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EDUCATIONAL JOURNAL

OF WESTERN CANADA.

Edited by G. D. Wilson

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Some Half-Truths.

II—CHARACTER BUILDING.

For many years the great aim of education was the acquisition of knowledge and intellectual power; now it is the development of character. Character includes so many subtle but very appreciable elements that it is not easily defined. On the subjective side it includes a certain harmony of mental and moral powers, that refinement of thought and feeling which springs from a susceptibility to and a yearning after the good, the true, and the beautiful and which we call culture, and the possession of a strong will acting from right motives and directed by a clear intellect; on the objective side it is manifested in right living. That the highest aim of education should be the development of character all true teachers admit; but some of our educational leaders, having detached this principle from very important collateral principles, have reiterated and emphasized it while ignoring them until some teachers wholly misapprehend its true place in the philosophy of education. As a result enthusiastic and conscientious but inexperienced teachers sometimes adopt unscientific methods, and with the best intentions do much work to little purpose. Some of them believe that character may be acquired directly like a knowledge of science of history; others think that character is a purely subjective attribute which does not necessarily manifest itself in conduct, and that right feelings and motives or a knowledge of moral truth insures its possession; and others again, while admitting that character should find its expression in conduct, suppose that conduct is exclusively the outcome of motives and is independent of knowledge.

In educational circles we have used such phrases as "building up character," "formation of character," etc. so much that some of us have convinced ourselves that character can be manufactured. You may build a beautiful mansion by putting on a stone here, a brick there, now some mortar, and then a piece of wood or iron; but you cannot build an oak nor a rose. Given a seed you may provide it with earth,

air, light and moisture; but the plant is the result of vital forces inherent in the seed and of laws quite beyond your control. So with character. It cannot be built up by laying on a row of virtues here and a layer of good motives there; nor can it be fitted to one like a tailor made garment. It is a growth, a development; and most of the forces which influence it do so indirectly. To a great extent it is a by-product realized in the attainment of knowledge, culture and power. It is a result of right thinking and right feeling that have become habitual, of a susceptibility to truth, beauty and goodness, that has become a permanent quality of the soul, and of right willing that tends to become spontaneous. Further, all these must have become fixed by continued manifestation in conduct.

A knowledge of moral truth is a valuable aid to the development of character, but does not in itself insure good character. The Brahmin mendicants spend a large part of their lives in rapt contemplation of the moral truths which have taken so much time to acquire; the disciples of Confucius are thoroughly conversant with the many moral precepts taught by the great founder of their system; but these are not uniformly men of high character because they have not merged ethical truths into motives nor striven to realize them in their lives. A teacher sometimes spends time and energy in teaching her pupils moral precepts when the moral results would have been better had she been drilling them in the tables of weights and measures. The best moral lesson given the writer when a lad at school had no professed ethical purpose, but grew out of a difficult problem in fractions and his teacher's persistent refusal to help him solve it.

Right feelings and right motives are absolutely essential to the development of good character, but their possession does not ensure it; for, as I have already repeated, character must be manifested and fixed by the conduct which should spring from these motives. And just here we meet another error. In recent years there is a very noticeable tendency to depreciate knowledge as an element of character and an essential to right conduct. In 1878 thousands of Canadian electors led by the best of motives voted for Protection; thousands actuated by equally good motives voted for Free Trade. For many years a multitude of men and women impelled by love for their fellows have been striving to secure a prohibitory liquor law; many good people have earnestly opposed it; on a hundred and one social and political questions men anxious to do right will take opposite sides and in nearly every case one party must be in the wrong. Our sins are committed from wrong motives; our mistakes are made through ignorance but often from the best of motives, and probably they outnumber our sins. And while the former may bring more suffering to ourselves, others suffer more from the latest. The truth is that right action is as much the result of adequate knowledge as of right motives. "To rightly rule conduct in all directions" knowledge and the ability to use it are both necessary.

It is also a mistake to suppose that studies which appeal strongly to the imaginative and emotional sides of our nature, such as literature and history, are the only studies which are specially valuable as aids to the development of character. We all concede their great value in

this respect; but other studies are not without ethical influence. Those who have lived close to nature, heard her messages, and learned her secrets, know how elevating and how refining her influence on character may be. In a physical world so full of order, adaptation, and beauty the study of a flower or a bird may do as much to develop character as the study of one of Wordsworth's poems. In a social and business world where absolute truthfulness, perseverance, and concentration of effort are not too common a demonstration in geometry or a problem in algebra may afford as valuable moral training as one of Macaulay's essays or one of Grimm's tales.

To do, to know, to have, to be: these seem the fundamental verbs of language; and there are probably some fundamental facts in human nature corresponding to them. If we knew the exact correlation of these facts we would probably know how character, the essence of personality, is formed, Emerson says, "The real price of labor is knowledge and virtue. Do the thing and you shall have the power". What we do that we know; what we know and do, that we become. In education knowledge, power, culture, conduct and character cannot be separated.

Winnipeg.

F. H. SCHOFIELD.

Waste Energy in School Work.

It is sometimes asserted that the programmes prepared by the Education Departments of our various Canadian provinces are too extensive, embracing so many subjects of doubtful utility that a great many pupils, in country schools especially, are prevented thereby from receiving an adequate grounding in the practical branches. It is not the purpose of the writer to enter into a discussion of this matter on which "doctors differ," but to draw the attention of his fellow teachers to certain errors, more or less prevalent, by which it is possible to waste time and energy. Perhaps if we could but acquire the art of attaining the maximum of result with the minimum of effort, what seems a burdensome programme would really be no more difficult than one which made provision for merely the three r's.

In the first place—and here I have in mind the country school especially—it is possible to waste energy by the too strict following of a time-table. The different classes need not all be taken in the same order every day; and there are times when we desire to teach some new step that all our time for a given subject may advantageously be spent with some one class. This class, given a start in this lesson, may do with very little help from the teacher in several subsequent lessons. I think this applies with especial force to the teaching of new rules in arithmetic and certain lessons in physical geography.

Again, it is often helpful to give a new subject an undue share of school time for a few weeks in order that it may acquire sufficient momentum to keep its place with the other subjects and arouse the interest of the pupils. Of course we must have some orderly plan for our work and need the time-table for a guide. Lack of system will cause waste of energy as surely as the other extreme. Let us have a

carefully prepared time-table by all means, but let us retain for ourselves a good share of dispensing power.

In the second place, there is often a tendency to make lessons too stiff and formal, in the following of some real or supposed "scientific" plan. This is a mistake. Let our lessons, with young children especially, have the freedom of conversation, and the freshness arising from thoughts which are the impulse of the moment.

Attempting to teach things too difficult for the age and mental power of the pupils is another way in which much time may be wasted. In our reaction from the blind following of a rule and the habit of accepting so many things on authority, many have made a mistake in attempting to have children understand the why and wherefore of nearly all things they are taught to do and believe. This is well when the proper time arrives, but we must remember that the reasoning power is not very strongly developed until near maturity and that the exigencies of practical life require that many things shall be taught to children before they can understand fully the reasons therefor; e.g.: rules of hygiene, operations in decimals, square root, etc. And we must bear in mind that in gaining our knowledge of nature, progress has been from the empirical to the rational—mankind knew that rain aided the growth of plants for ages before any man could offer a scientific explanation of why this should be so.

I believe that a great deal of useless work is done in requiring from pupils too much exactness and formality in written composition. More, I think, is accomplished by the oral reproduction of stories told to or read by the pupils and by the teaching of language indirectly in connection with other school subjects. Below Standard IV there is not much good done by laborious correction of exercises or set lessons in composition. Let our aim be exactness and fluency in speech first and in writing afterwards.

Of the same nature is a mistake made in some instances in written solutions of problems. We are apt to attach undue importance to some set form of our own, and to insist on an exactness of statement which the child cannot appreciate. I am not advocating looseness in statement, but I think that we should wait until the child is old enough. When we have much difficulty in getting a pupil to put in correct form a problem which he can solve mentally, it is generally safe to conclude that we are a little too early and that likely in a year or so he can be taught in one lesson to do intelligently what half a dozen lessons at the present time will scarcely teach him to do mechanically.

Hill Farm, Assa.

D. H. McGUIRE.

The Work of Literary Societies.

There is a danger of teachers forgetting that Literary Societies and Clubs are important factors in education. In Manitoba and the Territories many towns have flourishing societies, and the Journal would like to show something of the nature of the work they are doing. This month an example is given of the essay writing in connection with literary study which was done last winter by members of the Athenæum Club, of Deloraine, Manitoba. A first and a second prize were offered for the best essays on "The Character of Shylock." Miss Etta Hawthorne, eighteen years of age, won the first prize with an excellent essay, from which we give an extract sufficient to show the character of the work :

"Up to this point we have been considering the capabilities, and latent possibilities of Shylock's character. Let us now look at it as it really was. We shall view it in three lights; first as revealed by public opinion; second, as revealed by private opinion; and, third, as revealed by himself—his words and actions.

The first principle may seem to be an unfair basis on which to form an opinion of a character. The statement may be made that it is impossible for outsiders to gain a true knowledge of a man's character by his actions; for they cannot know what principles guide him, or what motives prompt his actions. This is true; to fully understand, and justly judge the character of another one must have a knowledge of the motives prompting his actions: but, even when this knowledge is lacking, a fairly correct estimate of his character may be made by considering his actions, apart from his motives. It is upon this ground that the members of a community base their opinion of any one of their number. And, though sometimes the case, it is seldom that such an opinion, when shared by a majority of the members, is entirely mistaken.

As each of Shylock's acquaintances had some knowledge of his actions, they had, of course, formed an opinion of his character. That it was unfavorable is quite evident from the remarks they passed concerning him. One who reads the poem carefully cannot fail to note the fact that not even one person spoke well of Shylock. Even Antonio, whose nature was more kindly and charitable than most, had often, previous to the transaction recorded in the poem, publicly condemned Shylock and his practices. This shows that, from the first, Antonio entertained a feeling of dislike for Shylock; and it was rendered much stronger by Shylock's course of action later on. He thought Shylock obstinate and unmerciful, as was shown by his words to his friends, when they sought to make intercession for him with the Jew :

"I pray you think, you question with the Jew;
 You may as well go stand upon the beach,
 And bid the main flood bate his usual height;
 You may as well use question with the wolf,
 Why, he hath made the ewe bleat for the lamb;
 You may as well do anything most hard
 As seek to soften that (than which what's harder?)
 His Jewish heart."

So much for Antonio's opinion. The Duke was much more severe in his judgment. He spoke of Shylock as

"A stony adversary, an inhuman wretch
Uncapable of pity, void and empty
From any dram of mercy."

Bassanio, as well as Salarino and Salanio, two friends of Antonio's, referred to Shylock as a devil, and, in other instances, the two latter referred to him again, Salarino as follows :

"It is the most impenetrable cur
That ever kept with men."

and Salanio in the following words :

"Never did I know
A creature, that did bear the shape of man
So keen and eager to confound a man."

Gratiano, another friend of Antonio's, expressed it as his belief that the soul of a wolf had entered into Shylock at his birth. Even Shylock's friend, Tubal, a Jew, revealed the fact that he was aware of Shylock's feeling of avarice and revenge, and derived enjoyment by playing upon them in turn, when informing him of his daughter's flight and Antonio's loss. All these instances serve to show that Shylock was universally disliked and despised.

Now we will proceed to judge Shylock's character by the results of a much closer test than the one first applied, namely, by that of private opinion. This is one of the most searching tests of character ; for, as it is in the privacy of home life that the real nature is displayed, the members of a household have a better opportunity of knowing the character of another inmate of home than a mere friend or acquaintance could possibly have. And not only does the intimacy of home life afford an opportunity for a member of the family to obtain an insight into the character of the others, but it also gives into his hands a great deal of power over them. He can either add to their happiness or detract from it ; the use to which he puts this power depends on his disposition.

To one who regards home in the true light, the first and highest aim is to make it a happy, pleasant place, infused with a spirit of love and peace, "a world of love shut in, a world of strife shut out."

In order to achieve this aim, a spirit of love and unselfishness must prompt each action. As a result, there will be perfect love in the home and it will be the dearest place on earth to the inmates. Was this true of Shylock's home? Most emphatically no. Abundant proof of the truth of this assertion is furnished by the speeches and actions of the members of his home.

His household consisted of himself, his daughter Jessica, and a servant, Launcelot Gobbo. It is supposed that Shylock's wife was dead, though there is no positive proof that such was the case. This circumstances should naturally have formed a strong tie between Shylock and Jessica ; and it, aided by the natural tie of relationship, should have engendered a feeling of tenderest love and sympathy be-

tween the motherless girl and her father. But such was not the case. Between Shylock and Jessica there was none of the intimacy generally existing between father and daughter. Shylock, on his part, regarded his daughter merely as a housekeeper, and he entertained for her much the same feeling that he would have felt for a servant in that position. Instead of love and confidence his actions evince only indifference and distrust.

That both these feelings existed was shown by the following incident, Shylock had been invited by Antonio and Bassanio to spend the evening with them, and he had accepted the invitation. Previous to his departure he called Jessica to him, and after informing her of his intention, he gave her his keys, with instructions to keep the house closed during his absence. While issuing these commands, he observed his servant, Launcelot, speaking to Jessica, and he immediately commanded her to repeat Launcelot's words. Even in such a trivial matter as exchanging a few words with a servant, he refused to trust his daughter, which shows that there was something radically wrong in the feeling he entertained towards her. Then at the conclusion of the interview he left her without a word of farewell, although he was to be absent during the entire evening.

Now, let us see in what way Jessica regarded her home and father. Her feelings are clearly revealed in a speech made by her to Launcelot, when he was leaving the service of her father :

"I am sorry thou wilt leave my father so :
Our house is hell; and thou, a merry devil,
Didst rob-it of some taste of tediousness."

'Our house is hell.' What a shocking statement from the lips of a young girl in reference to her home! And yet one can scarcely wonder at her feeling thus. Her life was lonely and repressed, and without any of the pleasures that make youth enjoyable. She had no companionship save that of the servants and her father: and in the society of the latter she took but little pleasure, for he seldom spoke to her except to express a command. The only source from which she derived any amusement was the companionship of Launcelot Gobbo, and even this her father would have forbidden had he known of it. That Jessica was aware of her father's objection to seeing her in conversation with Launcelot was shown by a remark made by her to Launcelot, "I would not have my father see me in speech with thee:" and the fact that she was willing to act in opposition to his wishes showed how little regard she entertained for him. Her lack of love and respect was revealed also in her words :

"Alack, what heinous sin it is in me,
To be ashamed to be my father's child!
But though I am a daughter to his blood,
I am not to his manners."

The only remaining witness of Shylock's private life is Launcelot Gobbo. His action in leaving Shylock's service and his soliloquy previous to his departure, clearly reveal his opinion of Shylock. His thoughts in regard to Shylock were as follows :

"Certainly the Jew is the very devil incarnation;
 And, in my conscience, my conscience is but a kind of
 Hard conscience, to offer me counsel to
 Stay with the Jew."

Later on, when speaking to his father, Launcelot said :

"My master is a very Jew ; give him a present !
 Give him a halter; I am famished in his service;
 You may tell every finger I have with my ribs."

Effect of Vacation on Education.

Literary men in ancient and modern times have found it necessary to set apart a few months of each year for mental and physical repair; Horace withdrew to his Sabine farm away from the stir of busy Rome; Scott, with note-book in hand, journeyed on foot into the heart of the Trossachs; in more recent times, Kipling, our living classic, has crossed the Atlantic to catch the inspiration of New York life; while Parker, leaving for a season the scenes and characters found amongst the Riders of the Plains, makes a tour through Austria, or returns from a three months sojourn in Egypt, informed, invigorated, and increased in mental breadth. Was it in obedience to the classic maxim "sana mens in corpore sano," which finds expression in the modern phrase "a sound mind in a sound body," that these literary geniuses bade good-bye for a time to their usual surroundings to pursue a similar round of life among a class of people whose mental life was very different from their own. According to these men rest does not consist in a cessation of literary pursuits, but in a change of environment. Gazing on different scenes, meeting men of versatile character, and collecting material for future use has always been a vacation to men of a literary turn of mind. Can it be truly said that our vacations have been profitable? Do we, who call ourselves teachers and students of literature, face the pupils of our schools and colleges in September with minds broadened and enriched through contact with the stalwarts in our profession? It may be well for the teachers in the West to glance at the lives of those engaged in literary work and consider what is the best way to spend a vacation.

The principals of our Intermediates and the heads of departments in Collegiates might be found during holiday season in one of the three classes. The stay-at-home individual who is content to live a hammock life in his own community, declaiming special study in a summer school as a "thumb-screw" or "torture on the rack." By such the dead line in the profession will soon be reached. Another class designated as "Examining Boards," meet in the great centres of the West to taste and pass judgement on the examination mince-meat that has been already served up in many different forms. This system of ex-

amination may be a necessity but it certainly is not conducive to breadth of vision, without which there can be no successful teaching. If repetition tends to narrowness, how can one who year after year spends his vacation in perusing examination papers expect to champion discussions at our local conventions, or lead the van in educational reforms in his own community. To be arraigned on a charge of talking twaddle or to be accused of narrowness by fellow citizens capable of expressing an opinion, is by no means complimentary to the teaching profession. The third class, and by far the smallest of the three, spend their vacation in specializing at some of our American colleges, in attending International conventions, or in travelling. Is it not obvious that those belonging to the last mentioned class will have a richer mine to disclose to their pupils and will transmit to them a power that cannot be produced by systematized knowledge however perfect the system. Stalwarts we want, and stalwarts we should have to carry on higher education in Western Canada.

The cost of travel is a serious question and must necessarily be taken into consideration in the teacher's budget. "How can I afford it?" may be met by "How can your pupils, the rural teachers in your vicinity, and the members of your community afford to do without the broadening effect produced by travelling?" Superintendent Nightingale, of Chicago, gives his opinion that a college graduate with 2 years' study and travel abroad possesses the minimum for the successful teaching of the higher branches. Prin. Parkin, of Upper Canada College, says he wants his boy to be taught by a man of culture, a man of travel and one who is possessed of broad mental vision. Many men to day are driven from the teaching profession on account of inadequate financial remuneration, a much larger number leave the ranks because they feel that in the court room, in the dispensary, or in the editor's chair they meet their equals. Travel, we claim, would be the means of bringing us more in contact with men of the world, and would be a powerful agent in overcoming the wretched narrowness which characterizes our modern education. That our aim in education should be thought stimulation as a basis; that clearness of expression is preceded by clearness of thought, and that effective tuition hinges on the equipment of the instructor, all these pedagogical tenets we accept without question, and at the same time fail to see that travel is one of the greatest incentives to thought stimulus. Living as we do in an age when nature and the emotional element are so strongly emphasized, how, we might ask, can one, unless he has gazed on the Selkirks, feel as Parker felt when he described them as beautiful, stupendous, and sublimely grave. To read of the marvelous heritage that nature has given us in canyon, cascade and glacier may be inspiring, yet he who receives these scenes first hand from nature will be the happy possessor of a larger idea.

Another potent factor in eliminating the down grade tendencies of routine school work is attendance at International Associations. Year after year the number of Teachers' Conventions is on the increase, and there seems to be no signs of waning enthusiasm in attendance. Men who do not attend such gatherings may be comparatively successful in preparing students for teachers' examinations, but in all probability they will utterly fail in imparting to their pupils that power and burn-

ing zeal which leads to all that is enjoyable and inspiring in education. The amount of knowledge one acquires by attending a National Association may be very limited, the topics discussed may be outside the limit of our course of study, and the discussions may be conducted in much the same way as at our local Associations, yet it affords unbounded pleasure to hear the mild and precise utterances of a thinker like Dewey, or listen to the fundamentals of education flashing forth from the lips of such a man as Harris, the Commissioner. Coming in contact with men endowed with broader and stronger personality than our own we feel their magnetic influence and become electrified with higher ideals that will lead the Normal graduate and the college prizeman to regard their theories and fund of information as occupying a secondary place in all true education.

In calling the attention of our fellow teachers to some of the most profitable ways of spending a vacation we do not wish to take a pessimistic view of education in the West. Nay, our object is rather to remind those engaged in professional work of the growing tendency in favor of travel, that they may not only keep abreast with their neighboring nation and sister provinces, but even surpass them in offering travelling scholarships and free trips to school cadets. If we have neglected to encounter men of the world, men of business, and men of striking professional excellence; if we are narrow because we have not had free wholesome intercourse with men of stronger personality than our own; to disclose this defect in our boasted education and to strive to attain a higher degree of excellence, is, we believe, in the truest sense optimistic.

Oak Lake, Man.

GEORGE YOUNG.

The Educational Value of Examinations.

"Reading maketh a full man, conference a ready man, and writing an exact man."

Bacon's words come to my mind as I turn from the reading of examination papers to consider the value of such tests to our advanced classes. The teacher who, in addition to the ordinary every-day work of his classes, has regularly and conscientiously prepared and read "weekly examination" papers, needs not to be told of its laboriousness; and the teacher who continues the system shows that he is firmly convinced of its value. I do not hope to give here anything new on this old subject; I have neither the time nor the ability to deal with it exhaustively; but I can say without hesitation that the liberal share of examination work that I have had during the last few years has only confirmed me in the belief that it is one part of the teacher's duties with which he cannot afford to dispense.

And what gives written examinations this importance? What educational value do they possess? To say that a person does not know

his own mind until he has expressed it in writing may seem too sweeping a statement, but I believe that is very often true. How hazy, sometimes, are our ideas on a subject until we undertake to commit them to writing! When we do so, that which is essential becomes crystallized out, if haply the whole mass does not evaporate in the process. "Writing maketh an exact man."

These systematic tests certainly make the student more methodical and self-reliant. What a revelation a written examination frequently is! The fragmentary knowledge of the subject taught, the unheard of fabrications, the misconceived incongruities are sometimes appalling. To discover and remedy such defects nothing can take the place of the written examination.

It is claimed by some prominent educationists that it is not wise to have the student spend time answering a whole paper on a subject. They advocate giving a single question at a time, or a set of questions covering different subjects. I have no objection to such exercises being given, and that frequently; in fact I consider it indispensable; but I would also give my classes a regular examination on one subject each week.—say from the first of December to the first of June. Give the papers variety and extent similar to those on the final examinations, so far as the work covered during the year will permit. Examine the pupils' answer papers carefully, keep a record of the marks of each, and take up with the class such parts of the papers as you find necessary. Having thus become familiar with the usual conditions of silence and isolation, the pupils will be much better prepared to do themselves justice on the final test.

But should the results of these examinations go for nought? Could they not be utilized by the Education Department in making the final selection? If the Principals of schools were asked to make a statement regarding the relative standing of their candidates in the different subjects, and if these statements were considered in connection with the final written tests, would not the real purpose of the departmental examinations be more nearly attained? The Department could thus receive not only a wider knowledge of the pupil's work during the year; but also much valuable information regarding him, which no written examination can discover, but which, nevertheless, is of prime importance, and should be in the possession of those who are called upon to make the selection.

South Edmonton, Alta.

D. S. MACKENZIE.

Agricultural Schools.

BY REV. DR. BRYCE.

It seems to be a generally conceded fact that our curriculum for the public schools leads to one of two goals, (1) either to the college and a profession, or (2) to the position of a teacher. The Advisory Board has, it is true, introduced a commercial course which may be followed in the Collegiate Institutes but this is not sufficiently extensive to affect the statement made.

It is probably a true enough dictum in education that the public schools should not be used as preparing for any particular occupation or profession, but that they ought rather to deal with subjects of such educational value that they may fit the young for any of the walks of life.

Yet in a country as purely agricultural as Manitoba it is plain that in these days of competition in all the products of the farm, the greatest intelligence and most thorough training will be necessary to enable the Manitoba farmer to hold his own in the struggle for a competency. Something has been done, on the suggestion of the Legislature, to have the teaching of agriculture a part of public school training. This however needs to be supplemented by something more—something that will be a goal to induce farmer's sons and daughters to push on to a higher education suiting them for intelligent and cultivated farm life.

The Premier of this province is commonly given the credit of suggesting the establishment of a few schools in different parts of the province to be called Agricultural Schools. By these is not meant what is known as an Agricultural College. The Agricultural College, on this continent, has not, as a rule, been found to be satisfactory. It has often been a good institution for absorbing a large amount of money and has given but few good results. In educating young men away from the farm it has proved very successful; in making young men farmers it has largely failed.

By an Agricultural School is however meant a very different thing. The writer had an opportunity in 1896 of visiting in the north of France one of a series of forty schools—one for every two departments of France—called "Ecoles Pratiques," or Practical Schools of Agriculture. These would seem to be a model of what might be introduced to a limited extent in Manitoba.

To enter one of these schools a boy may be from 13 to 17 years of age. He is required to have a fair elementary education. The cost is about two dollars a week, and the course continues for parts of two years. His course is partly theoretical and partly practical. He is given instruction in the branches of a good plain education, special attention being paid to physics, botany, zoology and chemistry, the foundation sciences of scientific agriculture. A diploma is given to successful candidates at the end of the course. The scholar at his work is clothed in the characteristic blouse of the French peasant, in class and during recreation he wears the dress of a military cadet.

The "Ecole Pratique" is in the country. The one visited, not far

from Calais, was on a farm of about 100 acres. The farm buildings were plain and substantial, including, besides the residence and class rooms, accommodation for horses, cattle, sheep, swine, and even poultry. The care of these farm animals along with the cultivation of crops upon the farm, took up one half of the day's work, study and recreation the other half. The school visited had almost forty scholars and they seemed happy and full of practical talent. The writer was led by the Minister of Agriculture in Paris to believe that the system was working well and that most of their forty schools were successful.

As to maintenance, this was obtained from three sources, (1) The one hundred dollars a year paid by each scholar, (2) the amount paid by the Department or Municipality to which the school belonged, (3) a bonus from the central government at Paris. The chief expense was in the teachers, though teachers in the sciences and in almost all branches of higher education can be obtained for \$600 a year in France. The head of the institution was a retired French officer, of British descent, with the very un-French name of Monsieur David Dickson. His salary was about \$1500 a year. There was also a foreman for the farm.

If a General Act were passed, what is there to prevent say four schools of practical agriculture being established in Manitoba? A municipality, or group of municipalities, say, in the Brandon district, in the Portage la Prairie or Minnedosa district, in Southern Manitoba, and another near Winnipeg might well at small expense establish such schools. The amount paid by the scholars would nearly meet the board, if the government grant joined to the municipal could supply teaching and maintenance. Every alumnus of such a school—taught to work systematically on the farm, and instructed in scientific agriculture would be a centre of light for his own locality. One of the schools might be for farmer's daughters, and dairying might easily be added as a study in any of the schools. Manitoba has taken the lead in many ways in educational matters, cannot our province be the first Canadian province to establish practical schools for instruction in what is Canada's greatest industry?

An Amateur Study of North-West Pond Life.

COLLECTING SPECIMENS.

In the mind of the amateur student of Nature, as he considers the worlds of the infinitely great and the infinitely small, there arises no debate as to their relative interest as fields of scientific research. With a thorough appreciation of Nature in all her vivid forms he may have a desire to investigate some of its hidden secrets and unveil beauties which have hitherto been enveloped in the obscurity of their own minuteness. So he settles upon the infinitely small as the region of his scientific revel.

With this decision in his mind and a microscope at his command, together with a few accessories as slides, coverslips, mounting needles, forceps, and a few glass bottles with good corks, he commences operations. How and where to look for the different kinds of objects is only learned by experience, and hints from those who have gone before in this work. He proceeds to discover a region on the prairie with sloughs or boggy creeks. The first pool he comes to is covered with duckweed, and on account of its abundance on the surface he infers that the objects he is in quest of are not likely to be found below the duckweed, where there is no sunlight. Coming to another pool he notices it is a temporary rain-pool, filled with dirt washed in by rain. He passes on and finally reaches an open pond where the water is stagnant, and, instead of the duckweed, small forests of horsetails and other water plants rear their heads above the surface. Around the edge many rushes grow, and decaying leaves float here and there upon the surface. This appears a very likely place to gain a rich harvest, so noting a greenish filmy substance stretching far out into the pool, and some of it attached to a floating piece of decaying rush, he carefully conveys it to one of his bottles and suspects a valuable find. His attention is now attracted by the sediment on the bottom. Someone has told him he will probably find *Amœba* there, so he carefully skims off the surface and fills a bottle. From different places he fills all his bottles and when he reaches home puts their contents into several shallow plates, allowing some to stand in the sun while he places others in the shade. He has collected enough material for a month's work and immediately commences the work of examination.

II—EXAMINING OBJECTS.

The work of examination equals if it does not transcend the work of collection in its demands on his knowledge of the proper manipulation of his microscope and accessories. It is necessary to have a compound microscope with two eye glasses and low and high power objectives. A clear-cut, definite and distinct image of the object in which the smallest details can be clearly seen must be obtained before any work can be accomplished. A proper use of the concave mirror beneath the stage will provide this. Having thus manipulated his instrument that all objects placed upon the stage will be seen with the greatest clearness, he proceeds to inspect from time to time the plates containing his specimens.

NITELLA.

He commences with the green filmy matter, and placing it in a shallow watch glass teases it out with a couple of mounted needles. He sees many objects of lowly plant life which may interest him, but one in particular arrests his attention. He has read of the problem of the movement of the protoplasm in the cell, and that one of the best examples of this is that of the lovely plant Nitella. He recognises its presence, and takes a small portion of this plant, which is made up of large lengthy cells the thickness of the plant itself, growing end to end, and places it on a slide with a few drops of water, with a cover slide over all. He might notice the chlorophyll which gives greenness to the plant, but his attention is all occupied with the movement of the globules of protoplasm taking place within the cell. The same movement takes place in all cells but it can only be seen with the greatest difficulty. But in this case it is on a large and wonderful scale. The little current of vital matter steals gently but steadily up one wall and crossing to the opposite side at the end of the cell pursues its course down the other side. He gazes wonderingly at this mystery, but as he looks beholds the still greater mystery of death. The teasing for mounting, the presence of the cover glass, combine to bring on the greatest mystery of all. Gradually in this delicate plantlet the life activity becomes slower, the ascending and descending currents cease and all is still and dead.

THE AMOEBA.

So interested does our amateur become in the motion of protoplasm he determines to find the lowest form of animal life. He has heard it consists of simply a drop of protoplasm, but having an independent existence. So he carefully skims a little of the sediment from one of his plates and after repeated trials discovers in one place many little organisms, remarkable for having no particular shape, altering their form momentarily and moving by means of this curious mode of progression. He selects a particular one. At first it is a little rounded semi-transparent mass, but in a short time it begins to push out one part of its body into a projection of some length, and by contraction draws its body after it. The medium which it feeds is the simplest imaginable. Any object, as a diatom, or some lower animal comes in contact with the surface of the body and is there held. Presently that portion of the body whereon the captured organism lies begins to recede, forms a cavity, and the protoplasm runs around the food. This cavity is the stomach, where digestion takes place. It is a remarkable fact that the amoeba selects its food, digests it, excretes waste material, has a circulation of its protoplasm, and performs in a single cell all the things which in higher animals are assigned to different tissues and cells.

DIATOMS.

Our amateur's attention has no doubt been attracted by the diatom which the amoeba has within its body. It seems to have a jerky motion peculiar to itself, but slow enough to allow an examination of it. There are no cilia or appendages of any kind. The form of this variety is transparent and its exterior is made up of some hard ma-

terial which consists of a long shallow box with a lid, both of silica. This case is remarkable for the tens of thousands of lines upon it. A number of these are found and after a time it seems a diatom is dividing, which is really the case, for a peculiar kind of multiplication is resorted to. The lid and the box each provide another, and so we have two individuals. Of course this tends to make the body very small, but after a time the protoplasm runs out of a shell, grows, and so the diatom assumes its original size.

VORTICELLII.

Continuing his study he mounts some muddy water, and finds he has a number of swiftly moving forms, covered with cilia. These he recognizes as *Paramœcium*, but they move so fast he is unable to study them, so he looks for a related form and searches around his duckweed and along the stalks of *Nitella*. He finds a colony of bell shaped objects attached to some duckweed by long colorless stalks. Perhaps the most wonderful feature of this minute organism first attracts his attention. He notices its extreme sensitiveness to danger. Its thread of spiral differentiated protoplasm instantly coils up when danger is near. Watch how cautiously it unrolls, extends its cilia, opens its mouth and continues its work of nutrition. The whole appearance and conduct of this little animal suggests the wonderful provision by which one form of life preying upon lower forms keeps the great cycle of all life constantly revolving and serving its purpose in the economy of the material universe. The shape and appearance of the body is like a bell, the whole being perfectly made of colorless, transparent matter. Around the lip, cilia or hair like bodies vibrate all the time so that currents are formed flowing into the creature's mouth carrying the minute organisms that come into them. The passage from the outer world into the organism is plainly visible, and it is not at all unlike the glimpses of the *Paramœcium* which form such a disturbing element on the slide. Probably of all the objects our student has had before him this one is the most interesting in its differentiation of tissues.

Thus a course of fascinating inquiry begins which may be extended indefinitely.

Regina, N.W.T

E. B. HUTCHERSON.

In the School Room.

WORK

It has been said "An endless significance lies in work." There is no soul growth without serious honest effort. Moreover, good honest labor, whether of hand, or head or heart is the best medicine for those disposed to evil. The teacher who accepts scribbling in lieu of well written exercises; who is satisfied with the attention of the eye rather than of the mind and heart; who presents to his classes half prepared material and accepts half expressed statements; who in short encourages laziness and imperfectly executed workmanship from his pupils, is not only doing very little good but is working a great wrong. It is because laziness, inattention and slipshod work mean so much in terms of character that they are such grave offences. We often hear the schools of the olden time derided. Let us not forget that they had one great virtue. The pupils had to work. There may be some schools to day in which pupils learn everything else than this, if so the condition of affairs is hopelessly bad. Have you ever known a boy to go "clean through" the school without having put forth his best honest effort for one hour? Have you known children to nearly get the answer a thousand times and yet never get an exact result? Have you known classes to receive instruction as to the use of the period for the twentieth time and yet leave the period out? Have you known pupils to go over the words of hundreds of pages of reading lessons without once really entering into the work of thinking, picturing, feeling and expressing that is necessary to the appreciation of a literary selection? It matters not how enthusiastic and devoted we are, unless we can get those under our charge to work diligently, earnestly and honestly, we shall not accomplish our mission. Our teachers twenty-five years ago may have been behind the times. No doubt their aims in many cases were too low, and their methods were pedagogically bad, but this much can be said of some of them—If they gave us a problem, we had to get it, and get it right; if they gave us a necessary item of instruction once, we knew it for all time, and we dared not forget it in the application; if they assigned us some definite work they did not needlessly step in and show us how to do it. Their motto was "Per ardua." Can we not safely place it down as a part of our educational creed that unless a pupil is putting forth earnest, persistent effort—of intellect, feeling and will—he is not getting what he should out of his course at school?

SYSTEM.

The teacher who would get all his pupils seriously at work must know clearly what is necessary to be done each term and each day of the term, and then keep pegging away with dogged persistence towards the accomplishment of his purpose. He must take a pre-view of the work of the term and plan the work of each day, and so divide and sub divide and correlate that there may be no loss of time and no needless repetitions. But just as it is possible to have work degenerate into labor which edifieth not, so it is possible to have a soulless system which exists for its own sake and not that the highest good of each individual pupil may be realized, There are schools which resemble a

body—beautiful and richly dressed—yet without an indwelling soul; there are on the other hand, some which might be compared to that picture of the earth in the first chapter of Genesis, “without form and void.” Let us hope that in the case of the latter the spirit of order will move in chaos.

FORCE.

But system alone will not ensure hard work. There must be in the teacher that force of character, that rugged determination which commands respect. It is not necessary that kindness and respect for individual weakness should convert a teacher into a willow wand or a dish rag. What the average boy most requires is a stronger life than his own to guide him, to hold relentless mastery over him, until such time as he has formed right habits of thinking acting and speaking. The bull-dog tenacity of the “Hoosier Schoolmaster” is as much in demand as it ever was. It is needless to remark that the force required in a teacher is not a physical force, but a force of will that grows out of a life which has definite purposes in view, and a clear knowledge of means.

SUCCESS AND FAILURE.

If we fail in our work through fault of our own, can we not trace it in most cases to one or more of three causes? We may lack in KNOWLEDGE—of ends and means; we may lack in DESIRE, that is we may not possess the holy enthusiasm of the teacher, and may be wrapped up in some other interest; we may lack in POWER, that is we may be in a calling for which we have no natural aptitude. And in this last case all the Normal training in the world will not make up the shortage, even as it will not avail with those who do not know what they have to teach, or with those who are dishonest enough to play at their work. Or to put it in another way. If we are to be successful we must have (1) clear, correct, comprehensive aims; (2) such force in our life, such thoroughness in our supervision, that our pupils will put forth earnest and honest effort (3) such system in all our work that there may be a continuous progress along the line of least resistance. And everything, whether work, or system, or force in the teacher, or reading, or arithmetic, or physical drill, shall be for the one definite aim—the permanent well being of the pupil.

Inspection Notes.

What can the teacher do to prevent irregularity of attendance? He can send the parents monthly reports. He can consult with the parents as to causes of child's irregularity. He can impress the parents with the value of the work done in school. He can make it clear that one day out of school means more than one day's loss. He can interest the children in the school and inspire them with a love for study that will make it difficult to keep them at home. He can make the children feel that they are missed when not in their place. He can offer a prize for regular attendance. If the prize is a book, at the end of the term those who would come all the time anyway will get it. He can pay the children for coming and if the bribe is big enough they will all come, parents and all. It is not sufficient that the children come to school regularly. They must come with proper motives, not that the children are necessarily conscious of motives.

T. M. M.

* * *

A school district with an assessment of more than \$50,000 and free of debt into the bargain should not hesitate long, one would think, in a choice between patching up the old unpainted frame school house that has seen twelve years service, on the one hand, and erecting a modern building, new, commodious, and permanent. The problem with which trustees are confronted where the school house first put up has served its turn is sometimes complicated by the fact that the debentures are not all paid, and sometimes by a threatened dispute as to a new school site. Now, however, that so many districts are building new schools it is to be hoped that the trustees will build "for keeps." If trustees decide to have everything in connection with their school of the very best, building, heating, ventilating, lighting, equipment, and, not least, teacher, it is remarkable how soon the people begin to take a pride in their school.

* * *

Many plans have been suggested for heating and ventilating the ordinary one-room country school. A mistake very commonly made is the attempt to distribute the heat by radiation instead of circulation. In such cases the pupils sitting close to the stove are uncomfortably warm, and those at a distance from it uncomfortably cold. The simple expedient of placing a galvanized iron jacket around the stove would secure circulation of the air and all parts of the room would be equally warm.

The plan of ventilating which is most approved is that of passing a heavy iron smoke pipe through a brick ventilation flue, to create, by its heat, a draught in the flue. The impure air enters the flue near the floor. This system of ventilation costs a mere trifle more than what is ordinarily in use and is certainly very effective. S. E. L.

* * *

Careful observation of the effects of the necessary formalism of the

rural public school upon the infant body and the infant mind has led to the conclusion that the present law which fixes the school age at five years might with profit be amended.

In cities and towns where, by the way, pupils under six are not admitted, the conditions are more favorable to the doing of kindergarten work than in the rural school. In the former the pupils, owing to the possibility of close grading, are more nearly of an age. The atmosphere is the atmosphere of childhood. The teacher having a less complex problem to face is in a position to create conditions favorable to child growth which can be but partially realized in an ungraded school with its many classes, its multiplied subjects of study and the absolute necessity of a system of school government in its very nature calculated to exert a depressing influence upon the infant mind.

But in the meantime while parents and lawmakers are studying physiological psychology, and until some later "Rosseau" shall arise to teach us "how wisely to lose time," the teacher's problem is the problem of making the lives of these little unfortunates as happy and comfortable as possible under the circumstances, until their kinder mother "Nature" shall have given them the physical and mental maturity to fit them to grapple with the problems which face them in the temple of knowledge. The collecting of bouquets of wild flowers in the neighborhood of the school is an excellent exercise for the baby class. Much time may be profitably lost in the playing of infantile games on the shady side of the school—this is usually the only shade provided. Whatever time the teacher may be able to devote to actual class work with these little ones may be pleasantly and profitably spent in familiar talks on subjects in which they are interested, in the telling and the reading of fairy tales and myths and the oral reproductions thereof by the pupils.

The advantages of such work need scarcely be pointed out. The child is made to feel at home. His confidence is secured and retained from the outset. The imagination, so active at this stage, is stimulated and directed. That rare power which the child possesses of expressing his thoughts and emotions, a power which he exercises as naturally and unconsciously as he breathes, and which too often mysteriously disappears shortly after he enters school, is not only preserved but developed. That divine spark implanted in the soul of every child—the desire to know, is fanned into a flame which shall utterly consume the barriers which lie across the path of his future development.

A. S. R.

Notes from the Field.

President D. H. McGuire, of the Central Assiniboia Teachers Association advocates the forming of Nature Study Clubs, consisting of twenty or more teachers, who could meet on Saturdays at some convenient centre to compare notes and discuss the subject. The suggestion is a good one, and should be acted upon at once.

NORTH CENTRAL TEACHERS' ASSOCIATION.

The meeting of the North Central Teachers' Association held in Neepawa, May 25 and 26 was well attended, about sixty teachers being present. The following papers were read: "School Libraries," by Mr. Thompson, of Rookhurst, S. D.; "Concrete Ideals," by Miss Crawford B. A.; "Drawing," by Mr. Arnott, of Franklin; "Schools from a Municipal point of view," by Mr. Boughton, of Arden, Clerk of the Municipality of Landsdowne; "Grammar," by Inspector Rose; "History" by Miss Stratton, Glendale, S. D.; an address, "The Boy Next Door," by the Rev. Dr. MacLean, of Neepawa. These papers led to free discussions of the various topics dealt with. A number of visitors were present amongst whom were noticed Mr. Sirit, M.P.P., Mr. B. R. Hamilton and others.

On Thursday evening a meeting was held in the Methodist church. Mr. M. H. Fieldhouse, Sec.-Treas. of the School Board, presided, and a programme consisting of short addresses interspersed with vocal and instrumental music enabled the visiting teachers and those interested in the work of the schools to spend an enjoyable evening.

The officers for next year are: Mr. Motley, Principal of the Neepawa Schools, President; Mr. Geo. Grierson, Principal of the Minnedosa Schools, Secretary.

THE DENNIS COUNTY TEACHERS' CONVENTION.

"Iron sharpeneth iron; so a man sharpeneth the countenance of his friend." That is what the teachers of Dennis County believe; so they meet once or twice a year for a mutual sharpening that thus naturally takes place when they discuss their work and the means of making it as effective as possible.

Some school boards are inclined to doubt the advantages of teachers' conventions fondly imagining that they are mainly an excuse to give teachers a good time for a day or two. This is, however, a mistake, for the object of conventions is to help the schools by giving the teachers the help that will make their work more profitable. The recent convention filled the bill in this respect.

The convention opened at 11 a.m. on Friday, the President, Miss Haw, of Virden, in the chair. After some routine business, Mr. Harris, of Virden, was called on for his paper on School Libraries. In this paper were set forth some suggestions that might prove helpful in selecting a school library. It should not consist of books that are distinctively called children's books, but of good works by authors of known literary standing. It should consist of books dealing with nature, history and literature. Books for primary pupils should be simple and full of fancy. Books for all should contain such matter as will help in forming sound moral judgment. Books should be well bound and printed on good paper in fairly large, clear type. True economy is not always attained by the purchase of cheap books. The aim should be to secure the best for the money, not merely most for the money.

Miss Thornton, of Galt school led the discussion on this paper, and was followed by the Inspector and a number of the teachers. This very interesting discussion brought out the thought that young children are capable of reading and understanding far more than is usually given to them to read and understand, and that they should be encouraged to read and read much so long as the reading is suitable.

This discussion took place at the first part of the afternoon session and was followed by an excellent paper on Percentage by Mr. Craig, of Elkhorn. He impressed the necessity of a clear grasp of the terms used and the business transactions employed. He showed how teachers might economize their time and effort in teaching this as well as other branches of arithmetic.

Mr. Lang, of Virden, then gave his condensed but clear address on Grammar and Mr. Young, of Oak Lake, laid before the convention the merits and advantages of the Educational Journal of Western Canada.

On Saturday morning Mr. Hemsworth, of Elkhorn, gave a helpful paper on Drawing; and Miss Ruttan, of Elkhorn showed in a suggestive paper some of the guiding principles of School Decoration.

The thought of the importance of an appreciation of the beautiful and tasteful and of the cultivation of the same were prominent in both of these papers, and the discussion that followed served to bring out some of the principles of good taste. For example it was considered preferable to have one good, well-framed, truly artistic picture that a dozen that violate the principles of art.

A question drawer conducted by Mr. Lang closed the convention. The next meeting will be held at Elkhorn in October.

The new officers are:— Mr. Young, Oak Lake, President; Miss Thompson, Virden, Vice-Pres.; Miss Good, Lenore, Secy-Treas. Messrs. Craig and Harris were added to the Executive Committee. The attendance was most representative.

SOUTH WESTERN TEACHERS' ASSOCIATION.

The regular annual meeting of the Manitoba South Western Teachers' Association met in the Intermediate School, Boissevain, Thursday and Friday, May 25 and 26. The S.W.A. includes a large field, all the south-western part of the Province, taking in Ranges 10 to 29, Tps. 1 to 6. Notwithstanding the great distance a number had to come, and the very unfavorable weather, over 100 teachers registered with the Secretary by Thursday night. The hotels were unable to provide accommodation for all and thanks are due to the many private families, who, with the accustomed kindness of the people of Boissevain, made many of the teachers welcome in their homes.

The convention was called to order at 10 a.m. on Thursday, President D. J. Wright in the chair. Organization matters were proceeded with, the election of officers resulting as follows; Hon. President, E. E. Best, I.P.S., Manitou; President, R. R. Earle, Killarney; Vice-President, Miss Helen Gibson, Pilot Mound; Sec.-Treas., W. A. Turnbull, Boissevain; Members of Committee to act with President, Vice-President and Sec.-Treas. as Executive Committee:—Chas. St. John, Melita; Miss Maggie Fortier, Killarney; Assoc. Representative on the Provincial Association—R. R. Earle.

The afternoon session began at 1.30 p.m. with a paper on "Natural science teaching in Manitoba Schools," by R. R. Earle. This subject being a live one at present in educational circles, and particularly so in Manitoba, elicited quite a vigorous discussion. Next came a very excellent paper on "Sympathy," by Miss Gibson, of Pilot Mound. The writer dealt very fully with her subject, showing how indispensable is the bond of sympathy between teachers, pupils, parents and trustees for truly successful work.

On Thursday evening a public meeting was held in Wright's hall, attended by all the teachers, and a representative gathering from the town. Rev. G. C. Hill, who proudly claimed that he held one of the first professional first class teachers certificates ever issued in Manitoba, made an admirable chairman, and his soul-inspiring remarks on the great opportunities afforded the teachers to act as nation-builders were very carefully listened to. A very fine programme was presented by Boissevain talent, the central feature being an address on "Birds" by Geo. E. Atkinson, of Portage la Prairie. Mr. Atkinson exhibited many specimens of Manitoba birds, and was very successful in demonstrating to many of the knowing ones present how very little they knew of the great world of bird life.

Friday's programme was opened by a paper on "Music," by Miss Suttie, of Deloraine, read, in the unavoidable absence of Miss Suttie, by D. J. Wright. A great deal of the practical value of this paper was lost because of Miss Suttie not being present to answer the numerous questions asked regarding the method of taking up the work. Inspector Best handled the subject of "Reading," and S. H. Forrest, of Souris, that of "Drawing." Both of these papers were excellent, both possessing the two prime qualities of being interesting and practical. Mr. Best explained that he had expected W. A. McIntyre to be present and illustrate his subject by a lesson from the New Victorian Readers, but it had been learned later that Mr. McIntyre would not be present. Mr. Forrest gave a practical illustration of his subject by a lesson, Millais' well known picture, "The Angelus." The prevailing tone of the discussion which followed was that very poor work was being done in Drawing

n the majority of schools, due partly to the uncertainty as to what course to choose from the several recommended at the beginning of the year, and partly to the fact that very few of the teachers had received sufficient training in Drawing to successfully present the subject to a class. Several resolutions were passed, among others one recommending that the Dept. of Education prohibit schools employing fewer than five teachers from taking work beyond that for third class certificates, and another recommending the passing of a compulsory education law in Manitoba.

One of the most successful conventions in the history of this Association then adjourned to meet next year in Killarney.

R. R. EARLE, Killarney.

WESTBOURNE COUNTY TEACHERS' ASSOCIATION.

The Third Annual Convention of this Association was held in Gladstone on May 19. The first paper read was by Miss R. McConnell, of Golden Stream, on "Teaching History." Among the points she made were: Make the study real to the scholars by linking as far as possible the subject with their every day life; begin with story telling; illustrate organizations and governments from home life, school life and municipal machinery, etc.; in formal study of the text insist on faithful preparation, and be content with nothing short of it. In the discussion that followed most of the speakers thought that where the chief difficulty lay was in getting the scholars to study the text book, the difference between merely reading and studying the lesson being well emphasized. The drudgery of memorizing dates, except important ones, was thought harmful, and chief attention should be paid to events which have been of greatest benefit to the nation.

Mr. Craig, of Plumas, read an excellent paper on "Geography." The writer emphasized the need of beginning with "home geography" and gradually expanding the sphere of study until the whole ground is covered, and the pupil understands how altitude affects climate; climate, vegetation; vegetation, animal life; and the general environment, the social condition of the people.

The last paper was one by Mr. H. Laidlaw, of Lakelands, "Talks on Drawing." Mr. Laidlaw as a teacher of Drawing may be said to be "to the manner born," his lucid explanations and vivid illustrations being wonderfully helpful in chasing away a small amount, at any rate, of the almost Egyptian darkness that surrounded the subject to some.

To the Question Drawer which followed Mr. Maguire applied his usual keen, discriminating common sense, and managed to give satisfactory answers.

The election of officers was the last business. P. H. Moodie was continued in his office of President; Miss H. Smith was elected Vice-President; Mr. W. Findlay re-elected Sec.-Treas; the Executive Committee consisting of Misses Rentorial and McKay, and Mr. G. Hall. Mr. Craig was appointed representative to the Provincial Teachers' Association.

P. H. MOODIE, Gladstone, June 9, 1899.

OUR NEXT ISSUE.

The August-September number of the Journal will contain timely and interesting articles by Mr. D. McIntyre, Supt. of Schools, Winnipeg, and Mr. W. P. Argue, Principal of Portage la Prairie Collegiate. Mr. A. M. Fenwick, Principal of the Moose Jaw Schools, will deal with a subject that deserves far more attention than it receives in the average school, viz.: "The Picture Library." Miss Helen G. Gibson, of Pilot Mound, will tell of the place which "Sympathy" should hold in the school room. Three of the leading Manitoba science masters, Messrs. E. A. Garrett, of Winnipeg; J. P. Wadge, of Brandon; and A. Bowerman, of Griswold, will give their ideas on a suitable text book in Botany. Mr. F. H. Schofield, Principal of Winnipeg Collegiate, in the third instalment of "Some Half-Truths," will deal with the "Abdication of the Parent." The usual departments, "In the School Room" and "Inspection Notes," will be continued under the editorship of Principal McIntyre of the Provincial Normal, and Inspector Rose, of Brandon.

Communications.

OPEN LETTER.

TO THE TEACHERS OF MANITOBA:

In July of last year the Provincial Teachers' Association in session in Winnipeg appointed a committee to inquire into the use which was being made of the first book of agriculture known as "Our Canadian Prairies."

The teachers of Manitoba will confer a favor upon this committee and greatly assist them in their work by answering the following questions:

1. What percentage of the pupils for whom this is an authorized work, are in possession of the book?
2. To what extent is the book used in your school?
3. For what purpose and in what manner is it used?

Answers should be sent before July 21st to

E. A. GARRATT, B.A.,

Winnipeg, 6th June, 1899.

Winnipeg Collegiate Institute, Winnipeg.

* * *

TO THE EDITOR OF THE EDUCATIONAL JOURNAL:

In reply to the question of W. L. Mackenzie as to how $\frac{1}{6}$ of \$54 is found, it may be answered thus: Divide \$54 into six equal parts and take one of them. If, however, the question means more than appears on the surface and it be further asked how is a pupil to do this with slate and pencil, it may be answered the \$54 is considered 54 abstract and the sixth part will be 9. Therefore $\frac{1}{6}$ of \$54 is \$9.

This is altogether aside from the purpose of my communication in the March number. What I wished to plead for was a correct expression of the solution, not the solution itself.

In the April number the following problem is submitted, and the question asked how the method outlined in the March number could be applied in its solution. "A man bought a number of sheep for \$36. Nine of them died. He sold $\frac{2}{3}$ of the remainder at cost for \$15. How many did he buy?" Let the written solution be the answer.

$\frac{2}{3}$ of the remainder cost \$15, (data).

$\therefore \frac{1}{3}$ of the remainder cost $\frac{1}{2}$ of \$15, or \$7.50,

$\therefore 3-3$, or the remainder cost $3 \times \$7.50$, or \$22.50.

The 9 sheep which died must then have cost \$36—\$22.50 or \$13.50.

$\therefore 1$ sheep cost $1-9$ of \$13.50, or \$1.50,

\therefore the number of sheep must be the same as the number of times \$1.50 is contained in \$36, or $\$36 \div \$1.50 = 24$,

\therefore he purchased 24 sheep.

May I be permitted to say that "type solutions" which pupils are expected to imitate are mischievous. Rather let a solution be considered a piece of composition to be as correctly written both grammatically and otherwise as any exercise in that department.

In the April number three solutions for the above problem are given and criticism invited. Let me say the first just gives the steps and offers no reason for any of them. The pupil's memory alone is appealed to, not his reasoning powers. He would return from the recitation almost unprofitable.

In the second solution it is not sufficiently clear where the \$22.50 are found. The problem is suitable for young children, some of whom might see the two steps involved while others might not. The second step is unnecessary. The problem states they sold at cost. The answer in the fifth line is unfortunate. As it stands it has no meaning. No meaning can be attached to 24 sheep times.

The third is not a solution but a series of questions enabling the pupil to see the analysis of the problem. He then would be left to synthesize these steps, or in other words, write out the solution. It indicates too much help given. There would be nothing left for the pupil to master.

These remarks will perhaps occupy my share of your valuable space.

WILLIAM ROTHWELL.

Editorial.

TEACHERS' SALARIES.

The question of teachers' salaries is one of vital importance not only to the profession but to the cause of popular education. During the last few years salaries in the West have been considerably reduced, especially in rural schools. This is due to a number of causes. Some young men are studying for a more remunerative profession and are willing to "keep school" at a low salary, as an incidental. Some young women teach school to earn subsistence until the first opportunity to light Hymen's torch. Other young women in easier circumstances use the profession as a genteel method of earning a little pocket money. None of these classes have any real, permanent interest in teaching as a profession, and they are usually ready to take a position at any salary that is offered. Some of them, if not offered a position, will apply for every vacancy within a hundred miles and so create an impression among trustees that the number of unemployed teachers is very large, while others will go so far as to underbid successful teachers who are holding good positions.

Remedies must be obtained for these evils. Professional ethics might receive a little more attention at the Normal schools. Teachers scattered all over the province in sparsely settled districts might form teachers' organizations and clubs to cultivate and maintain professional interests. The educational authorities could do much to elevate the profession by raising the standard in both scholastic and professional work and by raising the minimum age to twenty-one.

This topic is receiving considerable attention in Ontario. At a recent teachers' meeting in Kingston, Miss Lovick said some very good things which we think are worth reproducing here :

"The first essential of a teacher's salary is that it should be sufficient to support life. Not physical life alone. There are worse deaths than of the body. His salary should support life in every sense. If the teacher's energies are to be spent contriving how to make one dollar do the work of five, if his scanty leisure is to be employed by private teaching, agencies or any of the numerous devices by which so often he has to eke out his salary, his movements of inspiration or thought are to always have this one harassing need in the background—then I say he is just as surely becoming narrow-minded and debased as if he were gloating over heaps of gold in his cellars or exulting over rows of figures in his bank books.

In Toronto, on the occasion of a presentation to Inspector Hughes, Principal Parkin of Upper Canada College touched on this subject and his remarks were reported in one of the newspapers as follows :

"In an interesting discussion of the relative stipends of members of other professions and those of teachers Dr. Parkin said that the chief baker in the establishment of the Christie Brown Co., Toronto, received a higher salary than the head of the greatest educational institution in the country. He contrasted the incomes of Judges and members of other callings with those of the profession to which Mr. Hughes belonged and declared that the system of public schools in this country had pauperized the public mind. He had fourteen young men on the staff in Upper Canada College, and he could not honestly advise any one of them to remain there any longer than he could possibly help. He could not conscientiously tell any young man to enter the teaching profession.

He had last year written a life of one of the English headmasters, and in the

reviews of it which had come under his notice he had found one statement very often and this was, "that England produced the best headmasters." Why did England do this? Because England paid for them. - Did the audience know that the headmastership of Harrow was worth \$30,000 a year and an establishment, and that of other schools worth some \$25,000 and the other good things that went with them? They did not want \$30,000 a year in this country, but they did want as much as was given the ordinary Judge, or banker, railwayman, or manufacturer."

This question is so closely connected with the status and stability of the profession that it should receive the serious consideration of teachers, trustees, and all interested in our public school system.

Reviews

Teachers will find in *The Arena* for June an able article by Horatio W. Dresser on "The Genesis of Action," and an interesting criticism of Kipling from the Japanese point of view by Adachi Kinnosuke.

School and Home Education, edited by Geo. P. Brown, still holds its position as the best educational journal in America for teachers. The June issue contains abstracts of five recent addresses on Psychology.

The editors of the *Victorian Readers* have in preparation a teacher's handbook which will contain the notes on proper names, the references, etc., required in connection with the readers. It will be ready this fall.

Three books published recently by Houghton, Mifflin & Co should find a place in school libraries. "Bird Life," by Frank M. Chapman, with illustrations by Ernest Seton Thompson; "First Book of Birds," by Olive Thorne Miller; "Corn Plants, their uses and ways of life," by Frederick Leroy Sargent.

The *North American Review* for June is more interesting than ever, if that is possible. Of special interest to educationists are the articles "Commercial Education," by The Rt. Hon. Jas. Bryce, M.P.; "The Reverses of Britomart," by Edmund Gosse; "Israel Among the Nations," by Max Nordeau, and "The Imbroglia in Samoa," by Henry C. Ide, formerly Chief Justice of Samoa. Subscription \$5 per annum. No. 11 Warren St., New York.

The *Open Court* for April, May and June contained a series of articles by Prof. Th. Ribot which are worthy of careful study by all teachers. "The Origin of Speech" was the title of the article in the April number; the May issue continued the subject under the heading "The Evolution of Speech, a Study on the Psychology of Abstraction," while the June article is on "Intermediate Forms of Abstraction, a Study in the Evolution of General Ideas." Subscription \$1 per annum, 324 Dearborn St., Chicago.

"Bird Life" is in every way an admirable book; binding, letterpress and illustrations, of which there are seventy-five, are all first-class. The headings of some of the chapters indicate its contents, "The Bird, its place in Nature and relation to man," "The Living Bird," "Colors of Birds," "The Voice of Birds," "The Nesting Season." A quotation from the preface will indicate the motive of the book; "Popular interest must precede the desire for purely technical knowledge. The following pages are not addressed to past masters in ornithology, but to those who desire a general knowledge of bird life and an acquaintance with our commoner birds."

"The First Book of Birds" is an equally admirable book, except in the matter of illustrations, they are not equal to the matter. It is written in Mrs. Miller's simple and pleasing manner. It will be a very helpful book for teachers who have not studied birds, and will direct the efforts of them and their pupils in useful lines of work.

"Corn Plants" discusses "What corn plants are," "Their importance to man," "Corn plants in the field," "How corn plants provide for their offspring," "Wheat the king of cereals," "Oats the grain of hardiness," "Rye the grain of poverty," "Rice the corn of the East," "Maize the corn of the West," etc. It is a valuable book, and in a country like ours every child should have access to it.

T. M. M.

The last of the series of Talks to Teachers on Psychology by Professor James (Atlantic Monthly for May) fittingly deals with the Will.

The Professor is neither a materialist nor a fatalist. He "cannot see how such a thing as our consciousness can possibly be produced by a nervous machinery," yet he "can perfectly well see how, if ideas do accompany the workings of the machinery, the order of the ideas might very well follow exactly the order of the machine's operations." To the question, Is or is not the appearance of free will an illusion? He replies that the fatalist theory is very plausible and very easy to conceive; yet, "if free will is true, it would seem absurd to have the belief in it fatally forced on our acceptance. Considering the inner fitness of things, one would rather think that the very first act of a will endowed with freedom should be to sustain the belief in freedom itself." Professor James would have the student clearly realize the associationist view of the will for the reason that no one can ever make any real progress in the study of psychology "unless he has at some time apprehended it in the full force of its simplicity." Setting aside the earlier psychological theory of action as due to a peculiar faculty without whose fiat action could not occur, a theory long ago exploded by the discovery of the phenomena of reflex action, he goes on to the exposition of present day theory. It was discovered fifty years ago that nerve currents not only start muscles into action but may check action already going on, or keep it from occurring as it otherwise might. Nerves of arrest were thus distinguished alongside of motor nerves. The pneumogastric nerve, for example, if stimulated, arrests the movements of the heart. This discovery led to the larger view that "arrest" is a function which any part of the nervous system may exert upon other parts under the appropriate conditions. Examples are given from the emotions. Fear arrests appetite, maternal love annuls fear, and the like. "The expulsive power of the higher emotion" illustrates this.

There are therefore two great types of will: in one the impulsions will predominate, in the other, the inhibitions. The extreme example of the former is the maniac. "His ideas discharge into action so rapidly, his associative processes are so extravagantly lively that inhibitions have no time to arrive, and he says and does whatever pops into his head without a moment of hesitation." On the other hand there are cases of melancholia where there are so many inhibitions that action seems impossible. Of nations the southern races seem to be more impulsive, and the English speaking peoples are generally more repressive, which is the higher type of man? "Cavour, when urged to proclaim martial law in 1859, refused to do so, saying, 'Anyone can govern in that way. I will be constitutional.' Your parliamentary rulers, your Lincoln, your Gladstone, are the strongest type of man, because they accomplish results under the most intricate possible conditions. We think of Napoleon Bonaparte as a colossal monster of will power, and truly enough he was so. But from the point of view of the psychological machinery it would be hard to say whether he or Gladstone was the larger volitional quantity; for Napoleon disregarded all the usual inhibitions, and Gladstone, passionate as he was, scrupulously considered them in his statemanship."

The teacher is strenuously advised to beware of those strained relations where the will of a "balky" pupil becomes pitted against his own. "So long as the inhibiting sense of impossibility remains in the child's mind, he will continue unable to get beyond the obstacle. The aim of the teacher should then be to make him simply forget. Drop the subject for the time, divert the mind to something else; then leading the pupil back by some circuitous line of association, spring it on him again before he has time to recognize it; and as likely as not he will go over it again without any difficulty."

A moral act is defined as consisting "in the effort of attention by which we hold fast to an idea." This definition is made more clear by a reference to the case of the habitual drunkard under temptation. "His moral triumph or failure literally consists in his finding the right name for the case. If he says that it is a case of not wasting good liquor already poured out; or a case of not being churlish and unsociable when in the midst of friends; or a case of learning something at last about a new brand of whiskey which he has never met before; or a case of celebrating a public holiday; or a case of stimulating himself to a more energetic resolve in favor of abstinence than any he has ever yet made; then he is lost; his choice of the wrong name seals his doom. But if he unwaveringly clings to the truer bad name, and apperceives the case as that of "being a drunkard, being a drunkard, being a

drunkard," his feet are planted on the road to salvation; he saves himself—by thinking rightly." Hence the value of all exercises in voluntary attention in the school room. How much voluntary attention can one's pupils exert in holding on to an idea however unpleasant? That is the important question for the teacher who desires to train character.

There are two types of inhibition; inhibition by repression, and inhibition by substitution. These are carefully defined and the Professor might have illustrated them by the old story of Ulysses and Orpheus. "Get your pupils, he says, "habitually to tell the truth, not so much by showing them the wickedness of lying as by arousing their enthusiasm for honor and veracity. Wean them from their native cruelty by imparting to them some of your own positive sympathy with an animal's springs of joy. And in the lessons which you may be legally obliged to conduct upon the bad effects of alcohol, lay less stress than the books do on the drunkard's stomach, kidneys, nerves and social miseries, and more on the blessings of having an organism kept in lifelong possession of its full youthful elasticity by a sweet, sound blood to which stimulants and narcotics are unknown and to which the morning sun and air and dew will daily come as sufficiently powerful intoxicants.

S. E. LANG

Departmental.

There will be a Local Normal Session for teachers holding first and second class non-professional certificates held in Winnipeg, commencing Tuesday, August 1st, 1899.

EXAMINATION OF TEACHERS.—JULY 4th, 1899.

For candidates for second and third class certificates the above examination will be held at the following places, commencing July 4th, at 9 a. m. : Winnipeg, Portage la Prairie, Brandon, Virden, Birtle, Minnedosa, Morden, Manitou, Pilot Mound, Alexander, Boissevain, Melita, Carberry, Neepawa, Emerson, Stonewall, Carman, Souris, Hartney, Deloraine, Cypress River, Crystal City, Selkirk, Gladstone, Griswold, Russell and Dauphin.

For first class certificates (non-professional and professional) : Winnipeg, Brandon, and Portage la Prairie, at the same time.

Each intending candidate is required to notify the Department before June 10th, enclosing the requisite certificate of character of recent date stating the class in which he desires to be examined, and the place at which he will attend.

A fee of five dollars (\$5.00) will be charged all candidates, writing for first, second or third class certificates at the examination in July, 1899. This fee shall be paid to the presiding examiner before the candidates shall be allowed to write on the examination.

Persons under the prescribed age who wish to be candidates, must obtain special permission before having the right to attend, and, if admitted, shall be entitled to certificates only upon the conditions prescribed by the regulations. Each application from a candidate under the required age should be endorsed by his teacher, recommending it for acceptance upon the ground of the candidate's ability, in his opinion, to pass the examination.

All persons engaged in teaching before the examination will, upon becoming candidates, have their licenses, extended to the date of the publication of the results.

NORMAL SCHOOL SESSION.

The next session of the Normal School for teachers holding second class certificates will be held in Winnipeg, commencing on Tuesday, August 22nd, 1899.

Persons who have taught successfully one year since attending a local Normal School session for teachers holding third class certificates, and who have passed the non-professional examination for second class certificates are eligible for admission, and should apply to the Department of Education for the necessary card before August 1st, 1899.

J. D. CAMERON,
For the Department of Education.

EDUCATION OFFICES,
WINNIPEG, MAY 16TH, 1899.