

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

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

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

# **EDUCATIONAL JOURNAL**

## **OF WESTERN CANADA.**

---

EDITOR.....G. D. WILSON.

ASSOCIATE EDITOR FOR BRITISH COLUMBIA.....MISS AGNES DEANS CAMERON,  
Victoria, B.C.

EDITORS OF DEPARTMENTS :

In the School-Room,.....W. A. MCINTYRE, Winnipeg.  
Inspection Notes,.....A. S. ROSE, Brandon.  
Natural History, ...GEO. E. ATKINSON, Portage la Prairie.  
Primary Work,.....MISS E. CLARA BASTEDO, Brandon.

---

### CONTENTS FOR APRIL, 1900.

Some Observations on Primary Reading	
	W. A. MCINTYRE..357
A Western University .....	360
School-Room Difficulties .....	MISS C. DOWLER..361
A Prophet of Silence .....	365
The Aesthetic Element in Nature Study..	B. J. HALES..366
Primary Literature .....	V. M. RHEAUME..369
The Kindergarten in Rural Schools.....	371
In the School-Room.....	373
Primary Department .....	376
Natural History Department .....	377
Communications.....	379
Reviews .....	382
Departmental .....	384

---

The subscription price of the EDUCATIONAL JOURNAL OF WESTERN CANADA is \$1.00 a year, 10 numbers, none being issued in July and August; single copies 15 cents. THE JOURNAL appears, with the above exceptions, on the Fifteenth of every month. Subscriptions may begin at any time. When so ordered the magazine is stopped at the expiration of the subscription. Without distinct orders to the contrary it is continued, as it has been found that such is the wish of a large majority of subscribers. When subscribers fail to receive the magazine promptly they will confer a favor by notifying the publisher at once.

All British Columbia subscriptions and articles should be sent directly to MISS AGNES DEANS CAMERON, SOUTH PARK SCHOOL, VICTORIA, B.C.

All articles, communications and subscriptions from the Territories and Manitoba should be addressed to the

EDUCATIONAL JOURNAL OF WESTERN CANADA,  
Box 369, BRANDON, MAN.

### THE PUTITOFFS.

My friend have you heard of the town of Yawn,  
 On the banks of the River Slow,  
 Where blooms the Waitawhile flower fair,  
 Where the Sometimeorther scents the air,  
 And the soft Goeasys grow?

It lies in the valley of Whatstheuse,  
 In the province of Letterslide,  
 That tired feeling is native there,  
 It's the home of the listless Idontcare,  
 Where the Putitoffs abide.

The Putitoffs smile when asked to insure  
 And say they will do it to-morrow,  
 And so they delay from day unto day,  
 Till death cycles up and takes them away,  
 And their families beg, steal or borrow.

\$1000 policy at the end of 20 years. GUARANTEED.

**Contracts Definite and Backed by \$300,000,000.**

ISSUED ONLY BY—

**The Mutual Life of New York**

Communicate with or see

W. P. SWEATMAN, Manager,

Correspondence Solicited.

Office — McIntyre Block.

North West Canada, Winnipeg.

# *Hyloplate*

We sell more School Supplies than  
 any other house in Manitoba.

**Our Prices are the Lowest**

**Blackboarding**—We sell Solid Slate, Hyloplate, Slated Cloth and Liquid Slating.  
**Desks**—Double, Double Separate, and Single Desks.

—FREIGHT PREPAID to your Nearest Station—

Maps, Globes, Chalk, etc. Mail Orders Receive Prompt Attention.  
 Write for our New Catalogue of School Supplies and Books—

**CHRISTIE'S BOOKSTORE,** BRANDON,  
 Man.  
 E. L. CHRISTIE, Proprietor.

When answering advertisements it is desirable that you mention The Journal

## Teachers!

**our Guaranteed  
 Gold Bond  
 Policy**

Guaranteeing 3% on all  
 premiums previously paid, if  
 drawn annually, if not they  
 are increased by interest at  
 3½% compounded annually.  
 Such credits are nonforfeitable  
 and may be drawn at any  
 time. The interest ALONE  
 if not drawn, at the age of 25,  
 amounts to \$313.27 on a

—MOTHER GOOSE IN NEW DRESS.—

## Rhymes and Jingles

This is a large Quarto Book with 32 pages of Music and Original Drawings of Mother Goose Rhymes, adapted for the little folks, and especially for Kindergarten Work. The Marches and Songs are sweet and simple, the music easy and melodious. Children are delighted.

This book has been highly endorsed by the greatest women in the world, Her Majesty, the Queen of England, by Mrs. President McKinley; by that most gentle and noble mother, Mrs. Grover Cleveland, all of whom have introduced it to their little friends.

Etta M. Wilson, Director of Kindergarten in Public School No. 43, of Brooklyn, New York, writes:—"We have been using Rhymes and Jingles in our Kindergarten for the past month and find it invaluable in our work. It indeed fills a long-felt want in Kindergarten Songs and Music. I wish that every Kindergarten and Primary School in the world might have it."

The work is beautifully printed on expensive Deckle edge paper, in striking Bronze Blue Cover, and for sale everywhere or sent to any address postpaid \$1

## "Chickens Come Home to Roost."

—The Greatest Novel of the Age.

Wright & Co's publications includes a 2nd edition (20th thousand) beautifully illustrated, of this charming novel by L. B. Hilles, described by the New York Times as "a book without a single dull line, and with a horse race far surpassing in vivid description and thrilling interest the famous chariot race in Ben Hur."

Hon Robert G. Ingersoll said: "The boldest and best of the year."

Hon B. T. Wakeman says; "It is the greatest novel I have ever read."

Hon M. L. Knight, of the Chicago bar says; "This is the most realistic and remarkable book of the age. A greater book than Uncle Tom's Cabin, Written with the realism of Defoe, the grace of Addison and the pathos and gentle sweetness of Goldsmith.

More than five hundred letters have been received from delighted readers.

The book is on sale everywhere, or sent post paid for \$1.25 by

WRIGHT & CO., Publishers,  
369-70 Broadway, New York

When answering advertisements it is desirable that you mention The Journal.

## BOOK SNAP!

To find out if the Educational Journal is a good advertising medium we will send, up to June 1st, any six of the following twelve books in cloth binding, post free, for \$1, or the twelve for \$2.

FLOWER FABLES, by Alcott.  
BLACK BEAUTY.  
UNCLE TOM'S CABIN.  
LAYS OF ANCIENT ROME.  
KINGSLEY'S WATER BABIES.  
ALICE IN WONDERLAND.  
ALICE THROUGH THE LOOKING-GLASS.  
ADVENTURES OF A BROWNIE.  
DICKENS' CRICKET ON THE HEARTH  
LAMBS TALES FROM SHAKESPEARE  
LONGFELLOW'S EVANGELINE.  
THE VICAR OF WAKEFIELD.

ADDRESS—

**Russell's Bookstore**

504 MAIN STREET, - WINNIPEG.

## BRANDON COLLEGE

Provides instruction for both Ladies & Gentlemen in the following courses of study.....

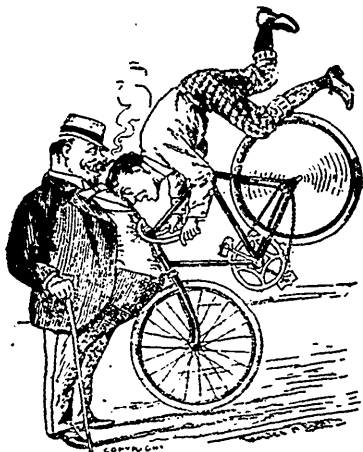
PREPARATORY,  
COMMERCIAL,  
STENOGRAPHIC,  
TEACHERS' CERTIFICATES  
PRELIMINARY,  
MEDICAL ENTRANCE,  
DRUGGIST ENTRANCE,  
PREVIOUS.....

Experienced and practical teachers in every department. Students successful in all departmental and university examinations. Special advantages for teachers wishing to take the languages necessary to complete preliminary and previous standing in the University of Manitoba.

Write for further particulars to—

Principal McDIARMID

Box 131, Brandon, Man.



## Coming Together


To be "In Touch With the People"

Is our aim, and we are becoming more so every day. Our mail order business is continually growing. Why? Because we have everything needed by the Student, teacher and the Philosopher.

Our prices are right and WE PAY THE POSTAGE.

Send 35c and get a History of the Boer War, with 100 splendid illustrations, including a picture of Col. Otter and the Manitoba Contingent. The best book on the subject.

## **Winnipeg Stationery & Book Co., Ltd.,** 364 Main Street, - Winnipeg.

 We give Trading Stamps.

P. O. BOX. 1307

# **MOYER'S** **Solid Slate Blackboards** **Last Forever.**

E. N. MOYER & CO. quarry and mill only the BEST SLATE STONES, hence all their Blackboards give entire satisfaction: Because—

- |  |  |
|--|--|
| 1. No cross-grained stock is used.                               | 2. They are hand and punice finished.              |
| 3. They are black and uniform in color and finish. [crayon mark. | 4. They are ornamental in the school room. [clean. |
| 5. They give a much more distinct                                | 6. They are easily washed off and kept             |
| 7. There is no reflection of light to injure the eyes.           | 8. They lessen the dirt and dust.                  |
|  | 9. One half as many crayons are used.              |

There are only two kinds of Slate Blackboards—MOYER'S and the rest.

Quotations and all information cheerfully furnished.

We can supply you with MAPS, GLOBES, CHARTS, DESKS AND GENERAL SUPPLIES for less than any other dealer.

## **E. N. MOYER & CO. School Furnishers,**

120 Victoria St., Toronto, Ont. 841-843 Ellicott Sq., Buffalo, N. Y.

# EDUCATIONAL JOURNAL

## of Western Canada.

VOL. 2.

BRANDON, APRIL, 1900.

NO. 2.

### Some Observations on Primary Reading.

BY W. A. MCINTYRE, B.A., PRINCIPAL MANITOBA NORMAL SCHOOL.

What follows is not intended as an outline of a method for teaching primary reading, but is rather an attempt to answer two questions that must face every teacher of the subject. The two questions are: 1.—What is the movement of the mind in reading (getting the thought) from the printed page? 2.—What difficulties stand in the way of free and natural movement, and how are these to be overcome?

It will be observed that the subject under discussion is not oral reading. This may or may not follow or accompany thought-getting; for the present, however, we shall think of thought-getting alone. Suppose we take a sentence like the following:

THE DOG RAN AFTER THE STRIPED GOPHER.

What are the mental processes involved in getting the thought from such sentence? It is evident that the first thing of which the mind is conscious is the page or slip of paper with its symbols. There is as yet no picture corresponding to dog or gopher or the chase, because the symbols have not been interpreted. We may assume that there is more or less desire in the mind to get through the symbols to the thought. Where from the beginning the pupil has been accustomed in his reading to look for thoughts rather than to simply make out words, and where the thoughts have been such as to naturally interest him, this desire is certain to be present. Confronted with the symbols, the mind now proceeds to interpret them. This it must of necessity do piece by piece, since the combination of symbols can not be recognized as a whole, never having been met with in this form before. There are two sides to this matter of interpretation. In the first place, THE MIND WHICH IS LOOKING FOR A THOUGHT proceeds to find out what each symbol represents, i.e., what spoken word it stands for, and then as it succeeds, it calls up mental pictures, more or less definite and elastic, corresponding to the words and word-groups. This is, of course, only a rough statement of the case, a fuller account of the process will be given as we proceed.

The words in small capitals above are worthy of notice. The idea of EXPECTING A THOUGHT when a certain process is completed, underlies all attempts to interpret

the series of symbols constituting a sentence. If this spirit of anticipation is absent there is nothing to bind together the successive mental acts necessary to interpretation. A pupil who simply finds the sound-values for the various written symbols is not reading at all. The very essence of reading—thought-getting—is lacking. Nor is he reading if he adds to this a more or less definite picture corresponding to each word and nothing more. A picture of a sentence is not a combination of the pictures of the successive words in a sentence. The sentence-idea is the dominant idea, and it determines the particular value of each word in the sentence, so that in two successive sentences it is possible for the same word to call up totally different pictures.

Suppose then that somehow (for the present it does not matter just how) the pupil makes out the first word in the sentence given—"THE". Now it is clear that this word in itself will not call up a picture. But it does something better than this. It suggests that there is some idea coming to give "THE" a meaning. Previous experience has led the pupil to expect a notional word to complete the article. So holding his mind in the attitude of anticipation he interprets the next word "DOG", and then the first two words have a meaning. A more or less definite picture begins to form in the mind, but experience has already shown that it is dangerous to form a complete picture at this stage for such picture must doubtlessly be altered before the sentence-idea is realized. So the mind is satisfied with forming a rough picture corresponding to "THE DOG", and in the spirit of anticipation proceeds to interpret the next word, "RAN". Here again the mind forms a rough picture corresponding to "THE DOG RAN". Note, however, that the rough picture "THE DOG" has become more definite as soon as "RAN" was discovered. The mind in moving forward to get the whole thought, also keeps moving backward to complete or revise previous ideas. And so the process goes on, the mind always anticipating something to complete partially developed thought. This anticipative attitude is particularly noticeable when the word "STRIPED" is discovered, and curiosity may be said at this point to be at white heat. When, however, the word "GOPHER" is interpreted, the mind now revises all, and builds it together into a living whole which can be definitely and clearly pictured.

The above may seem to adults to be a very labored explanation of a simple process. It must be remembered that adults are not in their own reading conscious of all these processes, and what appears to them as simple was at one time complex. There seems to be no doubt but that with slight variation, the adult mind without being conscious of it, goes through the same processes in reading as the child. For a more extended and scientific treatment of this subject, the reader is referred to Professor Alexander's article on "Literature" in "School-Room Methods" and to the chapter on Noetic Synthesis in Stout's *Analytic Psychology*, Vol. II.

Now, in this process of getting the thought there may be some things that prevent free and easy movement. 1. THERE MAY BE INABILITY TO INTERPRET THE WORD-FORMS, I. E., TO ASSOCIATE SOUND WITH PRINTED FORM. It is perhaps superfluous to say that with beginners this is the great difficulty. The teacher who can make easy for the pupil the process known as "word-recognition" who can devise a method for keeping the mind fixed on "getting the thought," even while it is struggling with the more or less unfamiliar symbols, and who can make the task one in which the worker delights to persevere, will surely have accomplished much. Inability to interpret the word-forms may in the first place be complete, in which case the pupil is unable to do anything unless he appeals to a teacher, or unless he resorts to guessing, which is not altogether uncommon. It may be said that with a language such as ours, which is in the main phonetic, no pupil should after the first

few weeks be in the position just indicated. He should have some power to discover by unaided effort the sound-value of many written symbols. His inability in that case will be only partial. He may be said to have the power to get thought but has not as yet very much skill, and as a result, his efforts, no matter how intelligent or praiseworthy, do not seem, to one who judges everything from the standpoint of "how it sounds orally," to be very successful. But this lack of skill will bring with it many dangers. In the first place the process of word-discovery may be so slow that the mind may not be able to retain those successive partial pictures that go to make up the sentence whole; and the process of thought-getting may be so slow that the mind feels it to be burdensome. A teacher who is wise enough to employ short sentences, and to have work based on that which is in line with childish interests, and who knows enough to give help whenever it is required, in the way of telling some words and helping to make out others, will have no difficulty. It is certainly a fatal blunder if at any time a pupil gets so lost in making out words in a long sentence, that he ceases to be on the look-out for the thought. Reading is not word-naming, it is thought-getting. But let it be borne in mind that in getting through the symbols to the thought a pupil must at first travel very slowly. Lack of skill makes this unavoidable. As the novice on his wheel proceeds by tortuous path and with many falls to his destination, so the beginner in reading after many struggles and unsuccessful attempts gets at the thought of the passage; and as the same cyclist, no longer a novice, passes over rough and smooth without thought of fall and without wavering, so the practised reader passes on to the thought of a selection without apparently slowing up in order to interpret a word form. Therefore we must look upon slow reading (thought-getting) not as an evidence of a wrong mental attitude towards a selection, but as an evidence of lack of skill. The great question in a primary grade is not whether a pupil is fast or slow in his interpretation of word-forms, but whether he is word naming or seeking to translate the symbols into thought. And it is always easy to tell from a pupil's oral reading what his mental attitude is.

*A pupil's inability to interpret word-forms rapidly may be attended by serious consequences in oral reading. It would be strange if it were not so. For instance, if the mind is intent on getting the thought of the sentence, there may be an attempt to keep up the continuity of sound by drawling every word into the next. In such case the oral utterance may be very objectionable though the attitude of the reader to the selection may be quite correct. This fault in oral expression tends to correct itself as the pupil acquires skill in interpretation, but a little care on the part of the teacher will correct the habit even before it is formed. If a pupil silently reads the passage, then reads it again silently in order to more perfectly wed the form to the thought, and then reads it aloud so as to express naturally the thought he has acquired, he will not likely be guilty of the sin of "monotonous drawl." This is but another way of saying that in oral reading a pupil should give the thought rather than name words, and towards this end he should have the thought before he attempts to give oral expression to it. This is, of course, true for primary grades only. In advanced classes it is possible for one who has cultivated the anticipative attitude in reading, to give expression to the thought even as he is gathering it. This is what constitutes sight reading.*

It is urged by some that the best way to overcome the difficulty of slowness of interpretation is to confine the pupil's work to a limited number of words and phrases, and to have these thoroughly memorized. In this way, it is claimed, natural oral reading may be had from the beginning. As to this point, it may be said that though wonderful results in oral reading or recitation may be secured in a very



limited field, yet there seems to be nothing gained by habituating the pupil to a practice that must eventually be discarded. It is not memory on which adults chiefly rely in their interpretation of word-forms, but the power of synthesis. This point we hope to make clear in another paper. At the same time some practical inferences will be drawn from the theory of reading just presented.

---

## A Western University.

For some time the Baptists of British Columbia have been working energetically upon their university proposition. At their Convention last year it was decided to move as speedily as possible towards the founding and equipment of a university at some suitable point in the province, and in the meantime to organize an extension or correspondence department after the model of the extension division of the University of Chicago, for the purpose of giving instruction by mail. The plan also included local classes and a local examiner and assistant wherever there should be one or more students.

The organization of the Correspondence Department of this University is now about completed. An efficient staff of instructors has been secured and the department will be ready to open for students in September next. The work of the department is arranged in courses covering the subjects required for university matriculation and the first two years of university study. There are in all over fifty of these courses, each of which requires a semester, or half year, for its presentment and completion, but may, to suit the convenience of the student, be made to extend over a considerably longer period. Examinations are to be held half-yearly, under the supervision of the local examiners, in communities wherever there may be students of the university.

The personnel of the staff of instructors to whom has been committed the work of teaching by correspondence is as follows :

Albert J. Pineo, M. A., principal, Victoria, B. C., geology and minerology.

Angus B. McNeil, treasurer, Victoria, B. C., mathematics, (Academic department).

Isaac G. Matthews, M. A., Vancouver, B. C., English.

Charles L. Brown, B. A., Victoria, B. C., mathematics.

Albert E. Coldwell, M. A., Wolfville, N. S., chemistry.

Annie E. McLean, Ph. D. E., Victoria College, Montreal, history and sociology.

Thomas P. Hall, Ph. D., Kansas City University, Kansas City, Kansas, physics.

Frederick Eby, M. A., Clarke University, Worcester, Mass., psychology and pedagogy.

Ernest Hall, M. D., Victoria, B. C., physiology.

John F. Vichart, M. A., Victoria, B. C., French and German.

Samuel J. Farmer, M. A., Petrolia, Ont., Latin and Greek.

Horatio H. Newman, M. A., University of Chicago, Chicago, annual biology.

Walter B. Hinson, M. A. Vancouver, B. C., ethics.

---

## School-Room Difficulties.

BY MISS C. DOWLER, NORTH WARD SCHOOL, VICTORIA, B.C.

How suggestive the title! What tender memories of the past it awakens, what ghostly anticipations of the future! How instinctively the mind of each teacher turns to that individual, or to that combination of circumstances, which for him constitutes a school-room difficulty! Do we not each of us feel—and that without any undue complacency—that in whatever respect our requirements may be deficient, on this subject our knowledge is both varied and profound. Indeed, the problems which confront us in the discharge of our professional duties are so numerous and so diverse in character that the only possibility within the scope of a brief paper like this is to arouse your thought and evoke discussion.

School-room difficulties may be classified as

Difficulties in Teaching,  
Difficulties in Class Management,  
Difficulties with Individuals.

And first as to teaching. These include difficulty in creating interest, in commanding attention, in developing the powers of the pupil's mind, and in stimulating within him a desire for knowledge and an ambition to acquire it. It seems to me that many of our disappointments in the result of our teaching arise from indefiniteness of purpose. If we could, before each lesson, give sufficient thought to it to be able to determine what end we hope to gain by its teaching, we would often leave out much that we are accustomed to regard as important, and bring into prominence that which would otherwise be considered trivial. It will not be long before our pupils must leave us to pass out into the larger school of life, and we do well to frequently ask ourselves whether the knowledge that we seek to impart will be of any permanent value to them, or whether we are merely preparing for examination. The teacher who has a well defined plan of what he wishes to accomplish, who is earnest, enthusiastic, and determined to secure the interest and attention of his pupils, will devise ways and methods, better suited to his particular class than any that could be suggested to him.

Generally speaking, the more extensive the teacher's knowledge, the more ability he has to instruct and educate, therefore we should seek to acquire all the information and help that we can. By the reading of educational books and magazines, by the visiting of teachers, conventions, particularly by confessing our failures to one another, and frequently asking, "How do you do this, or that?" we sometimes gather more valuable knowledge than we would by months of experiment. Personally, I feel myself much indebted to my fellow teachers for the helpful thoughts which they have given utterance to in our Teachers' institute.

Perhaps the most difficult thing in a Victoria school is to awaken any thirst for knowledge, or any keen interest in the acquirement of it, particularly in the mind of the fifteen-year-old boy. The average B. C. boy looks upon life as pre-eminently a sphere of enjoyment. He concludes from what he sees around him that the only good in life is that which can be procured with wealth, and that the chief requisite is to be able to make money. He recognizes that the wealthiest are not professional literary or philanthropic men, that these are careers of self-denying toil rather than pleasure and he perceives that in the past education has not played a very important part in the amassing of wealth in this province. So the chief desire of the Victoria boy is to go to work, in order that he may earn money and thus enjoy as soon as possible the ease and pleasures which are accessible to those who have wealth.

Thus, at an early age he leaves the school-room and enters upon the arena of life, his mind undisciplined and wholly unprepared to find any pleasure in intellectual pursuits. This contempt for a professional career is not without its redeeming features,—we do not see manual labor despised, nor the professional and literary ranks overcrowded as in the older provinces, but it is still sadly true that the average boy finds no pleasure in literary pursuits, and instead of spending his evenings at home in study, he elects to spend them on the streets, in the company of kindred spirits as aimless as himself, "having fun" as he terms it; and who can wonder, if in a few years, the saloon and gambling-hell entrap his unwary feet, and that, for lack of some higher ambition or pursuit, he has drifted downward into sensuality and degradation? How can we counteract the public sentiment which says so strongly to our children, "Live for pleasure. Eschew self-denial. Get money in some way or other, for money gets every good?" How can we implant in our boy noble sentiments, how can we make him realize that all men are brothers, that no man liveth to himself, in short, how can we exalt his ideas from those of mere selfish aims and ambitions, and make him realize his responsibilities as a citizen, as a patriot, as a man? Truly this is one of our greatest difficulties, one which we dimly perceive but often fail to meet. Stories from history sometimes arouse noble thoughts; the recounting of stirring deeds of patriotism and valor may make a deep impression; such events as the South African war may give occasion for the instilling of lofty principles in the minds of our pupils; but far more powerful and far-reaching than these will be the personal influence of the teacher. And, as the love of reading is one of the greatest safeguards against the formation of idle and vicious habits, the study of literature should occupy a much more prominent place in our school curriculum than it at present does.

But from these desultory thoughts on teaching I must hasten on to speak of difficulties in class management. True, the ideal teacher about whom we so often hear, but whom we have never yet seen, has no difficulty whatever in commanding perfect order and obedience, but with the majority of us these desirable ends, if attained at all, are only secured by continual effort of body and mind.

Almost all our failures in class management are attributable either to lack of method, or to lack of that eternal vigilance which in the school-room as in all other communities is the price of safety. Unless a teacher has a carefully prepared plan for work—not only for teaching each class, but also for all class movements—and unless his plan be thoughtfully adapted to the constitution of his particular class, he will fail to control his pupils; and should there exist ever so perfect a code of rules and regulations and the teacher not insist upon obedience to them, of what use are they? Another source of failure to maintain good order is the neglect of little faults. A pupil whispers; we see that it is an observation about the lesson, we consider it trivial and let it pass only to find that the pupils, presuming upon the teacher's leniency, soon grow bolder, and in an incredibly short time whispering becomes general. I was much impressed by a remark I once heard made about one of our eminently successful teachers. It was this: "She pays so much attention to little faults." I may add that in consequence there were no great faults to require attention.

In the characters of some teachers mercy predominates over justice, and the pupil is allowed to transgress the known rules as long as his disobedience is not flagrant. At half-past nine the teacher says, "Johnnie, stop talking;" at ten, "Johnnie Jones, stop talking;" at ten-thirty, "Johnnie Jones, you stop this instant;" at eleven, "John Jones, if you don't stop talking this minute, I'll punish you." At eleven-thirty Johnnie is again talking, and again the teacher in loud, scolding tones,

announces the fact, and, with many unnecessary words and threats, declares what she will do if he does not immediately cease. Of course he immediately ceases and in less than ten minutes has again resumed his conversation. Thus the entertainment proceeds, until the listeners have become hardened alike to scolding and threats, their respect for their teacher has been lessened, and all attempts to maintain perfect order has been effectually frustrated. It is so much better to say little, to speak gently, and to mean what we say—but these rules, like the definitions in the Shorter Catechism, are much more easily memorized than practised.

But I think that even in a well regulated school-room there will come days when everything seems awry. Strangely enough these days usually happen to be Mondays, perhaps the Sunday excursion may be responsible for the cause. The pupils are listless, half-asleep, lessons unprepared, minds absent, bodies present, feet very much in evidence—a continual shuffling, confusing noise seems to come from nowhere in particular—a general expression of disgusted weariness is upon the face of the class. The boy's face says "I don't know anything and I don't care:" the girl's face says, "Oh, what a nuisance school is, anyway." On such days is it not well to check our sighs and smooth our brows, and, turning from the usual routine of grammar, history, etc, take up the picture-lesson, the fascinating story of travel or history, the memory-gem, the nature-lesson, the motion-song, the physical drill—in short, those exercises which most interest the pupils? On these days, if we only keep good order and maintain without friction the discipline of the school, we have accomplished wonders and should congratulate ourselves, even though we have had to leave until to-morrow that carefully prepared lesson on the Gerundial Infinitive or the Ethical Dative.

But the Individual Difficulties! Ah, who shall recount them? Is not their name legion? Which of us has not within our school-room, some one child who taxes to the utmost our patience, our ingenuity, our love? As I write, I cannot but think with sympathy of the primary teachers.

One night I overtook a little child trudging stolidly along the dark and lonely street. His mother had locked him out and gone down town. She told me upon her return, that he went WHERE he liked, and came home WHEN he liked; she was too busy to look after him. She hoped that when he went to school the teacher would be strict with him, for he would not mind anything his mother said. He was used to threats, and kicks, and blows, and cared for none of them. This little child's nature is hardened, and defiant of authority, long before he reaches school age. Here, truly, is a school-room difficulty. The primary teacher must not only teach this child the subjects prescribed in the curriculum, but she must teach him to respect authority, to recognize the majesty of law, and further, she must daily seek by love and tenderness to restore the noble nature which has been warped and all but destroyed, by his previous training. Again, to the primary teacher is entrusted the tender, ONLY child, whose every whim must be considered; and it is the primary teacher who is visited each day by numerous mammas, who come to instruct her in her duties, and reprove her for her delinquencies. To the teacher of older pupils, problems less numerous but even more difficult, present themselves.

Supt. E. S. Dreher, Columbia, S. C., says in a recent paper—"I am constrained to think that one of the most dangerous tendencies of our time, is the growing disposition to question, and even openly to disregard, the necessity for rendering obedience to legally constituted authority. In recent years, this disposition has so insidiously manifested itself in the schools, as to give rise to the belief that many parents do not themselves place any restraining influence around their children while at home, and oppose the exercise of authority over them by others, when it conflicts

with their pre-conceived and indefinite ideas of justice and right." Here is stated the cause of many of our school-room difficulties. This problem confronts us all: How to make the child who has never learned to obey, whose wants and impulses form the guiding principles of his life, who has never recognized a higher law than his own will, to make such a child will to do right and harder still to do right after he has so willed. Is it not a discouraging question? But though we cannot hope to work miracles, though it is beyond our power to eradicate the evils of defective home training, we may be sure of this, that the kind but firm discipline of the school-room will powerfully — though slowly and it may be for a time imperceptibly — influence his character. We are so impatient, so ready to become discouraged because we do not at once see the result of our labors. When we toil on day after day for years, how apt we are to think our duties a weary monotony, to feel that we accomplish nothing, that our ideals are vanishing because there is no hope of realizing them. But,

"Be not thou too lowly in thy thought;  
Upon thy loom there lies a work  
No other hand can do.  
If thou neglect or slight it,  
It is loss to all the world,  
In all the time to come."

The result of a faithful teacher's work is not the apparent progress of the pupil in arithmetic or geography,—nay it is the silent but deep impress which the teacher's character and precepts have made upon the heart of the child.

After all, the most potent factor in the solution of school room difficulties is love. The teacher, whose every attitude towards a child is one of loving interest, will not fail to deeply influence him, even though the child's countenance may be as serenely indifferent as ever. How little we know of the struggles that go on in the heart of that obstinate, troublesome child who occasions us so much vexation of spirit! How little we dream that that naughty, tiresome girl has sobbed herself to sleep when, in the silence of her own room, the day's misdeeds have come up before her; and as little do we know of her resolutions and attempts to do better. The heart of a child is seldom revealed; to some children it would be easier to die than to speak of their feelings, they hide them under a laughing, careless exterior; but the gentle words of a loving teacher nevertheless sink "into the heart's deep well," and who can estimate the effect? I was amused yet struck by a remark which I heard a former Central school boy make a few days ago. Said he, "It does a fellow lots more good to talk to him than to whip him; for he forgets the whipping in no time, but when he is alone he thinks over what has been said to him."

But there are children, who regard their teacher as their natural enemy, and who rejoice when they can torment or insult him. Such pupils only need to become acquainted with the teacher in order to feel ashamed of themselves. If you have such pupils, you can overcome their antipathy by associating with them and seeking to win their confidence and friendship. Invite the most hateful ones to spend an afternoon with you at the beach, take them on a fishing or botanical expedition, enter into their conversation and show them how much you enjoy their society, and you will be surprised at the change of attitude towards you. Many secrets of their character will be revealed, secrets which will enable you to better understand and more patiently bear with their faults.

In other pupils a markedly dual nature exists, a veritable Dr. Jekyll and Mr. Hyde in miniature. How anxiously the teacher watches the growth of such children, wondering which nature shall finally predominate, the one so potent for good,

the other for evil. These children wish to do right but at times cannot; and patiently and tenderly must the teacher sympathize with their struggles and encourage them to try again. Often he may himself be discouraged by their failures, but let him remember that moral development is always slow, and that the aim of true discipline is not to govern the child but to train him to govern himself.

My paper is already long and I feel that I have said but little that will be of any help to my fellow teachers, but let me in conclusion speak of what I consider to be the sovereign remedy for all our school-room difficulties—namely, prayer. "More things are wrought by prayer than this world dreams of." We cannot possibly estimate this power until we have sought Divine help in our daily work. From no other source can we obtain the wisdom, patience, and love that we need for the faithful discharge of our heavy responsibilities.

And let us not be discouraged though our path be strewn with difficulties, for he who has no obstacles to surmount lacks one of the strongest incentives to progress.

"We rise by things that are 'neath our feet,  
By what we have mastered of good, and gain  
By the pride deposed, and the passion slain,  
And the vanquished ills that we hourly meet." ' ' )

---

## A Prophet of Silence.

(From "Beckonings from Little Hands.")

How silent it is—childhood!

The children—how noisy they are! Inquisitive and garrulous, they are sometimes out of time and out of tune; laughter runs riot with them, and their sudden shrieks and prolonged crying disturb and alarm the neighborhood. How roistering, rollicking, boisterous they are—the children!

Yet how silent it is—childhood!

The very word "infant" means "speechless" and every child remains an infant in one degree or another, long after the period of so-called infancy is past. As in other things, so in this, not all children represent in an equal degree the silence of childhood, nor do they all equally apprehend the abstract idea of childhood as a state or stage.

The truth that childhood is a condition of life repressed, misunderstood, defenceless, doubtless impresses itself upon children mainly as a feeling, a "vague unrest" rather than a well-defined intellectual concept. Yet it is not invariably so vague and ill-defined as we might suppose. When in her sixth year, my little girl, without apparent cause or provocation, shrewdly observed, "People don't know that little children are good unless they keep them. Why, mamma, people always think children are bad until they live with them; then they find out that they can be good."

Of some things we may be sure. A child knows when he is regarded as a toy, a lap-dog, a mere source of amusement or butt for ridicule, or even a subject for slights and deceptions. He knows when he is treated unjustly; and he knows that his superiors are more likely to demand politeness from him than they are to expect to be polite to him. Conclusions of this sort a child arrives at directly and fairly.

Children as individuals do not like to be judged or condemned because they belong to a class, any better than the ex-convict, the Indian, the Chinaman, the Russian

Jew, or the negro does. A child feels that he has a place in humanity as well as in childhood. He wants the individual to stand upon his own merits, and not to fall under a general class condemnation determined by mere years.

The unfairest way to condemn any individual is to condemn him because, without volition of his own, he belongs to a certain class. When a mother reprimands a boy by saying, "Look at your hands! I always did hear that boys' hands were never clean;" or "Don't make such a racket! Boys never can do anything quietly,"—she blames him, practically, for alleged essentials of his sex and age, and so denies to him the hope of his doing better. The child naturally reasons, "I am a boy, and, if boys are always so, I must be so too;" or he silently chafes under an assertion which he knows is too sweeping to be true. Many a boy who would strive to do better, has been discouraged and permanently injured by being condemned, not for what faults HE has, but for what faults BOYS have. He judges his judge, albeit his judgment is silent; he knows he has little, if any, redress.

While children recognize the rights of their elders over them, they also recognize—more often than they are supposed to—the broader view of rights between man and man. They recognize such a thing as "fair play" entirely apart from considerations of age or size, but they plead the cause in which childhood is their client, by the pathos of silence. "God bless their dear, patient souls!" exclaims Helen Hunt Jackson. "If men and women brought to bear on the thwartings and vexations of their daily lives, and their relations with each other, one-hundredth part of the sweet acquiescence and brave endurance which average children show, under the average management of average parents, this world would be a much pleasanter place to live in than it is."

A child easily recognizes the right or wrong of his own punishment, as, indeed, he keenly, though silently, criticises the methods of the parental government. What a child speaks critically is but a tittle of what he observes. "The next time you do that," said a father, "you shall leave the table." "It's 'the next time,' and 'the next time,' and 'the next time,'" replied the child, pleasantly, "and you never do it." "If you do that again," said the mother to that same child, "I'll punish you." "Oh, well, if you just don't say that, I will come right," answered the boy, good-naturedly implying that what he did was done not maliciously, but inadvertently. He recognized a difference in the quality of the same act according to its motive.

And so it is all through. If it were a child's place to train his parents, he would be more likely to be sound in method, discriminating in judgment, and effective in his criticisms, within the limits of his experience, than parents are within the wider limits of theirs. It is hardly to be wondered at that a child occasionally feels like offering counsel to a parent in the matter of his own training.

It is interesting to note, just in this connection, that "in Labrador and Newfoundland the dogs trained by children are admitted to be the best and the most easily driven; hence, strange as it may appear, to the children is committed the care and bringing up of the young animals." This means simply that the young best understand the young.

It is not, therefore, that children are never noisy, but rather that childhood is, because of natural limitations and conventional obstructions, the silent stage of existence concerning itself. But there is an involuntary expression of nature which can be seen only by observing the individual child keenly, sympathetically, judicially.

## The Aesthetic Element in Nature Study.

That a love for the beautiful is innate in the human mind need scarcely be stated here, much less proved. Whether the individual be civilized or savage, cultured or barbarous makes no difference; each has within him a love for what, according to his standard, seems beautiful; and this not only affects his own happiness, but determines to a great extent his bearing towards his fellows. What we have to do for the children, therefore, is not to create a love for beauty, but to educate the taste and furnish them with a standard which is at once a safe guide and familiar to all.

To see that the ideal which the average child has forced upon him is artificial and unnatural, we need only look about us. As long as the chromo and calendar are placed before him as beautiful, so long is his idea of beauty being distorted and taste injured. Where then are we to go for better ideals? The best pictures, statuary and architecture are beyond our reach, and even the best prints, from their lack of coloring, do not correct the false ideas of beauty which are so prevalent, and which make people decorate their houses with brightly colored monstrosities, outrages to a cultured taste. Proportion, suitability, harmony in coloring and repose must all be correctly taught by the standard which we place before the child, and the only natural place to seek it is where the masters themselves sought and found it. What makes the pictures of the best artists beautiful is that in form, in color and in arrangement they are true to nature, and to nature we must yet turn for our noblest ideals of beauty.

But we do not live in beautiful surroundings, you say. If our pupils could climb to the top of Cape Blomodin, and there, with the glory of four maritime counties stretched at their feet, could see the beautiful Valley of Evangeline melting into haze in the distance; if they could see the falls of Niagara, or float upon the limpid lakes of northern Ontario or Quebec, then they might see something which could be called really beautiful. But with us in Manitoba it is different. Instead of lakes, from whose transparent depths is reflected a beautiful and varied landscape, we have alkaline sloughs disfiguring an already bleak prairie; instead of silver waterfalls we have muddy streams creeping slowly between still more muddy banks; and instead of forests we have poplar bluffs.

This objection, I hope, is not likely to be seriously urged. In this province we are not without beauty of landscape, but we must teach the children to see beauty in the commonplaces of Nature, or they will not be likely to appreciate it on a large scale. There is not a natural object about us that does not teach proportion. The relation of leaf surface to the size of the trunk, the symmetry in the outline of leaves, and the delicate veining of flowers, all furnish lessons which show that Nature produces beautiful objects by observing due proportion of parts. In the animal world movement may be studied as well as form, and the graceful curves which mask the unusual development in some parts, such as the pectoral muscles in birds, would form an interesting topic.

The suitability of plants and animals, or their parts, for the work which they must do offers an inexhaustable field for study. The means by which grass plants secure strength to resist injury, along with lightness and freedom of motion are a revelation of beauty and economy to anyone who has looked into it. The tubular form of stem is the form which gives the greatest strength to a given weight. The arrangement by which growth goes on simultaneously at all the nodes enables the stem to shoot up rapidly, and thus make the most of the season. The tubes fitting one within the other lend each other strength, while they allow a freedom of motion which lessens the strain when the plant is moved by wind. In plants with long



large leaves, like maize, the margin is longer than the mid-rib. This arrangement gives at once a graceful, wavy appearance to the leaf and allows it to bend sideways before the wind. Every other type of plant offers equally wonderful proof that Nature always combines use with beauty. As it is with the organ so it is with the plants as a whole. The barren hillside is clothed with plants so constructed that the evaporation of moisture from their surface is reduced to a minimum, and we have a carpet of verdure relieved by bright flowers where otherwise there could only be dry sand. Unsightly marshes produce great quantities of plants specially suited to evaporate large quantities of water, and the graceful rush or cat-tail is the form chosen by nature for the plant to do this work. This study may be pursued into animal life with equal interest, and not a place is found in nature without its living tenant exactly suited for the place. Should these facts be studied with no other aim than to train and quicken perception and add to the pupils' knowledge of the world in which they live, or should we not also lead them to see the true beauty in these things, and teach them that here is a safe standard of taste, and that art is true and produces beautiful objects only to the extent to which it conforms with the plan of nature:

If there is one place more than another where nature is a safe guide, and should be regarded as such it is in color. How sparingly she uses the bright colors, and with what pleasing effect. Yet Nature is not dull. The deep blue of the sky and the glory of our northern sunsets show colors which have never been successfully imitated; and the delicate tints of many flowers defy reproduction. But Nature uses her color in such a way that the effect is never startling; blending the brighter colors with a background of green or blue, so that the total effect is always to give a sense of restfulness. If the productions of children in color were compared with the works of Nature it would have the effect of making them strive to produce the pleasing rather than the startling. In light and shade Nature furnishes us not only with the best but the only models, and we are not doing the most for the children if they are not led to observe these.

But there is another and more strictly human effect which a proper study of Nature would produce besides an improved taste in form and color. If the works of Nature are to be studied from the standpoint of beauty we must study the living and growing forms. Their love of beauty prompts children to pick every flower they see, a habit which is often carried to the point of vandalism. If left unpicked the flowers would decorate the most unsightly places in our surroundings, but if gathered into bundles, tied tightly with a string, and wilted by the heat of the hand, they have not enriched the picker by furnishing a thing of beauty, and they have left the wayside poor indeed. It is not difficult to show the child the difference between a dandelion wilted and crushed in the hand and one furnishing a pleasing spot of color on the green sod; and yet we seldom take the trouble. I do not mean that the legitimate use of bouquets should be discouraged, but the children should be taught that it is not necessary to deplete a large area of its flowers for that purpose, and that arrangement rather than number of flowers makes the bouquet beautiful.

The question now arises how are we to proceed to study Nature in this way, and I believe that to a large extent the solution would be found in the culture of both wild and cultivated flowers. If every schoolroom had its pots of flowers and its flower garden, the children would delight in caring for them and would experience that pleasure which always comes to the strong in the protection of the weak. The culture of wild flowers would familiarize them with the flora of their district and show them the effect of cultivation, and what is of more importance, it would furnish

them with an occupation in which their energies would be used to produce a refined pleasure to themselves and give pleasure to others. The power to do something never fails to give pleasure and strengthens both the mental and the moral faculties. The study of animals should also be carried on, and we should study the living animals. Birds are a never failing source of interest to children, and if they become familiar with markings and habits of all the birds of their districts they have learned to control their impulses and to take a pleasure in protecting weaker beings. The camera, if any of them have one, would be a valuable aid here, and they might learn to hunt with that instead of a gun. They should also learn that each bird, like a human being, has a distinct individuality which should be respected. To see this it would be well to watch a single bird as much as possible, which is best done about the nest. By making a friend of a single bird a child has gone a long way towards making friends with all animals. In a study of Nature in this way the true idea of beauty must unfold itself and the pleasure given will more than repay them.

But how will this study affect the dealing of the child with his fellow? It should enlarge and quicken his sympathies, and make him less likely to injure the feelings of others. It should also teach him that roughness is not necessary for pleasure, and that the loud laugh or the cutting answer is not the most elevating kind of enjoyment. Surely a study which will do this is worthy of our attention, and if we do our duty the coming generation will rise up and call us blessed.

MacGregor, Man.

B. J. HALES.

---

## Primary Literature

Under this head I have made two divisions, namely, "The Teacher of Literature" and "The Teaching of Literature."

"THE TEACHER." What the teacher is counts for more than what he knows. Love of children, unlimited tact, infinite patience, sympathy and originality are necessary natural endowments.

To the pupil the teacher in his daily intercourse with his class is a living example, hence his responsibility if love and sympathy do not characterize the child.

As is the teacher, so is the child; he is to be imitated.

The performance of routine school work should not satisfy him. The minds placed in his care must be encouraged, interested and stimulated in order to attain the ends for which they were created, and whose loss no one can measure.

The elevating of the child to a higher, purer, and nobler level is his duty to the parents, the country, and to God. The moral well-being of the citizens produced in the school-room depends largely upon the character and culture of the teacher.

The teacher must himself first possess that which he desires in his pupil, viz., the soul-stirring emotions derived from the true study of literature, and when he has created in the child such a love of the beautiful and purer literature that he will not care for the prevalent light reading, he has accomplished much.

He cannot look forward to the results for encouragement and satisfaction, as he can seldom know what mature years owe to the teaching of youthful days.

"TEACHING." The teaching of literature does not simply mean the reading and recognition of particular style, harmony, etc., but rather the beautiful thought contained in that casing.

The child's natural and intense love of the beautiful is awaiting development at the teacher's hands. Nature study is one of the earliest influences brought to bear upon the child to develop the emotional side of the soul.

As to method of teaching—which means ways of interesting the children in

what they read—I will take for example the lesson of "The Pretty Boat," in the First Reader, Pt. I, where the Indian boy, Hiawatha, wishing for a boat, went to his friends in the forest—the trees—and asked their help.

By means of a drawing on the black-board I had carried the children to a solitary forest, through which flowed a river. In the majestic forest stood a lone Indian boy, asking of his friends—the trees—the wherewith for the realization of his cherished hopes.

How eagerly my pupils awaited the verdict, and what joyful emotions were visible on each face as he obtained favor after favor. I shall never forget their expressions. Each child had been to the forest. Each child had been the Indian boy, and now each child possessed everything for which he had asked.

Then to the realization of his hopes in my next drawing of the poor lone Indian boy as the proud possessor of his treasure, manfully sailing down the river in his own handiwork and the gifts of others.

Is there not a lesson from this? Assuredly, and a grand one, as the sequence shows.

One gentle word that we may speak  
Or one kind loving deed,  
May, though a trifle poor and weak,  
Prove like a tiny seed.  
And who can tell what good may spring  
From such a very little thing?

Then the lessons in Part II of "The Little Plant," and "The Violet." What interest can be awakened in a child when he sees a seed or flower personified as in

A dear little plant lay fast asleep,  
In the heart of a seed buried deep so deep,  
Wake! said the sunshine, etc., etc.

And in "The Violet":

Down in a green and shady bed,  
A modest violet grew,  
Its stalk was bent, it hung its head  
As if to hide from view.

And yet it was a lovely flower,  
Its colors bright and fair,  
It might have graced a lovely bower,  
Instead of hiding there.

Yet there it was content to bloom,  
In modest tints arrayed  
And there it spread its sweet perfume  
Within the silent shade.

Then let me to the valley go,  
This pretty flower to see,  
That I may also learn to walk  
In sweet humility.

Next to the lesson of "The Pet Lamb" in the second Bi-Lingual Reader. Can we not take the child to a bright fireside, where sit the happy parents surrounded by their playful children, a home of plenty, a home of happiness and peace, through to the death of the father and the efforts of the mother for their sustenance until they find themselves in a bare, poverty-stricken home, where every article has been sold to buy food and clothing for the family, and the mother's heart-rending anguish at being obliged to sell the children's pet lamb. They can be brought through it all, and, as I have found, with eyes brimming with tears.

So indelibly is the whole impressed that frequently as in the case of poetry, the best passages are readily memorized.

I have found it a common occurrence to have a child select the most beautiful passages of supplementary work.

Next to the Third Reader, where we have as a first lesson, *Canada! Maple Land!*

Canada! Maple Land! Land of great mountain!  
Lake land and river land! Land twixt the seas!  
Grant us God, hearts that are large as our heritage,  
Spirits as free as the breeze.

Grant us thy fear that we walk in humility—  
Fear that is reverent—not fear that is base;  
Grant to us righteousness, wisdom, prosperity,  
Peace—if unstained by disgrace.

Grant us thy love and the love of thy country:  
Grant us thy strength, for our strength's in thy name;  
Shield us from danger, from every adversity,  
Shield us, O father from shame!

Last born of Nations! the offspring of freedom!  
Heir to wide prairies, thick forests, red gold!  
God grant us wisdom to value our birthright,  
Courage to guard what we hold!

Surely if our little ones, who are the future citizens—see the grandeur of thought contained in that poem, we may safely say of them, that their

Every thought and every deed  
Holds within itself the seed  
Of future good and future mead  
To tell on ages yet to come.

The teacher's time is one of seed sowing, but it is seldom one of harvest.  
St. Eustache Man.

V. M. RHEAUME.

## The Kindergarten in Rural Schools.

The primary teacher asks, What shall be done with the children who pass out of the kindergarten into the primary school? We have heard that their observation has been stimulated, classification begun, memory strengthened, language developed; that the hand has been trained to be the ready subject of the will, and that physical activity has become conscious and intellectual activity. They have been taught much of color. Thru the occupations they have had technical training, can draw, sew, weave, fold, cut, intertwine, model with cardboard and clay? What shall we do with them? To this we would answer, first, modify the first year's course of study. The problem of the busy work would be easily solved if the teacher understood the right application of kindergarten material. Each tangible result of kindergarten work or action is only a symbol of something more valuable which the child has acquired in doing it.

Weaving can be used for number and form. Paper-folding can connect with drawing. Cardboard modeling emphasizing geometric forms can be used for boxes. Clay modeling, plaster paris cutting, basket-weaving and wood-carving are especially recommended for the school. The power already gained by the child in the kindergarten can be utilized in many ways. The finished work is not of so much importance as a consciousness of power to create.

The child's knowledge of form and manual power will enable him to advance rapidly in writing. The forms of the letters are new, but he has learned to trace resemblances and detect dissimilarities.

What is true of writing will also be true of reading, which becomes easy to the kindergarten child, for he has gained much from the kindergarten story, song, and nature talk. The word is new, but the object is well known, and word and object are mutually related and interpreted by each other.

The classification of words and letters was begun in the kindergarten when straws and papers were strung, seeds, leaves and shells assorted and classified. Number has become familiar to the kindergarten child thru the gifts.

The labor of studying words will be lessened if those forms stand for the birds he has heard, the nests he has seen, the flowers he has gathered,

Let the description of the thing he has become familiar with, form his writing and reading lesson. He will love the written symbol at once, first, because he has found the old in the new, and has been led thru his organized experiences into a new means of expressing his thought; later, because he finds this a new key to the outer world.

The children are constantly taking in; there must be a giving out; impression requires expression. Things must be seen from many different standpoints to deepen this impression. This is the age of sense-perception. The child learns from what he hears, sees, touches, tastes and smells.

With Dr. W. T. Harris, United States Commissioner of Education, we believe the kindergarten should be a part of the public school system of every city in the United States. It is the most essential adjunct now required to perfect our system of public schools; and nothing is more certain than that Froebel's conception is to be utilized in American public education. It is too valuable to be dispensed with, but its introduction must be preceded by thoro preparation for it.

We are pleased to note the interest that has been manifested in the kindergarten system in many states within the last few years. Kansas has no time to lose in accepting this adjunct to popular education. In many cities where the work is not yet combined with the public school system, it is largely aided by appropriations of money from public funds.

The value of the kindergarten training has been so tully demonstrated that no argument is needed to show its place and value in the public school.

Let all the children, rich and poor, have a chance to make the most of themselves. The sweet faith and truthfulness of childhood was not overlooked by Froebel. He saw that in childhood alone lay the great hope for the future.

### THE KINDERGARTEN IN RURAL DISTRICTS.

If we would prophesy of the kindergarten in the rural district we must thoroly understand what the strength and the method of this education is. To take the words of Froebel: "The New teacher, with his hand lovingly in the hand of the child, points the way and says: Let us find the truth; let us seek it together."

There was a time when the New England or Middle State farmer was intelligent from necessity. He required little beside the three R's for his child, supplementing himself the work of the school. With the growth of the country this has changed, and this change demands that the country school must keep pace with the city school; but if the rural school of the future is to assist the parent, taking the child at the kindergarten age, we must have more time and funds, and the co-operation of parents with teachers is a distinct necessity. Mothers should be trained for this important work. With the teaching of Froebel simple mother love rises into true dignity and ranks foremost among the great motors which will succeed, if success ever becomes possible, in raising humanity to its ideal level.

Froebel has made the home—the family—the great central thought of the kindergarten and the study of the little child is the first step of progress in the introduction of the kindergarten into the rural district. The spirit of the kindergarten can control all the activities of the country school, but the employment of the hand must not be given simply to amuse little children.

The close observation of the facts of form, color and size is important, if the knowledge is unified with the experiences of the child. Because of its broad logical foundation it can be modified to meet the needs of all children and remain in aim the same, but my suggestion is that EVERY RURAL TEACHER SHOULD HAVE THE KINDERGARTEN TRAINING. This knowledge cannot be gained by reading books, however valuable they may be. Her work demands that she should be able to adapt her methods to the capacity of varying ages.

Froebel not only bequeathed to us material, but a philosophy of education; this philosophy must be understood by the teacher.

We cannot expect to see the kindergarten a part of the country school until it is an adjunct to our city schools. The happy results which have followed its introduction into the public school system have induced those who have control of school affairs to extend its influence into the grades beyond the kindergarten.

How can we bring the kindergarten to the rural school? Among other things, we must see to it that the district board and county superintendent become fully aware of the advantages of kindergarten training.

A county kindergarten supervisor, as a special teacher, is suggested as an effective means of introducing the kindergarten into the rural school.

A conveyance to bring children of kindergarten age to the school may be found necessary.

The Centralized System—The consolidation of rural schools has been proven to be of vital importance. This would necessitate free transportation and enable children to attend the kindergarten.

Reforms are not easily introduced, but those who have carried on the work waver not, knowing full well the long marches necessary before the final victory which is ultimately theirs.

MRS. E. DAVIDSON WORDEN.

Paper read at Kansas Teacher's Association.

---

## In the School-Room.

EDITED BY W. A. MCINTYRE, B.A., WINNIPEG NORMAL SCHOOL.

In the December number of the Journal appeared four questions and teachers were invited to send in solutions. Let us look at them again and at the solutions proposed.

## PROBLEM I.

Boy who has been at school two years, can, by the aid of blocks, find out the answer to any question in number up to 20; without blocks, cannot give correct answer to anything above four.—What to do under the circumstances?

## MR. A. W'S. SOLUTION.

The problem here given seems to me to give additional proof, if any is necessary, that the manipulation of blocks does not necessarily give evidence of a knowledge of number. Children can learn to count to a hundred without great difficulty, and with a little training in the trick of counting "so many" and then counting what is left, etc., will give apparent evidence of a knowledge of number, but which, an ordinary, simple test, without blocks, reveals to be a deception and a snare.

EDITOR'S NOTE.—This is well answered. The essence of number work consists in the pupil THINKING RELATIONS, not in simply "sensing the objects". The case before us is surely a rare one, for few pupils could do what is indicated in the problem without THINKING RELATIONS whether the teacher was aiming at such result or not. In other words, a pupil may get something even in spite of a bad method. There is no doubt at all but that a method is faulty in the extreme where a pupil has to get the facts of number, AS FOUND IN 20 by counting or grouping actual objects. He should be able to CALCULATE results. Yet it would be folly to imagine that, without sense-perception at some stage, i. e., perception of objects of some kind, there could be any progress in number. How much of this will be done after a child comes to school will ever remain in dispute, for no two minds are constituted alike, and no two children have the same experience before coming to school. I saw a pupil a few days ago vainly struggling with the problem, "How many 3's in 7? His trouble was that he had no conception of THREE. After grouping a box-full of objects (indefinite in number) into twos, threes, fours, etc., these terms had a meaning for him, and he could answer almost any question up to ten. It was a case of endeavoring to use a word when it had no meaning. It is probable that more than one-half the difficulties in primary number are language difficulties in this sense. But if each term means something to the pupil, and if such pupil has had ordinary experience in marbles, crokinole, candies, etc., before coming to school, then he should require objects but little in the school, and these should be used, not to calculate with, but as an assistance in developing new notions. A pupil should discover a new relation by referring to a relation already known. It is a matter of thought, not of sense perception.

## PROBLEM II.

Boy sells papers; gives change readily up to \$1.00. Cannot answer, "How many twos in seven?" or "How much does seven exceed three?"—

## MR. A. W'S. SOLUTION.

On the face of it this problem might appear incredible, but if one assumes that this boy sells papers at 5 cents each, which, I believe is the common price in Manitoba, then his unit for reckoning is a five-cent piece, and all that is necessary to

reckon the change up to a dollar is a "scientific" knowledge of the number five, for a quarter is five five-cent pieces and a dollar is four quarters. In the case of a dollar being presented for, say two papers, the boy would know that the dollar would equal four quarters and would give back three and then proceed to use his knowledge that a quarter equals five five-cent pieces and, deducting two, return the three.

#### EDITOR'S NOTE.

This calls for no comment more than to say that after all perhaps it is just possible for a boy to know considerable about some of the numbers up to 100 without knowing very much about some of the intermediate numbers. But, passing that over, there seems to be something more important. The paper boy sees every problem in change as a REAL problem. In school he is often mystified by the phraseology or by the terms employed by the teacher.

#### PROBLEM III.

Girl: at school two years: in second book: does not know more than three-fourths of the words: cannot begin to find out what she does not know: waits for the teacher to tell: does not attempt to read alone, feeling discouraged because unable to make out words: etc.

#### MR. A. W'S. SOLUTION.

Is it not likely that the disastrous results recorded in this problem are partially explained by the words "at school two years: in second book." Is the average child able to reach the second book in 2 years and do his work thoroughly as he goes?

I would gather from the particulars given that the child here mentioned is wasting time and has been for some time, in attempting to read when she "does not know three-fourths of the words" and would be far better doing work in Grade I, reading and learning words and phrases by sight recognition. This followed by a consideration of known words with a view to discovering the sounds inductively might prove helpful in gaining a more solid foundation, though I fear that the work would be doubly difficult owing to the rubbish that will constantly clog the natural working of the mind.

EDITOR'S NOTE.—The explanation above seems inadequate. When a girl of average ability is at school two years she should be able to read the Second Book and any other book of equal difficulty with comparative ease. Last week I met a boy, who began school in September, and who since Christmas has read, "Hiawatha Primer," "Alice in Wonderland," part of "Wild Animals I Have Known," "A Book of Stories from English History," and how much more I know not, and all this because his teacher went on the assumption that words are not to be recognized at sight, but discovered by phonic synthesis. The boy had power—rather perfected power or skill—and this more than took the place of absolute knowledge of a limited number of forms. It is by no means necessary to leave the "inductive discovery of sounds" till the second year or even to the second month. The trouble with this girl was that she was the victim of the Chinese method of dependence and despair. It is a mistake to imagine that a word form is recognized as a whole in the same way that a box or a tree is. Any one who would clearly see what is involved in finding out a comparatively unfamiliar word when it is seen, or in reading a sentence composed of well-known or discoverable words should read Professor Stout's chapter on Noetic Synthesis, Analytical Psychology, vol. II.

#### PROBLEM IV.

Boy: 8 years old; at school 14 months: nominal position, end of Appleton's First Reader: actual reading ability—nil: ability to recognize words and phrases at sight



—practically nil : ability to manufacture words by means of phonic elements—marvellous: spelling—atrocious.

EDITOR'S NOTE.—No solution has been offered. It is a case of abominable teaching. The boy should have been READING rather than WORD-NAMING long ago. The surest way to get a child to make out words, provided he has the power to do so, is to give him something of interest to read, and plenty of it. If there is anything worse than the Chinese method mentioned in last question it is a meaningless use or rather abuse of Phonics as indicated above.

## Primary Department.

EDITED BY E. CLARA BASTEDO, BRANDON PUBLIC SCHOOLS.

Did you read the paper on "Mother Goose," by Prof. MacClintock, in the February number of the Journal? The teaching of the rhymes proved very successful with a class of children in Grade I.

The teacher began by reading several of the rhymes to the children, and then asked if they would like to learn to read some for themselves. They were all delighted at the prospect and anxious to begin at once. It was explained to them that before they could read the stories they would have to be helped with some of the words. The unfamiliar words were written on the blackboard, the teacher simply telling the children what each word was as she wrote it. Six or eight words were learned each day with remarkable rapidity and ease. Several of the class knew the words after being told but once. I think the secret of this little experiment lay in the fact that the desire to read what the children knew would be pleasurable to them had been created before starting to learn the words. —E.C.B.

Many suggestions have been made on the playing of games in the junior grades and many games have been invented which children are taught to take part in.

Most of these, however, become tiresome after a short time, and consequently new ones must be taught.

A very simple plan which produces both pleasure and imagination, and of which the children never tire is this : Take a well written story, as, for instance, "The Three Bears." Read it to your class as well as you possibly can, and then get the children to discuss it freely. After this choose a "Rough Bruin," "Mammy Muff," "Tiny," and "Naughty Silverlocks." The game is then left entirely to the children performing, with the exception, possibly, of suggestions from the teacher as to position of house, soup, chairs, beds, etc. The game is almost entirely acting.

The three bears go out for their morning walk (around the room), then "Silver locks" taps at their door, enters the house, and begins tasting the imaginary soup. She then tries the chairs, and falls suddenly to the floor when "Tiny's" chair breaks. Next she tries the beds, and finally falls asleep. The bears then return, and as the story describes, scold about their soup, chairs and beds. "Silverlocks" is awakened and chased to her seat by the angry little bear.

If properly played the children should express almost everything by their faces, the bears' scolding excepted.

Other stories suitable for games are Pied Piper, Tortoise and the Hare, Red Riding Hood, etc.

EVA C. CAMERON, Brandon.

---

### THE LIMA BEAN.

My name is Lima Bean. I have come to show you what my kind old mother has done for me. She has given me a heavy white coat to keep me warm. If you soak me in water, you will find a pretty ruffle around my coat.

If you pull this coat off, I shall break into two pieces. These pieces are my two seed-leaves. There is sweet food packed in them. There is so much of it that I make good food for man.

I need food just as you do. You have to get and cook your food. I do not have to move to get mine.

My food is used to help the stem, the leaves and the root of the plant to grow.

You will see a little white stem and two leaflets on one of my seed leaves. These little leaflets are darker than my seed leaves. Don't you think they are a queer color for leaflets? I wonder if you can tell why they are not green?

If a bean is put into the ground, the dampness of the earth gets into it. This makes the seed swell and the coat burst.

Then out comes a little root which pushes down into the ground. Do you know why the root comes first?

Soon a little stalk comes out of the seed. This shoots upward carrying the seed leaves with it.

When they are out of the ground, the seed leaves turn green. But when they have given the plant the food it needs, they wither and fall off. The seed leaves have helped the plant to grow much faster and stronger than it could have done without them.

---

## Natural History Department.

EDITED BY GEO. E. ATKINSON, PORTAGE LA PRAIRIE.

Judging from the number of communications received during the past month, I am of opinion that the criticism of March issue has not been altogether lost. It is to be hoped that the awakened interest may continue as there is much room for diligent research and improved knowledge of the life about us. The present season opening upon us arouses all but the unemotional to a contemplation of the wonders of nature and many are the lessons we may learn if we only desire to do so. If teachers in various parts of the province would note carefully the dates of arrival of the different birds and forward them they would prove interesting material for discussion through our columns. In sending questions try and include a description of the actions of the bird on the ground or in the tree and also the call, as this is the life and individuality of the bird which must first be studied.

A communication from Mr. Wm. C. Sandercock, of Langvale, while containing no direct questions still offers many suggestions and appeals to other teachers to assist in systematizing the nature study of our province, and the varied districts of our province showing such distinct floras and faunas make it imperative that we should have systematic observers in these various localities. Mr. S. very correctly says: "Considering the importance of giving all our subjects a practical turn in our specializing province let us make our lessons in Entomology and Botany contribute where

we can to agriculture. Children like the encouragement of their fathers and elder brothers and this is most likely to attend their ability to identify the friends or enemies of the form. Try to have collections of noxious weeds in the schools. Nothing makes botanical knowledge permanent like a good collection. I should like to see a well organized association among teachers in Manitoba for study of nature and exchange of specimens." Mr. S. also suggests the use of the Journal columns for the publication of exchange lists of Natural History specimens among teachers, and intimates that he would like to exchange named specimens of plants with a collector in the vicinity of Port Arthur. I think it might be well to ask for other suggestions along these lines and might also state that every branch of nature study may be made most beneficial by the investigation of its economic relations to man and agriculture and we cannot study nature without perceiving its relations to man. Regarding the formation of a teachers association for systematic nature study, too much cannot be said of its advantages.

The division of the province into districts each under a leader competent to give the various subjects impartial attention and whose duty it would be to secure information and import it to those in need, to secure records, notes and questions and forward to the Journal, to arrange for gatherings for discussion of the subjects and for field days throughout the season would certainly be a great stimulus to the work of systematizing the work of nature study in our province: while the little time required to satisfactorily arrange the work would be cheerfully given by one enthusiast. Let us hear from more upon this question and I am sure every effort will be put forward by the editor of the "Journal" to assist us in this worthy cause.

If I hear from others upon this matter I shall be pleased to submit in next issue a plan of the division of the province and the work, in such a manner as to call for little sacrifice of time on the part of any individual.

A school boy from Locos sends in this question.

Q.—Kindly tell me the name of this bird. It has a black cap, black and white strips on neck, back white, wings black, tail black, breast pure white, length about seven inches. I think it is a species of Woodpecker.

A.—This bird is evidently the downy Woodpecker, the smallest of our native species and a winter and summer resident, while in this question the markings of the bird are very accurately described: save the mention of the spot on the throat which must be a stain and not a feather coloration, as none of the Woodpeckers have such a mark, the description still lacks any mention of the life action, attitude or movements of the bird and makes it too much like an attempt to identify a man by his suit of clothes. Let your descriptions always include the actions of the bird and calls where possible as these are most essential to identification. Let the teachers also wake up lest the scholars get the advantage over them and let the scholars continue to send in their questions and force the teachers to keep pace with them.

A letter from Oswald opens as follows:

There is no page I turn to more eagerly in the Journal than the Natural History Department nor that I feel more like asking questions of. However if my questions show too much ignorance, you will be charitable enough to believe it was to keep the ball rolling.

Q.—A bird about the size of a snow bird, very dark slate colored head, becoming lighter towards the tail, slate colored breast but almost pure white beneath.

Have not heard it make any sound but a solitary chirp are usually in flocks and visit the door yards often. Required.—A name.

A.—These birds are Juncos, or black snow-birds, as they are sometimes called, one of our sparrows, one of the earliest spring migrants. They are

sprightly trim little fellows always industrious and cheerful and an hour may be profitably spent at any time in watching them. The majority of them breed north and their song consists of a series of musical chirps or half whistles following rapidly upon one another.

Q.—In the early morning and in the evenings I hear in the bluffs a three-noted call sometimes interspersed with a double note which to my fancy says: "Peter Wit," "Peter Wit," "Peter." I never saw a bird when hearing the call. Can you recognize the call?

A.—This call is readily recognized as one of the many calls of our Blue Jay, usually uttered by a solitary bird, not so much for locating his companions as to amuse himself. Seeming to convey the idea that he is there but there is nothing specially exciting going on but that he is on the lookout and will notify his chums with his "Jay, Jay" when he wants them.

Q.—What is the right name for the red winged and yellow headed blackbird seen in the reeds around the ponds, has a clear metallic note? Are they two different species or male and female of one species? They answer the description of the American Redstart in color, only the Redstart is white beneath and these are not.

A.—The proper English names of these birds are as mentioned in the question, the red winged blackbird and the yellow headed blackbird respectively. They are decidedly different species, the female of the former being dark gray with brownish mottlings, that of the latter being a uniform dirty gray and in each case smaller in size than the male. The redwing breeds more in the smaller sloughs and among the bulrushes, while the yellow head prefers the larger marshes and longer reeds.

There is an amusing mix-up in this question between these birds and the Redstart as the latter bird is not more than four or five inches in length while the blackbirds are from nine to twelve, the Redstart is also a warbler, has the secondary feathers of the wing and not the shoulder orange, and the outer tail feathers are also orange, the remainder of the bird being black. In the female the wing and tail feathers are lemon yellow, the upper parts dusky, and below white, they are only found among the trees and bushes.

The questions are intelligently asked and are very easily answered. All that can be criticized is the oversight of the comparative sizes of the Redstart and blackbird and the reading up of the habits of the two species in attempting identification from a text book. I trust we may receive many more similar questions during the coming season the most interesting of the ornithological year.

---

## Communications.

---

To the Teachers of Manitoba :

At the Provincial Teachers' Association held in Winnipeg last July a committee was appointed to consider the matter of bringing to Manitoba a specialist who should address the teachers assembled in their district conventions.

Having considered the matter the committee decided that before making any arrangements it would try to obtain an expression of opinion from the teachers regarding the institution of a summer school at some favorite resort in or near the province.

The committee thinks that such a school would not only take the place of a specialists visit to the various conventions, but would also afford a pleasant and inexpensive outing for all that attended.

A summer school is not, of course, a "grind" but, when favorably located, offers large facilities for health-getting as well as for increasing the teacher's stock-in-trade. We think that there would be no difficulty in securing competent instruction in Music, Drawing and other branches, and with much better results than can be attained by a lecture or two at an ordinary convention. The first three weeks of the month of August would seem the most desirable time for the summer school session, as the mid-summer examinations are then done with, and teachers are free for a little recreation.

The committee then request that the teachers of the west will consider this matter, and will correspond either through the secretaries of local associations—which is preferable—or personally with the committee, and convey to us their opinions regarding this matter. The members of the committee are: D. McIntyre, Winnipeg; W. N. Denike, Cypress River; E. Burgess, Manitou; G. Young, Carberry; A. B. Cushing, Brandon. Address communications to the undersigned:

A. B. CUSHING, Secretary of Committee, Brandon.

To the Editor:

DEAR SIR—I read with keen interest the article on "Oral Music" in the March number of our Journal; although not intended to be exhaustive, I consider it admirable as far as it goes. I am quite ready to confess that I am one of the "puzzled ones," and here is my fix: We have taken up the prescribed course of music for over a year, having had previous drill on intervals and scales. About one half of the class have a good ear for rote music and consequently the mathematical part—time, elements of major and minor scales, transposing and theory of the like nature takes root. The remainder, several in particular, do not seem to have the least conception of a musical sound, even when singing with others. If asked to sing the scale they will ascend and descend with varying time and intervals, until the limit of the voice is suddenly reached, or the rest of the class has ceased to sing. As for individual singing from such pupils, after several trials, I have mercifully spared the rest of the class. Although unable to compare one tone with another, i.e., to say whether it is above or below a given tone, they readily criticise other singing, and appear to understand the theory.

Music, with the exception of its theory, is a gift to a large extent, and is generally designated as one of the fine arts. If a fine art, it is not absolutely necessary to success in life, and should no more be tested in a departmental examination than painting on silk, or dancing. Possibly music is a more common faculty, and popular opinion runs in favor of it; but is this a sufficient reason why it should be tested by a practical exhibition instead of manners, or morals, that we are so careful about? Painting on silk and dancing have their respective theories which might just as properly serve the disciplinary value Music serves. I can readily understand why Drawing should be practical, but when an individual has not the slightest conception of melody or harmony, it scarcely seems possible to give the proper attention necessary to secure the Departmental standard, without injustice to other subjects. Glee clubs, part songs, and all other devices so readily hurled at us in Journals and Conventions all have their place after we have the foundation but my trouble is to get the proper foundation when there is only quicksand to build upon.

Now if music is worth teaching at all, let us teach it to advantage of those who

have a faculty for it. According to the standard demanded of us, it is not necessary to show the pupil the difference between a trashy song or part of good opera, hence no taste is cultivated. If we do not go that far, we simply confuse the child with a smattering of the subject, unless his individual taste carries him further, and this is not to our credit. A song, or even an exercise sung without taste is distressing, and crude voices, without the inner inspiration taking the natural expression, are unable to accomplish this.

Now I am a student and an ardent lover of music, but it must be good music. I feel conscious of having failed in my attempts with these few pupils. I have tried to make plain the fact that music, if we must teach it, is not a success in that we cannot cultivate the taste. What I wish explained or suggested to me, is how to give children who have not had early training in music, an idea of tone.

Waskada, Man., April 2, 1900.

FRED W. ANDREW.

To the Teachers of Manitoba :

At the meeting of the Provincial Association last summer a committee was appointed to examine into the possibilities and probabilities of a teachers' excursion for the Province.

The committee has been at work by correspondence with secretaries of local associations, by personal interviews with teachers and inspectors, and by communication with transportation companies.

Up to date the results of the work have not been very satisfactory from the fact that the committee had nothing definite to lay before either transportation companies or teachers. The former want to know how many teachers would be likely to go, and the latter want to know what transportation would cost.

The committee has come to the conclusion that the best means of ascertaining the feeling and opinion of the teachers is to address them through the columns of the Educational Journal, asking them to communicate with the committee, answering the following questions :

1. Are you in favor of a trip to the Pacific Coast during the following summer?
2. Which of the two months, July or August, would you prefer?
3. Would you be in favor of a thirty day ticket good to return at any time within that limit?
4. Would you be in favor of the whole party going out together, and coming back individually, at such time as suited each?
5. Would you be willing to take tourist car accommodation going out, and first-class returning?
6. At what rate do you think you could become a participant in this excursion?

In answering the last question, remember that the railroad companies are not in the country for their health, and that if we wish the excursion to become an actual fact we cannot have it for a bagatelle.

The committee have ascertained that a trip to the coast, via the C. P. R., would include stop-over privileges at points of interest, and return by way of the Crow's Nest Pass.

In conclusion, we would urge the teachers to give the matter serious attention and send in their communications promptly, so that the matter can be pushed from a definite basis. A two-cent stamp and about fifteen minutes of time will give the committee the desired information.

There is no reason why a teachers' excursion for Manitoba; with its 1000 teachers

should not be a pronounced success, but success will come only as a result of the hearty and prompt co-operation of the teachers of the province.

Let all communications be addressed either to J. H. Mulvey, Fort Rouge, Winnipeg, or to P. D. Harris, Virden.

P. D. HARRIS, Sec'y of Committee.

## Reviews.

HIGH SCHOOL GRAMMAR, revised edition. By John Seath, B. A., Inspector of High Schools for Ontario. Canada Publishing Company, Toronto, Ontario.

The publication of Seath's "High School Grammar" more than a decade ago worked a new era in the teaching of English Grammar in the High Schools and Collegiate Institutes into which it was introduced as a text-book. Discarding the time-honored view that "English Grammar is the science that teaches the correct use of English" the author took the position that "while English Grammar is a science which is capable of important practical applications, it has a distinct value as a means of mental training, to which the practical applications are subordinate in a High School course of study." From this point of departure Mr. Seath proceeded to prepare a work which has had the effect of elevating grammar to a high plane, by making it a systematic study of language as the expression of thought, and thus giving it a place along with such subjects as mathematics and science as a means of mental training. In so far as the aim and general plan of the revised edition are concerned, it is similar to the first; yet in many respects the new book is much superior to the old one. Indeed this will be expected by all who know of the exceptional opportunities which the author has had of determining the merits and defects of the latter as revealed by its use as a text-book in the Collegiate Institutes and High Schools in Ontario. It is certainly fortunate that an educationist of unusual ability, wide scholarship, and ripe professional experience, such as Mr. Seath is well-known to be, has devoted time and energy to the preparation of what may be regarded as practically a new, up-to-date work on grammar. It is unnecessary to say that the new edition will receive a hearty welcome from all who are interested in educational progress. The typography, binding, etc., are such as reflect much credit on the publishers.

H. S. M.

Authors of physical geography have hitherto too frequently made the mistake of padding their works with matter that properly belonged to the special department of Physics, Geology, Astronomy, etc., to the detriment of a proper discussion of material purely physiographic. Inceed, in several well known instances, the finished product should be considered more in the light of science-primers than a work on Geography and its value never above suspicion. If a work on Physical Geography is going to be a success it must be something more than a storehouse of information. It must be an educator.

Such a book I consider "Physical Geography," by William Morris Davis (an authority on subjects geographical) and William Henry Snyder.

"The successful development of Geography, considered as a study of the earth in relation to man, must be founded on the study of man's physical environments." This extract from the preface will serve the purpose of making us acquainted with the point of view of the authors. A careful examination of their book will convince the most skeptical that a suitable foundation has been put down.

The course mapped out includes such topics as:—The relation of man to the earth; The relation of the earth to other bodies; The relation of man to climate; The meaning of atmosphere; Man's conquest of the ocean; The change of the lands; The geographical control of population; The life history of mountains, rivers and valleys; The waste of the land; Climate control of land forms: etc.

These are treated logically and scientifically in 12 chapters covering 383 pages. Technical terms are avoided in nearly every case. Geological processes are presented in a simple manner, emphasis being given to the forms resulting from the processes and not to the processes themselves. The chapter on the atmosphere, demanding as it does a more extensive knowledge of physics than can be assumed is elementary, but in keeping with the scope of the book. A copious appendix considers more particularly such subjects as tidal action, latitude and longitude, the annual movement of the earth around the sun and its consequences, etc.

Adding to the above 265 excellent illustrations descriptive of the text, we have a work on Physical Geography well worth a place in every school in the country. The publishers are the well known Messrs. Ginn & Co., whose name is guarantee enough of the book-maker's art.

A. McI.

On another page of this issue Mr. Andrews tells of the difficulties that frequently beset the rural teacher when the study of oral music is undertaken in the school routine. To many conscientious teachers in small schools, who find the subject of music a most unsatisfactory one to deal with, we heartily commend the little booklet recently issued by Russell & Co., Winnipeg:—"A Few Hints on Teaching Music"; by Laurence H. J. Minchin, Superintendent of Music, Winnipeg public schools. In the introductory remarks the author states: "That the aim of school music is to teach what is generally called sight reading, and the object is to enable the pupil at the end of the course to sing any piece of music of average difficulty and appreciate the general effect of it. This work must be so carried out that the taste shall be cultivated by the choice of well-chosen readers and music, beginning with the simple rote songs taught to the little ones in the Primary grades, and every effort must be used to awaken and nurture the sometimes dormant love of beautiful music that exists to a greater or less degree in everyone."

The book is systematically arranged for different grades, beginning with the primary and leading skilfully up to the seventh and eighth grades. For each the work is carefully outlined and the method of procedure clearly developed, so that the veriest novice need not hesitate to take hold of the subject as long as the instructions given are carefully followed. It is the book teachers have been wishing for. (Russell & Co., Winnipeg. Price 25 cents.)

THORNTON'S PHYSIOGRAPHY, SECTION II.—Section II of Thornton's Physiography is a valuable addition to the elementary science series.

The first part of the work, which is devoted to Chemistry, is a most useful compilation of the elementary laws and hypothesis of the science, interspersed with practical and instructive experiments. There is much in the work for beginners, but it is intended for, and adapted to, more advanced students. Theory and practice are very nicely correlated throughout, the author evidently having in mind the fact that better educational work is done in the laboratory than in the class-room.

The part of the work devoted to Astronomy is particularly good. The position of the earth in the celestial sphere is dealt with, then the general facts arising from our position in, and relation to, the great whole; and finally the more particular truths and phenomena connected with our position in the solar system.

A number of the more prominent constellations are also considered, the whole



being illustrated with excellent diagrams. To those who are at all interested in science, the work cannot fail to be both pleasing and instructive, while the simplicity and clearness of the style, language and diagrams is well calculated to arrest and hold the attention of those who do not usually think much along lines of science.

To teachers in those subjects the work will be both useful and valuable, for, though the information is not new, yet it has seldom been so concisely and clearly stated, nor so well illustrated.

F. C. W.

In "Short Stories from English History," Ginn & Co give us a series of over forty delightfully interesting tales of the mother country. They are written in an easy and familiar style and in very simple language, with the aim to attract and hold the attention of young pupils. The series of dramatic and notable events in English history from the earliest time to the present day is designed to arouse a lively interest in historical reading, and a keen desire to know more about the history of our mother country, and though primarily intended as supplementary reading for boys and girls of from ten to fourteen years of age the youngest child in the school will love the stories, which to them have the added interest of being "true."

## Departmental News.

[MANITOBA].

### ENTRANCE TO COLLEGIATE INSTITUTES.

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 will 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) from page 228 to end of book, with special reference to the following selections :

- |   |                                   |
|---|-----------------------------------|
| 1—The Vision of Sir Launfal.                    | 6—Tempest.                        |
| 2—Burial March of Dundee.                       | 7—The Great Carbuncle.            |
| 3—The Skylark; Hogg, Wordsworth<br>and Shelley. | 8—The Battle of Lake Regillus.    |
| 4—Cotter's Saturday Night.                      | 9—Perseus.                        |
| 5—Fight with a Dragon.                          | 10—From Dawn to Dawn in the Alps. |

2. At such examination candidates from the various Public Schools of the Province may present themselves as follows :

(a) Those pupils who present a certificate from the Principal of Grade VIII of having done successfully the work of such Department.

(b) Pupils from Country Schools who present a certificate of having attended a Public School in standard V for six months preceding the examination.

3. Candidates who have not been attending the Public Schools of the Province may be admitted to the examination at the discretion of the Presiding Examiner, but all such shall be especially reported to the Department.

4. When at any time during the interval between Entrance Examinations it is considered desirable to admit a pupil provisionally until next examination, the Superintendent of City Schools, or the Inspector, and the Principal of the Collegiate Institute, shall at once report in detail upon the case to the Department of Education without whose approval no provisional admission may be made.

5. Holders of second and third class teachers' certificates may be admitted without examination to such place in the Collegiate Schools as their standing may justify.