frequently chosen from real life and history.

2. STORIES OF INDUSTRY AND INVENTION.

These stories are usually told when some condition makes the children feel the necessity for a certain invention or a particular kind of work. They are first given the opportunity to experiment, trying to solve the problem for themselves. For instance:

In connection with their work on food the children needed vessels for holding water, dry materials, and for cooking purposes. They examined the dishes at home and suggested ways of making some for use in the schoolroom.

As their efforts were not entirely satisfactory they were prepared to appreciate the crude products of primitive peoples as they had experimented in the same direction. The children noted with great interest the simple forms, unglazed surface and crudity in decoration in this work. At this stage a potter came to the school and illustrated how modern dishes are made and shaped with ease and accuracy.

The children then examined many modern specimens of pottery and the influence of the work was marked in their taste, in their observation as to differences and improvements, and in their general interest in the dishes, in the home and in the stores visited. Later in the year they made a set of clay dishes which they decorated and burned in a rude kiln. Among the stories told in this connection were "Grandmother Kaolin," "Clay Dishes," Lora Wiltse's Kindergarten Stories, "Story of Palissy the Potter," "Story of the Porcelain Stove," Kate Douglas Wiggin, the story of how books were once made of clay.

In the same way the methods of the heating and lighting of houses, the purification of water for drinking, the manufacture of cloth—the ways of telling time and the making of tools for the garden were worked out by the children in the primary grades.

3. HOME AND SOCIAL ACTIVITIES OF THE CHILDREN.

Some part of this work comes into each month's plan and constitutes the beginning-work in history.

In November the children have the story of the "First Thanksgiving Day" and how it came to be. In December they are given in some dramatic form the stories of the children of different nations, who, while they speak different languages, dress differently, and have perhaps a different climate, yet in so many lands celebrate this same day as happily as we do.

On account of space we cannot go into the details of this work but shall suggest in general one of its phases, that of the *home*.

The children give their own ideas of the use of the home as a protection against cold, storms, enemies, etc. They are asked to suggest a model of a shelter that would protect them in a certain given season of the year.

They examine their own home and begin for the first time to appreciate the skill and division of labor necessary to produce the common comforts which they enjoy. Their own efforts usually result in a cave, a wigwam or a round snow-house according to the season and environment and they are given the story of the people who lived and worked under similar conditions as the cave men, the Indians or Eskimos. Thus during the year the children begin to discover how environment may be overcome. The real motive of this line of work is to cultivate unconsciously and gradually in the children a wholesome sympathy and a comprehension of the rights and difficulties of other people, which shall not only make this history work valuable to them as *knowledge* but be more truly educative as an influence guiding daily action.

4. SELECTED NATURE MYTHS, FABLES, FAIRY STORIES, POEMS AND SONGS.

Through these the children are directed in their own world—a world of personification, fancy and rhythm. We shall refer to these stories in next issue under the heading of "Adaptation of Stories."

In the School Room.

TALKING DOWN TO CHILDREN.

Teachers who assume that children know nothing when they enter school make a mistake. They remind one of the young newspaper man sent to interview the Chinaman proprietor of a tea store on what he thought about Chinamen voting. The young reporter went inside the tea store, took out his note book and thus addressed the proprietor: "John, how? Me me Telegraph. John! Newspaper—savvy, John? Newspaper print things. Unistan? Me want know what John think about Chinaman vote, see? Waht John think—Chinaman—vote all same Meican man? Savvy, John? Vote? Waht think?"

The Chinaman listened to him with profound gravity until he had finished, and replied:

"The question of granting the right of suffrage to Chinese citizens who have come to the United States with the avowed intention of making this country their permanent home is one that has occupied the attention of thoughtful men of all parties for years, and it may become in time one of paramount importance.

At present, however, it seems to me, there is no exigency requiring an expression of opinion from me upon this subject. You will please excuse me.

The young reporter went outside and leaned against a lamp post to rest and recover from a sudden faintness that had taken possession of him. His superior had purposely "steered him against" one of the best educated Chinamen in the United States.

Children often give us just as startling surprises.—*Mary Gordon.*

A LESSON IN READING.

The following is a report of a lesson taught before a class of students, as a basis for criticism. The class consisted of eight pupils—age six and seven years. Their names were: Mildred, Maud, Lydia, James, Willie, Hugh, Vera, Madeline. The class had been in school one term and had considerable skill in reading. The teacher wrote on the board: "This is Willie." After moment's hesitation James read it, looking at Willie when reading. The teacher then wrote: "He is seven years old." Hugh did not know the word *seven*, and the teacher marked one of the vowels. Immediately Hugh was able to read the sentence, not word by word, but as a thought. Vera read the two sentences, the second one very slowly, but there was something in her tone to indicate that she was getting the thought. The teacher now called on Willie to give him another thought. Willie whispered "He has a gold ring," and went to his seat, holding one hand in the other. Lydia surprised the class by reading the sentence as: "He has a girl." On looking again she read it correctly and expressively. Then Maud read the whole lesson. Then the teacher added, "He has blue eyes." None of the class could read it, and said they could not make out the word *eyes*. The teacher told them directly what the word was. Then the whole lesson was read by Madeline. Two other sentences were added and read, after which the teacher re-wrote the whole lesson in the first person and asked Willie to read it.

Some points brought out in criticism were:—

1. That some words should be presented as wholes and told, others presented as wholes and discovered.
2. That there is no reading unless the pupil is getting and giving a thought.
3. That the human interest is the strongest interest with children.
4. That there is a time not to press bashful children (Mildred had hesitated when asked to read).
5. That conversation and hard work can go hand in hand.
6. That the greatest abiding results of a lesson are *power* and love for work.

SCHOOL ROOM DECORATION.

The following list of pictures is mentioned in "*School Sanitation and Decoration*," as suitable for decorating the school-room:

KINDERGARTEN AND PRIMARY GRADES—Madonna of the Chair, Raphael; Holy Night, Correggio; Rest in Flight, Knaus; Children of the Shell, Murillo; Mother and Child, Brush; Baby Stuart, Van Dyck; Age of Innocence, Reynolds; Feeding Her Birds, Millet; By the Riverside, Lerolie; Little Rose, Whistler; Sheperdess Knitting, Millet; Caritas, Thayer; Member of the Humane Society.

Landseer ; The Connoisseurs, Landseer ; The Blacksmith, Frere ; Escaped Cow, Milan Cathedral ; Leaning Tower, Pisa.

INTERMEDIATE GRADES—Sistine Madonna, Detail, Raphael ; Madonna and Child, Dagnan-Bouveret ; Virgin, Infant Jesus and St. John, Bourguereau ; Children of Charles I, Van Dyck ; Penelope Boothby, Reynolds ; Shepherdess, Lerolle ; Christmas Chimes, Blashfield ; Brother and Sister, Thayer ; The Gleaners, Millet ; At the Watering Through, Dagnan-Bouveret ; Automedon, Regnault ; Horse Fair, Bonheur ; Aurora, Guido Reni ; Karyl, Shreyer ; Pilgrims Going to Church, Boughton ; Paysage, Corot ; St. Mark's, Notre Dame.

A LESSON FROM NATURE.

Father came in and said : " I found Robert pumping kerosene out of the can on the back porch. His face showed plainly he knew he was doing wrong. I told him never to touch it again, but I am afraid I ought to have punished him."

" Yes, I'm afraid you ought," said mother. He was usually obedient, their strong- live four-year-old, and they were trying to train him very wisely.

Next day she was filling the lamps and saw him watching her from a corner of the yard—so wistfully. He would try to obey, she knew that ; but there would surely come a time when the healthful, natural, boyish longing to work out the secret of that wonderful squeaking pump would efface all the force of the command. She called him to her.

" Robert don't you want to help mamma fill the lamps ?"

" Yes'm," eagerly. And he pumped and pumped, slowly and carefully, stopping every moment to see if they were full. Her arms were so tired holding the lamps before they were done.

Then she said. " Now we musn't pump unless we have to fill the lamps ; it wastes the oil."

" No musn't," he said ; " it wastes the oil." And he closed the top of the pneumatic can very carefully.

After that he would always come running when he heard the can squeak and say : " Mamma, don't you want me help you fill the lamps ?" And would always close the can saying, " Mamma we musn't pump the oil only when we fill the lamps—must we mamma !"

One day she saw him trying to climb up on the well curb. She called him quickly, sharply, to get down. The danger made her forget everything for a minute. Then it came to her that he was trying to see what was in the well. Why not, when the bucket made so many journeys down into it ? And why should he not see ?

So she held him up where he could see, and he looked long and wonderingly and talked excitedly about what he saw. Then she told what would happen if he should fall in,—he must never climb up.

" No, I never will, mamma. But won't you let me look some other time ?"

And so Robert grew to see that the commands of his father and mother were reasonable, necessary ones, and he would feel this and give willing obedience, even when the reasons could not be clear to him.—*S. S. Times.*

If you know of any friends who might be likely to subscribe for the EDUCATIONAL JOURNAL, you would confer a favor by sending in their names and addresses.

Editorial.

INCENTIVES.

The teacher brought home to his baby a new doll. He did not require to offer a reward to the child for playing with it. He brought home a jack-knife for his ten year old boy. He did not find it necessary to offer a reward or threaten punishment in order to have the knife used. Yet when he went to school next day, he had to coax his seniors by means of a prize, and to threaten his juniors with a rubber strap, before he could get them to apply themselves to the work assigned. Why was this? Simply because he had failed to find out the kinds of useful activity in which pupils will voluntarily engage. He was imposing on them tasks of his own invention—tasks out of harmony with the natural inquiries and yearnings of a child's mind. In other words he was violating the first educational law of *self-activity*.

The other day a class was busy making houses with peas and tooth-picks. Not a very intellectual occupation this, not very practical either! One thing was plain, however. The pupils were in the work with all their hearts. They were thinking out beautiful (to them beautiful) designs, and building them up with the materials at hand. They were feeling, willing and thinking. And they were happy. They were giving themselves up unreservedly to the work of doing something, and they were taking a pride in it.

See here, man, did you ever see anything more wonderful than this—a mind at work, actually commanding its eyes and hands to do just what it wished? And do you endeavor to laugh it down as nonsensical? Silly busywork! Waste time! Dawdling! Believe it not. Where a soul is engaged in a constructive or creative act, where all its energies are employed in the attainment of an ideal, there is always an education, no matter if the end attained has no very great value—financially or otherwise. Do you think that when you put a child at something foreign to his sympathies—natural or acquired,—you can, by any system of incentives get him properly to take an interest in it? There is no necessity of working across the grain in this matter of education. We do not need to give a child his own way, we do not require, nay, it would be criminal, to make his work play, but we must have regard to his natural bias and interest.

So if in our manual training schools some boys will get really in earnest, really enthusiastic, for the first time in their school lives, and this without any artificial incentive—urgent or repressive—let us welcome the departure, and let us beware the living death.

Now isn't what has been said the most absurd nonsense? Haven't children to be taught to do things they don't like? Shouldn't the very essence of our work consist in teaching children to rise above things they don't like, and to do them in spite of their dislike? Yea, verily. The child with the toothpicks did not like it when the peas split or the toothpicks broke, but the idea of an end to be attained was the something that made him count these tribulations light. A young man, working out, might have found the twenty-mile walk to his parents' home long and tedious after his week's work, but the anticipated joy of family re-union made the journey short and the limbs strong. Is it too much to ask that in all our school work, there should be something parallel to this?

Is it *reading*? Surely there is enough hard work facing the pupil in the learning of word forms. But if the subject matter is in line with his greatest heart interest, need we fear but that he will attack and overcome all the difficulties involved in the mastery of symbols? And if he has in him the desire to give the thought to others in such a manner as to bring pleasure or conviction, need we offer inducements to secure expression?

Is it *history*? There is hard work here too, in looking up facts, in remembering, in comparing, in forming conclusions. But if by judicious management the pupil were brought to feel that the life problems presented were his own; or if the subject were presented so as to keep to the front that interest which is the strongest and most enduring of all—the human interest; if in brief he could be made to see men and women in their struggles and their trials, their successes and their failures, can any one doubt but that the drudgery of learning would for the most part cease to be drudgery?

And is it not so throughout? We should not, can not remove the necessity of hard, earnest work, but there does appear to be an all-sufficient motive in a clearly perceived ideal or a conscious purpose, which makes artificial rewards and punishments unnecessary. And this is only a half-truth, but a half-truth that requires to be emphasized.

THE SPELLING QUESTION.

In an article on the "Spelling Question," by Edward R. Shaw, Ph. D., Dean of the School of Pedagogy, New York University, some valuable conclusions, based on experiments with a large number of pupils, are drawn. The conclusions are valuable, because they are the best protest against that unwarranted but too common assumption that a word is a form similar in kind to any form in nature, in that it is recalled by memory in the same way. Mr. Shaw's words are to the point:

"Training the power of observation through nature study has been recommended as aiding the pupil in learning to spell. Such a recommendation has no warrantable foundation, and its employment would prove of little if any specific value in aiding the pupil to spell: nor will efforts made to develop the so-called eye-mindedness avail much.

Spelling is largely a matter of association, and the eye, the ear, and the motor must be appealed to so as to produce the strongest complication of sensory elements. Care then in the right kind of oral preparation, with considerable oral test before writing, training pupils to build up words by using the small unities into which words can be divided, is a method of teaching spelling productive of the best all-round results."

It does seem, however, that any one who would examine his own mental experience in the matter of spelling, and who would have regard to the fact that the notation of written language is in the main phonetic, would have arrived at practically the same results. There is much to be said in favor of visualizing *in its own field*, but it does seem absurd to resort to it where it is not necessary. Spelling is not altogether, and perhaps not mainly a matter of seeing forms and remembering them: it is largely, perhaps chiefly, a matter of analyzing a word-sound and naming its elements. As a proof of this, it is only necessary to quote a few instances:

(1) One may correctly spell a word he has never seen, *e.g.*, varicose, barnacle.

(2) If spelling were a matter of seeing a form and reproducing it, the word should be reproduced in one form almost as readily as another, that is, it should be written backward as readily as forward; if it is largely a matter of phonetic analysis, the forward order will evidently be easier. When a landscape has to be drawn from memory, the artist can begin at any point. He must depend wholly upon his eye-memory. But in spelling words, the ear is the first rough guide, suggesting the actual or approximate letters and their order. The eye supplements and corrects.

(3) If in spelling a word one has to call up and copy a floating image of it, then the image must take definite form in print (red or black), script (upright or sloping), capitals (Roman or Gothic), on a page, or on a board. A consistent investigator will look in vain for these images. He *can* call them up after a fashion in any of the forms indicated or in any position he wishes, by an act of will, but in ordinary speaking he never does anything of the kind. He cannot even begin to tell what image he thought he copied. In writing the above, not one single form was consciously copied from a *floating image*, though it is possible to the writer now to shut his eyes and call up the forms one by one at pleasure. If, in spelling, an image is called up, it is probably after the word is spelled, rather than before.

In learning the multiplication table, it would be absurd for a teacher to put the results before a pupil in the form of a table and ask him to memorize. The results should be arrived at through calculating or reasoning and should be made familiar by use. So, in spelling, it is equally absurd to put all words before a pupil and say "memorize the forms." The forms can be worked out wholly or in part by an effort of analysis. Experience in analysis leads to conscious or unconscious perception of analogies or likenesses in the spelling of words. Then the eye and the muscles of the arm and hand and vocal organs have their memory. All work together towards the one end—the representation in written form of a spoken word.

This of course is not intended to be a real explanation of the process of learning to spell. It is only intended to show that this idea of copying floating images is a myth.

ORDER IN SCHOOL.

I was several years ago on a steamboat on the Ohio river that struck a bar and it was found that the boat must be unloaded. The captain undertook the job and the greatest confusion reigned. At length a man sent by the owners arrived, and the scene changed. He arranged the men employed, and the noise, the shouting, and the excitement disappeared.

"He understands the business," said one; but this was a mistake; he was a clerk in the office, and this was his first experience in this line of work. But he had a talent for *organizing*. To be able to organize is recognized as a first-class talent; it is a power when a large number of men are to be equipped, fed, drilled and moved forward into battle; then the man who can *organize* is needed; he brings order out of confusion; he puts things in the places designed for them.

This teacher must learn this art. First, then, is the arrangement of classes: those pursuing the same study must be put together; next they must know

what they are to do, when they are to do it, and how they are to do it. The classes must each have a designated time to recite; when the time has expired they must stop, whether they have finished or not. The next must succeed, and so on. This rigid adherence to a programme is the teacher's salvation.

Train the classes to come and go in a way that will prevent noise. For example, the class in arithmetic is to recite. You tap on the desk with your pencil; they know you want attention; you wait a moment for them to get ready; you raise your hand, they rise; you pause a second, then motion them to move, and they pass to the recitation seat: they look at you, you give them a motion of your hand and they sit down.

In another school the teacher calls out, "Arithmetic class get ready." Then ensues a bustle, dropping of slates, etc., in the midst of which the teacher thumps on the desk and calls out, "Don't make so much noise." When the noise has somewhat subsided, "Class may take places." This is a signal that has been waited for, and a rush is made for the seat, the upper end being the coveted place. The teacher looks savagely on. "Sit down, move that way; don't all crowd up at one end." And after considerable effort the class is ready to recite.

Now all of this noise was produced by the teacher; the pupils are not to blame. Hence, the teacher should rigidly examine himself to see if the cause of the unquiet of the school-room does not lie in him. Let it be reflected that a company of children that don't want to make a noise is not to be found; and finally that those who want to make the most noise are the best scholars. There is a meek pale-faced boy, who sits "still as a mouse"—he is a model scholar for many a female teacher—but he will never be able to earn his bread. Hence respect these noise makers and *learn the art of managing them.*—*N. Y. School Journal.*

The above calls attention to two kinds of discipline in a school, and, quite properly, calls attention to the weakness in one case. Should it not be pointed out that, though the power of organization is essential to success in teaching, the very worst results may follow from over-direction? When a boy leaves school he has no teacher's eye continually upon him, and there is no ever recurring bell-tap to remind him of duty. Organization that does not result in growth in self-government is not to be commended. Boys do not wish to make a noise rather than go in orderly fashion. If teaching, or rather government, is what it should be there will be a continuous reform going on in the heart of the pupil that will be power for order and self-control. A teacher who, with advanced pupils, resorts to bell-tapping and the like, is on a par with one who would keep an adult in swaddling clothes. Right conduct, in the case of senior pupils, and in a measure in the case of junior pupils, should be the natural expression of a life that is right; that is to say, a pupil should come to class or dismiss in an orderly fashion because he is orderly, and not because the teacher is dictating how he should proceed. This over-direction is illustrated by the following series of commands taken from a martinet's note book: "Class—attention—books on desks—hands at sides—eyes front—right eye wink—left eye wink—inhalé—exhalé—pencils take—write the word 'cat.' 1-2-3—pencils on desks—etc., etc." And yet this machine, moving in response to the teacher's command, is called "a human will." Where does the will come in?

TEACHERS' SALARIES.

In a paper read at the Bedford (Que.) Teachers' Association by Mr. E. Smith it was announced that 118 Protestant Elementary teachers in the Province of Quebec are receiving an average of \$11.20 per month. This is on the reckoning of 12 months in the year. Of course, said Mr. Smith, if when the school closes in May a teacher can go into a trance till September then her salary rises to the magnificent sum of \$16 a month. It is no wonder that Mr. Smith's announcement has caused considerable comment, and no wonder that he had something to say concerning the auctioning of positions—"Apply stating salary." Why not hire ministers, wives, nurses, doctors, in the same way. How does this look for example?

WANTED—A minister for All Sinners' Church, Pasquaville. Must have taken a theological course, and have had experience. APPLY STATING SALARY, to
JAMES SKINFLINT, (deacon.)

WANTED—A mother for a family of little children. Must have attended cooking school and have had experience with children. APPLY STATING SALARY.
A. TRUSTEE, (widower.)

WANTED—A wife. Must be refined, able-bodied, intelligent, fit for all kinds of work, (indoors and out-of-doors), angelic, beautiful, and economic. APPLY STATING SALARY.
J. CUT-EM-DOWN, (bachelor.)

For the next few months we shall freely advertise for school-boards desiring a teacher if they will state salary they are willing to give *per year*.

One does not have to agree with all that is said in a vigorous and well-expressed essay, but he is forced to consider it thoughtfully, especially if the writer has national or international reputation. The following words from Professor Munsterberg, of Harvard, have in them sufficient truth to arouse thought:

Conscious occupation with pedagogical rules interferes with *instinctive* views of right pedagogical means. The analytic tendency of the psychological and pedagogical attitude is diametrically opposite to that practical attitude, full of tact and sympathy, which we must demand of the real teacher; and the training in the one attitude inhibits freedom in the other. I fear that pedagogy must become a hindrance to educational progress, if it ever causes the principal or the school board to prefer the teacher who has learned pedagogy to the teacher who has learned the subject he is going to teach."

"We are not only professional wage-earners; we live for our friends and our nation; we face social and political, moral and religious problems; we are in contact with nature and science, with art and literature; we shape our town and our time, and all that is common to everyone—to the banker and the manufacturer, to the minister and the teacher, to the lawyer and the physician. The technique of our profession, then, appears only as a small variation of the

large back-ground of work in which we all share ; and if the education must be adapted to our later life, all these problems demand a uniform education for the members of the same social community. The division of labor lies on the outside. We are specialists in our handiwork, but our heart work is uniform, and the demand for individualized education emphasizes the small differences of our tasks, and ignores the great similarities."

May the year 1901 be a happy one for all of our subscribers. True happiness comes from service rendered, therefore our best wish for all is that they may be rich in service.

We have already asked our teachers to send us contributions—not necessarily long articles. It is not a great effort to send one idea a month. If one cannot send anything original he can ask a question. We have to confess that we are disappointed in this matter of contributions.

The third annual convention of the Inspectoral staff of the Province was held at Winnipeg on Thursday and Friday, December the 27th and 28th. The five sessions were well taken up in the discussion of educational matters generally. Inspector S. E. Lang was elected chairman, and Inspector A. McIntyre, Secretary of the Convention.

The Footpath to Peace.

***T**o be glad of life, because it gives you the chance to love and to work and to play and to look up at the stars ; to be satisfied with your possessions but not contented with yourself until you have made the best of them ; to despise nothing in the world except falsehood and meanness, and to fear nothing except cowardice ; to be governed by your admirations rather than your disgusts ; to covet nothing that is your neighbor's, except his kindness of heart and gentleness of manners ; to think seldom of your enemies, often of your friends, and every day of Christ ; and to spend as much time as you can, with body and spirit, in God's out-of-doors.—these are little guideposts on the footpath to peace.*

—Henry Van Dyke.

Selected.

NORSE LULLABY.

Eugene Field

The sky is dark and the hills are white
 As the storm-king speeds from the north to-night,
 And this is the song the storm-king sings,
 As over the world his cloak he flings :
 "Sleep, sleep, little one, sleep ;"
 He rustles his wings and gruffly sings :
 "Sleep, little one, sleep."

On yonder mountain side a vine
 Clings at the foot of a mother pine ;
 The tree bends over the trembling thing,
 And only the vine can hear her sing :
 "Sleep, sleep, little one, sleep ;
 What shall you fear when I am here ?
 Sleep, little one, sleep."

The king may sing in his bitter flight,
 The tree may croon to the vine to-night,
 But the little snowflake at my breast
 Liketh the song I sing the best,—
 Sleep, sleep, little one, sleep :
 Weary thou art, anext my heart.
 Sleep, little one, sleep.

MEMORY GEMS FOR JANUARY.

Announced by all the trumpets of the sky,
 Arrives the snow, and driving o'er the fields,
 Seems nowhere to alight ; the whited air
 Hides hills and woods, the river and the heaven,
 And veils the farm-house at the garden's end.
 —EMERSON, "The Snow-Storm."

The snow

Thick-heaped for gleaming leagues o'er hill and plain,
 Spread its unbroken silence over all.
 —LOWELL, "A Chippewa Legend."

Down the long hillside treading slow
 We saw the half buried oxen go,
 Shaking the snow from heads uptost,
 Their straining nostrils white with frost,
 Before our door the straggling train
 Drew up an added team to gain.
 —WHITTIER, "Snowbound."

The windows glisten, the old folks listen
 To hear the sleigh-bells pass ;
 The fields grow whiter, the stars burn brighter,
 The road is smooth as glass.
 —EDMUND CLARENCE STEDMAN, "Country Sleighting"

In winter the stars seem to have rekindled their fires,
 the moon achieves a fuller triumph, the heavens wear a
 look of more exalted simplicity.

—BURROUGHS, "The Snow Walkers."

Silently one by one, in the infinite meadows of heaven,
 Blossomed the lovely stars, the forget-me-nots of the angels.
 LONGFELLOW, "Evangeline."

THE SCHOOL AND SOCIETY.

It is easy to see that this revolution, as regards the materials of knowledge, carries with it a marked change in the attitude of the individual. Stimuli of an intellectual sort pour in upon us in all kinds of ways. The merely intellectual life, the life of scholarship and of learning, thus gets a very altered value. Academic and scholastic, instead of being titles of honor, are becoming terms of reproach.

But all this means a necessary change in the attitude of the school, one of which we are as yet far from realizing the full force. Our school methods, and to a very considerable extent our curriculum, are inherited from the period when learning and command of certain symbols, affording as they did the only access to learning, were all-important. The ideals of this period are still largely in control, even where the outward methods and studies have been changed. We sometimes hear the introduction of manual training, art and science into the elementary, and even the secondary schools, deprecated on the ground that they tend toward the production of specialists—that they detract from our present scheme of generous, liberal culture. The point of this objection would be ludicrous if it were not often so effective as to make it tragic. It is our present education which is highly specialized, one-sided and narrow. It is an education dominated almost entirely by the mediæval conception of learning. It is something which appeals for the most part simply to the intellectual aspect of our natures, our desire to learn, to accumulate information, and to get control of the symbols of learning; not to our impulses and tendencies to make, to do, to create, to produce, whether in the form of utility or of art. The very fact that manual training, art and science are objected to as technical, as tending toward mere specialism, is of itself as good testimony as could be offered to the specialized aim which controls current education. Unless education had been virtually identified with the exclusively intellectual pursuits, with learning as such, all these materials and methods would be welcome, would be greeted with the utmost hospitality.

While training for the profession of learning is regarded as the type of culture, as a liberal education, that of a mechanic, a musician, a lawyer, a doctor, a farmer, a merchant, or a railroad manager is regarded as purely technical and professional. The result is that which we see about us everywhere—the division into "cultured" people and "workers," the separation of theory and practice.

Hardly one per cent. of the school population ever attains to what we call higher education; only five per cent. to the grade of our high school; while much more than half leave on or before the completion of the fifth year of the elementary grade. The simple facts of the case are that in the great majority of human beings distinctly intellectual interest is not dominant. They have the so-called practical impulse and disposition. In many of those in whom by nature intellectual interest is strong, social conditions prevent its adequate realization. Consequently by far the larger number of pupils leave school as soon as they have enough of the symbols of reading, writing and calculation to be of practical use to them in getting a living. While our educational leaders are talking of culture, the development of personality, etc., as the end and aim of education, the great majority of those who pass under the tuition of the school regard it only as a narrowly practical tool with which to get bread and butter enough to eke out a restricted life. If we were to conceive our educational end and aim in a less exclusive way, if we were to introduce into educational processes the activities which appeal to those whose dominant interest is to do and to make, we should find the hold of the school upon its members to be more vital, more prolonged, containing more of culture.—From Dewey's *The School and Society*.

-----◆-----

LIFE BEGETS LIFE.

Rev. Edward Thring, M.A.

Tender subtle feeling is tender subtle feeling, whether the words flow from lips beloved that speak them face to face, or whether they flow from lips, which in days of old gave them in trust to those dumb messengers, so faithful and so true, books, that from age to age keep safe, year after year, their treasure of enchanted life; waiting to be waked, whenever a true prince comes. The automaton intellect has no place here. The slave dealer might as well woo with his lash the love of the speaker of living speech, as the hard intellect expect to win its way by force into the heart of the written thought: The fairy princess heeds them not. Both deal and deal successfully, if strong enough, with the husk and outside of that which they approach; both fail conspicuously, if not strong, even in that; and both stand for ever outside the walls of the home in which true beauty dwells and lives with those who love. A prayer for gentle, reverent, loving admission into the heart of that, which having been born of life, retains for ever the nature of that life from which it was born, must always be the beginning of true power. The humble watchful eye, which can recognize the existence of inner loveliness, is needed, if the learner is ever to read the high and varied emotions of noble minds, and by reading hope to kindle high and varied power in himself.

This is a very practical question. The investigation has led to the recognition of three distinct forms of power, all of which however are combined in the perfect man, and are only misleading when separated. First, there is the mechanic power which does manual and bodily work that demands little exercise of intellect, or an exercise of intellect along a narrow track; this power is to a great degree amenable to force. Secondly, there is the automaton power, where the hard intellect assumes the mastery over the whole external world; but, as far as it acts alone, stands outside the whole realm of life and feeling. And thirdly, there is the living power of true feeling, which is peculiar to man as man, and which uses the intellect as an instrument, and the body as an instrument.

bringing into perfect harmony of glorious perfection the whole nature of man. Properly speaking the division is twofold, and the being of man comprises instrumental powers of body and intellect; and living powers of love and sight, by which life sees truth with a mental eye, and loves truth. Love is not learnt. Love sees. Nothing can be more practical than this. Those who have followed the statement of facts already made, and who give their assent to what has been said, as a true statement of the facts of human nature, have already decided absolutely that all work which deals with the outer properties, and skin, as it were, of things, all carting in by mere memory of that which having been dropped in can be dropped out again, fails to fulfil the requirements of the higher training. And also, that all hard, unfeeling, irreverent temper unfits the learner, however strong in intellect he may be, for the higher ranges of power, which can only be attained by giving and taking the thrill of true feeling, and by an endeavor to enter into communion with the speakers however humble. These are truths, realities as certain as that the sun gives light. But both can be denied by the blind.

Something has now been said of the region in which true power is to be found. Something also of the attitude of the true searcher for power. The power can only be found in the higher works of the higher life. The mechanic arts, and skin-deep specialities, and even the really wonderful feats to us, which can be conceived of as performed by an intellectual automaton of an Ariel-like capacity, or gifted with the unteachable perfection of instinct, have been set as too narrow in scope, and too much separated from the distinctive excellence of human life to come within the range of the best mental training, excepting as stepping stones to higher things. And the inquiry has been limited by this judgment to such works of life as man does distinctively as man, and not as an animal that moves. But what is life? And how does life act? The fact of life is so familiar, that a curious ignorance of what life is, is often in dealing with life and its outcome. First what is it not? No subject which is put together piece by piece is living.

Life and living work has that within it which may sleep, lie dormant, but never dies, and which not only does not die but is a quickening spirit, acting like a germ in other lives which it reaches. There is a subtle play of life on life, a strange faculty of changing, and transmitting, and passing into whatever it really touches, to come out again in fresh combinations with a new birth of new creations and growth, all of which have a life of their own, whilst nevertheless all owe the beginning of that life to the germ they have received. In this way the whole world is incessantly interchanging for good or evil germinating ideas, which pass on, and on, and on, sometimes traceable, sometimes not, but always in their aggregate growth forming the character of every nation, city, family, or individual. This is the essential power of life and lifework, in which its transcendent claim to be considered the great practice ground of training and teaching lies. It is the most important factor of all in the sphere of practical work. And it makes no difference where the life comes from. Time, place, ages back in the old world, inhabitants of kingdoms long since gone, it matters not. The life influence is the same, and exercises the same procreative power in the same deathless way, whether it is clothed in the spoken word proceeding from living lips conveying messages of glowing life to ears that actually hear the voice; or whether it is a voice from—"the mighty minds of old"—a seed wafted down the centuries, with its seed-life in itself after its kind, floating, so to say, in the air, which lights, and takes root again; and when it takes root

enters into the life it has touched, and becomes a new form of life, to go forth again on new missions. Life is ever acting in this way. The living thought and feelings of men live in the language of men; and literature is nothing less than the company, as far as the words reach, of those that spoke the words. Words are the life. Because we have only a section of their lives in this way, which we cannot enlarge or change, the fact that it is living is often lost sight of. But the power it has of begetting life, its own life, in those who receive it, sufficiently proves that it is living.

This life of living thought, which is both a disembodied, independent existence, and at the same time incarnate in bodily shape baffles man's expression, inasmuch as it is absolutely unique on this earthly globe. There is a subtle alchemy in life meeting life which finds no parallel in any known fact. But the alchemists unconsciously shadowed it forth in their dream of the philosopher's stone.

Life meets life in the living crucible of the mind. All things thrown into that living fire are fused into a new creation. The philosopher's stone is found, which has the power in very truth of turning all baser metals into gold. The philosopher's stone is found in the great crucible of true education. The educator is a power-chemist. He applies the flame of life, and man in himself becomes power.



ARITHMETIC,

By O. T. Bright, Superintendent Cook County. III.

During the past two or three years the educational journals throughout the country have teemed with articles and discussions on what is termed the "ratio method" of teaching arithmetic. This new method seems to have taken form unto itself in Chicago. Like measles and whooping cough, it rages most with small children, and marvellous results are shown in some of the schools with first, second and third grade children. In the latter part of second grade classes and in the third it is difficult, and oftentimes impossible, for experienced teachers to follow the operations of the children. Their sharpness and skill in performing mathematical operations, or, to put it differently, their surprising gymnastics in observing and comparing, are very fascinating to the teachers, to whom the work is new. Once the teacher in charge gets the plan of work well in mind, together with the blocks and other material, she has little further trouble. The machine runs smoothly. The work seems so successful—that is the fruits are so apparent and the children seem so "smart"—that the teachers naturally, and perhaps unconsciously, devote an inordinate amount of time to it. I have seen in one of the most successful "ratio method" schools of Chicago one-half of a forenoon session given to arithmetic in the first grade, and this with children who could attend school only three hours in the twenty-four. The school was situated in a district in which books and reading are almost an unknown quantity in the homes. This school is no exception among those in the throes of the "ratio method," and it is quoted as one of the best. I wondered if the motive of the teacher ever went outside of the schoolroom into the real lives of the children—I mean their lives in the other twenty-four hours of the day. I wondered how the work of the school was giving an uplift to the children and, through them, to the homes they live in. Method may be so elaborate as to defeat the legitimate ends of education, and the value of the method must be determined by other evidence than the pert performances of little children.

"But the children can do the work and they like it," is the answer of the teacher to any protest of an-outsider. Very true, but the question is not whether they can do it, but whether they ought to do it. The interest of children is always excited in the overcoming of difficulties and by the admiration or surprise of older people. They might be trained to stand on their heads, to walk on their hands, to turn somersaults backwards, and they would be intensely interested, but I have never heard these facts used as arguments for the introduction of these performances as physical exercises in the schoolroom. The understanding of the relative value of numbers and the relation of one number to another of like name in the same problem, in other words, ratio, is absolutely necessary in any intelligent teaching of arithmetic. It should enter into the discussion of a majority of problems, but to say that it enters into all arithmetical operations is nonsense. Some of the discussions on this subject would mystify a high-grade Hindoo. The average teacher cannot even understand them, when set forth by the few truly wise, much less can she apply them. Any method that is above or below or beyond the best effort of the average teacher is of small practical value, and we are told that in the matter under discussion even the best of the teachers do not "get hold of the spirit of the method," whatever that may be. What, then, is to become of the half of the scholars under the poorer half of the teachers? The method of teaching arithmetic which should be employed with children in the first year and the first half, and probably the whole, of the second year, will mystify no teacher. There should be no systematic teaching of number in these years, hence no method. The numbering and measuring incidental to the best work in these grades are all-sufficient. Under the stimulus of needing the number and of being able to measure to get it, because of its being a part of observation and training in construction, the acquiring of arithmetical facts is surprisingly easy and rapid, and no less surprising is the ability to use these facts. Any systematic teaching of number and number relations, as before said, should be begun not earlier than the middle of the second school year, and a little later would work no harm to the pupils. From the beginning of the third year to the close of the seventh the work should be vigorous and systematic, but always within the ability of the children. At least eighty per cent of class work should be what is commonly called mental arithmetic, and it should include discussion of problems with numbers too large for mental solution. Recitation time is too precious for blackboard solution of long problems. The time wasted in arithmetic recitations involving the answers to long problems is something enormous.

THE WRONG BOY.

A good story is told at the expense of a recently appointed supervisor of the public schools in one of our large cities. She was an estimable lady, who had a strong belief in moral suasion and, naturally, a distrust of corporal punishment. One day she happened to be visiting a school where a young incorrigible was undergoing punishment for a series of misdemeanors. Even the presence of the school official did not check his bad behavior. The discouraged teacher cited him as "the worst boy in the school—one that I can't do anything with. I've tried everything in the way of punishment."

"Have you tried kindness?" was the gentle enquiry of the other lady.

"I did for a long while at first, but I've got beyond that now!" the teacher wearily replied.

"Now, my dear little fellow," the new supervisor said, as she seated herself beside him on the settee where he waited a well-merited chastisement, "I want you to come and see me on Tuesday afternoon. I like to have little boys come and see me, and we'll have a real cosy time. Now, won't you come?"

The astonished urchin could only stammer out, "I—I guess so. I'll get there if I can," and the good lady went to her new duties, well pleased with the success of her friendly subterfuge.

The Tuesday afternoon, exactly at the time appointed, an awkward and not over-clean boy was ushered into her pleasant reception room. Never was greater courtesy shown a guest. The hostess displayed to his admiring gaze her choicest engravings and brightest books. She played for him the simple and popular melodies which his perverted taste demanded, and then invited him to tea. On her most delicate china she set before him viands which would have done credit to a New England thanksgiving.

The boy ate with a half-starved relish, and, as he showed every sign of enjoyment and glee, she deemed it time to begin the moral teaching to which all this had been her mere preface.

"I was very sorry indeed," she began gravely, and in her sweet tone, "to see you sitting there in school, the other afternoon, waiting to be punished, and I thought—"

"Oh! please'm," her little guest interrupted, with his mouth full of cake, "it wasn't me you saw that afternoon at all. It was Billy Patterson, and he gave me ten cents to come up here and take your jawin'."—*Wisconsin Journal of Education*.

TREATMENT OF THE TEACHER IN PUBLIC SCHOOLS.

By S. B. Todd, Milwaukee.

She must know more, do more, be more, and suffer more than any other breadwinner. She must know everything in heaven above, the earth beneath, and the waters under the earth. She receives no special credit for knowing them, but woe be to her if she knows them not.

She must teach the three "r's," as in the olden times, but mark the additions.

She must teach physiology with all the skill of a physician, but without his opportunity for hiding mistakes.

She must teach civics with all the learning of a lawyer, but without his library.

She must teach virtue and godliness of a minister, but without his bible or his sectarian bias.

Under the title of "Nature Lessons" she must teach the elements of all science known to man, but, unlike her sister in the high school, she must do it without a text-book.

She must teach music, drawing, penmanship and physical culture with the ability of a specialist, but must give the supervisor all the credit for success attained.

She must give direct instruction in morals and manners, or the school will go to the demeriton bow-wows.

She must teach the effect of alcohol and narcotics, or the women of the W.C.T.U. will have conniption fits.

She must spend eight to ten hours a day in the unwholesome atmosphere of a poorly ventilated schoolroom, and one or two hours more in selecting material

and copying it on the board, to be again copied by children, thus exhausting her vitality and ruining the eyesight and penmanship of her pupils, to please the fool fancy of some saphhead superintendent, who thinks he is carrying out an original scheme.

She must carry out silly experiments of young and callow principals, who are learning the business empirically, and with whom she dare not differ.

She must govern wild and wicked children, even when parents fail. She must be as wise as Solomon, patient as Job, strong and enduring as Caesar, and tender as Maccenas. She must be more even tempered than the Almighty, for Almighty was "wroth with the wicked" when he punished them, but alas for the teacher who loses her temper! She must be a model of propriety in all things, for are not the eyes of the whole community upon her? She must know the usages of the world and of society, but must stand aloof from both. She must have humility, confidence, infinite tact, perfect health, common sense in abundance, a modicum of wit, a world of wisdom, and a little wickedness. She must endure the foul air, the nerve-racking confusion, and the thousand annoyances of the schoolroom. She must submit to the thoughtless criticisms of the ignorant, the unjust abuse of disappointed parents, the blandishments of those who would help their children by patronizing attentions to the teacher, and the domineering dictation of self-seeking politicians.

She must spend hours upon hours making reports, compiling statistics, striking balances and averages, and tabulating foolish answers to silly questions with the machine-like expertness of a trained accountant, to make more formidable and less readable the superintendent's report, and impress a confiding and gullible public with the complicated machinery necessary to a system of public schools.

And for all this she receives a salary which enables her to live in poverty or on the charity of her friends if she falls ill, offends the powers that be, or loses her pull.

I knock on the pupil who annoys her, on the superintendent who overworks her, on the parent who ignorantly criticises her, on the paragrapher who satirizes her, on the alleged funny man who makes sport of her, on the school board that under-pays her, and on the thousands of single fools who do not marry her.—Kansas Knocker.

WHERE COMES IN THE TEACHER.

A point emphasized by Mr. Draper in his paper on history, before the Carleton, N.B., County Teachers' Institute, was that if teachers would prepare their work there would be less heard about poor text-books. This, we suppose, refers to the finding fault with the present text-book on Canadian history. Similar views were expressed at the Cumberland, N. S., County Institute in discussing the paper on history read by Mr. Hepburn.

Are not teachers too prone to exaggerate the merits and demerits (especially the latter) of text-books? It is true, and unfortunately so, that many teachers in public and private discussions find fault, often in terms neither wise nor temperate, with text books. If they but knew it, these criticisms reflect upon themselves, that is, after making due allowance for the proneness of poor human nature to find fault. The ideal text-book that would approach nearest to the ideal teacher, would furnish inspiration to the pupil, would set him learning, remove obstacles in his path, and carry him forward triumphantly to

his goal. But where does the teacher come in with this ideal text-book in the hands of his pupils, or with those ever ready delusions called "helps," which so thickly strew the pathway of the young and inexperienced teacher—temptations to laziness and inefficiency. Is it the man or woman who is to teach school? or is it the ideal text-book, or the man who grinds out "Lesson Helps" and sells them over the educational counter at ten cents a package? If the latter are to prevail then the living (?) teacher may become an appendage, and simply "keep school" or be dispensed with altogether, and a great saving thus be effected in salaries. When we see salaries getting lower and lower, when we hear of teachers remaining but a single term in one place and then flitting to another and then to another, the question naturally arises—Are those teachers improving in quality, are they living men and women grappling with living questions and seeking with all their intellectual strength to solve them, or are they slaves of the text-book, depending upon the inspiration of the hour, not upon that steadily growing inspiration which comes from overcoming obstacles by earnest application and study. In the language of another, "experience in the great educational centres is proving that effort spent on improving books and methods is of little profit unless the quality of the teachers who direct the use of them is likewise improved."

PUNISHED ENOUGH ALREADY.

A very subdued-looking boy of about eleven years, with a long scratch on his nose and an air of general dejection, came to his teacher and handed her a note before taking his seat and becoming deeply absorbed in his book. The note read as follows:—"Miss B—Please excuse James for not being there yesterday. He played trooant, but you don't need to lick him for it, as the boy he played trooant with and him fell out and the boy licked him, and a man they sassed caught and licked him, and the driver of a cart they hung on to licked him also. Then his pa licked him, and I had to give him another one for sassing me for telling his pa, so you need not lick him till next time. He thinks he better keep in school now." Under the circumstances the teacher thought James had been punished enough.

The place of the daughter in the home is as large or as small a place as she is able to make it. It is really a creative place, one in which she can be the brightest, happiest, most helpful influence in the home, or simply a partaker of the comforts and protection of the home, with no thought of any return on her part.—*January Ladies' Home Journal.*

Book Notes.

THE GREATEST BOOKS OF THE CENTURY.

What books have had the greatest influence upon the thought of the nineteenth century? Answers to this question appear in *The Outlook* (December 1), from James Bryce, Henry M. Van Dyke, Arthur T. Hadley, Thomas Wentworth Higginson, William De Witt Hyde, Edward Everett Hale, and G. Stanley Hall. It is noteworthy that they agree upon but one book as of undoubted pre-eminence—Darwin's "Origin of Species." Their lists (Col. Higginson's list being of authors, not of books) are as follows:

By JAMES BRYCE.

Author of "The American Commonwealth."

1. Origin of Species.—Darwin.
2. Faust.—Goethe.
3. History of Philosophy.—Hegel.
4. The Excursion.—Wordsworth.
5. The Duties of Men.—Mazzini
6. Das Capital.—Karl Marx.
7. Le Pape.—De Maistre.
8. Democracy in America.—Tocqueville.
9. Population.—Malthus
10. Les Miserables.—Hugo.

By EDWARD EVERETT HALE.

1. Faust, etc.—Goethe
2. Origin of Species.
3. Democracy in America.—De Tocqueville.
4. American Commonwealth.—Bryce.
5. Modern Printers.—Ruskin.
6. Emerson.
7. Scott.
8. Hugo.
9. In Memoriam.—Tennyson.
10. Life of Jesus.—Renan.

By G. STANLEY HALL.

President of Clark University.

1. Origin of Species.—Darwin.
2. Logic.—Hegel.
3. Life of Jesus.—Strauss.
4. Educational Reports.—Horace Mann.
5. Uncle Tom's Cabin.—Stowe.
6. Auditory Sensation.—Heimholtz.
7. French Revolution.—Carlyle.
8. Faust.—Goethe.
9. Wagner.
10. Ibsen.

By THOMAS WENTWORTH HIGGINSON.

- | | |
|-----------------|---------------|
| 1. Scott. | 6. Darwin. |
| 2. Heine. | 7. Emerson. |
| 3. Wordsworth. | 8. Tolstoy. |
| 4. Hegel. | 9. Hawthorne. |
| 5. Robert Owen. | 10. Browning. |

By W. DE WITT HYDE.

President of Bowdoin College.

1. Logic.—Hyde.
2. Positive Philosophy.—Comte.
3. Principles of Geology.—Lyall.
4. Origin of Species.—Darwin.
5. Synthetic Philosophy.—Spencer.
6. Sartor Resartus.—Carlyle.
7. Emerson's Essays.
8. Modern Printers.—Ruskin.
9. Uncle Tom's Cabin.—Stowe.
10. Browning's Poems.

By HENRY VAN DYKE.

Professor of English Literature at Princeton.

1. Lyrical Ballads.—Wordsworth.
2. Waverley.—Scott.
3. Aids to Reflection.
4. Sartor Resartus.—Carlyle.
5. Essays.—Emerson.
6. Modern Printers.—Ruskin.
7. A System of Logic.—J. S. Mill.
8. Works of Reid.—Sir W. Hamilton.
9. Origin of Species.—Darwin.
10. In Memoriam.—Tennyson.

By ARTHUR T. HADLEY.

President of Yale University.

1. Civil Code.—Napoleon.
2. Faust.—Goethe.
3. Encyclopedia of Philosophical Science.—Hegel.
4. World as Will.—Schopenhauer.
5. Education of Man.—Froebel.
6. Moudays.—Saint-Beuve.
7. Uncle Tom's Cabin.—Stowe
8. Principles of Psychology.—Spencer.
9. Origin of Species.—Darwin.
10. Life of Jesus.—Renan.

-Literary Digest.

SCHOOL SANITATION AND DECORATION.—Burrage and Bailey (D. C. Heath & Co.) A most excellent work for school architects and school teachers. The chapters on decoration deal with the selection of pictures, casts, blinds, shades, etc., and the illustrations are excellent. One of the most valuable chapters is that on Beauty in School-Work.

THE SCHOOL AND SOCIETY.—John Dewey (Chicago Univ. Press.) To all teachers we can say, get this book if you would get out of your shell. To any who still hold too strenuously to the dogma of formal discipline, let them read this book, learn it and inwardly digest. It is the best antidote to the narrowness which perceives book-knowledge to be the highest thing in school life.

THE POINT OF CONTACT IN TEACHING.—Patterson Du Bois. This little book has been rewritten and issued as a fourth edition. For good common sense and sound pedagogy we commend it to all teachers whether in day-school or Sunday-school. When the members of the great Trust that prepare the Inter-

national series of lessons get the idea of this book into their hearts as a controlling idea, we shall have something more rational as a basis for instruction in Sabbath schools. For an elaboration of the principle "known to related unknown," there is nothing better in English than this little work. (Dodd, Mead & Co.)

The *FOOD OF PLANTS* by A. P. Laurie, is an admirable little work on a subject that has often been a source of annoyance to the average teacher of elementary Agricultural Chemistry.

The author has an end in view and he works towards this in a manner as interesting as it is instructive. The experiments practically assume no knowledge of chemistry on the part of the students. The plants and water, the food obtained by the plant from the soil, the nature of the soil, how plants obtain food, etc., will give an idea of the contents. The publishers are McMillan & Co., and the price about 30 cts.



REGULATIONS FOR ENTRANCE TO COLLEGIATE INSTITUTES FOR 1901.

An Entrance Examination to the Collegiate Institutes of the Province shall be held by the Department of Education, along with the examination for teachers, in July of each year. Due notice of this examination shall be given to all Collegiate Institutes and Intermediate Schools, and diplomas shall be issued to those successful in this examination.

1. The examination shall cover the work of Grade VIII and preceding grades. Pupils from Rural Schools shall be permitted to take the English prescribed for third-class certificates, instead of the English here prescribed.

ORAL READING.

SPELLING AND WRITING on all papers.

LITERATURE.—The Fifth Reader (Victorian), with special reference to the following selections :

Prose—

- The Crusader.
- Rip Van Winkle.
- The Panthers.
- The Archery Contest.
- English Scenery.
- Killiecrankie.
- The Story of Muhammad Din.

Poetry

- The Red River Voyageur.
- To the Dandelion.
- The Chambered Nautilus.
- Rosabelle.
- The Vision of Sir Launfal.
- The Isles of Greece.
- The Birds of Killingworth.

OURS FOR A YEAR!

We have taken this half page for one year that we may talk to the

TEACHERS OF THE WEST.

We publish many good things for teachers and pupils and there are MORE TO FOLLOW.

The first thing we want you to do is to send for samples of

"THE CANADIAN TEACHER" and "THE ENTRANCE"

and for a copy of our CIRCULAR. These will be sent to you FREE OF CHARGE.

Address :

**THE EDUCATIONAL PUBLISHING CO., LIMITED,
TORONTO.**



Teachers' Watches, School Clocks,

ACCURATE TIME

Is most essential in either a watch or clock. The kind we keep are thoroughly reliable and carry our guarantee. We never lose interest in a watch or clock that we sell; it is just as much to our interest as yours to have them perform satisfactorily.

Write to us if you require anything in the Jewelry line.

The finest Stock of DIAMONDS in Western Canada, personally selected from the cutters.

D. R. DINGWALL, Ltd.

P.O. DRAWER 1367.

WINNIPEG.

ROBINSON & CO.'S *Departmental Stores,*

400 and 402 Main St., WINNIPEG,

CARRY

General Dry Goods, Millinery, Furs, Mantles,

Ladies' and Children's Boots and Shoes.

SPECIALTIES—Dress Goods and Silks.

MAIL ORDERS receive prompt attention

SCHOOL FURNITURE.

We invite Trustees and Teachers interested in the furnishing of Schools to write us for Prices and Catalogues of School Furnishings.
We are Sole Agents in Western Canada for the Celebrated

Canadian Office and School Furniture Co.'s Desks, "Prestons."

A. H. Andrews & Co.'s "Rugby" Desks.

Globe Furniture Co.'s "Globe" Desks.

We carry the above named Firms' goods in stock, and will be pleased to quote you lowest net prices

**JOHN LESLIE, 298 MAIN STREET,
WINNIPEG, MAN.**

"NOTED FOR HIGH GRADE FURNITURE."

Brandon College.

For both Young Men and
Young Women.

Preparatory. Commercial: Stenographic.
Matriculation in Arts, Medicine, Law and
Pharmacy: Manitoba University Arts Course
— First and Second Years, and the Mental and
Moral Science Course of the Third and Fourth
Years: and Theology.

Send for Calendar.

Rev. A. P. McDiarmid, D.D., Principal.

LATIN AND FRENCH

Are not difficult languages to learn when
studied by the

De Brisay Analytical Method.

In three months any intelligent student can acquire a sound knowledge of either of these languages. Hundreds of persons testify to this fact. Schools and convents are adopting our system. Every wide-awake teacher should look into it: none can afford to ignore it. Why should not every teacher acquire a knowledge of Latin or French when these languages are so easily mastered? Thorough courses by mail. Pronunciation by phonograph. Part I (Latin or French), 25c. "Key to French Sounds," 25c. Pamphlet free.

Academie De Brisay, Toronto.

When writing mention The Journal.