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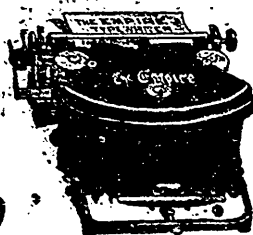
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EDUCATIONAL JOURNAL

OF WESTERN CANADA.

VOL. IV.

WINNIPEG, JANUARY, 1903.

No. 9.

School Room Experiences.

A GOOD TEACHER.

Here is a part of a story by Angelina W. Wray. Does it not make you wish to read that helpful and delightful work for teachers—Jean Mitchell's School—by the same writer? Get it and you will never regret it.

The sixth teacher, Miss Clara Smith, had a little dark room, away in the rear of a crowded school building in a great city. Forty-four pupils of almost all nationalities were in the room which would have been uncomfortable with even twenty. The children were about nine, ten or eleven years old. On one of the side walls a big golden sun, cut from yellow paper, made the dark room almost bright.

It was just before Easter and a white lily stood in a glass on the window-sill. The children's faces were happy. Sometimes they smiled at the teacher and she smiled in return, with a kind of comradeship which seemed to make work easy.

One big fellow in the back of the room was evidently too old for the class. He was ragged and forlorn. His lips had a sullen droop. Sometimes he dropped his pencil and scrowled angrily over his book. Then Miss Smith would put her hand on his shoulder, saying something in a low tone. The boy would look at her, smile half-reluctantly, and try again. And when at last he understood the lesson, without having been helped at all, I don't know which was the gladder,—he or she!

I don't know, either, whether it would be possible to describe that morning. I could tell you all about the arithmetic lesson, the reading and language, the songs that were sung, and the geography class with its vivid descriptions of Indian life and character,—but it would be impossible to make you realize the charm of it all, unless I could paint for you the atmosphere of the room and the personality of the teacher.

Things happened, as they do sometimes in all school-rooms. A few pupils whispered oftener than was necessary, one boy shuffled his feet, and I saw a girl chewing gum with untiring assiduity, but these were mere trifles.

The general thought of the class seemed to be that each individual should do the best he or she possibly could. A word, a look from the teacher caused disorder to cease and was sufficient reward for all the effort put forth.

As I went home that afternoon I felt a glow of pride that such teachers as the last may easily be found, and that each one is exerting a tremendous influence for good.

Contributions.

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Replies to contributions will be welcome.

NATURE STUDY.

(Continued)

(A PLEA FOR THE PRESERVATION OF LIFE, BY J. B. WALLIS.)

In the earlier work everything must be observed in its natural environment. One might just as well go to a prison and observe through a grating a convict in a cell six by eight and expect to get a clear idea of the progress and dignity of man, as to catch a grasshopper, put him in a tumbler, cover the tumbler with a book so that the unfortunate insect may not jump out and then tell the pupils to look at him and find his beauties! As the pupils advance it is permissible, however, to bring in objects for study for it would be almost impossible to always study everything in its native place. This bringing in may be either for the purpose of watching the stages of life say in a frog, or for closer examination of the parts of some living thing. The value of the former is too obvious to need pointing out and the interest of the children is simply boundless. In the latter case the great point to be remembered is that you are not dealing with structure, but are striving to rouse your pupil's sense of the beautiful through his own powers of observation, and at the same time lay in a knowledge of facts of form, color, etc., which will be of the greatest value when the study of adaptation is more fully taken up. The pupils having thus gathered at first hand much information next proceed to classification and the study of adaptation and the latter of these must be taken up by a study of the object in its own home, for in most cases it is only by seeing the object at home that we can fully understand why it has its peculiarities. When a pupil has done all this and sees that everything is so perfectly, so wonderfully, adapted to its purpose, surely he will realize, behind all, that Great Power which leads all and guards all to its destined end.

THE VIEW OF UTILITY.

So much then for the *Æsthetic* standpoint and we next come to the side of Utility. Herbert Spencer says that the right education is the one which best answers the question: "What knowledge is of most worth?" and he deduces the answer "Science." Now we may or may not agree wholly with Mr. Spencer, either as to question or answer, but no one will deny that utility must be a factor in deciding what should be taught. If then it can be proved that the study of nature would be useful to us then it follows that we should give it a place on our list of studies if only with this end in view.

In this consideration it is important to notice that each division of nature bears a certain definite relation to all other parts, hence we must always take every living thing in its relation to its environment, animal or vegetable, and even the inorganic. Plants depend on the soil for an important portion of their food, but much of that soil was formed from dead plant or animal life by the action of minute organisms. Earth worms, too, in places where they occur are most useful to plants in mixing vegetable matter through the soil. Many insects feed upon plants and in return perform the important service of fertilization. Darwin has stated that the red-clover would become extinct if it were not for the humble-bee which fertilizes it

as no other insects visit it. Some kinds of birds feed upon insects and so prevent the too great increase of many species which if allowed to become too numerous would be prejudicial to the welfare of plants. Other birds feed upon the seeds of plants and in return for their food assist in the scattering abroad of seeds which escape them. The seeds of small fruits have been known to have been transported by birds, and birds have been caught with seeds sticking to their feet. Hawks and owls and some animals prey upon birds and perhaps by preventing the too great increase of insectivorous birds preserve sufficient insects for plant fertilization. Other animals assist plants very largely by carrying around their seeds. We all have seen different kind of burrs or beggar-ticks fast in a dog's coat, and doubtless wild animals also carry them about and so distribute them over a far larger area than they could otherwise cover.

THE USE OF INSECTS.

Thus all through Nature we find that each plant or creature is related, either as friend or foe, to something else, and that each has its particular friends and particular foes is clear. Take for instance the case of the San Jose scale. This insect—a most interesting one by the way—made its appearance in California some years ago. In a marvellously short time it had attacked nearly all the orange groves through the length and breadth of the land. Nothing could be found to check it and the orange industry of California was threatened with annihilation. An entomologist was sent, from Washington I believe, and after patient investigation discovered the plantation in which the scale had made its appearance. Enquiries elicited the information that the plantation contained trees brought from Australia. It was known that the scale existed there so the entomologist went to Australia post haste. Close search revealed several species of beetle which preyed on the scale. One was selected and a few members sent to California and liberated. In an incredibly short time they multiplied sufficiently to utterly destroy the scale; a service which they followed up by promptly dying themselves—for it is characteristic of such insects that if they can not get their proper food they will take no other—and now the authorities of San Francisco cultivate the scale for the purpose of feeding a few surviving beetles which are kept in case of a new outbreak of scale.

Another insect pest is the gypsy moth which was introduced to the United States from Europe. There in the forests of the northern states it has done incalculable harm. No enemy of it has been found, powerful enough to keep it in check so a small army of men has or had to be kept for that purpose. Darwin cites instances of a thistle introduced from Europe to South America and which is now the commonest plant in the plains of La Plata, and of plants introduced to India from America and which are now common from the Himalayas to the sea.

We have no great insect scourges like those I have mentioned, but two pests are here and only awaiting their opportunity to do great damage. I refer to the locust and potato beetle. The former does far more damage now than most people suppose and given a couple of dry seasons I believe he would devastate a good part of Manitoba. I examined a piece of ground this autumn and from the number of egg sacs I found have good reason to think that there, at any rate, locusts will hatch in the spring at the rate of well over five hundred to the square foot. We can fight the locust with paris green, but how much better would it be if we had some ally who was capable of taking the affair into his own hands. Several enemies of the locust are known here, but none sufficiently powerful to keep it down. With regard

to the beetle while as yet it does little damage that is mainly owing to our climate and after he has got used to that perhaps we shall hear more about him. At any rate it would be as well to know all his weak points and his enemies in case he should ever become a menace.

We see then that there is a balance in Nature and that disastrous consequences may follow the removal of some creature or plant to a new sphere of action; for by doing so we may leave behind an enemy whose especial duty is to keep it in check. If, then, we were to destroy the enemy in the original sphere we might obtain the same result and make a pest of a hitherto harmless thing. What a great mistake it is, therefore, to kill any living thing without knowing exactly the amount of good or of harm it does, and ignorance is no excuse. Longfellow, in his "Birds of Killingworth," gives a splendid example of this. How important it is then that we study our surroundings to learn what are enemies and what our friends. By killing some unknown insect or bird one may perhaps do great harm by ending the life of a creature which may have come many miles to the assistance of man.

Even when we feel fairly certain that some creature has no good points it is doubtful whether it would be wise to interfere with Nature's balance by annihilating it. The mosquito, for instance, is hated by us all and yet perhaps it is doing its share in making the earth habitable for man. In the native home of the mosquito—the marshes—the larvae are busily employed in purifying the water and the imago males in destroying decaying vegetable juices. We see but little good in flies, but they are on Nature's list of scavengers; they help to keep our earth clean and sweet by hastening the destruction of what would otherwise become offensive and perhaps dangerous. They are accused of carrying fever germs, doubtless they do, but it seems to me hardly fair to blame the poor fly for this. Something disagreeable has been left about and attracted disease germs, and the fly goes to this and afterwards going into the house carries some germs in too. Is this the flies fault? Should we not rather blame those who left the source of the germs lying about? Probably the most useless of insects are the parasites: the aphids, fleas, etc.; but the former at least help to attract birds to our trees, and as for the latter perhaps it is as David Harum said: "It's a good thing to have fleas on a dog, for they keep him from brooding on being a dog." Parasitic insects seem to be part of the discipline of nature and the human ones at any rate enforce cleanliness.

KILLING FOR SPORT.

Whether we may kill for the sake of sport is a question which is most difficult to decide. He who is fond of hunting says, "Yes," and he who doesn't care for it says "No." How then shall we decide? Many of us have the racial instinct of hunting most strongly developed, we feel the desire for it when very young even though a gun is unknown. The greatest pleasure we can have is to stand in a marsh watching for ducks, to tramp across the bright stubble fields on the search for prairie chickens, to walk through the woods in the autumn with the crisp leaves crackling under our feet on the lookout for the ruffed grouse, or to wander along the bank of a stream, rod in hand, tempting the dainty trout to rise. We have that instinct and it seems reasonable to suppose we may follow it. On the other hand it appears cruel to those of us who have seen wounded birds flutter off perhaps to die. If we must satisfy our instinct for hunting we should certainly decide just how we may go about it. To go out for the purpose of matching one's skill, patience and endurance against

the watchfulness, cunning and timidity of the wild creatures is, if not the worthiest, still a worthy aim. We might now consider the methods of sport as carried on among us.

We have in the first place the pot-hunter. The man that goes out to bag his bird for the purpose of getting a bit of game. He is hardly worthy of the name of sportsman and I do not see much harm in his shooting his game in any way he can. We next have the man whose sole idea of a good day's sport is gauged by the number of the slain. Such have been dubbed in an American sporting paper (*Recreation*) game-hogs, and the name is likely to stick. They may be divided into two classes, the first of which is composed of those who will stick at nothing in order to get spoil. They will creep up to a pond where an unsophisticated flock of teal are swimming, wait till they bunch and then fire into the midst of them; they will drag the streams or lakes for fish and then go home and brag of their good day's sport! We all know this class, and what every good sportsman thinks of them is—well—better left unsaid. The second class of game-hog is made up of good shots, good hunters, probably, and good fishermen; but they, too, use their skill simply for the purpose of making the largest bag—I almost said brag, for it comes to about the same thing usually. Such men may be all right on the preserves of the Old Country, but here where all is public property it should be thought disgraceful to go out and kill for the sake of killing, perhaps a hundred or more head a day. Lastly, there is the true sportsman who looks upon his quarry as a thing to be respected as well as hunted, who takes no advantage but matches himself against the object of his hunt and to whom the idea of number never comes but the amount of skill required measures the successful day. To such there is no pleasure in creeping up to unsuspecting birds and shooting them as they rise or whipping a trout stream and getting a rise at every cast. No, he would secure far more pleasure if the eight or ten birds he takes home each have a story of hard work and skill attached to it or if the trout which forms a part of his next morning's breakfast recalls many trials of flies and baits until one satisfied the trout's exacting or suspicious taste, and then there resulted a battle royal for half an hour amidst snags and stones and under overhanging branches, until at last the speckled beauty gave in and suffered himself to be gently brought to land.

SHOOTING OVER DOGS.

Before leaving this question of sport there are three points I should like to mention. The first of these is the shooting over dogs, and I think this is a mistake. I am well aware that very few will agree with me, but I believe it to be so. If you have dogs all you have to do is to walk, shoot and load; walk, shoot and load, the dogs doing all the hunting for you. They find you the birds, you kill them. Now it seems to me that the essence of sport lies in the skill displayed and if it is merely skill in shooting straight you are thinking of, why not stay at home and shoot clay pigeons? It would be far less trouble. But if you are thinking of skill in hunting, then why the dogs? Leave the setters and pointers at home just bringing the retriever and then set your wits against the birds. The two other points I believe to be the chief cause of all the needless suffering entailed upon our game and yet they are well in our power to remedy. They are the practices of trying long shots and of shooting into flocks. In the former case you will probably wound your bird, which goes off perhaps to die in agony. In the latter it is far worse. You send a charge of three hundred or more shot into a flock of ducks flying past. Now a

quarter of those shot will find a billet. You may get two or three birds, but where is the rest of the shot which struck? Many a bird has gone off with a pellet or two in it to suffer pain till its wounds heal or it dies. I think every sportsman should think of these two things and never shoot unless he is sure his gun will kill at the range and always pick the outside bird of a flock.

KILLING FOR ORNAMENT.

We only consider a few animals, birds and fish as of use for sport, but we can take up plants and the rest of birds from the side of ornament. It is a vexed question as to whether ladies should use bird decorations on their hats, but since the love of ornament is so firmly planted in us I think we might compromise matters. On the one hand we have fashion dictating that a certain bird and that only is to be the ornament, on the other we have the banishment of all bird decorations. The former would result in the destruction of the species of bird, the latter in the loss of much beauty and enjoyment to ladies. Could not a balance be struck by not giving up bird ornaments, but using them in a rational way? This also applies to plants. How often do we see whole plants destroyed for the pleasure of an hour! Children are the worst sinners in this respect. They find that flowers please their grown-up friends and urged by this and their own desire for activity off they go and pluck flowers by the armful if they can find them. Now this is so much against the spirit of our nature work, which is to cause sympathy and love for flowers, that it must be checked and nothing is easier to do. Children should be taught that the wanton destruction of a plant is in degree as bad as the wanton destruction of an animal or insect.

With regard to method in teaching the moral standpoint as here understood, killing for use, or for harm done, will naturally come up in the work done in the æsthetic and useful sides. Killing for sport and ornament may be formally considered at any fitting time, say when the boys begin to think of going hunting or the girls of wearing bird wings. Still, if the pupils have been brought up in the right attitude toward nature, it is more than probable that they will not need to be taught anything in regard to the matter.

Preservation of life, then, is of importance to us because of the enjoyment we get from seeing life around us; from seeing its beauties or hearing its music. It is of importance, too, because there is so much of use to us in it, so many friends of ours among its members. Lastly, it is important that we should look at it from exactly the opposite idea: "What right have we not to preserve it?" and the answers to that are few. In trying to instil all this into our pupils let us remember that after all the whole thing is bound up in love; a love that will never die—for plants, for animals, for all living things. Let us give them that love and there will be no room for the petty meannesses or deceits of life. Let us give them that love and perhaps one day a poet like Wordsworth will arise among us to say, as he said:

"Thanks to the human heart by which we live,
Thanks to its tenderness, its joys and fears;
To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

(I wish to gratefully acknowledge much kind assistance received from Mr. A. McIntyre, Vice-Principal of the Provincial Normal School, Winnipeg, in the preparation of the above.—J. B. W.)

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W. A. McINTYRE, Secretary.

Editorial Notes.

VALEDICTORY.

With this number the EDUCATIONAL JOURNAL OF WESTERN CANADA ceases publication. Arrangements have been made with the publishers of the *Educational Monthly* of Toronto,—the new Journal edited by J. C. Saul, M. A.—whereby that paper will be supplied to all our subscribers until the expiration of their subscriptions. Judging by the first number of the new Journal, subscribers to our paper will have no reason to regret the change.

In saying a last word, the editors now in charge wish to thank those who have so freely and unselfishly assisted them in the work. In particular are their thanks and the thanks of the whole profession in the West due to Miss Agnes Deans Cameron of Victoria, Miss Bastedo of Winnipeg, and Miss Anna S. Graham of Portage la Prairie, to whose efforts the popularity of the JOURNAL was due.

The labor involved in editing the paper from month to month was a little too much for men whose time was fairly well occupied with other duties. They were therefore pleased to be able to hand the work over to one who has time, energy, and ability, and who is so well known throughout the West. We trust that the *Educational Monthly* will be able to do more for our teachers than ever our unpretentious little JOURNAL was able to accomplish.

COMMERCIALISM.

This is the worst craze of the century. It has seized upon trusts, wholesale dealers, retail dealers, land owners and ordinary every day farmers. Now there may be nothing wrong in making an honest dollar, but there is something criminal in the manner in which many dishonest dollars are made to-day. Consider for example the manufacturing trusts standing in with the transportation trusts to rob the people; consider those 2 x 4 self-seeking sycophants—that handful of wholesale dealers,—who have made private arrangements with railroad companies for cheaper rates. Esau—well, Esau was a pretty fine fellow notwithstanding his bargain,—but these men, who can describe? They have sold, not their birthright, but their manliness and independence. It sometimes seems that the public school is the only institution that is not emphasizing the importance of the dollar, and perhaps the Penny Savings Banks is doing a little even in the school. For goodness' sake let us have one force in the community that is not linked with mammon. That institution will be the salvation of the state. For a state is rich not according to what its people have but according to what they are.

DELUSIONS.

To read good literature to pupils every day is part of a teacher's work. How glad city teachers are to hear this! And how beautifully they live it out! Mary has at home the diverting story, "Wanted: A Match-maker." The teacher will be obliging. She will read it as a continued story. Or it may be "Prisoner of Zenda" or its companion volume. Now this is wrong. A book should not be read simply because it is interesting, or because pupils are quiet when a story is being read. The reading should enrich thought, should develop literary taste, should set up ideals of expression. There may be an occasional case where reading a story is the proof of incapacity, or it may be a refuge for a lazy soul.

SALARIES.

Inadequate, woefully inadequate, is the word. Because of this, the men are leaving the profession. What man can live and support a family on \$40 a month? What woman could lay by something for old age on \$450 a year in a country such as this? It is easier to put in three months in a business college and prepare as stenographer or typewriter, and then stay in the City at a fair salary, than to attend High School for two years and Normal School for a quarter and then retire to a rural district on a salary very little higher.

TAXES.

The farmer complains of taxes. As a matter of fact, he knows nothing about paying taxes. Here is a quarter section with buildings on it—the whole valued at \$2,000—tax \$25. Downright robbery it is called. Here is a city property assessed at \$4,000, and the tax is not \$50, but \$135. Yet the man in the city, who pays this tax never complains of the school tax, even if the salary paid to the teacher is from 25 per cent. to 75 per cent. greater than that paid in a rural district.

PESSIMISTS.

Destructive criticism is the easiest thing in the world. The man who indulges in it betrays his own insufficiency. The School to-day is doing its own special work much better than the home, and the church and the legislature and the parliament and the public press are doing theirs.

SELF-WORSHIPPERS.

Heaven save us from the man who talks about how perfect things were in his day or in his native country. Things are better to-day than in the past, and they will be still better in a hundred years to come. The golden age is in the future. This country is better than any other country on the face of the earth if we only think so, and endeavor to make it so. And we are not bound to imitate any defunct civilization.

PHILOSOPHERS.

Nothing pleases a man more than to be able to state a truth in general rather than in particular terms ; to talk in the abstract rather than the concrete. At the same time, there is nothing more dangerous in pedagogy than trusting to the guidance of principles that are accepted before they are half-understood. For in such cases the principles are usually misapplied, and the result is the devising of methods that are as absurd as they are unsound. A teacher with common sense, clear aims, and a sympathetic heart is always to be preferred to one who is so wonderfully philosophic that he ceases to be practical. A young teacher can far more safely trust to her intuitions than to the psychology she may *imbibe* in a short course.

SCHOOL MANAGEMENT.

It is far more important to be able to manage a school well than it is to teach it, for the character of the future life of every pupil depends more upon management than upon teaching. The first point in management is to get all the pupils to obey, the next point is to get them to be self-obedient. Obedience is always easy for a pupil if the teacher has plan, decision and courtesy. Self-obedience is possible when pupils are treated as members of a self-governing community, not as subjects of a czar. In a well-managed school there is the spirit of freedom, not the spirit of repression. Right life is positive, not negative.

THE PLAYGROUND.

The evil story, the coarse insinuation may do more to blight a young life than anything else that can be mentioned. In nearly every child community eternal vigilance is necessary in order that purity in word, thought and deed may prevail. We regret the loss to the profession of nearly all its men, because we recognize that there is a limit to a woman's usefulness in one particular case. She cannot supervise the doings of big boys as she should. In every other respect, perhaps, she is man's superior as a school teacher.

A GOOD TEST.

In an excellent article in *School and Home Education*, of Bloomington, Supt. J. K. Stapleton says : "That is the best school which most nearly meets the conditions in the community in which it is located." Suppose we apply the test to our work in our own community. What do we need? Is it righteous men, just men, pure and lovely women? If so, what are we doing towards that end? Is it political and commercial honesty? If so, what are we doing? Is it sound scholarship, keen intelligence, power of judgment? If so, what efforts of ours have these ends in view? No teacher will ever know the needs of the community who is not keeping in touch with his fellows in every way. A book-

worm may keep school, but he cannot educate. It is said of the Master that He "needed not that any should testify of man; for He knew what was in man." Because He knew the needs of men, He was able to meet them. Truly our first duty is to perceive the true needs of those committed to us. There are many who will never perceive what the real needs are, because they have not eyes to see. Some are Latin-and-Greek bound; some are examination-bound; some are tradition bound; and some are morally incapable of setting up a true ideal of manhood and womanhood. Every one of us is weak right here. True perception will come when we study the life about us more; when we sympathize more fully with it, especially with all that is weak and helpless and needy, and when in act as well as in thought we become ministers to the distressed.

READING.

A very common fault in the reading of children in the older days was word-naming instead of reading. The modern text-book tends to do away with that practice in junior grades, but in senior grades much of it is still done, because pupils are not able to do the thinking necessary to getting the thought of a page, or because they are too lazy to put forth an effort. One of the most valuable acquisitions of school-life is the habit of never passing over a sentence in a worthy book until its thought is known. The teacher is responsible to a great degree for the habit of skimming. The worst feature of the habit is not that a pupil fails to grasp the thought of the page, but that he is forming the habits of carelessness and inattention.

SPELLING.

"The most important thing in using words is to know their meaning, the next important matter is the pronunciation, while the least important is the manner of spelling. But the order has been reversed." These sentences contain a thought that is worth considering. Whatever attention we give to spelling, we certainly could emphasize a little more the importance of attaching to each word its proper meaning, and would insist upon a more correct pronunciation and a clearer articulation.

CRUTCHES.

Diacritical marks may have a great value in emphasizing the correct pronunciation of a word, and may be of great assistance in teaching primary reading, but there is no object in using them after they are unnecessary. It is a good rule in teaching never to give unnecessary help to a pupil. Further than this, it does seem unnatural to mark up the text with accents and macrons and diereses and the like, to such an extent that there is no resemblance to ordinary type. If words are to be marked, let them be placed in a column to one side of the reading lesson, but let the text—whether print or script—appear in the conventional form, without any markings.

FORM.

It is undoubtedly true that in our Western civilization we do not set sufficiently high value on form. The reason may be that we do not perceive sufficiently clearly its relation to thought. That which makes speech effective is not alone logical order of thought and grammatical and rhetorical propriety, but the manner in which the speech is delivered—the posture, the bearing, the use of the voice and eye. So, too, in writing, the general form and due attention to the details of punctuation, spelling, penmanship, etc., are important aids to clearness. And it must be borne in mind that there is more in careful penmanship than the penmanship itself—there is the habit of accuracy, the taste for the beautiful, the sense of order. Let us not get altogether mad in this worship of the *thought-studies*.

MUSIC.

It goes without saying that thought should precede notation. Two things are therefore abominable—(1) Pictures of the ladder and staff before the syllables are fixed in the mind through the ear. The pupil who can syllable a few familiar airs will have no difficulty with intervals when the staff notation is presented. (2) The time-language before time is felt. The pupil who can sing a few songs in marked time, and fit to them the 1, 2, 3, 4, or 1, 2, 3 beat will have no difficulty in mastering the time in any selection written in staff-notation. The trouble is that the music is often soulless and mechanical, because there is no experience as a basis for the exercises on the staff.

SCHOOL JOURNALS.

Among the most useful School Journals published to-day for use by our teachers are: School and Home Education—Bloomington, Illinois—price \$1.25. This is an excellent all-round journal. The editor is one of the clearest, soundest and profoundest writers we have to-day, and the contributions are interesting and instructive. Teachers' Institute—New York—\$1.00. Popular Educator—Boston—\$1.00. Primary Education—Boston—\$1.00. These are excellent for primary work. Of course, no good teacher will become a machine and follow any lesson plans that are given in these journals, but there is inspiration and suggestion in each number. The Educational Review—New York—\$3.00. This is the best high-class journal published to-day. The School Review—Chicago—\$1.50—A journal especially for High School teachers. Then for special use there are The Kindergarten Magazine, Chicago; Birds and Nature, Chicago; Little Folks, Salem, Mass; St. Nicholas.

No journal should be used as if its purpose were to present model lessons or assist in preparing pupils for examination. In all true teaching the pupil is the problem to be solved by the teacher. No outside person can supply the material to be used in helping a pupil from day to day. The teacher must plan

the work and supply what is necessary in each individual case. Sometimes a suggestion in a journal is laid aside for six months, and then there comes a day when it is of use. It is only patch-work teaching which consists in giving out to pupils as soon as it comes to hand, the ready-made lessons of the journal. In other words, a teacher gets from a school magazine indirect rather than immediate assistance. It should induce reflection, it should broaden the pedagogic horizon, it should inspire to higher aims and nobler ambitions. It should give knowledge and motive, but it cannot be a substitute for a living, earnest thoughtful teacher.

SOMETHING ABOUT THE DECIMAL SYSTEM.

Much has been written and said on this subject of late. Perhaps, in the words of Sir Roger, "There can be a good deal said on both sides." All numbers such as 1, 2, 3, 4, 5, n , are aggregates. As such we may look upon each as a function of all the others. Thus n is a function of 5, or 6, or 7, or 10, or 13. It is as clearly a function of any one of these as it is of the others. The decimal system uses a series of names that set forth the relation of all higher numbers to 10, but all these numbers are just as surely related to 5, 6, 7 and 11, though we have not a conventional language to express the relationship. When you look at 22, 33, 55, 88, 77, 99, placed in succession, no matter what name you use as you look at these numbers, you think of them as functions of 11, not as functions of 10. If you were asked how many 9's in 44, you would probably say $11 \div 9 = 2$, therefore four 11's = four 9's and 8. Usually, however, numbers such as 76, 85, will primarily suggest 7 tens and 6; 8 tens and 5, and if you were asked how many 9's in 76 you would say $10 = 1$ 9 and 1 therefore, seven 10's and 6 = seven 9's and 13 = eight 9's and 4. But it is very evident that this is a cumbersome process, and the mind, if left to itself, would naturally use remembered relations as a means to securing other relations. And there is as much logic in saying—because eight 9's make 72; eight 9's and 4 make 76—as there is in going through the formula above. In proving the 47th proposition of Book I, a pupil does not have to prove, at the time, all the propositions on which it depends. Having already proved them he assumes them as true. It is well that such is the case. Otherwise there would be a painful reiteration that would mean nothing as culture, and that would consume much valuable time. It would appear that when truths of the multiplication table are reached by a pupil, there is no reason why he should not be permitted to use his knowledge to arrive at other truth. Not only so, but a thorough knowledge of the table is so important that every child in Grade III should have the truths permanently fixed in his memory. Perhaps it would be right to say they should be fixed in his memory through repeated discovery and use and not memorized directly. There is a proposition in the teaching of primary arithmetic that is worthy of some consideration: All thought power is not developed in the mastery of the first 100 numbers, but the development of thought comes

chiefly through the solution of problems in which the relations of number must necessarily be known. And it is impossible that one who is not perfectly accurate and skilful in calculation, should be able to think to any great purpose when he faces problems; for any effort spent on calculation in these cases, is so much effort lost in the making of the relations demanded in the problems. Therefore speed, accuracy, skill, mechanical perfection, in the simple rules, is a logical necessity.

Primary Department.

EDITED BY ANNIE S. GRAHAM, PORTAGE LA PRAIRIE, MAN.

GEMS (SELECTED)

Suppose we think little about number one,
 Suppose we all help someone to have fun;
 Suppose we ne'er speak of the faults of a friend,
 Suppose we are ready our own to amend;
 Suppose we laugh *with* and not *at* other folk,
 And never hurt anyone "just for the joke;"
 Suppose we hide trouble and show only cheer,
 'Tis likely we'll have quite a "Happy New Year."

"If I knew the box where the smiles are kept,
 No matter how large the key
 Or strong the bolt, I would try so hard—
 'T would open I know for me.

Then over the land and sea broadcast
 I'd scatter the smiles to play,
 That the children's faces might hold them fast
 For many and many a day."

PUZZLES.

1. Feet have they, but they walk not.—Stoves.
2. Eyes have they, but they see not.—Potatoes.
3. Teeth have they, but they chew not.—Saws.
4. Noses have they, but they smell not.—Teapots.
5. Mouths have they, but they taste not.—Rivers.
6. Hands have they, but they handle not.—Clocks.
7. Ears have they, but they hear not.—Cornstalks.
8. Tongues have they, but they talk not.—Waggons.

—*Golden Days.*

“How can we help?” said May and Sue,
 And little dimpled Pete.
 “As roses help,” mamma replied :
 “Just by being sweet.”

NUMBER NUGGETS.

1. “Number is a product of the thought power.”
2. “The process known as numbering is not a physical process ; it is a mental one.
3. “If arithmetic is a thought study, the pupil should be trained to *think out* numerical relations. The mere exercise of the preceptive and representative powers in connection with groups of objects, is *not* arithmetic.”
4. “Thought processes involving numerical calculations conform to the general type commonly named analytic—synthetic.”
5. “Review consists in making use of truths already learned. A review in arithmetic which consists in the mere repetition of thought processes without any effort to incorporate new truths with the old is not a true review.”

—*Rose and Lang's "Ground Work of Number."*

WORK OF PRIMARY TEACHERS.

It requires no argument to establish the fact that primary teachers work amidst a genuine conflict of interest and clash of personality. They see human nature in its crude condition, with its selfishness, and naive and unconcealed. Indeed, the clash of opposing personality makes the hardest part of the work. Is they had only to enlighten unformed *minds* there would be less nervous prostration pending ; but to influence and form the untrained childish will, that is another matter. It makes school work no mere social dress parade, no “lotus eaters' land, where it is always afternoon.” The primary teachers in our public schools are doing the hard work of elementary socialization ; by and by business life and matrimony and public service will carry on the task, but theirs is the hardest part of it, and the most important.

Should I ask them what is the most difficult feature of their work, they would say, “Teaching the children what their homes should have taught them and have not,” nearly the whole list of social virtues. This is more readily appreciated when we consider that the school introduces the child for the first time to large ranges of public consideration ; that so far its will and likings have been household law, its pretty deceits and facile excuses have been unchallenged. Mother love is sweet and tender, but the teacher's hardest task is to convince the average child that the world at large is not so easily gullible as the mother love it has been accustomed to cajole. The public schools give thousands of children their first introduction to the stern laws of life, to required labor, to mutual concession, to a recognition to the rights of others.

—*Dr. Robert Ellis Jones, in New York Education.*

WATCH THE CORNERS.

"When you wake up in the morning of a chill and cheerless day
And feel inclined to grumble, pout or frown,
Just glance into your mirror and you will quickly see
It's just because the corners of your mouth turn down.

Then take this simple rhyme,

Remember it in time,

It's always dreary weather in countryside or town
When you wake and find the corners of your mouth turned down.

"If you wake up in the morning full of bright and happy thoughts
And begin to count the blessings in your cup,
Then glance into the mirror and you will quickly see
It's all because the corners of your mouth turn up.

Then take this little rhyme,

Remember all the time.

There's joy a-plenty in this world to fill life's cup
If you'll only keep the corners of your mouth turned up."

—Lulu Linton.

NOTES.

As this is the last number of our Journal, may the primary editor indulge in a *last* word? (It's womanish, you know.)

To those who have so kindly helped by their contributions, and to those who have from month to month so patiently read our column, thanks abundant! May you, my shadow friends, have just the success you deserve in your future work! May you attempt big things, and yet not forget *little* things—the act of kindness or the answering smile! And may I hope that you will not *quite* forget this "*grown-up child*," whom you have so often helped, and who appreciates so much the many kind words of sympathy and praise you have so unsparingly lavished on her undeserving head? Now I think that's all. But before I "bow myself off" may I add, like Tiny Tim—"God bless us every one!"

A. S. G.

NIGHT IN WINTER.

A million twinkling sky-lamps look down through the frosty night:
A million fairy diamonds flash up from the snow so white,
The sharp glint of the frosted steel sounds 'neath the foot below;
And bare brown branches trail their snake-like shadows on the snow.

—Elizabeth Walling.

In the School Room.

SPONTANEOUS STORY DRAWING.

It is a relief to turn away from cubes and cylinders and square prisms, placed below the level of the eye, and consider what Miss Katherine M. Ball, in the *Perry Magazine*, has to say on spontaneous drawing. We publish the article complete for two reasons: first, because of its value, and second, because it calls attention to a very useful magazine:—

FIRST STAGE.—Give daily periods of ten minutes with a fresh story every day.

Give simple stories, with a definite activity that appeals to the children's interests: such as "Jack and Gill went up the Hill," "Tom, Tom the Piper's Son," etc.

Tell the story simply and briefly, bringing out the dramatic action, after which have the story acted by a few children, to strengthen the impression.

Have the children draw their stories on the blackboard when possible; when this is not, have them use charcoal and drawing-paper.

The expression should be entirely spontaneous, uninfluenced by any kind of direction concerning methods of proceeding, or any kind of instruction in drawing, the children being free to draw any part of the story that interests them. It should be considered merely as language expression, designed to facilitate speech, and in order to do this the children should be encouraged to talk about their drawings, explaining the meaning of the different forms.

SECOND STAGE.—Give daily periods of twenty minutes, or, if the time will not permit, three such periods a week.

Continue stories similar to those of the first stage, selected from the given list, but instead of permitting each child to draw that part of the story that appeals to him, have the class select the scene to be drawn.

Have the story-telling include a definite description of the various features of the scene as suggested in the given outline for a lesson.

Alternate the blackboard work with drawing on paper, using charcoal for the first lessons and color-crayons for those which follow.

Have the expression entirely spontaneous, both as to form and color.

THIRD STAGE.—Give as many half-hour periods a week as the time will permit.

Have the work done on paper with colored crayons.

Continue stories similar to those already given, but have stories—which have the same kind of features—succeed each other for a series of lessons, in order that the attention of the children may be directed to these features for the purpose, not only of developing the observation and giving the children a more definite idea of these things, but also of giving them repeated practice in representing them. For example: by having outdoor scenes follow each other for several lessons, the repetition of the effort to recall the various features of a landscape and to represent them as the background of a story, will not only make the children think more of the color of the sky and ground, and the shapes of trees and other landscape accessories, but will enable the teacher to dwell upon these ideas with emphasis, and to fix them to an extent that would otherwise be impossible.

Or, by having stories of the same animal, such as, "The Fox and the Crow," "The Fox and the Stork," "The Fox and the Grapes," follow each other in a similar manner, the children are given a chance to think about the animal and to learn something of its conduct and activities, as well as its form and color, and also to acquire that confidence in effort which is so necessary for pictorial representation.

Have the story-telling, here as in the second stage, include the description of the various features of the scene to be represented.

Introduce some picture study, for the consideration of principles of composition.

Take up methods of working, by directing not only the order in which the different features are to be drawn but also the manner of drawing them.

FOURTH STAGE.—Give half-hour periods, and work in color as in the third stage.

Select stories having a number of scenes such as "Cinderella" and "Robinson Crusoe," and have the children make a series of drawings, illustrating as much of the story as possible.

Supplement the story drawing with some landscape study, and some pose drawing from the figure, not only for the purpose of giving the children more definite methods of drawing, but also for directing their attention to the real things, and for teaching them to see more correctly. Continue the picture study as in the third stage. Work for strength of effect in the drawing and for harmony of color.

LIST OF STORIES.

The following list is merely recommended as suggestive, and is not to be considered exhaustive. It includes some subjects, which while not being anecdotes, are still stories in another sense of the word, inasmuch as they represent a phase of human activity. They are street processions, children's games, public events, etc., subjects in which the children are always interested, and which they enjoy drawing.

Open Country Scenes.

- 1 Jack and Gill Went Up the Hill.
- 2 Little Boy Blue.
- 3 There Was an Old Woman, Who Lived in a Shoe.

Street Scenes.

- 1 Hark! Hark! The Dogs Do Bark.
- 2 Simple Simon Met a Pelman.
- 3 Yankee Doodle Came to Town.

Yard Scenes.

- 1 The Maid in the Garden, Hanging Up Her Clothes.
- 3 Peter, Peter, Pumpkin Eater.

In the Sky Scenes.

- 1 The Winged Horse.
- 2 The Balloon Ascension.
- 3 Tom Thumb Riding the Butterfly.

Water Scenes.

- 1 I Saw a Ship a Sailing.
- 2 The Butcher, the Baker, the Candlestick Maker.
- 3 The Shipwreck.

Single Tree Scenes.

- 1 Woodman Spare That Tree.
- 2 George Washington and the Cherry Tree.

Forest Interior Scenes.

- 1 Red Riding Hood Meeting the Wolf in the Woods.
- 2 Three Bears Walking in the Woods.
- 3 Jack the Giant Killer.

Wind, Rain and Snow Scenes.

- 1 Hush a Bye Baby, in the Tree Top.
- 2 Dr. Foster Went to Gloster.
- 3 The Snow Man.

Fire Scenes.

- 1 A House on Fire.
- 2 A Ship on Fire.
- 3 Eruption of Mount Pelee.

Night Scenes.

- 1 I stood on the Bridge at Midnight.
- 2 Oh Mother! How Pretty the Moon Looks To-Night.
- 3 Winken, Blinken and Nod.

Indoor Scenes.

- 1 Four and Twenty Blackbirds baked in a Pie.
- 2 Mother Hubbard.
- 3 A Dillar, a Dollar, a Ten O'Clock Scholar.

Soldier Stories.

- 1 Tramp, Tramp, the Boys are Marching.
- 2 Storming a fort.
- 3 The Battle of Manila.

Horse and Donkey Stories.

- 1 Dapple Gray.
- 2 A horse race.
- 3 The Miller, His Son and the Donkey.

Cow Stories.

- 1 The Dog in the Manger.
- 2 Maiden, Maiden, All Forlorn.
- 3 The Cow Jumped Over the Moon.

Dog Stories.

- 1 The Dog in the Manger.
- 2 The Hare and the Hound.
- 3 Poundman Catching a Dog.

Wolf and Fox Stories.

- 1 Red Riding Hood in Her Grandmother's House.
- 3 The Tailless Fox.

Goat, Sheep and Deer Stories.

- 1 Two Silly Goats.
- 2 Mary Had a Little Lamb.
- 3 Hiawatha Killing the Deer.

Bear Stories.

- 1 Three Bears.
- 2 The Bear and the Tea Kettle.
- 3 The Story of Wab.

Pig Stories.

- 1 Tom, Tom, the Piper's Son.
- 2 The Old Woman and the Pig at the Sty.
- 3 And There in the Wood, the Piggy Wig Stood.

Cat Stories.

- 1 The Cat, the Monkey, and the Chestnuts.
- 2 Three Little Kittens One Stormy Night.
- 3 Hey Diddle, Diddle! The Cat and the Fiddle.

Lion Stories.

- 1 The Lion and the Mouse.
- 2 The Lion and the Hunter.
- 3 The Sick Lion.

Rabbit Stories.

- 1 The Tortoise and the Hare.
- 2 The Hares and the Frogs.
- 3 The Cat, the Weasel and the Young Rabbit.

Mice Stories.

- 1 Three Blind Mice.
- 2 Pied Piper of Hamelin.
- 3 The Mouse in His Red Sunday Coat.

Fowl Stories.

- 1 The Ugly Duckling.
- 2 Mother Goose Riding the Gander.
- 3 The Little Red Hen.

Bird Stories.

- 1 The Fat Man of Bombay and the Snipe.
- 2 The Ant and the Dove.
- 3 Three Black Crows Sat on a Tree.

History Stories.

- 1 Columbus Sailing O'er the Seas.
- 3 The Landing of Columbus.
- 3 Balboa Discovering the Pacific Ocean.
- 4 The Pilgrim Fathers.
- 5 Sir Walter Raleigh and the Maid.
- 6 Captain Smith Rescued by Pocahontas.
- 7 William Penn Trading with the Indians.
- 8 The Boston Tea Party.
- 9 Washington Crossing the Delaware.
- 10 Betsy Ross Showing the Flag to Washington.

Serial Stories.

- 1 Red Riding Hood.
- 2 Three Bears.
- 3 Cinderella.
- 4 Hiawatha.
- 5 Robinson Crusoe.
- 6 The Ugly Duckling.
- 7 Puss in Boots.
- 8 Who Killed Cock Robin?
- 9 Little Match Girl.
- 10 Jack the Giant Killer.

REFERENCES.

The following is a list of books in which a number of the recommended stories may be found:

- Mother Goose Rhymes.
Pratt's Aesop's Fables.
Grimm's Fairy Tales.
Scudder's Fairy Tales.
Scudder's Fable and Folk Stories.
Baldwin's Fairy Stories and Fables.
Baldwin's Fifty Famous Stories Retold.
Badlam's At Home.
Badlam's At Play.
Wiltse's Kindergarten Stories.
Atwater's Stories from the Poets.
Holbrook's Hiawatha Primer.
Seton Thompson's Stories.
Stephens' Heart of Oak.
McMurray's Robinson Crusoe.
Smith Story's of George Washington.
Eggleston's Stories of Great Americans for Little Americans.
Pratt's Story of Columbus.
Moore's Pilgrims and Puritans.

Selected.

STATE EDUCATION.

By President J. C. Schurman, Cornell—Twentieth Century Lecture, Boston.

Perhaps the most startling thing in this history of state education is the recency of the institution itself. We own our conception of liberal culture to the ancient Greeks, but the schools of Greece were private schools. The Athenian boy in the age of Socrates was taught to read and write, he was trained in music and gymnastics, and he learned by heart the finest passages of Homer; but neither was the course prescribed, nor the teacher appointed, nor the school maintained by the state. Education was a purely private or family affair.

This was the case too, in Rome, even under the empire. And throughout the Middle Ages, though Charlemagne made a brilliant attempt to establish schools, and though under Mohammedanism great and prosperous schools were established both in East and West, no state system of education was created.

Even the revival of learning, and the reformation of religion were not inherently favorably to the development of state schools, and as a matter of fact these momentous phenomena were followed by the organization of the wonderful schools of the Jesuits, and their extension by the close of the seventeenth century to all quarters of the globe. Here, as at so many other points, the spirit of Lather has shaped the course of German civilization. Its final expression is found in the common law of Prussia, drawn up by Frederick the Great in 1794, in which education was declared to be under state supervision and control.

The problem has been solved differently elsewhere. I do not say it has been better solved. But that the methods of state control is only one of a number of possible methods of caring for education is a fact that should not be forgotten or ignored. Let us look at Asia. I know it will be asked if any good thing can come out of Asia. Well, Asia gave us our religion, and recent investigations are carrying the beginning of those arts and sciences which we derived from Greece, back to Egypt and the Orient.

We have been far too unsympathetic and supercilious in our attitude toward the countries of Asia. We are so satisfied with ourselves, so self-confident and self-assertive, so contemptuous of other races, and so devoid of capacity for admiration or other generous emotion for them, except pity for them as inferiors and a feeling of obligation to send out missionaries to transform them into poor images of ourselves.

I am going to ask you to consider for a moment the educational system of China. China is the home, and the earliest home, of popular education. In the book of Rites, which antedates the birth of Christ by 1,200 years, it is recorded that "for purposes of education among the ancients, villages had their schools, districts their academies, departments their colleges, and principalities their universities." This is subsequently true of the present day. But then these institutions are all private. The Chinese state does not establish or maintain schools. A master hires a shed or an attic or a back room of a temple, takes from ten to forty pupils and charges \$4 or \$5 a year in the country districts and twice that sum in cities like Canton. There you have the Chinese school.

The law takes no cognizance of these operations, but it does one thing which vitalizes and gives a moving spirit to the whole system of private instruction. The law prescribes the studies necessary for admission to public office, and none but scholars are admitted. The studies are the ancient Chinese classics and histories. Nothing else—no arithmetic, no mathematics, no geography, no foreign languages, no sciences, no technology; only the memorizing of the classics and imitations of them in prose and poetry. It is a long and dreary grind, but the honor and power of official position prove an ample stimulus.

Educated men are the only aristocrats in China. Yet, as the class has no hereditary rights : and is open to every man's talents and efforts, its influence is essentially democratic. Another result is that the energies of the people are turned into peaceful directions. Military glory has not yet dazzled the eyes of a people whose ideals were derived from the best moral books in the language. Indeed, it may be said that the aim of Chinese education is not so much to train the intellect as to form character and to purify the affections. It inoculates the Chinese boy with the best spirit of his race.

Here, then, you have a people ruled by scholars, a people at once democratic and conservative, a people given to industry and trade, and to the arts of peace, and utterly opposed to war ; a people with general respect and taste for letters, among whom schools are universal and examinations always in operation, and the state has nothing to do with education, except to lay down the qualifications for public office and test the candidates who apply for admission. There is nothing like it anywhere else in the world.

It is admirably adapted to the Chinese. Of course it might be improved. It has its limitations, but when all deductions have been made, the Chinese system merits very high praise.

Let me draw your consideration to another system, which has points of contrast and resemblance to the other two systems we have considered. It is the English system. Until 1832, there was in England neither state education nor state aid of education. England has never claimed the right to control the education of its children. Education was desirable, but if private institutions undertook the work of providing it, England was satisfied. In 1832 England established the inspection system.

For every shilling of subsidy there must be a shilling's-worth of results of education. That was the first recognized principle in her educational system. Next was that the Bible should be taught in the schools. But since the subsidy was paid for by moneys raised from all the people, and that, therefore, the consciences of the people must be protected, the so-called conscience clause was adopted, which permitted the parent to withdraw his child from the school during the teaching of the Bible. In 1870, another step was made, which provided that in the districts in which neither church nor private schools were maintained there may be schools established, the expense of which should be assessed upon the people.

The bill now before the House of Lords provides for a further step in this direction, and allows taxation for the support of the church schools. Five-sevenths of the children in England are educated in the church schools. A few days ago the lord bishop of London voiced what he said he believed was the sentiment of the people of England when he said : " Education without religious instruction is useless, and religious training without denominationalism is impossible."

Let me call attention again to this fact, that England's system of education is absolutely unique. The schools are local or denominational institutions, more locally independent and flexible than any other schools in Europe or America. The state does not manage nor control them. It simply aids them. In order to properly pay them it must inspect them, but this right of inspection may be denied at any time by cutting loose from the state aid.

Unless I mistake the signs of the times we are on the dawn of a period when the defects of our public schools are likely to be exhibited to the people alike by the unsympathetic and sympathetic critic. Already we see it proclaimed in newspapers of high standing that the public school system is without adequate aim or purpose. In my judgment, the friends of the system are the cause, many times, of these unjust attacks. In their glorification of it, they claim for it honors which it does not merit ; for instance, how often do we hear it proclaimed that the object of the school is to train pupils not only on the education side, but also on the physical, political, moral, and even religious sides as well. This may be the aim in some countries and may have been the aim in Massachusetts in the seventeenth century, but it certainly is not the aim featured in any of the states of our Union.

THE AIMS OF THE SCHOOL.

Among the educationalists of this continent there is none who writes more clearly, forcibly and thoughtfully than George P. Brown. "It is with pleasure that we reproduce the following from an article of his on "The Elementary Course of Study:"—

When the only human faculty which distinguished man from the beast was the intellect, there would have been sufficient reason for limiting the schools of such a period, if any had existed, to the mastery of the intellectual tools to be used.

Deductions from what is known of our evolutionary history clearly point to such a period in the distant past. The intellect was the first form of human consciousness, because it was the first instrument of human survival. When there was not enough food and shelter for all, those whose intellects were keenest and most alert were the fittest to survive.

The student of evolution finds much evidence, if not convincing proof, that man spent many ages in this intellectual stage of his growth, while his emotional nature was little superior to the instincts and passions of the beast. Greed, allied to intellect and physical prowess, ruled for ages, during the historical progress of the race from the savage tribe to the organized nation. It is but recently that the moral will has become a factor in regulating conduct with any large part of mankind. Indeed, so recent is it, that the conviction that "conduct is three-fourths of life" has not yet permeated the common schools, which are the nurseries of citizenship. Since the first organization of these schools, the opinion has prevailed that their mission was to teach the tools of thought, and the home, the church and the state would in their respective ways give instruction in the use of these tools. The early conception was that reading, writing and arithmetic constituted the curriculum, because those were knowledge the home had not time to give. But as civilization grew beyond that of the plain people, in the reign of Charles I, other windows of the souls of the children were opened one by one. The more modern idea in school education seems to be that the time has come for the common school to open another window which, for want of a better name, we may call *conduct or behavior*, beyond or above that included under punctuality and the other specific school virtues named before. This window shall look out upon the moral world as the others looked out upon the world of intellect. Since conduct is three-fourths of life, and is bad as well as good, and oftentimes more bad than good in those who have achieved eminence in some of the intellectual fields upon which the lower windows open, there is need that the function of the schools be enlarged to include a window that shall fill the child's soul with a sense of moral duties and obligations. He shall have the tools of thought to be sure. He can make no sure progress in a moral life without these tools, but he needs other tools, and those well sharpened, with which to hew his way through the many obstructions that lie in the path towards a virtuous life. It is the child, even more than his tools of thought, that should be the matter of concern to the school, and if the life of the child in school and beyond is three-fourths conduct, how inadequate the school instruction appears that limits the training of the moral will to punctuality, regularity, silence and industry.

The new educational movement is new, so far only as it shifts the gaze of the teacher from the tools of thought to the child, and so makes the mastery of these tools in a sense,—and an important and commanding sense—incidental to his growing in grace and in the knowledge of the truth, that the moral as far overtops the intellectual as the intellectual does the beastly in human life. Seen from this loftier window of the soul, the hard tasks in mastering the tools of thought become to a degree glorified, even to the child. What is needed, and without which no success can be achieved worthy of our admiration, even in the master of intellectual tools, is that the teacher be filled with the higher purpose, and intelligent enough to awaken an enthusiasm for it akin to his own in the souls of the children.

But why shall we not keep this ideal before the teacher, even if he does not possess these virtues, rather than encourage him to make an idol of the tools of thought which the school is merely to shape and sharpen?

It may be of interest to our readers to know that Herbert Spencer has given his final utterance on the function of education in the last book he has published, *Facts and Comments*, which he says, is the last book he will ever write. It is interesting as the final utterance of a great soul, after a long life spent in the study of the two worlds of nature and of man. He says: "Mischief results when education of the intellect goes in advance of that of the heart and moral will."

CLEANLINESS IN SCHOOL.

The following circular has recently been distributed among the teachers in public schools in Providence, and similar but briefer rules will be distributed among the children. This circular is here given because it is believed to set forth some of the principles of cleanliness which should be practised and the reasons therefor.

The poisons of some of the common and also of some of the most loathsome diseases are frequently contained in the mouth. In such cases anything which is moistened by the saliva of the infected person may, if it touches the lips of another, convey disease. The more direct the contact the greater the danger.

It is the purpose of health officials to keep in isolation all persons having communicable diseases during the time that they are infectious. But in many cases this is impossible. Little restraint is put on certain mild diseases, such as measles, whooping-cough, chicken-pox and mumps, and even such diseases as diphtheria, scarlet fever and tuberculosis are frequently so mild as to be unnoticed, and children affected with them mingle freely with others. It is probable that in such cases one of the chief vehicles of contagion is the secretion of the mouth and nose. It is believed that much can be done to prevent contagion by teaching habits of cleanliness. But if such instruction is to be effectual it must be continuous. The teacher must notice and correct violations of those rules as habitually as the violations of the more formal school rules are corrected.

Even if the question of disease and contagion did not enter into the matter at all the subject ought to be given more attention by teachers. Our schools should not only teach reading, writing, and arithmetic, but it is perhaps quite as important that they should inculcate cleanliness, decency, refinement and manners. Cleanliness ought to be taught for its own sake, even if it had no relation whatever to health.

Teach the children not to spit; it is rarely necessary. To spit on a slate, floor or sidewalk is an abomination.

Not to put the fingers in the mouth.

Not to pick the nose.

Not to wet the finger with saliva in turning the leaves of books.

Not to put pencils into the mouth or moisten them with the lips.

Not to put money into the mouth.

Not to put pins into the mouth.

Not to put anything into the mouth except food and drink.

Not to ~~suck~~ suck apple cores, candy, and chewing gum, half-eaten food, whistles, or bean-blowers, or anything that is habitually put in the mouth.

Teach the children to wash the hands and face often. See that they keep them clean. If a child is taken down with a communicable disease it is reasonable to believe that there is less chance of infecting persons and things if the hands and face are washed clean and not daubed with the secretions of the nose and mouth.

Teach the children to turn the face aside when coughing and sneezing, if they are facing another person.

Children should be taught that their bodies are their own private possession, that personal cleanliness is a duty, that the mouth is for eating and speaking and should not be used as a pocket, and the lips should not take the place of fingers.

THREE LINES OF LANGUAGE TRAINING.

By M. H. Leonard, Massachusetts.

There are three distinct kinds of language training that must be recognized in school work. They are adapted to different ends, and pursued by different methods. All of these are important, and each is defective if not supplemented by both of the others.

There is the formal or structural study of language. In this department, grammar is perhaps the central study.

But the formal study of language includes also all that relates to spelling, pronunciation, etymology and all else that belongs to the scientific or formal make-up of spoken or written English. This line of work is chiefly technical. Its aim is to give the student control of his native tongue as an instrument that may be used for the higher ends of self expression.

This study of English on the structural side begins with the earliest grades of school. But it also reaches on with increasing interest and importance, through the historic and comparative language study that belongs to high school and collegiate work.

A second kind of language study for schools is that which is pursued by literary methods and devoted to literary ends. The study of the literary treasures of a language has elements of culture which the structural study of language can never give. It touches the emotions and cultivates the taste. Its appeal is to the motives and the spiritual life of the soul. It is therefore a corrective for certain faults of mind that merely technical study sometimes induces.

The study of literature is sometimes thought of as belonging to the latter part of school life. But this is a serious mistake. Even for the youngest children in schools there is literary material in abundance which can be studied for artistic ends. The study of literature, not in name but in its essence, should begin in the Kindergarten and extend through all stages of school and college life.

But the literary as well as the technical study of language has its limitations. The study of a literary masterpiece,—as one of Shakespeare's dramas— is a receptive study. It does not always lead to active effort in the use of one's own language powers. It may even have a tendency to paralyze active literary effort, as one yields himself to the passive enjoyment of the work of others, or to the sense of discouragement sometimes induced by the disparaging comparisons which great writers invite toward all humbler performances. While the critical taste is cultivated, the creative faculty is not always roused by the study of noble writings.

Both the formal and the literary language study therefore needs to be reinforced by plenty of practical composition work. By well-graded exercises and the use of stimulating motives the teacher should call forth the best creative energies of the pupil and lead him to the habit of free and correct expression of his own thoughts in both spoken and written English.

From the primary school to the university, then, these three lines of language study,—the formal or structural, the literary or artistic, and the creative or practical—need to be pursued side by side, with no one of the three overshadowing, but each aiding and correcting the others, until by their joint actions and reactions the student comes to deserve the praise once bestowed upon an English scholar, "He was well-linguaged."

—From the *School Journal*, New York.

Department of Education,

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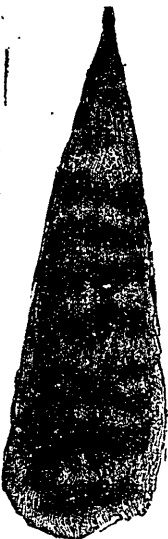


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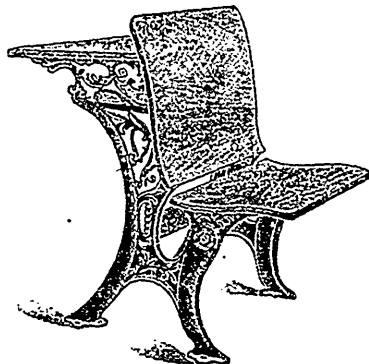
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