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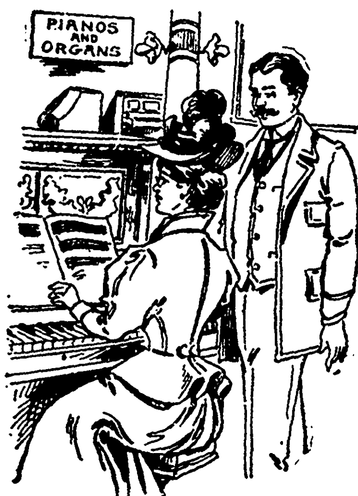

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OF WESTERN CANADA.

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Contributions.

LIVING ISSUES.

Address delivered at the Western Teachers' Association (held in Brandon, October 11th and 12th), by the President, W. N Finlay.

In my address I wish to touch upon different phases of our educational life, because they effect in some sense our outward progress towards a higher scale of development.

THE VALUE OF WELL SELECTED SCHOOL LIBRARIES

Wisely used, in a school, can hardly be estimated. I believe such literature as detective stories, so commonly found in the desks and pockets of pupils, would disappear, and in consequence the dealers would no longer keep them in stock, since the demand for them would cease. Scarcely can there be a stronger safeguard against the many evil attractions of city life, than this love, this habit of reading good books—a habit and a love which must begin even in the primary grades. This is the sparkling fount from which will flow the healthful current of virtue, intelligence and good citizenship. Would it not be infinitely better for a ten year old pupil to spend half an hour every night, reading some good book on history, travel, fiction, or even good adventure, than it would to have him spend the same time working arithmetic or learning the products or minerals of Alaska. Fellow teachers, if we don't foster this reading habit, who will? There is no question but what it would be better to give less home-work, or even no home-work at all, and instead direct the pupils in the reading of books from a good school library. At present there is a cry in Brandon for "less home-work," but unfortunately there is a ten times stronger cry for "more home work." Had we a good public school library in the Brandon Schools, I can assure you that the second class of criers would cry in vain. At the age of ten every child should be a reader, and ought to gather a harvest of knowledge found in good books.

THE DESIRABILITY OF ESTABLISHING A SYSTEM OF PENNY SAVINGS BANKS.

Is another question with which we are face to face. It is urged on behalf of the movement that it tends to form habits of thrift in the pupils, while by giving them a motive for saving, it tends to counteract among the boys the temptation to spend money in cigarettes and cheap literature, thus lessening two recognized dangers. I think as teachers we ought to willingly co-operate in the work of engrafting this new plant upon our system of education. The benefits secured, the ease and safety with which the money is collected and placed to the credit of each child depositor, the habits of thrift and economy practised by those who

partake of its advantages are so evident that I believe parents and citizens would ere long regard it as a permanent and necessary feature of school work.

THE INTRODUCTION OF MANUAL TRAINING

As a public school study in our Province is just now entering upon the experimental stage in the City of Winnipeg. The recent addition of the study invites enquiry as to the objects to be attained by its introduction. There is no doubt that some of the advocates of manual training are claiming too much for it; they seem to think that its introduction into our public schools would be a remedy for all educational ills. Then I believe it is our duty as educators to give every proposition of this kind a thoughtful and impartial consideration. It is, I believe, a useful thing to call the attention of our young people to the possibillty of acquiring mechanical skill. I regard it also as very useful to take such a course as will bear testimony in favor of the worth and dignity of labor; moreover we think that the practise with tools will develop the constructive talent, which in boys between the ages of twelve and fifteen is struggling to free itself. We further believe that germs of talent might in this way be discovered which would otherwise remain hidden. Boys in the higher grades almost universally become restive, tired of school, and manifest an irrepressible desire to be doing something outside of school. We hope and believe that the interest and variety of half an hour's shop work each day would satisfy this desire and hold the boys for a longer time in schools.

It is claimed by some that with the present over-crowded condition of our programme of studies, some important branches would be neglected, but in answer to this I might add that in looking up the reports of a number of the schools in the United States, where manual training is now thoroughly established, the unanimous testimony is that pupils do more and better work in the ordinary studies of the school, on account of the addition of manual training. It is impossible for me in this address to go fully into this subject, but let me add before I pass on to another topic, that I believe the province of the common schools is to prepare its pupils for the duties and responsibilities of citizenship; to develop every faculty and power of his nature, in order that he may touch the complex life which surrounds him, at so many points as possible, and learn something of his relation to the whole through this contact; to make prominent the latent qualities of his nature, thereby rendering an intelligent choice of vocation possible; to cultivate the industrial disposition to the end that he may be an independent and self-supporting unit in society. This at least should come within the province of our schools, and manual training will, I believe, play a most important part in the consummation of these results

Another question, unless dealt with in the near future, and one bound to effect our national life, is that of

COMPULSORY EDUCATION.

The right and duty of the State to provide for the education of all its children and youth in a system of free schools will hardly be called in question at this late day. It is impossible that any form of civilization should spring up and flourish among an illiterate and uncultivated people, and if history has one unambiguous lesson it is that ignorance and barbarism go inseparably together in retarding the development of national life or in bringing it into swift decay. It is claimed that in self defence the State must if possible prevent such a calamity.

Inasmuch as the expense of establishing free schools has been incurred by the State, the question very naturally arises whether the State has not the right to insist upon measures that will make the school effective ; having prepared the remedy for the impending danger, may it not insist upon the use of the remedy. If a man is taxed without his own consent for the support of school, for the avowed purpose of securing the universal intelligence of the people, he should have a right to demand that the purpose of such taxation shall be carried out.

No child should be deprived of the privilege of attending school, whatever his circumstances ; the poorer he is the more he needs an education. I think the duty of the hour lies in the direction of arousing and directing public sentiment to demand that the rights of these children be recognized and secured to them.

Responsibility for the education of the child is placed upon the parent ; he may or ought to understand what is the best education for his own children, but at the point of no education or limited education, resulting in mental starvation, the parent has over-stepped the reasonable limit ol control, and the law should undertake to make the parent do his duty. Whatever can be done by the voluntary action of parents and children, together with the elevation of public sentiment on the subject of education, is in the first place to be preferred, but there are people who can be constrained to perform their duty as citizens only by the fear of penalties. For such, legal remedies have in many countries been used and I think that the time has now come when we ought to agitate for a compulsory education act having incorporated such provisions as shall require the attendance of all children between the ages of seven and twelve years, during the entire school year ; and of children between the ages of twelve and fifteen years inclusive, for at least four months during each school year.

A SUMMER SCHOOL FOR TEACHERS SHOULD BE HELD

At some favorite and convenient watering place. Recreation, pleasure and study would here be combined for the tired, worn out teacher, while new methods and improved theories would be presented by some of the ablest educators of our province, and in all probability the committee would secure the services of some specialist from a distance. The idea although a new one in Manitoba is somewhat common in the older provinces of the Dominion, while to the South of us summer schools are held at almost all of the popular summer resorts. The new system is better for pupils but harder for teachers ; it will however, give a wider observation, culture and breadth, all of which may combine to make classes brighter and the discipline of pupils easier.

Now in conclusion and in view of what I have already said, it must be apparent to all thinking minds that the educational world is in a state of rapid transition, hence it may be well for us to take our bearings and ascertain what real progress we are making. General intelligence must keep pace with material prosperity if the foundation of government would be safe. It is an educational necessity that the whole people should be educated ; back of the ballot must be intelligence and so free schools and general intelligence become a public necessity. Observation teaches us that mere intellectual training is no safeguard to the state ; our prisons contain many who are educated in a mere secular sense, but every such educated person is a positive damage to the state. To make good citizens the heart as well as the head must be educated. There can be no doubt as to the necessity of

MORAL CULTURE.

An eminent thinker has said "Whatever we would have appear in the citizens or the nation we must first put into the school" and let me add it must be put into the school through the teacher. The greatest of earth's teachers said: "Ye are the light of the world." How necessary as we walk before so numerous a company of those ready to follow any light that may be placed before them, that our lamps be trimmed and properly adjusted, that their bright rays may shine out along a safe pathway amidst the dangerous pitfalls and deceitful quicksands of youth. It is with great emphasis that I say the teacher, in his position as teacher, should implant the seeds of noble citizenship in the minds of the youth, and in his capacity as citizen he should live up to those principles so scruplously, so consistently that his life shall not belie his teachings, but rather strengthen and enforce them.

Nothing can take the place of the living teacher imbued with a due appreciation of the dignity of his profession and the magnitude of his responsibility, being at the same time equipped with ability, energy and character that may be worthy to shine forth in his own life and be reflected in the lives of his pupils. So great was the powerful influence wielded by the renowned Dr. Arnold of Rugby, touching and moulding the character not only of students, but also of the nation, that it has been said of him "Dr. Arnold made the men that made England." The teacher who thus lives and moulds character is rearing for himself the enduring monument of which Spurgeon said, "A good character is the best tombstone; those who loved you and were helped by you will remember you when forget-me-nots are withered. Carve your name on *hearts* and not on *marble*."

ACCURACY IN SCHOOL.

Paper read before the Victoria Teachers' Institute in October, by Agnes Deans Cameron.

I have about come to the conclusion that there is some fatal flaw in my make-up, either mentally or morally, or both, which makes it impossible for me to single out one thing in my mind and keep it separate from all other things.

With an air of confiding innocence, I took this subject, "*Accuracy*," from the hands of the Executive. I was going to attack it in singleness of heart and purpose, and for once in my life adhere closely to my text, for you have often as an Institute blamed me for scattering my shot like a faulty gun. "Accuracy"—it seemed at the first blush so simple, it seems now so complex. So once again, "The time has come," the walrus said, "to talk of many things."

(A) *Accuracy: What is it?*
(B) *Have we got it?*
(C) *Do we want it?*
(D) *How shall we get it?*

(A).—WHAT IS IT?

Accuracy is that precision which results from care; it is exact conformity to truth; it is telling the truth, and (when it is needed), the whole truth—telling it so clearly that he who hears not only may understand if he will, but that he shall understand whether he will or not.

(B).—HAVE WE GOT IT?

Are our children accurate? Are we accurate ourselves? To absolute accuracy we can never attain. But how near to it can we get? That is the standard each must set for himself—draw his line and hew to it—and the fact remains we never know what we can do until we have tried to do that which we can't do.

In my opinion (I give it for what it is worth) the weak point of our Victoria schools to-day is the want of accuracy on the part of teachers and pupils. To support my contention, let me quote a few facts—they weigh more than theories and opinions.

1. The large number of failures in last teachers' examination was due to lack of accurate information on the part of the candidates.

2. In the recent High School entrance examination, the two questions on purely mechanical work carried 45 per cent. of the whole paper, and these questions were inserted, the Superintendent of Education says: "because accuracy is sadly needed."

3. The Educational Department is my authority for stating that of the annual reports sent in by teachers from the rural districts, one out of every five is inaccurate; also that in summing up the data given by teachers for the superintendent's annual report, the startling fact was disclosed that reading, writing and spelling were taught to 122 more children than the total number actually enrolled, showing that teachers are, if not accurate, at least zealous, as they go out into the hedges and by-ways, carrying elementary instruction to 122 waifs beyond the school-room pale.

4. Business men who get the finished product of our schools, tell us that after seven years of daily instruction in arithmetic, our graduates cannot add a column of figures *and be sure of the result.* They also point out the other fact that this criticism would not apply to the boys and girls turned out from the little red school-house of the time of our grandmothers.

5. To one whose business it is to walk in and out among class-rooms day by day, to look and to listen, evidence of slip-shod work on the part of the teachers is everywhere apparent. From every blackboard they cry out like the blood of Abel for recognition. "How?" you ask. Well, in the shape of, let us say, long lists of abbreviations and declarative sentences left open at the end like a sewing thread without its knot; in interrogative sentences minus their question marks; in omitted apostrophes, in e-like i's and i-like e's; in a thousand and one ways the trail of the serpent is over it all. Teachers teach arithmetic five days out of seven, and for ten months of the year, and yet in our monthly reports one division "correctly to two places of decimals" cannot be said to be, like Cæsar's wife, above suspicion.

6. As regards the work of the children, I would adduce the evidence of the promotion examinations. In some cases it is superlatively good; in others, superlatively bad; in most, mediocre. Sometimes we see the case of a class of young children who have been in school a whole year and who cannot add 10 and 14, or spell correctly three consecutive words of their primer. Next day your tour of inspection and examination will lead you to a room where the same test applied will give you a per-centage of accuracy so high that it amounts nearly to perfection. Listen for an hour to the instruction given by the teachers in each

of these classes, and you have the key. It is no longer a mystery. Given an accurate teacher, at the end of the year his mark is left on every individual of his class, and with the inaccurate teacher, the latter end of that class is worse than the first.

(C). DO WE WANT ACCURACY?

I do. I want it. I earnestly desire it with my whole heart. And although, like Charles Lamb in his struggles with the singing of "God Save the King." "I have not yet arrived within many quavers of it," accuracy is what I strive to teach in my own class over and above and intermingled with and running through all else. But everybody doesn't feel this way about it. In my young days I have had my principals, and inspectors and superintendents take me to task for this aim vigorously and often. I learned yesterday, from an outside source, that some one clad in authority went into one of our South Park class-rooms and, finding there a teacher valiantly struggling with long division, and demanding from her pupils absolute accuracy on pain of working the example over even unto 70 times 7, pronounced her work ineffective and non-educative, and advised that she leave it and give them problem-work instead. Well, each one must express truth as it appears to him. But I take issue with this peripatetic critic right here. And if it be any small comfort to the teacher criticized to feel it, she has my full sympathy and approbation, coupled with the hope that she will be brave enough to teach truth as it appears to her. Personally, I very decidedly question the truth of the assertion that there is no educative value in teaching a child to do long division with absolute accuracy and certainty. To my mind there is in it the highest value—it is teaching him to tell the exact truth. He works his example and proves the result, and some one has well said, "It is not enough to be right, you must know you are right,"—he has this double triumph. I'm not too old to remember my own keen delight when, having mastered the mysteries of long division, I was able to deliver up my "sum" on demand, with the comfortable feeling that if I had faithfully stuck to it and done my part, the thing would "come out right" itself. This feeling of mastery did not come till after many days of drudgery on a road wet with tears and grimy with slate-dust. But what strengthening discipline does come easy? And, with all due deference to the professional opinion of that other, I contend that in plain, ordinary, every-day hum-drum long division there lies (in the hands of the accurate and inexorable teacher) a training both mathematical and moral.

(D)—HOW SHALL WE GET IT?

From a teacher's point of view accuracy takes in four things; the first and third of which are the ones that I had in mind at the beginning of my talk when saying that the subject speaks out and takes in nearly everything. In the first place, then, accuracy demands that the teacher shall thoroughly know the subject he would teach; he must have grasped the great central thought or motif of it, and have given to each subsidiary part its due relative proportion. In the second place, he must be able to clearly and accurately present this to the child, so that in his turn the child may get the accurate thought conception, which, when the child gets it, is the third step. And the fourth is the child's reproduction in accurate form (written or spoken) of what is now his accurate thought. Rather appalling, isn't it?

The accurate expression of thought supplements the accurate conception, and the former depends upon the latter for its value. The merely word-accuracy may be petty, the thought-accuracy is noble. It is possible to take tithe of mint.

anise and cummin, and omit the weightier matters of the law. "But these ought ye to have done and not to have left the other undone."

We must first think accurately. Without this we are muddlers, and doing not God's work, but the reverse. And in this fact, and in that other that some teachers never realize it, or "don't care," lies the hopelessness of ever looking for accurate work from their pupils, for, to paraphrase an old axiom, "Some are born accurate, some achieve accuracy, and those who do not earnestly desire it will never have it, for (unlike greatness), it is never thrust upon us."

Well, after ourselves getting an accurate conception of our subject, we come to the second and third stages of our four-fold problem. We must clothe the thought in accurate words, acceptable to the mind and understanding of the child we would teach (our part), so that he may grasp it and make it his (his part).

The first of the four parts of our problem requires the teacher to be a cogent and clear reasoner. The second demands from him concise, vivid, simple, attractive expression of his conception. The third is where the will of the child and the will of the teacher must meet and flow together, for a thought transference from our mind to his is demanded, and that demands volition on our part and on his. Isn't it just here that we can put our finger on the weak spot, the break in the chain, the cause of failure of many a brilliant scholar, who, knowing his subject fully, is yet as a teacher a signal failure? At this point we need *sympathetic imagination*—for the time being we must be the child we teach. We must put ourselves in his place, remembering that of all our reserve knowledge of the subject he is ignorant. He gets just what we give him, that is his kernel of nourishing corn. Do we not too often expect him to reason from our store of knowledge, instead of doing as we should, *i.e.*, getting around to his end of the field-glass, "the little-boy end," as Kate Douglas Wiggin calls it?

To come to the third step. We have an accurate conception of our subject, we have expressed the thought we wish to teach in accurate and acceptable language. The third stage can never be accomplished without the active volition of the child; that will of his we can influence, but the process is no longer an intellectual one, it has passed to a different plane. The pupil, let us suppose, has no desire for the knowledge we would pass on to him, he is indifferent, is not hungering for mental food, has no desire to hear the voice of the charmer, charm he never so wisely. Then comes in that subtle sixth sense for which we have no real name, but which, whether we call it tact, magnetism, or personal influence, is worth all the other five, and plays such a compelling part in a teacher's success. By it somehow (who can say how?) the child is influenced to reach out mentally and take our accurately-spoken thought unto himself.

The fourth factor, the getting of the child to give accurate expression to his accurate thought, is in a sense easier than the other three; but it takes, if not so much sympathy and imagination, an infinity of patient, persistent perseverance.

George Eliot tells of the old violinmaker, Antonio Stradivarius who had an eye that winced at false work and that loved the true; we must be like him. And that's what I meant by the long division. If one unit or one ten-millionth part of a unit is wrong and allowed to go uncorrected, truth is juggled with, and we are an accessory after the act. It is not a small thing when a child can do even mechanical work with truth and accuracy. To reach the point where through

frequent practice the process has at last become mechanical, concentration was called continuously into play, and like every other faculty, concentration strengthens by use. And it is concentration which will enable the child in his after years to succeed in his life-aim to be able to say, "This one thing I do." If one of the world's greatest men is authority for the statement, "Genius is but an infinite capacity for taking pains," who can afford to speak with lofty superiority of the pettiness of accuracy? No one is clever enough, or brilliant enough, or original enough, to afford to do slovenly work. Slovenly work is vulgar, it is the brass copy of a gold-ring worn by a silver-plated person. Slovenly work is, as Lowell says, "always asking to be done again."

> "In the elder days of Art
> Builders wrought with greatest care,
> Each minute and unseen part,
> For the Gods see everywhere."

An object, no less than that, of our pupils, should be to leave behind us, "work done squarely and unwasted days."

ARTICULATION.

By H. S. Sharpe, Austin.

It has been remarked, and truly so, that a great many English people, and educated ones, too, cannot or do not speak the English tongue properly. Why is it that the purity of the pronounciation of our tongue is so violated? We often hear such an expression as this, "Aow, I say, wheah ah you going?" Peculiarities vary according to the particular district from which the speaker comes. Surely this is due to an ignorance, or at least an oversight of the proper elementary sounds. Nor are these the only offenders of our mother tongue, for in our own country we hear errors, thought not the same ones, yet equally as grave. One boy says, "Would jew no gone las snight through the heavy do?" The other boy answers, "Wy, no, you kin just bet not." The washer-woman says, "As long as there's life there's s'ope (soap)." The politician calls his newspaper a "noosepaper." (May be some are). Such careless articulation of vowel sounds, and defective utterance of consonants, constitute the errors most frequently met with.

Correct articulation implies a clear and accurate utterance of each syllable, a due proportion of sound to every element, and a clearly marked termination to each syllable or sound before another is commenced. Referring to this subject, a certain authority says, "The words are not to be hurried over, nor precipitated syllable over syllable, nor, as it were melted together in a mass of confusion. They should neither be abridged nor swallowed, nor forced, and if I may so express myself, shot from the mouth; they should not be trailed, not let slip carelessly so as to drop unfinished. They are to be delivered out from the mouth as beautiful new coins from the mint, deeply and accurately impressed, perfectly finished, neatly struck by the proper organs, distinct, sharp, in due succession and of due weight."

In order to correct errors, and to discipline in correct articulation, I have found the use of the following exercises to be beneficial. Five or ten minutes were spent daily with the whole school just before the reading hour until the course was completed and the results amply justified the appropriation of this time. A table of vowel sounds, such as is found in the Victorian Third Reader.

is placed before the class, and the various sounds are repeated in concert. Test to see if each and every pupil has the proper sound by individual recitation. It is well throughout the whole exercises to have such individual work done. Next come exercises in pronouncing words having in them a common vowel sound, when special care must be taken to have the vowel sounded accurately. A list of such words will be found after each vowel sound in the Third Reader. It would be better to increase each list to about twenty words, especially if a greater amount of drill is required upon some certain sound.

A table of consonant sounds is then worked out by the class in the following manner, by which means they get a knowledge of the true sound of each: Babe, b; did, d; gag, g (hard); joy, j; lull, l; maim, m; nun, n; sing, ng; nor, r; thine, th (soft or voiced); valve, v; wine, w; yes, y; zeal, z; azure, zh or z; church, ch; fife, f; hold, h; kirk, k; pipe, p; tent, t; seal, s; shine, sh; thin, th (not voices); whit, wh; tax, x (like ks); exalt, x (like gs). It might be pointed out to pupils the difficulty of giving the bare sound of some consonants without the rendering also of some vowel sound. The proper position of the vocal organs in sounding each consonant might also be studied. Notice that "h" sounded before a vowel is an expulsion of the breath after the organs are in a position to sound the vowel.

A drill should now be made upon each consonant sound as with the vowel sounds. Twenty words or so can be selected having in them the common consonant sound and placed on the board.

A further difficulty found in sounding consonants is when there are two or more in succession, *e.g.*, twelfths, mouths, mists, sometimes pronounced twelfs, mons, mis. The words in the following exercise are to be pronounced distinctly and forcibly, due attention being paid to the consonant combinations.

1. Blue, block; brave, breath; draw, drift; dwell. dwarf; fly, flounce; free, fret; glen, glide; grain, growl: cleave, cleft, close; crave, crime, crust; clothes, breaths.

2. Play, plume: proud, prove: queen, quell; shriek, shrink, shrove; skill, sketch; screen, scrawl: slate, slug: smite, small; snow, snag; speak, space; sphere, sphinx.

3. Splice, splash; spring, spread: squib, square: strain, still: stream, straw; thwack, thwart; truce, trash; tweed, twine, twist.

4. Curb, bulb: wolf, scarf; lunch, lurch: march: walsh, marsh; ink, jerk; desk, ask, dusk, risk: film, storm, prism, rhythm; earn, black'n, open; lisp, vamp, usurp, scalp; delve, carve.

5. Act, sift, acts, felt, sent, learnt, sort, most, first, apt, canst, lisp'd, pump'd, work'd, thank'd, risk'd, rock'd, heap'd, fenc'd, pitch'd, repuls'd, scath'd.

6. Wants, wilts, facts, starts, precepts, roasts; dense, once, science, else; necks, silks, inks, basks: proofs, cuffs: tenths, truths, depths, twelfths, clothes.

7. Want'st, wilt'st, left'st, attemp'st, help'st, hop'st, usurp'st, laugh'st, ask'st, lurk'st, sweet'n'st, licens'd.

8. Ebb'd, fobb'd, comb'd, long'd, oblig'd, urg'd, breath'd, world, arm'd, wheel'd, end, opened, heard, lived, starved, bronzed, buzzed.

9. Liv'dst, prov'dst, fill'dst, learn'dst, charm'dst, long'dst, digg'dst, lov'dst, blabb'dst, dazzl'dst.

For review and further drill short sentences may be written on the board containing words in which occur the prevailing difficulties in articulation. Also the pupils' articulation should be watched in his reading and other recitations. Just here such sentences as these are useful. Amidst the mists he thrusts his fists and still insists he sees the ghosts. Do give every Jew his due. A hundred jeers greeted him on his return after an absence of a hundred years. Would you graduate every individual whom you educate? Won't you, can't you, don't you?

Primary Department.

FIVE LITTLE PUSSY CATS.

The music of this song will be found in the Kindergarten Magazine for November.

TIME 4-8. KEY OF C.

5. 5. | 8. — 8. 8. | 7. 7. 7. 7. | 6. 6. 6. 6. | 5. —. . . | 4. 3. 2. 3. | 4. 5. 6. — |

7. 6. 7. 5. | 8. — —. 5. | 8. —. 8. 8. | 7. 7. 7. 7. | 6. 6. 7. 6. | 5. — — | 5. $\overset{s}{4}$. 5. 6. |

7. 8. $\overline{2}$. —. | 6. 8. 7. 6. | 5. — —. 5. | 6. — 6. 6. | 6. 6. 6. 6. | 7. 7. 7, 7. | 7. — . — 7. |

8. —. 8. 8. | 8. 8. 8. 8. | 8. 8. 8. 8. | $\overline{2}$. — — — | 8. —. 8. 8. | 7. 7. 7. 7. | 6. 6. 6. 6 |

5. — — —. | 4. 3. 2. 3. | 4. 5. 6. — | 7. 6. 7. 5. | 8. — — —. ||

There were five little pussy cats invited out to tea,
Tra la la la la la la, tweedle-dum a dee,
And each had a bowl of milk as nice as milk could be,
Tra la la la la la la, tweedle-dum-a-dee.
Each wore a pretty dress of some becoming fur,
And each crossed her hands like this and then began to purr;
Five little pussy cats invited out to tea,
Tra la la la la la la, tweedle-dum-a-dee.

There came five little mousies out of holes to play,
Tra la la la la la la, tweedle dum-a-day,
But when they saw the pussy cats they scampered all away,
Tra la la la la la la, tweedle dum-a-day.
"Don't hurry, dears," the pussies said, "we'd catch you if we could,
But when invit d out to tea we must be very good;"
Five little pussy cats invited out to tea,
Tra la la la la la la, tweedle-dum-a-dee.

CAROL, OH, CAROL!

KEY OF G. ⅜.

3. $\overline{5}$. $\overline{6}$.	$\overline{7}$. —. 1.	3. $\overline{7}$. 1.	3. — 5.
4. 3. 2.	4. 3. 2.	5.. — $\overline{7}$,	1. —. $\overline{5}$.
3. 1. $\overline{6}$.	$\overline{5}$. 1. 4.	3. —. 2.	1. — —.

Carol, oh, carol, Christmas is here,
Gladdest of birthdays in all the year,
Gladdest of birthdays in all the year.

Long ago Christmas, in winter wild,
Brought us from Heaven the dear Christ-child,
Brought us from Heaven the dear Christ-child.

Sing, little children, glad echoes wake,
We'll love each other for Christ's dear sake,
We'll love each other for Christ's dear sake.

WINTER.

Winter days are coming,
Filled with merry glee;
Brave Jack Frost is roaming,
Very busy he.

Pure white snow is falling,
Skating now is here;
This is just the season
For the children dear.

Sleigh-bells clear are ringing,
Always good times bringing;
This is just the season
For the children dear.

FINGER GAME.

This is the mother so kind and dear,
This is the father so full of cheer,
This is the brother strong and tall,
This is the sister who plays with her doll,
And this is the baby the pet of all;
Behold the good family, great and small.

THE STUDY OF COLOR IN THE PRIMARY ROOM.

By Helen Palk, Carman, Man.

The teacher planning work for a class of little strangers to the schoolroom should strive to make the little ones feel at home by beginning with a subject with which they are in some degree familiar.

Every child who is old enough to attend school has some knowledge of color. A wise teacher will develop this knowleege, and in so doing make the pupil feel that he is in some way in touch with his new surroundings.

The youngest child will delight in the study of color and will soon become familiar with the different tints. To stimulate this interest vary the programme for a Friday afternoon by having "a color day," Tell the children early in the week that Friday will be "red day," and every child may bring something red to help decorate the table.

On Friday the pupils will be delighted to see the teacher subsitute red crayon for the white used on other days. The smallest children may sort the pegs, splints and tickets, reserving all those tinted red for the table. If the teacher will provide a red cover for the table, her part in the plan will be finished. She will only have to superintend the decoration of the table with articles crude and dainty, from a tissue paper flower to a rosy apple.

When the work is completed the teacher may suggest an arrangment of tints; but often she will be surprised at the taste displayed by the little ones. They feel that it is their own work and are consequently interested in the plan.

HINTS FOR TEACHING VERTICAL WRITING.

Harry Houston, Supervisor Penmanship, Public Schools, New Haven, Conn.

The first and most important suggestion is that the teacher should learn to write well. This is important in all grades, but especially so in the primary grades, where children learn so much by imitation. The best method and the best copy-books cannot overcome the bad effects of a teacher's poor penmanship.

MATERIALS.

The best materials to use in teaching a class of beginners are the blackboard and crayon. This permits of more freedom, brings into use the large muscles of the arm, and insures an expenditure of a maximum amount of nervous energy. It does away with the cramped hands and high nervous tension which accompany writing on paper ruled into fine spaces. If blackboards are not available, use large paper and coarse pencils or waxed crayon. A cheap manila paper with slightly rough surface is suitable.

WORD METHOD.

Begin with words rather than with letters and principles. The increased interest and delight which the children take in writing words and sentences more than make up for the apparent added dfficulty. By this method greater progress is made in both reading and writing. Some simple, interesting words may be selected from the reading lessons, but some definite outline should be followed so as to give practice on certain letters, but we need to guard against the opposite extreme of giving interesting words and sentences without sufficient thoroughness.

HOW TO BEGIN.

Write the copy upon the blackboard in a large hand, standing so the children can observe the process. Repeat this several times, erase the copy and ask if any can remember how to write it. Some can remember part, if not all of it, and can show by moving the hand in the air the direction the crayon should take. Ask pupils to help you write it by pointing to your crayon and by following it as it forms the letters. Have them make it in the air without looking at the copy, the teacher helping by making it in the air backward so that it will appear right to the pupils. Exercise the path the crayon takes rather than minute details. Get the forms in the rough at first, and later introduce certain

details that will make the writing more accurate, but which at first would only burden and confuse. Erase the copy and let the pupils try it upon the blackboard. If the copy is not erased, the pupils will be more apt to hesitate and write it piece by piece. The first will, of course, be crude, inaccurate and incomplete. By repeating the above process, however, rapid progress will be made and the writing lesson thoroughly enjoyed.

PAPER AND PENCILS.

In most schools pupils are given considerable writing to do at their desks. No doubt but what too much of this writing is given. When it is deemed advisable to begin writing at desks, use paper and a rather soft pencil. The paper should be ruled with single lines about ten-sixteenths of an inch apart. The loop and capital letters should occupy nearly all the space between the lines and the small letters about half of the space. Supplement the copies upon the blackboard with those to be used at the desk. This gives a better idea of the size of the writing and is not such a strain on the eyes. The blackboard writing should be continued throughout the year, but on account of the conditions existing in most schools, it is advisable that pupils be taught to write on paper also during the latter half of the first year. Some attention should be given to pencil holding, but it should be done by showing and helping rather than by giving rules.

Natural History Department.

By G. A. Atkinson.

THE OPEN HEART.

Would you understand
The language with no word,
The speech of brook and bird,
Of waves along the sand?

Would you make your own
The meaning of the leaves,
The song the silence weaves
Where little winds made moan?

Would you know how sweet
The falling of rill,
The calling of the hill--
All tunes the day repeat?

Neither alms nor art,
No toil, can help you hear:
The secret of the ear
Is in the open heart.

--*John Vance Cheney, in Century.*

The following questions have been handed in for consideration in this department:

Q.—What do prairie chickens feed upon during winter?

A.—The term prairie chicken applies to both sharp-tailed and pinnated grouse; the former frequenting the wilder regions, feeds upon the wild weed seed, rosehips, etc., remaining above the snow, and when these are covered, it takes to the buds of poplar, willow, hazel and birch, eating even the catkins of the swamp birch, or with the pinnated grouse frequents the bare patches in the stubble, and scratches for fallen grain. With both species the food varies according to the amount of snow.

Q.—Where do the wild geese and wavies build their nests?

A.—The Canada goose or common grey goose breeds from the northern portions of our Lakes Winnipeg and Winnipegosis, north to the snow line. The wavies or common snow geese range farther north, breeding from the snow line to the most northern portion of the Arctic Zone.

Q.—How do you tell a grey-bird from an English sparrow?

A.—As well ask how to tell the difference between an English sparrow and a sparrow, or between a prairie chicken and a grouse. The term grey-bird is a very indefinite one, and is the cause of much confusion among casual observers of bird life. It applies, or is applied, to every variety of our native sparrows, of which there are about seventeen species, local. The English sparrow may, however, be distinguished from these by his actions. English sparrows, or house sparrows, as they are commonly called, differ from other native sparrows in the same manner as the hardened street arab differs from the youth of refinement and education. He can always be identified by his harsh "chirp," or his straight away dash, so unlike the "cheep" and flit away of the others. He is an unemotional and unsympathetic worker, whose sole ambition is to secure the best for himself. He will be found more about the streets of the towns or the buildings on the outskirts, while the other native forms keep more to the bush and fields. To describe all the differences here would be impossible at present, and it is to be hoped these will suffice to assist the questioner to follow his own investigations.

Q.—Are ordinary garter snakes hatched from eggs? And do these snakes cast their skins?

A.—All forms of reptiles are oviparous, depositing germs in the form of eggs, which develop outside the body. With snakes, however, this is not a necessity, and with our common forms it is a usual thing for the female after fertilization to carry about the eggs in the ova-sack, and produce the young alive. This characteristic has been developed mainly because of continued disturbance in the neighborhood of the animal. All snakes cast their skins once a year.

Q.—After fire burns the scrub, the fire-weed often springs up. Where do these seeds come from?

A.—This may have several answers equally correct.

First—The seed may have been in the locality previous to the fire, and owing to unfavorable conditions, was unable to germinate.

Second—The plant may have been growing there previously and escaped observation, because of abundance of other growths, while the roots were not killed by the fire.

Third—The seed being light, may easily be blown for considerable distances or carried there by one or several of the countless agents of nature for the distribution of forms.

Q.—What is the best preservative for a bird skin?

A.—This question cannot be included in the Natural History Department. While I conduct a department for the supply of information upon nature study, I am not conducting a bureau of information for aspiring taxidermists. I do not mind stating, however, that I use arsenical soap, which any taxidermist can supply.

In the School Room.

BLOW, BLOW, THOU WINTER WIND!

The teacher told the story of the Duke wandering in the Arden forest, of his hardship, and the ill-treatment he had received at the hands of his brother. He related the other incidents of the story as given in *As You Like It*, and indicated the temper of those present at the feast in the forest.

He then read the poem through twice, and asked such questions as—About what was the singer complaining? What contrast is made in the first stanza? What ingratitude did the singer probably have in mind? Why should he sing to the holly? What does this plant signify? When is it used? What has the singer to say about friendship and love?

The first stanza was again read, and the bitterness of the singer was noted. Several of the pupils read the stanza endeavoring to set forth the attitude of the singer. Criticisms were offered as to whether the reader was feeling just as the singer felt.

The second stanza was dealt with similarly. The poem was again read line by line for the sake of the pictures and the words employed. Can you feel the wind? In what ways are its sharpness described?—its tooth, its breath, its bite, its sting, its power to warp the water. Can you picture the ingratitude of man in the case of the suffering duke and his companions? In what ways does ingratitude bite? Name some of the things that are more bitter than the cold winter wind—benefits forgot, friends not remembered. Read the stanzas again to bring out the singer's sense of bitterness.

A HISTORY LESSON.

By T. G. Rooper, in "Hand and Eye"

The next lesson was a History Lesson, and here much originality of treatment was shown. The reign of Henry VIII was the period chosen for the term. The main object of the instruction was that it should be interesting, human, and supply as exact and correct impressions as possible. Hampton Court being not far off the children were promised a visit to it towards the end of the term in order to see the rooms and picture gallery. Meanwhile the History lessons were based upon a description of some of the pictures. On this occasion the picture described was that of the Field of the Cloth of Gold, the scene which had been explained in the Geography lesson. After a graphic account of the picture, several details of it which the teacher had copied during a visit were sketched on the blackboard. Among others were a turret of the town wall of Calais, a trumpet, a shield of a peculiar shape, a palanquin and the like. The children, after the lesson spent a little while in copying these drawings into their Hampton Court Note Book, into which was being gathered all the information that they could acquire about the place during the term, together with mottos, pictures and varied illustrations. In connection with the lessons on Hampton Court, treating largely of Henry VIII and Wolsey—(the banquets, festivities, extravagances of the times)—suitable passages and illustrations from Thomas More's "Utopia" had been chosen, partly to show the contrast between his

thoughts, ideas and writings, and the more superficial life around him, partly to introduce the children to something of the literature of the period. From this it was hoped that the idea might be gained that the History of the King and his doings is not necessarily the most important or interesting part in a reign, but rather the thoughts that are working in the minds of great men.

The children were looking forward with great eagerness to verifying with their own eyes all that they heard described. The Recitation from "Marmion" was also illustrated by drawings of bits of armour and the like, and the children were also encouraged to realize as best they could with their brush any striking scene in the poem which seemed to them especially striking and dramatic. The course of time and the dates of chief events were fixed on the mind by the excellent device of a subdivided square. The square represented a whole century.

By dividing the square into one hundred smaller squares, ten in a row, and placing a symbol, such as a crown for the accession of a king or queen, a spear for a battle, and the like, in its proper square, the children can present the lapse of time through space forms. Succession in time can thus be shown by a method which stamps itself on the memory through the eye.

A corresponding square for Continental History similarly treated is arranged alongside the squares for English History.

PRIMARY COMPOSITION.

There are two modes of procedure possible to us in teaching a pupil in the junior grades to express himself fluently and correctly. We may deal with him directly—his life, manner, disposition,—in the hope that his expression will become a picture of himself; or we may leave him as he is, and endeavor to deal directly with his expression—cutting off here a little and there a little, adding where we can, supplanting, correcting, improving. It is surely evident that if we follow the second method alone, we must be disappointed. It is no more possible for a wrong head and heart to give birth to correct and beautiful language than it is for thistles to produce grapes. As one thinketh in his heart, so is he—in speech. Yet it is, perhaps, not too much to say that there are scores of teachers working away at the expression, as if this could be improved from the outside alone. We may safely assume that all true growth or improvement begins from within, and if we would have our pupils speak better, we must get them to *be* better.

What does this mean? We would have them fluent. Then let us teach them so that they really know something, and let us not be sparing. The best and most enjoyable food for pupils is good wholesome truth. When a child knows, and knows that he knows, he is on the road to fluent talking. In the next place let us see that they are accurate in their knowledge. Then may we expect clearness of expression. Let us see that they become enthusiastic over something, that they have convictions and desires, then will they speak with force. Let us develop in them right tastes, surround them with beauty in all its forms till it become a part of them, and then may we expect that some degree of elegance will characterize their utterance.

These remarks are capable of almost infinite application. Take a child who from choice, and because it sounds clever, uses slang persistently. The trouble is not in his speech. It is in *him*. Get *him* right and the speech

will be right. And so with a hundred other faults. If we would correct them, we must get down to the life and re-construct it.

Now this re-construction of a life is a slow process. It goes on every day and every hour of the day. Results are not obtained from single lessons. Eternal vigilance is the price of success. In every exercise in the school or on the playground, something is being added to the character of the pupil. He is growing coarser or more refined, is waking up or going to sleep, is organizing his knowledge or getting inextricably confused. And just as his life is shaping, so is his expression tending to become. As teachers we cannot get away from this thought. All the little lessons in filling in blanks with *is* and *are*, *saw* and *seen*: in arranging disjointed sentences into a paragraph; in changing direct into indirect narration; all these, (and they are useful in their place) will not alone secure correct expression unless the life that is being expressed is true, full, pure, strong and buoyant.

We might go even further and say that when pupils are being taught to admire all that is beautiful in music, and in art, in architecture and in decoration, in gesture and in vocal utterance, they are being taught what will sooner or later ripen out into beautiful oral or written expression. The light that is in a soul cannot be hid. Let us then put into the young souls committed to us all the light and sweetness we can, and let us not doubt the result. This is the first principle to be observed in teaching composition in the primary grades, or in any grades for that matter. If we are faithful here, we may proceed to do something in the line of direct instruction in the art of speech, but of this more in the next number.

Editorial.

THE LARGER VIEW.

Have you ever met the *self-centred* man? He lives, moves and breathes in the atmosphere of self. Physically, intellectually, financially, he has lost no opportunity to perfect himself. If he goes into society it is because it pays; if he goes to church it is for the same reason. The only will he considers is his own. It is his universe. He may give to others as a sop to conscience, or because it is necessary to his own social and political standing, but in reality he is the only social unit to whom he owes effort, thought or affection.

Have you met the *family-centred* man? He is somewhat broader. There are other wills than his own which he must reverence, those of his wife and children; there are little habits he must give up and others he must form; voluntarily he denies himself, that his family may enjoy more pleasure. His *individual* will has given place to the higher *family* will. He is not altogether selfish. He has reached the prayer: "Bless me, and my wife; my son John and his wife; us four, no more. Amen."

Have you met the *state-centred* man? He is broader still. He interests himself in the welfare of his community and his nation. He is a factor in all right social and political movements, not from any selfish motive, but because he is patriotic and altruistic, and because honesty necessitates that in public

affairs he should, along with others, contribute his energy, his thought and his wisdom. The individual and family will have added to them the *state* will.

Have you met the *world-centred* man? He is true to himself, his family and his state, but he sees in himself one of the great family of mankind, and so his heart and thought go out to all men on this big round world. The world movements concern him. He thinks in terms of the larger unit. He is more than a citizen of a particular nation in a particular age. He is one of the species.

Have you met the *God-centered* man? He has transcended all the former in this, that he sees and decides all from the standpoint of the will of God. Just as others ask what is my individual-need, or my family-need, or my state-need, or the world-need? so he asks, "What needs God?" He has reached the spirit of the Master, "Nevertheless, not my will, but thine be done, O Father." His little will has come into touch with that of the Divine.

Why talk of this to teachers? Because in our schools and homes are being produced characters corresponding to these five types, and it is but proper for us all to see clearly the exact value of our work. Are we by our systems of rewards and punishments, our appeals to the sordid and base, developing all selfishness and pride? Are we, by drawing distinctions between wealth and poverty, between race and creed, developing those little jealousies which prevent the kindlier and gentler feeling of brotherhood to prevail in the district and the nation? Or are we in our work and play developing feelings of confidence and affection which are the basis of family life, the feelings of mercy and self-sacrifice which are in harmony with the life linked with God? Far more important than particular method of instruction in any branch of study is the general tone or spirit of a school. And this spirit shows itself not only in the conduct of the pupils, but in the voice, speech, manner, and motive of the teacher.

PHYSICAL CULTURE.

One of the marked features of educational progress during the past few years has been the increased attention to physical training. There is no city or town of any size with any pretensions to educational standing that does not make provision for systematic instruction in physical culture, and normal schools and training institutes are each year laying more emphasis on the preparation of their students for carrying on this important department of educational work. The increased attention given to outdoor games for boys and girls is another evidence that teachers everywhere are awakening to the importance of physical training.

Everywhere during the past year or two throughout the English speaking world leagues for encouraging athletic sports for boys and girls have been formed. The favorite games are football for the boys and basket-ball for the girls, and in many places a day is given towards the end of the season to school sports where the final matches are played off in the presence of large numbers of parents and friends who attend to snare their interest in physical education, Football has so long been known as an excellent school game for boys that it needs no commendation, but basket-ball is of more recent origin and is not so well known. It is the one game that affords opportunity for free energetic and joyous exercise for our girls. It is not expensive, can be played at all times of the year, and requires only a limited space. Every school should have an outfit for its girls, and encourage them to play. And to encourage them to play.

teachers should be in the play-ground and participate heartily in the games. This puts the sport on a higher plane, sets pupils an example of what is becoming in winners or losers, gives the pupils a motive for self-control, is a safeguard against over-exertion through excitement, and at the same time gives opportunity for acquiring a knowledge of the disposition and tendencies of the pupils that cannot be had under the restrained conditions of the classroom. This hearty participation in sports brings teachers and pupils into sympathetic contact, and reveals each to the other. It is the true supervision, neither meddlesome nor irksome, and differs from the ordinary sentinel duty that passes for supervision as widely as the loving care of the mother from the surveillance of the police officer,

Participation in the sports and pastimes of the playground relieves the nervous tension of the schoolroom, and promotes the health of the teacher. It is a great mistake for any teacher to suppose that the recess time is well employed when she is correcting exercises or preparing blackboard work for the latter part of the session, or trying to help backward pupils in their studies. The backward pupil needs his recess, the relaxation of exercise and fresh air as much as and often much more than his more advanced classmate, and the teacher needs above all the relaxation from the nervous tension of school government to enable her to retain that brightness, cheerfulness and good temper which should form the atmosphere of the schoolroom. The fifteen-minute break in each session if spent by pupil and teacher in joyous exercise in the open air will do more directly and indirectly to forward the best aims of education than any other hour of the day. Try it regularly for one month if you have not already adopted the plan.

The training of the memory is an important end of school instruction. Without memory there can be no progress. It is by means of it that we are heirs to the accumulated wisdom of the race. A well stored memory means abundance of material for such mental operations as are necessary in education and useful for the purposes of life. The memorizing of ideas must not be confused with the memorizing of words. Reproduction of the idea for use in operations of the mind deepens the impression, tests and secures retention and gives facility to the reproduction side of memory. This is the only form of repetition that has educational value where the idea is to be impressed rather than the word. Frequent successive repetition wearies the pupils and kills attention-the mother of memory. Concert repetition works injustice by compelling a large number of pupils who are familiar with what we are attempting to teach to go through a mechanical routine that wastes their time and dulls their interest. It is necessary to memorize the words of certain truths in general use for purposes of deductive reasoning. When the force of a truth is emphasized or the beauty of a sentiment enhanced by the form in which it is expressed, the memorizing of the form has educational value and is a necessary part of school instruction. Beautiful selections from literature, both prose and verse should be memorized as useful to form taste and guide the judgment, while contributing to general culture. Through such exercises the school may make it true of the school life of each pupil that—

> "A consciousness remained that it had left
> Deposited upon the silent shore of memory
> Images and precious thoughts that shall not die.
> And cannot be destroyed."

It has been brought to our notice that canvassers for school supplies are visiting trustees and teachers in the Province. Our teachers should remember that it is a big thing to spend forty or fifty dollars for something which has only a limited use, Would it not be infinitely better to spend the amount in a good school library, which in a country like this is always useful? By the way, it would be well for those intending to purchase some of these peddled goods to enquire carefully into two things—(1) The legality of placing the goods in the school; (2) The genuineness of the testimonials presented by agents. A testimonial given eight or ten years ago is of no worth. Nor does a half-sentence from a testimonial convey the sense of the whole. Some time ago the writer foolishly certified to an agent that he found his goods of value in his own school for a certain purpose, but pointed out in the same certificate that the apparatus would be entirely out of place in an ordinary public school. It was too expensive. A half-sentence was taken from this certificate, and used to sell the goods all over the Province. With heaviness of heart, he now laments his indiscretion in giving a testimonial of the kind, and promises not to do it again.

Subscribers to THE JOURNAL would confer a favor by notifying the publishers promptly of changes of address. Do not neglect this matter. We are looking for a large number of renewals at this season of the year, and also remittances from those in arrears. We wish to help you in your profession. Please reciprocate.

We were slightly inaccurate in our note regarding Mr. Atkinson's honor at Paris. He was given gold medal for taxidermy—the highest honor. He has also been commissioned by the Pan-American Exposition authorities to provide and arrange the entire natural history exhibit for North America, and has been appointed naturalist to the local government, with authority and guaranteed expenses to make the exhibit a provincial one as far as possible.

Will R. F. M. write Mr. Atkinson for information.

The time for the making of half-yearly returns is approaching. Teachers should bear in mind that every blank should be filled. Do not forget that the ages and grades of the pupils, as well as the names should appear on the register.

The Normal Sessions for third class teachers open on Jan. 3rd, and a session for first and second class teachers opens at Winnipeg on the same date.

Superintendent C. S. Lyman, Oxford, Mass.: I believe that our nation would crumble to ruin if all the public schools should close for twenty years, for we have a heterogeneous population, which these schools alone can unify and mould into good citizens. And yet the amount of money expended on our schools is small compared with the large results obtained.

She—" And pray, what do you carry that book with you for?"
He—" Oh, that is a book in which I just jot down my thoughts, you see."
She—" Isn't it rather large for that purpose?"

Book Notes.

PRELIMINARY PRACTICAL MAGNETISM AND ELECTRICITY.—Henderson. (Copp, Clark Co.)

A carefully-chosen series of experiments calculated to lead the pupil through his own observation and reflection to a knowledge of the elementary truths of magnetism and electricity. Throughout the work the pupil is told what to do with his apparatus, but all conclusions are drawn by himself. The book will lead the pupil to clear and definite knowledge, and will at the same time form in him the habit of questioning and investigating. Every teacher of physics should have the book—35 cents.

ELEMENTARY ALGEBRA.—Constable and Mills. (Longman's.)

Were it not that examinations are held there would have been no occasion for this book. It simply teaches pupils how to work problems. The definitions are faulty, the theory is omitted. As a teacher's hand-book it is valuable because the problems are carefully graded; but as a guide to teaching nothing worse could be conceived of. The valuable part of the study of algebra is suppressed.—90 cents.

MOOSWA AND OTHERS OF THE BOUNDARIES—By W. A. Fraser. (William Briggs, Toronto.)

A beautifully written account of life in woods of the far north. One is brought into close and loving touch with the animals of the hunting-trail. The moose, the beaver, the fox, the bear, the wolverine, the lynx, are all described with a faithfulness that is charming. The woods will never be the same to one who has read this volume. In a way the book may be described as a companion volume to the jungle tales of Kipling, only that the story is more brim full of interest for Canadians. Just the thing for reading aloud in school.

MACAULAY'S ESSAY ON CLIVE—Williams (Longman's—Copp, Clark Co.)

A very complete annotated text, with annotations of the right kind, supplying the information not accessible to the ordinary student or reader. The book has a valuable introduction in which the literary characteristics of the great historian are intelligently discussed.—50 cents.

ELEMENTARY MECHANICS OF SOLIDS.—Emtage. (McMillan—Copp, Clark & Co.)

A fine introductory work, covering a wide field. The mathematical knowledge required by a pupil in order to master the work is very little. It is doubtful if a course in pure mathematics is educationally or practically, as valuable as a course such as this in applied mathematics. To the average pupil a study of Statics and Dynamics—energy and velocity—is perhaps as attractive as the study of Algebra and Geometry—90 cents.

SQUIRRELS AND OTHER FUR-BEARERS.—By John Burroughs. (Houghton, Mifflin & Co. 144 pp. Price $1.)

The name of Mr. Burroughs in itself is recommendation for his books. This volume consists of a series of recorded observations regarding the haunts, food.

h bits of the creatures of the woods. Incidents of the author's experience render the whole like a story. Mr. Burroughs tells of the graceful squirrel leaping from branch to branch, uttering a derisive squeal if pursued; of the fastidious chipmunk carrying berries in itscheeks; of the woodchuck, which digs far into a sand hill, and, rolling itself into a ball, remains hidden during the winter; of the rabbit, that wraps the young in a little blanket usually made of her own fur. To prove the bloodthirstiness of the weasel, the writer cites instances of these animals encountering dogs and men with almost Satanic fury. Sir Reynard and Sir Mephitis have interesting histories. Mr. Burroughs presents these glimpses of wild life in such a way as to afford genuine pleasure to the reader.

LORDS OF THE NORTH.—By A. C. Laut—(Wm. Briggs, Toronto).

A thrilling tale of the early North-West, when war waged between the two great fur companies. It is written by one who occupied a prominent position as teacher in the Winnipeg schools, and her many friends will be pleased to read the work for her sake, and when they have done so, for the work's sake. It is a very creditable production.

Selected.

CHILD STUDY.

There may be a statistical—inductive—analytic—synthetic—nonsensical child study that runs to figures, but there is a sympathetic, intelligent, observant study that is necessary to the rational treatment of children. If any of our readers are endeavoring to put all children in at the same hopper and bring them out at the same spout, just read this touching description of little Camella, as given by Bertha Hofer Hegner. Then ask if every child does not require help and encouragement along the line of her needs:—

"Camella is two in one. This the sunny one, running to me so eagerly with her love offering of a large bun with a bite gone from one end—who shall say that it is not the better for that, in that she knows its virtue and yet gives it up?—her happy eyes softened a bit with a gentle thoughtfulness that leads me to fancy it is a great advantage to be able even to think in that mellow, musical language of the sunny land of her race.

"But like a flash that child is gone and that other one stands there straight and defiant, her clenched hand surely feeling still the tingling of the slap which has sent Rose away in tears; her eyes full of an expression of sullen hate; her mouth pouting, heavy; the whole figure bringing to mind the race charateristics, suggesting the dexterous, cunning thrust of a stiletto as the next move.

"The first week this thunder-cloud Camella made havoc of all attempts at peace and order, bewildered by the newness of everything, and never comprehending the method of gentleness that was so strange to her life, rebelling against all restraint of her wild little will. In my first acquaintance with her I thought her abnormal in these cloud bursts when nothing would quiet her dreary crying, and I felt myself such an utter stranger to her nature, since I could not meet this side of it with any light.

"I think she lives in a fascinating world of her own to an unusual degree. There seems always back of her frank gaze a deep preoccupation, and when I look into those big, half wild eyes I confess to a feeling of utter ignorance and helplessness, and an increasing longing to see that thought life which her fancy builds for her so far above my head.

"When she is given work to do the sunny Camella loses herself in it, and I must be content to trust her ears if I would give her any instruction, for her eyes will scarcely look away until the task is finished, and they follow it almost unceasingly until it is put away from her sight.

"When we trimmed the Christmas-tree, though I turned it around again and again, she knew instantly if a touch had harmed or misplaced her tiny chain hung high upon it, and like a flash the light was gone from her face, and Camella, the storm-cloud, threatened a storm.

"My first call at her home was a short one, father and mother both being at home and quite helpless to understand me, though they were evidently hospitable, and begged me to come again and often. They are both still young, the father being a fruit peddler, carrying his wares about in a basket even in cold weather. Their home, a second floor on West Ohio street, is rather neat and clean, and seems fairly comfortable.

"My second call found Annie the dignified little housekeeper in her mother's absence, and I was ushered into the front room, quite elegant with a large white iron bedstead, gay in embroidered covers; a small chest of drawers, upon the top of which was collected all the family treasures, I think; above this proud display of china hung the mirror, almost obscured by a mathematically arranged drape, and three or four framed colored prints which did not inspire in me a proper religious feeling, I fear, adorned the walls. The entire family slept together in the one bed, Annie informed me, and while my mind went through a rapid calculation as to how they stayed in without being strapped, I replied with attempted unconcern, that they must keep warm on winter nights. The mother came in before I left, the children greeting her with that magic word, "Maestra!" my passport into the homes of those who seem to find in it sufficient call for their warmest hospitality and unquestioning trust in my good intentions.

"My question about Camella brought me rather scant information. She is about five years old, and, according to her mother, is "sometimes good and sometimes crazy," which remark rather confirmed my idea that her most striking characteristic at present is that dear possession of a world of her own peopling, even her mother who can understand its soft tongue still knowing nothing of its charm.

"Put away somewhere safe even from her sight is a doll which is brought out only on Sundays, but I judge from Camella's love for, and gentle, tender way with the kindergarten doll, that Sunday must bring to her little heart an influence more truly spiritual and helpful than comes to many of us. That precious possession so dear to the hearts of all these children, "My ma's baby," was the only other suggestion of a pet or plaything in the home.

"I think that Camella's mental, moral and physical life are starved. The real hunger with which she put away her share of our thanksgiving feast spoke in her eyes after that too small share was gone. Her very eagerness, unfailing perseverance, and concentration in her work tell me something of the mental side and its hunger for something real. And as she grows familiar with the kindergarten and its spirit that thunder-cloud sink further into the background,

and daily there grows stronger in her that joyousness that bubbles over in her odd little "rag-time" ways, and her unique, rhythmic skip, her face through it all a picture of rollicking happiness.

"I fear she has not known the meaning of order and just obedience at home, and the fault that seems most marked is that quick stroke of her hand, or flash of ugly light in her eyes, that is so inherent in the race itself that one meets almost insurmountable barriers against bringing out of it any quiet gentleness.

"I have chosen her for my child-study because of this trait that seemed abnormal; but I feel with her, as with all the other children, that I still stand only upon the threshold, and my most earnest searching reveals to me only a faint suggestion, as yet, of all the wealth and beauty of the child nature that may open to me as I win her confidence and love."—*Kindergarten.*

THE SANTA CLAUS MYTH.

The approach of Christmas brings this question to many mothers: Is it right to allow a child to believe in the existence of Santa Claus, or does it teach him a falsehood? This is a question not to be lightly decided, for it requires much time and careful study to weigh out judiciously, and necessitates a thorough understanding of the child's needs, as well as a knowledge of the meaning and right use of the myth.

In the healthy, normal child, we see a wonderful tendency to make believe. Trying to exelude fairy stories from the nursery does not prevent free play of fancy. Children who are not given fairy stories are apt to make up their own. By failing to use the stories of older people, who have been students of child-nature and understand the needs of the little folks, we often lose opportunities of helping the children. It is not so much the fairy story itself which is of benefit to the child, as it is that through it he is led to judge between right and wrong conduct, justice and injustice.

The Santa Claus myth comes under the same heading with the fairy story, because both are symbols which tell truths to the little ones in the best way suited to their understanding. Santa Claus represents the spirit of giving. Few children could appreciate the saying, "It is more pleasant to give than to receive," yet all enjoy playing that they are little Santa Clauses giving gifts to others to make them happy, and with this comes the understanding of the myths embodied. It has been said Santa Claus is the fore-shadowing of the All-Giver, All-Lover, the One who gives because he loves. Lead the child to wish to be like him, and make Christmas a time for showing our love to all humanity by our deeds. Teach the child to feel the spirit of this beautiful myth, and there will be no disappointment when the symbol falls aside and reveals the real truth.—*Martha Crombie Wood.* (*Selected.*)

THE FIRST SCHOOL IN CANADA.

Madame de la Peltrie's life in New France is inseparably associated with the school she founded, for it afterwards developed into the great Ursuline seminary of Quebec, still active and flourishing after more than two and a half centuries. She and her companions took up their residence in a little two-roomed house previously used as a warehouse, which they playfully called their palace. It was the Lower Town, near what is now known as the Champion

Market. The French inn now occuping this site is so old and quaint and foreign that the traveler stopping there finds little difficulty in carrying himself back over the long flight of years and conjuring up vivid pictures of the landing of these gentle French ladies.

The school began with six Indian and a few French girls. But soon reports of this wonderful institution, where girls, irrespective of race or condition, were taken in, clothed in beautiful garments, and given plenty of food, spread throughout the neighboring country, and crowds of red-skinned maidens flocked thither. So many made their appearance that the miniature seminary could not accommodate them all, and soon a larger and more commodious building was erected in Upper Town, on the site which the school occupies to-day.

Madame de la Peltrie threw herself into the work of caring for these little savages with all the enthusiasm of her ardent French nature. She assumed the duty of teaching them the more polite accomplishments, while Mother Marie and the other two women instructed them in the principles of the Catechism and the French language. It became her favorite diversion, after spending an hour or two in teaching them to sew, to dress them up like little French children, and take them to visit their parents or to the chapel not far distant ; and grotesque looking objects they were, with tight Norman caps covering their black and glistening locks, and snowy kerchiefs pinned round their tawny throats. They regulated all their actions by hers, and frequently those about them by making an elaborate curtsey like a grand dame of France.—Mary Sifton Pepper, in the *Chautauquan* for November.

HOW THE BOY CAUGHT HIS FISH.

I went fishing the other day for trout in a small country stream which I have always held sacred even from my closest friends of the rod. I had no luck, and was on my way home when I met a small boy with a long string of fine trout. His outfit would have caused a horse to laugh, but he had the fish, and I had none, so I did not feel like laughing myself. With my guying friends in mind, I struck a bargain with the urchin, paying him three prices, and went on my way rejoicing. Two days later I visited the same stream and had the same luck, not even hooking the big one that always gets away. Coming out I met the boy again, carrying another string of trout, and we struck another bargain.

"See here," said I, somewhat exasperated at his luck, "I'll give you fifty cents if you will tell me how you manage to get such a string of trout every day."

The boy held out for a dollar and got it.

"It's jest this way," said he, "all the kids around here fish more or less and sometimes they catch one or two, and I go around and buy 'em up ; then I sell 'em to some greeny that ain't had no luck. I ain't caught a fish myself this year. I ain't had time," he added, with a grin.

It is a great scheme, and I don't begrudge him the money that he made out of me.

WANTED—A TEACHER.

From a paper by President James H. Canfield in Educational Review.

Wanted, then, a *teacher* ! Not a recitation-post, not a wind-vane, not a water gauge, not a martinet, not a pedant, not a pedagog—the mere slave of the student ; but a teacher, "one who is a combination of heart, and head, and artistic training, and favoring circumstances."

One who has that enthusiasm which never calculates its sacrifice, and is willing to endure all things if only good may come. One who loves his work ; who throws his whole soul into it ; who makes it his constant and beloved companion by day and by night, walking and sleeping ; who can therefore see more in his work than can any other, and who therefore finds in it possibilities which bring his whole nature into play ; who catches from its barrenness of outlook an inspiration which quickens the blood in his veins ; one who faces its difficulties with an indomitable temper. One who has that genius which someone has happily defined as "an infinite capacity for work growing out of an infinite power of love." One who feels the keenest self-reproach because students fail to advance ; who believes that it is largely his own fault if they do not learn. One who changes the shambling and uncertain mental gift of the average student into firm and definite and well-ordered activity. One who can take that nebulous, filmy, quivering mass which a boy's family and friends kindly call his brain, and give it clearness of outline, and toughen its fiber, and make it lithe and sinewy. One who tries to clear up a bewildered brain ; one who has infinite patience and pity for the weak ; who will not suffer them to be crowded to the wall ; who believes there is more glory in the salvation of the one stupid and slow than of the ninety and nine who need not a master. One who can open the mind of a boy without committing statutory burglary. One who understands that a lawless and disintegrated herd of *blase* young men does not constitute a college. One who can develop the spiritual side of a boy's nature, his character, the man in him, the man of feeling and emotion which can and will dominate both mind and muscle. One who in all this will do little more, after all, than help the lad to help himself ; will do it all through him and largely by him. One who can teach the boy how to get *life*—a far grander thing than to get a living. Above all, one who feels that as a teacher he is a born leader of men, a kingly citizen, and who does not propose to be degraded from his high estate.

DEPARTMENT OF EDUCATION, MANITOBA.

Normal School Sessions.

Sessions of the Local Normal School will be held in Winnipeg, Brandon, Portage la Prairie, Manitou and St. Boniface, commencing January 3rd, 1901. Teachers wishing to attend should make application to the Department of Education without delay, mentioning the place where they wish to attend. Teachers will be required to attend the session in their own Inspectoral Division. There will be a session of the Provincial Normal School in Winnipeg for teachers holding 1st and 2nd Class Certificates, commencing at the same time. Applications should be forwarded without delay, when cards of admission will be sent out.

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