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EDUCATIONAL JOURNAL

OF WESTERN CANADA.

Edited by G. D. Wilson

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Cui Bono?

A few years ago, the greatest scholar in France, a man looked upon by many of his countrymen as the apostle of "sweetness and light," surprised his admirers and literary men in general by declaring, that after all that had been said of the noble ends to be attained by culture, he had a lurking belief that the voluptuary makes the most of life and comes nearest fulfilling the end of his existence. Such an opinion from one of the most thoughtful, refined, and honored men living is not to be treated with indifference or contempt. Thousands have hung with rapture on the words of Ernest Renan. Scholars have extolled his erudition, philosophers have been charmed with his quiet enthusiasm, and courtiers and literary men have alike borne testimony to the grandeur of a character, in which gentleness is united to manly strength, womanly tenderness to heroic courage, the simple faith and candor of a child to the wisdom of a sage. Yet this man, the beau ideal of French culture, almost asserts that he has missed the goal and that his life has been a failure.

Let us, therefore, try if we cannot discover what reasons might be urged against seeking to unfold the moral and intellectual side of human nature, and bring it under the power of spiritual forces.

We live in a rough world. The environments of the Actual are crude and harsh, and he who would adjust himself to his surroundings must be no fastidious dilettante. He should be in some measure like to his conditions. Life is a battle with rude enemies, and to contend successfully one must be inured to hardships. Softness and sensibility are qualities of doubtful utility in those who bear the brunt of the battle and whose business is to fight, not to sit in camp and form plans as to how the victory may be won. It may be true that the Ideal touches the Actual on every side, and surrounds it with eternal beauty; but why tear aside the veil that half conceals our vision, that the full blaze of exceeding brightness may beget discontent and fill us with divine despair? Why introduce the contented hind into the palace of regal splendor? Why not leave him to dream on the hillside and drink of the mountain stream, to gaze into the depths of the blue sky and be happier than the over-cultured king or philosopher, whose whole being is keenly alive to every touch of pleasure or pain? Listen to the melodious cursings of a Byron. hear the despairing wail of a Shelley, ever haunted by the presence of an ideal world, and say does not "the humble cottager who steals his sole dominion from the waste" ap-

pear to be the more practical sage? Why awaken by education that nameless unrest,

"Those high instincts before which our mortal nature
Does tremble like a guilty thing surprised?"

Why intensify desires that cannot be satisfied, strivings for the perfect amid imperfection, thoughts that dwell too fondly on the future and disdain the present?

The full and habitual activity of all the faculties tends to make us dissatisfied with the existing state of things. It disposes us too much to prospection and retrospection,

"To look before and after and pine for what is not."

It is said that all the clever young men in the American universities are of the Byronic type—melancholy and moody. The great are always pensive, if not gloomy, and the outward appearance of gaiety they may exhibit never springs from the depths of the soul. Their extraordinary endowments tend to keep them apart from the great mass of mankind, and their keen sensibilities expose them to sufferings which persons of coarser natures never experience. A distinguished American writer says, "Every great passion, sublime purpose, singular pursuit, or unequalled susceptibility, tends to isolate its subject and make him pine with baffled longings." It is hardly necessary to cite the highly gifted to prove that genius is ever discontented. It is almost impossible to study the biographies of the noblest members of our race and not be led to believe that the history of every extraordinary person is a tragedy. You may admit what I have said to be true, and yet hold that genius is not the result of education, but a product of nature. Such is the popular opinion, but it is not well founded. As two generations of articulately-speaking men had to pass away before there could be a sweet-voiced Nestor to harangue the Greeks before Troy, so also many generations of cultured men have to become extinct before a Homer or a Shakespeare appears. A Milton is never born in the heart of Africa. He is the flower of an advanced civilization. It is the inherited tendencies of his race and the peculiar mental and moral qualities developed by education in his forefathers, which appear in all strength and fulness in the man of genius. The temperament of Byron resembled his mother's, and the cast of mind that colored all his thoughts and made him famous existed, in a lesser degree, for a long time, in her family—the Gordons.

Will education, therefore, produce a highly sensitive race of men, who will be out of harmony with their surroundings and at enmity with themselves? If such be the case, what advantage is to be derived from it?

It may also be urged that education is a disturbing element in society. Indirectly, it is the cause of Socialism and Nihilism, as well as all the strife that has arisen between capital and labor. It is the source of infinite mischief. It unfits young men for manual labor and renders them good for nothing except for measuring calico or scribbling briefs in a lawyer's office. The servant under its influence fancies herself to be as good as her mistress, and the employee becomes less and less obsequious to his employer, till at last he addresses the vainglorious millionaire as an equal. The peasant in Plato's republic laughs at the King for he believes that the good and wise alone are happy. Education has been and will continue to be the cause of premature reformations, political tumults and revolutions. It is not only a power in the physical, but it is the greatest moving force in the moral world. The whole human creation groaneth on account of it.

If education tends to disturb the established order in the state, why should we seek to promote it? If the tree of knowledge still bears bitter fruit, why should we eat thereof? These questions are similar but not identical. An answer to the first and a partial reply to the second can be only obtained by a careful and dispassionate

study of society in its varied aspects. Account for it as you may, if you view matters aright, you must agree with Tennyson that "all things here are out of joint." Society is still radically wrong; the strong oppress the weak, and toiling millions are the slaves of the few; custom holds man in thrall, and ignorance veils his "heaven-erected face." But a fierce light has begun to dispel the darkness of the past and the drowsy millions are awakening and becoming restive. Humanity is like a giant, that in the struggle for liberty has burst some of his chains, and not knowing what to do, commits acts fearful to contemplate. What is the meaning of Nihilism, Socialism, and all the conflicts between capital and labor, which have begun to shake the social fabric to its centre? What can they mean except that knowledge working upon the hearts of men is making them try to set the world right? The efforts at rectification you will probably think frantic, perhaps fruitless, and the results direful in the extreme. Dreadful they may be, but it is because great evils exist and those who are trying to destroy them are working half-madly, half-blindly. You remember in Haggard's wonderful story, She has to bathe in the fire-font before she becomes immortal; and so it may be necessary for nations to pass through baptisms of fire and blood before they are purified. I believe we are on the eve of the mightiest revolution the world has ever seen. The forces at work are almost as imperceptible as the "wind that bloweth where it listeth," but on that account they are not less but more effective. The superficial observer looks at Europe and he sees nothing but military camps, with monarchs watching one another and millions of soldiers ready to engage in deadly strife. The more thoughtful and far-seeing is not so much attracted by this spectacle for he is studying forces that are at work to undermine the thrones of all monarchs. He perceives the growth of ideas that will at length prove more powerful than the sword or the sceptre. He sees the daily increasing number of those who have no regard for the trappings, pomp, and circumstance of war, and who think it of little moment who may govern Europe, provided there be no tyranny or oppression. You may say to me that the Nihilist is the worst of characters, and the very thought of his teachings and his horrible deeds makes you shudder. Well, I will admit for the sake of argument that he is a guilty wretch, but I would remind you that the causes which produce such a miscreant are the oppression of the lower orders in Russia and the diffusion of knowledge among the people. Of course, I do not believe that the extreme views of Anarchists and Socialists will ever be accepted by mankind, for common sense will never allow the adoption of theories, the most of which are impracticable; but the teaching of these men will stimulate others to think of social problems." Indeed, to such an extent have they done so already, that Europe and America are now in a state of agitation, and there is a growing sentiment with the growth and diffusion of knowledge that there must be a radical change in the whole organization of society, no matter how it is to be brought about. The world must advance and no mortal can stay its progress. A mad Czar may play the role of Canute and command the rising tide of knowledge to recede, but he shall speak with no prevailing voice. The earth moves and we move with it. We shall never be able to go back where our fathers were. "The old order changeth yielding to the new." Never again shall we behold the olden time with its feudal knights, powerful barons and absolute monarchs. The day is coming when we shall no longer stand in awe in the presence of a lord or bow in abject servility before a king. Virtue and wisdom alone will command our reverence. Blood must give way to brain, fiction to reality, brute force to intellectualism; yea, everything shall change under the resistless force of education. Many will lament the days of the past and say that honor, reverence, and true nobility have departed from the earth. Poets will sing of kings that were and are no more,

of haughty dames and aristocratic ladies, of the courtesy and magnanimity of princes; and bright eyes will sparkle and fair cheeks glow; the beautiful and good will listen—not unmoved—but in their heart of hearts they will believe they live in a better time, in a more advanced civilization.

The study of social conditions does not, however, fully enable us to meet the charge that education fosters discontent. The question may still be asked: Does it increase the sum total of happiness, either in the individual or the nation? Sir William Hamilton says that perfection or the full and harmonious development of all our faculties, comprises happiness, but we know the road to perfection is beset with difficulties at every step. The word "Suffering" is deeply engraven on every milestone. I am not inclined to admit that immediate happiness is the chief end in life. Indeed we instinctively do not believe it or act as if it were. We somehow think the folly of being wise is better than the bliss of ignorance, and that a discontented Socrates is better than a contented Zulu. Like one of old, we believe in the excellence of knowledge even when experience teaches us that "much study is a weariness of the flesh, and he that increaseth knowledge increaseth sorrow." Education does not strew life's path with flowers. There may be beds of roses to charm with their exquisite beauty, but not to lie on, for they are all thickly set with thorns, and only perchance with bleeding hands and lacerated feet can you come near enough to pluck them. The amaranth that lures you on is far beyond your reach; it is more difficult to obtain than the edelweiss on the white cold Alpine heights. In vain you will seek it here, it has never been transplanted to this ungenial soil. It still blooms only—fadeless and in immortal beauty—fast by the throne of the Eternal!

Perhaps the most notable example of culture and all that is best in education was Johann Wolfgang Goethe, yet the serene height he attained did not free him from earth-born disquietude. His best interpreter and ardent admirer, who says this man "vanquished the world and shone above it in help like a sun," also adds that a "nameless unrest, the blind struggling of a soul in bondage, a high longing discontent almost drove Goethe to despair." I know not what your opinion may be on this subject, but I frankly admit that if the present life be the "be-all and the end-all" of our existence, that there was good reason for the great Frenchman, when reviewing the path in which he walked for so many years, to doubt that it was the best. Let me not be misunderstood. What I refer to in this discourse is education in its most comprehensive sense, involving as it does the development of our whole being. It includes all that pertains to the evolution of character. It is more than religion for religion is only a part of it. The development of the higher faculties transcends the sphere of the Actual, for it can only be the growth or outcome of some faith in the Ideal. Deny the objective existence of an ideal world, and education is a poor investment. Why should I live a life of self-denial to form the character of myself and others, while Destiny is saying: "Why dost thou build the hall, son of the winged days? Thou lookest from thy towers to-day. Yet a few days and the blast of the desert comes; it howls in thy empty court and whistles round thy half-worn shield?" Would it not be better to give up such fruitless labor, crush out aspiration, banish dreams of wisdom and virtue, adjust myself to my prison, laugh my bitter laugh, eat, drink, be merry, and await to-morrow's nothingness?

"My own dim life should teach me this,
That life shall live for evermore,
Else earth is darkness at the core,
And dust and ashes all that is."

If you, therefore ask me what reason can I give for saying that all men should be educated, my reply is that I believe in the supreme excellence of wisdom and

virtue, and have faith in the intrinsic worth of man and the infinite possibilities of his nature. I think it is Emerson who says that in every noble soul there is a belief that virtue is a sovereign good that should be sought for its own sake. Why does the patriot think that his own life and the lives of thousands of his fellows should be given up for the welfare of his country? Why does the virtuous man prefer death to dishonor? Is it not the conviction that the great end of his existence is to glorify the good? Is it not the belief that the law that maketh for righteousness is of highest importance, and that to be in harmony with it, everything, even life itself, must be given up? Hence the great motive for education is that perfection is an end in itself—the highest good—and that everything must be sacrificed by ourselves and others to attain it. It is a belief in this that makes heroes and martyrs. All actions that do not spring from this motive are more or less selfish. Man when he acts purely from it is Godlike. Then, and only then, does the divine shine in the face of the human, illumining it with more than earthly radiance.

If the aim of education is perfection and the motive for it the glorification of good, then of all things it is the most important. You may think that I am asserting too much, but I am not saying more than Milton said. The great English poet, in the language of the old theology, says, "The end of all learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him, as may be the nearest by possessing our souls of true virtue, which being united to the heavenly grace of faith, makes up the highest perfection." If you carefully study the meaning of this fine old sentence, you will perceive that it virtually contains all I claim for education. It simply means an imperfect being to be trained to know the good and love it for its own sake, and by the practice of virtue with faith in the Unseen, to become perfect.

Leibnitz said "Give me for a few years the direction of education and I agree to transform the world." If my argument is sound, the only hope for man is to educate him, not simply train him for some particular calling in life, but in such a way as to call into activity all the higher faculties, till whatever is noble or Godlike in his nature shall manifest itself and become a ruling principle in his life. Religion alone cannot save the world from hopeless corruption, for faith without knowledge becomes superstition, and we all know what horrible deeds have been committed with the sanction of those who claimed they had heavenly guidance. It was this view of the matter that led Henry Barnard to say "The cause of education cannot fail, unless all the laws that have hitherto governed the progress of society shall cease to operate, and Christianity shall prove a fable and liberty a dream."

Life to me has no meaning without education. If man has not been cast on this planet by chance, if there is a purpose in his visit to earth, what can that end be unless it is to increase in knowledge and to bring to fruition all the functions of his being.

"All the world's a stage,

And all the men and women merely players,"

said Shakespeare. All the world's a school, and all the men and women merely pupils, would be nearer the truth. As John Foster has very truly said, "The whole earth can be but a place of tuition till it becomes either a depopulated ruin or an elysium of perfect and happy beings." I go even further and assert that wherever man may be in the universe he must be a learner, or he would cease to be a man by becoming either a god or a brute. If this life is a school, and if, as Kingsley says, "Every human being brings into the world with him at his birth the indubitable right of being educated," then the most sacred obligation rests on society to educate every rational creature.

New Westminster, B.C.

H. M. STRAMBERG.

Geography.

Before there can be any intelligent discussion of methods of teaching Geography, it will be necessary to consider what Geography really is, its real aims, the object to be constantly sought in teaching it, and its relative importance to other studies.

In brief we may define Geography to be the study of the earth as the home of man. It deals with the present state of the earth's surface and its relation to man as affording him the means of subsistence and in many ways conditioning his daily life. Properly taught, the subject should expand the child's ideas and widen his sympathies; further the study of Geography should add to the pleasures of life by arousing an intelligent interest in natural scenery and phenomena.

In regard to the importance of Geography as a study in our public schools I can do nothing better than quote from Archibald Geikie: "The elevation of Geography to the place which it ought to hold in the school curriculum appears to me a matter of vital moment, first from the value of the subject as a branch of knowledge, and secondly because it offers a cure for what I conceive to be a radical defect in our educational method, namely, the want of any effective discipline in the habits of observation. . . . It may be begun on the very threshold of school life and may be pursued in ever increasing fulness of detail and breadth of view up to the end of that time. No other subject can for a moment be compared with it in this respect. It serves as a common ground on which the claims of literature, history and science can be reconciled."

Fully recognizing the value of the study of Geography in the school-room, the question of vital importance to each one of us as teachers is: How may I bring before my pupils lessons which will widen their knowledge and systematically develop their powers of observation, imagination and reasoning? Theory is a very good thing in its place, but like many good things we can have too much of it. Judging the experience of other teachers by my own, it seems to me that what we need is less theory and more practical suggestions.

I will try to give you some idea of the methods I am following with my own classes. For this purpose it seems best to divide the subject into two portions, viz., First, as taught in the junior grades; Second, as taught in the senior grades.

In the junior grades the powers of observation and imagination should be called constantly into use. Watching the tiny stream as it wears its channel along the street during a rain-storm, the child is making preparation for further knowledge of the great erosive forces of the rivers as they wind their way over the land. Object lessons fix the children's attention and fire the imagination. Care must be taken, however, that the child really understands that the object before it is only a symbol or representation of something larger, and infinitely vaster, in nature. You have probably heard of the teacher who was faithfully and painstakingly trying to teach the little ones what an island is. With a sandboard, and a pitcher of water to represent the mighty ocean, an island had been formed. The children understood fully that the water must surround the island. Glowing with the success of the lesson, the teacher ventured the question: "Now, children, what is an island?" Promptly came the answer, "A hunk of mud in a puddle of water." That child's imagination could not separate itself from the real mud and water before it. Pictures of islands would be an aid; best of all would be, if possible, to show the child a real island.

In teaching mist, rain, etc., let the tiny drops of moisture tell the lesson. If the snow is the subject, what is easier than to let the snowflake tell its own life history?

How it once was a tiny drop of water; how the sun warmed and cheered it; how it got hotter and hotter, became lighter, expanded and rose high in the air; how a cold wind came along and made it feel so cold; how it became heavy and blue with cold; how finally it became white, shining, with little wings to help it in its flight; how it sank lower and lower till it nestled at last in the heart of a tiny blossom and helped to make a blanket for it during the cold winter.

After a lesson of this sort, the children will look with new eyes on the feathery flakes as they fall from the sky. They will begin to observe and find out things for themselves. Then should follow lessons from the Readers, poems about snow, and supplementary reading either by the teacher or pupils.

In the more advanced grades the reasoning powers begin to come into action, and less of the imaginative work will be necessary. One lesson may be used to illustrate a different branch of work. In many instances the geography lesson may form the basis of a history lesson. Often the two are so intimately connected that it is impossible to give intelligent historical facts without having a firm geographical basis to build upon. The voyages of Cabot, Verazani and Cartier will be idle wanderings in space, if they are not traced as accurately as possible from one continent to the other. A wondrous light will be thrown upon the war of the Boundary Line if the general conformation of the country is known, and the scenes of activity put down upon a map. In this war the struggle for the possession of the Ohio Valley formed an important part of the conflict. Why the need of this struggle? In the early history of the New World the English colonists settled along the Atlantic coasts. Following their home customs and controlled by the circumstances in which they found themselves, they devoted their efforts mainly to agriculture and manufactures. The French, on the other hand, entering the St. Lawrence river mouth, laid the foundation of the fishing and fur trade, which proved so valuable. The result of this settlement can easily be seen. The English hemmed in by the natural barrier of the Alleghany mountains made little or no progress in exploration, till the increase of population turned the thoughts of men westward. Had the Rockies occupied the position of the Alleghanies there would have been no question of the possession of the western part of the country. The French advancing easily up the great natural highway of the St. Lawrence and its expansions, the Great Lakes, crossed the Mississippi and explored and colonized the great central valley. Here it was that French and English interests conflicted. Thus we see how geography can be used to account for historical facts.

In the senior grades the imagination plays a less important part. The pupil now begins to compare, infer, and can easily be led to arrange his new knowledge for himself. Perhaps a definite lesson will best illustrate this thought.

The subject assigned is : The Climate of Europe. A few questions introduced the subject :—

Q. What is climate ?

A. The state of weather which prevails in any country from one year to another.

Q. What kinds of climate may we have ?

A. Cold or warm, moist or dry, equable or subject to extremes.

Q. What influences affect the climate ?

A. 1—Temperature. 2—Adjacent seas. 3—Prevailing winds. 4—Ocean currents. 5—Trend of highlands.

Q. In what zone does the mass of the European continent lie ?

A. The north temperate.

Q. What climate will you expect ?

A. Warm, colder approaching the north.

Q. In what direction does the main axis run?

A. East and west.

Q. How will it affect the climate?

A. It will shut out the cold northern winds and give the southern countries a much hotter climate.

Q. What oceans affect the climate of Europe?

A. The Arctic ocean makes the northern part very cold. The Gulf Stream in the Atlantic renders the climate of the western countries warmer.

Q. What will be the probable climate of eastern Europe?

A. Being so far inland it will be subject to extremes of heat and cold, warmer towards the south.

In the same manner may be followed out the amount of rainfall of Europe, the effects of the south-westerly winds which drench the coasts of England, Ireland and Norway with moisture, and carry over and deposit such abundance at the foot of the German mountains. Then the pupils may easily arrange the facts regarding the climate of Europe as follows :

In the west—Moist and warm.

In the south—Dry and hot.

In the south-east—Dry and subject to extremes.

In the north—Dry and cold.

I am firmly convinced that if the methods here imperfectly outlined were followed out, the subject of Geography, instead of being the bug-bear of school life would prove a delight to both pupils and teacher.

Regina, Assa.

M. S. VICKERSON.

The foregoing paper was read at the Convention of the Teacher's Association of the Regina district, held at Regina, September, 1899.

Moral Training.

That our educational system in Manitoba is a good one few will be found to deny. The programme of studies makes ample provision for the physical, intellectual and moral training of the children growing up in our province. If any of these three be neglected, however, in the schoolroom, it is most likely to be the moral training that is set aside by the teacher. In the schools in the cities in physical training the pupils have the advantage of a scientific physical drill, and are encouraged to join in all manly athletic sports. The pupil in the country school is also looked after in this respect; though naturally in the schoolroom he has not the same advantages, still the child who is brought up on the farm in Manitoba is not likely to suffer from lack of muscular exercise. It may not be scientific development which he acquires but it will at least be healthy and productive of strength.

Neither is it likely that the mental training will be neglected. The programme of studies makes sufficient, almost more than sufficient provision for this, and the teacher who does not carry out the work outlined there is surely an exception. He may carry it out from a sense of duty or from a love for his work, or he may carry it out from a lower and more selfish motive. He may not be afraid of his pupils failing on a written examination and his weakness thus becoming known, but at the same time he knows very well that his own hope of advancement, his own success, de-

pends upon the intellectual progress which his pupils make, in the eyes of the community in which he is placed. And as the three R's are the standard by which he is usually judged, he sees to it that his pupils are at least fairly well grounded in these. The conscientious teacher will not rest satisfied with this, but there are others who at this point might think their whole duty accomplished.

Does the training of the moral nature of the children in our schools receive the same careful attention? It may or may not, but it seems to me that this is the side of the teacher's work most likely to be neglected. The teacher excuses himself with the plea that this is the work of the home and the Sunday school. I would refer such an one to the programme of studies, for there moral training is provided for as well as intellectual, and the teacher who neglects this part of his work is guilty of a great wrong. There are growing up in our schools the men and women of the future, upon whose character the future welfare of our province depends. The moulding of that character is largely in the hands of the teacher; his or her influence is mighty for good or ill. Perhaps some one will say that this is an exaggerated view to take of the teacher's influence, and that the children are guided more by home training and outside associations, and that the teacher makes little impression on their moral life. I have heard this argument (if it may be so called) advanced by teachers in order to free themselves from a responsibility the magnitude of which they had not fully realized, or at least were not prepared to accept. No statement or argument can do away with the fact that the teachers' influence is not a small factor in the education of the child, indeed very frequently it is greatest when he thinks it is least; and frequently too he is called upon to counteract the neglect of home training, and the evil influence of other associations. The teacher who fails to recognize his responsibility in this respect is not worthy of the name. It would have been better for him and for the little ones placed under his care, if the millstone had been hanged about his neck and he had been cast into the depths of the sea ere he had entered a school-room door with the idea that he was a teacher.

What is meant by moral training, and what does moral conduct involve? Conscious moral conduct involves two elements: (1) A conviction as to the right or wrong of an act; (2) The feeling of ought or ought not concerning it. And the end aimed at in the school as in the family is to make right doing habitual. If morality is anything more than refined self interest then the cultivation of conscience must be at the basis of all right moral training. Conscience moves us toward the right; the will chooses or refuses the right, and true moral training must have regard to these.

The teacher's work in this respect is twofold. He influences the child by his example, and he also seeks to aid him by direct teaching. The old proverb is generally true, "As is the teacher so is the school." The school is what the teacher makes it, it is largely a reflection of himself. If he be prompt, accurate, thorough—or if he be slovenly, turbulent or untruthful, the school will take on the same character to a great degree. For good or evil the teacher is being reproduced in the pupil. I wonder how many of our teachers on entering their first school, to teach, were guided by what a former teacher would have done in their place. It is of the greatest importance that the teacher should be worthy of imitation in all respects.

"Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power."

The teacher must be careful to set his pupils a good example in all things, but especially is this true in regard to common honesty and truthfulness. There can be no right moral character that has not truthfulness for its basis. I dare say there are few teachers who will lie openly or intentionally, but something more than this

is necessary to a character that is really truthful. There are many ways of lying without doing so in as many words. The hasty threat or the rash promise that we have failed to keep is untruthful. So also is the pretended knowledge of a subject of which we are ignorant. So also the set exercises prepared for visitors, or the dozen other little subterfuges to which we are tempted to resort in extremity. The teacher who does these things may teach all the moral lessons that ever were penned to his pupils, and when he has done what has he taught them, but that it is a good thing to lie when anything is to be gained by it? And what shall he say to the pupil who borrows his work from a neighbor and palms it off as his own, and who cheats in his lessons in other ways? He can scarcely reprimand the pupil for doing that which he has taught him to do.

But I have perhaps said sufficient as to the influence of the teacher indirectly in this work, let me turn for a little to what may be done in the way of direct teaching. Frequent appeals ought to be made to the child's conscience. The word "ought" should be pressed upon him in all its fulness of meaning. If there is any doubt as to whether one ought or ought not to do a thing, the safe way is to give conscience the benefit of the doubt. No child is too young for such an appeal, for conscience begins to work almost as soon as the earliest perceptive powers.

Is it right? Then ought you to do it? These are questions which the youngest can appreciate. But too often such questions give place to mere appeals to expediency, or self-interest, or pride. In this light is it strange that so few grown persons are able to stand boldly for what they believe to be right, especially if they have to stand alone?

It is not always easy to tell how moral training should be given directly, but it must be genuine training, and as a rule such training will not follow any set lessons in morals. It must be brought about by putting conscience in all that is done. Specific lessons may be given but not according to any set programme, rather only as occasion arises. Incidentally our Readers furnish many opportunities for moral teaching, if the selections are properly handled. The cultivation of the will power is also imperative. A man with a weak will is a pitiable object. It is the will that makes him a power or an object of pity, and if strong will is joined to right motive and sound judgment, there is no danger that it can be too strong. The question has often been discussed as to whether or not a child's will should be broken. It depends entirely on what is meant by breaking the will. If it means that the child must be taught to yield to rightful authority, then it is one of the first lessons that he has to learn, and in such a case the greatest kindness that can be done is to break his will in this sense. If on the other hand it means to destroy his power or to diminish it, then we commit a grievous crime. Special effort should be made to strengthen the child's will power, and all reasonable means used to lead him to cease crying "I can't," and to cultivate the habit of saying "I can," and "I will." That is if he has been taught to judge rightly as to whether a thing is right before he says "I will do it."

Law, order, duty, restraint, obedience, discipline, is the end to be aimed at.

In cultivating the habit of punctuality and regularity in attendance at school, much can be done by the teacher in the way of moral training. These may not at first sight seem to be moral duties, and yet are they not to be considered in that light? The child who is never punctual is forming a habit that will cling to him in after life, that will cause himself and others much inconvenience and it may be pain. He enters late and disturbs the class, hinders the well being of the school, and infringes on the rights of others. Our aim is to get him to see it in this light, to realize his responsibility in the matter both by precept and example. Again, are your pupils

always polite to each other? Is not politeness what Goethe calls one of the three kinds of reverence, reverence for what is of our own rank in the order of the world? By being polite to others we treat them as ideal individuals, unconsciously we treat them as our ideals of true manhood and true womanhood. Whatever faults the other may possess we bow in acknowledgement of ideal worth.

~~Industry is another virtue cultivated in the school-room.~~ "Perhaps one of the greatest of all virtues if the end be worthy, or is the end of industry always worthy? If so there must be a great deal of active idleness in this world." Do our pupils ever pretend to be at work when they are not? Do they ever deliberately try to deceive in this respect? Is there not splendid opportunity offered here for moral training? In their language, in their conduct in the play-ground or on their way to and from school, in their treatment of dumb animals, a hundred and one opportunities arise which the real teacher will lay hold of to the advancement of the moral well-being of his pupils. There is no lack of opportunity for moral training. The trouble is that we do not lay hold of the opportunity.

But this article has grown to greater length than I intended when I began, still I cannot close without urging on all teachers the necessity of seeking the co-operation of the parents not only in this work but in connection with all the work of the school. There are few parents, indeed, who will not meet the teacher half way when the welfare of the children is concerned, and for the teacher to get the parents interested in the work of the school is to have gone a long way to ensure success in that work. I do not suppose that I have set forth anything new, and I know that I have left a great deal unsaid, but if this article has the effect of calling the attention of some of our teachers to a side of their work which they have previously been prone to neglect, then I shall feel that it has not been written in vain.

Winnipeg.

T. LAIDLAW.

Some Schools I Visited in Boston.

While in Boston last year I visited quite a number of schools, and as Primary work has always been my forte, it was the Primary rooms which received most of my attention. Hoping it may prove helpful to other teachers I shall attempt to describe some of the work which I saw in the different rooms I visited.

In answer to some inquiries I ascertained that there were several Primary and two Kindergarten rooms in the —— school near my boarding place, so I accordingly made my way to the entrance of the school. Hanging on the wall near the door was a slate on which was written a notice requesting visitors to go to Room Three for directions. I knocked at the door and explained to Miss Blank that I wished to see their Primary work. She told me there were three Primary Rooms, and asked which I wished to visit. I smiled, and said I would like to visit her room. She did not look particularly pleased, and she did not ask me to come in, but she opened the door sufficiently wide to allow me to pass, so I entered, and was given a seat on the platform, and she went on with her work.

The room was large and well lighted. There were plants in the windows, and two or three vases of flowers in different parts of the room. There was one specially pretty bunch of wild flowers on the teacher's desk—instinctively I looked from it to her and wondered if she gathered them herself. The pictures on the walls were good, there were also two pretty little statuettes and a plaster Paris cast of Don-

atello's "Laughing Boy." A piano stood in one corner. The blackboard work was very neat, and there were several pretty sketches of grain and flowers upon them. Altogether it was an ideal room, and, as I found out afterwards, a type of the rooms in that school.

By the time I had finished my survey of the room the class were preparing for a drawing lesson. Pencils and paper were distributed, and a boy was sent to the platform to pose for the class. The teacher called their attention to proportion and to relative position of different parts of the body, and they then went to work. They were allowed ten minutes for the sketch. I felt somewhat curious to see how they were getting along, so after waiting for an invitation which I did not get, I went round and looked at the work. The teacher told me it was their first attempt at figure sketching, so of course the work was not very good.

Next came a spelling lesson. They have certain lists of words made out for each grade, arranged alphabetically and printed in little books. The books were given to the class and the lesson assigned. The teacher wrote some of the words on the board, calling attention to any irregularities and difficulties, and then gave them ten minutes for preparation. Fifteen words were assigned, but only five were given out. Books were collected, and the teacher dictated five sentences containing the words she had selected from the list. Special attention was drawn to proper beginning and termination of each sentence. Papers were then collected and placed on the teacher's desk.

After recess the teacher seated herself at the piano and played a march, the children keeping step and passing round the room. Then followed a game something of the kindergarten kind, accompanied with singing. A boy came to the front with a stone in his hand. The teacher called on one pupil to hide his face, while the first one gave the stone to another child. He was allowed three guesses as to who had the stone. If successful he gained the right to hide the stone; if not, the one who held it hid it.

Next came a writing lesson. The word was "Bennie." Special drill was given on writing the capital letter on one side of the paper, then the papers were turned over and attention was called to the formation of each letter. Work of copying the word now began, the teacher calling out lines; eight lines were written. Teacher marked work, allowing three for best work—nearly all in the class got three. Sheets of paper were distributed to two rows for copying some pictures from cards. The other pupils were given supplementary readers and told to read anywhere they chose. The teacher meanwhile marked the spelling lesson, in which there were very few mistakes. The work in this room was very good. The children were quite orderly, but seemed too old for their years. I did not see the teacher smile once all the time I was there.

I afterwards visited the other primary rooms in the school. In all the grade of work was high. The chief excellencies I noticed were in reading, writing and singing. Little bits of children most of them were, yet they read the music so easily, and kept time as they sang. In these two rooms the teachers were very different from the first one I met. They were both very cordial, and invited me to come at any time. In one room they sang a special song for me about their flag and how they love it. It was a very pretty little song, and sung with patriotic energy. When they had finished I thanked them and told them about my Canadian boys and girls and their flag.

The place where I most of all liked to go was the first Kindergarten room. Visitors were so frequent here that you never felt that you were intruding. The children seemed so very happy that you hardly thought of it as school, and their

teacher was just what every teacher of little children should be. I really could not describe her. If you looked at her when she was alone you would say she was rather plain, but if you watched her with the children you would say she was beautiful. "I went in one morning to spend an hour, and I stayed until it was time to dismiss for noon. Kindergarten children are not always good even when surroundings are all that could be desired, and on this special morning I got so interested in watching one naughty little boy that it was like a continued story, I just had to stay and see the end of it. He was bad all the morning. He meant to be bad, and his teacher understood him very well, but she ignored a good deal, thinking he would forget about it and become interested in the plays and songs as the others were. But he did not. He pinched the little girl beside him; he piled his blocks up when he had been told to arrange them in another way; when they were swinging their balls by the strings he gave his a jerk that sent it flying across the room; he made faces at the other children; he stepped on the heels of the one who marched in front of him;—all the while the teacher was carefully watching him though not seeming to. At last a crowning misdemeanor proved that matters had reached a crisis. The teacher placed a little chair in the farthest corner of the room facing the wall, and said, "Now, Tommy, we are going to send you away. When a little boy gets so naughty that he makes everyone who is near him unhappy, it is best to send him to live by himself. You must not look at us, just look at the wall, and you cannot come back to play with us until you want to be a good boy." When I departed Tommy was still in the corner.

The Gilbert Stuart school in Dorchester, is considered to be one of the most perfect of school buildings. The exterior is plain, but the interior is beautifully laid out, finished and furnished. The wall tinting and the woodwork of the rooms are especially fine. The reception room, as well as the offices and teacher's rooms, are nicely carpeted and furnished. It is a High School. I met the principal the day I visited it, though unfortunately the school was not in session, and he told me that they have a great many visits from architects and school trustees who are contemplating building. They have a manual training room—as indeed most of the Boston schools have—also a room with all the necessary kitchen appliances, and give a special course in cooking.

In Malden there is a little wooden building with four rooms in it, called the Judson school. This school bears a very enviable reputation. The friend with whom I stayed while in Malden lived in an unhandy house in an undesirable part of the city, when she could have had a much nicer house at a lower rental in another part, simply because she wanted her little boy to attend the Judson school. I met one of the teachers, and she invited me to visit her room. I went one morning soon after nine and stayed until twelve. The school-room was bright and pretty, and the children were a happy looking little set of mortals. You could tell just by looking at them that they had a good time every day. I was particularly struck with the excellence of the reading here. Miss L— had given me some specimens of their written work to look over, and I was examining this and at the same time listening to their conversation. At length it struck me that the class were doing a great deal of talking and I turned to pay special attention, and found that they had been reading all the time from the board in answer to the teacher's questions. It had been all so natural that I had thought it merely a conversation.

Presently the Superintendent came in, and Miss L— introduced him to me telling him I was from Canada. He asked many questions about our work and also talked much of their work, explaining their methods of teaching different subjects. Among other things he explained their method of teaching reading, and claimed

that they were getting great results from it. When he had completed his description I asked if all their teachers had adopted it. He said they had. "But," I said, "Miss L— does not teach that way, I have been watching her all the morning." "Well," he said, smiling, "I know she does not, but she teaches reading all the same—and the fact of the matter is whatever she does is right. When I get discouraged and am inclined to look at our school work from the pessimist's point of view, I just come here and get cured."

Normal School, Regina.

ELIZA MOORE BURNETT.

Characteristics of a Good Disciplinarian.

The central idea of discipline in school is that of government, its impelling force is authority, its tendency is towards order, obedience and progress. Though we should suffer for a time under its rule or influence, yet no one would disparage it on that account. Whatever develops our strength we certainly honor. The general at the head of his army would be nowhere without discipline, while with it he challenges the admiration of his followers; he gains their confidence; they acknowledge his superiority to control, for without this all would be confusion. What we all admire is power. The captain at sea also would be at a great disadvantage and loss without this governing force. It forbids mutiny and guarantees support and sympathy. Discipline implies force and command over our fellows for their highest good; not brute force, but that force of character and strength of mind and soul leading to willing obedience and action from others. A disciplinarian does not need to be a policeman; mind, not matter, rules this world; discretion is the better part of valor. At the same time a reserve of physical strength is a legitimate guarantee for the enforcement of a command based upon sound judgment. What the disciplinarian should aim at is to guide all action through an appeal to the reason and conscience. Knowledge is not a cause for right action, there is no necessary connection between knowledge and virtue. Many know the right but do not perform it. Virtue does not always grow in proportion with civilization.

Tennyson in his admirable poem, "The Captain," illustrates well how brute force fails as discipline. There was no heart service. Goodwill was not secured, consequently the obedience was merely mechanical and negative. The philosophy of old is put in this way :

"And yet when all is thought and said,
The heart still over-rules the head."

This is especially true in school life, and has been the experience over and over again with many of us. When we can control and influence the will and feelings we are on the highway to good discipline. The first step, therefore, seems to secure the goodwill of those committed to our care; unless this is done all other efforts will fail in the long run, while compulsion will only tend to make feeling run higher. Obedience becomes easy and delightful when mutual good-will exists between teacher and pupil. The next thing to consider is how this relation can be obtained. Simply by the unassuming, friendly, firm, sincere, guarded attitude of the one in charge. If anyone has another answer let us hear it and profit by it. It has been my custom in the past to closely watch good disciplinarians in order to discover their characteristics.

But it requires considerably more than the first step to constitute a good disci-

plinarian. Generalship is implied in discipline; a good teacher, in one sense, is not necessarily a good disciplinarian; the power to lead, direct, inspire and correct are also elements. We can best understand this by concrete illustrations. The name of an ideal instructor, who possessed these elements, comes to my mind now. It was my privilege to teach under him and so I had the opportunity of personal observation of his ways of discipline. Whenever he entered any room in his school, a respectful silence would reign supreme. This was not altogether through fear or terror, as could be seen by the friendly attitude he had with all his pupils. I believe it was due to three causes: (a) His physical make-up; (b) His moral influence and self-control; (c) His intellectual strength and insight into human nature.

(a) The physical make-up: Every teacher can, at least, endeavor to possess a healthy, if not a robust, constitution. Personality has considerable to do with command of attention. Some instructors, by their mere presence, command obedience and respect of others. It disarms a good deal of criticism, so also does proper dress. Anything that would cause remark, boisterousness, or opposition, should be suppressed as it would distract attention and therefore tend to destroy order. The voice comes under this head, and perhaps is the strongest factor in the physical make-up tending for or against good discipline. The voice reveals our feelings, our disposition, our very nature.

(b) The moral influence: As a correcting power this is even stronger than the physical. The teacher who moves in a moral atmosphere has little to fear. Before him the guilty is already condemned. The pupils' sense of justice and right will never dispute his punishment under these circumstances, especially if it be the "discipline of consequences."

(c) Intellectual strength and insight into human nature: This gives us a power over pupils that can be used to advantage. The fact that instructors possess superior mental power should and does gain their respect if this power be used aright. Knowledge is power if thus used. Lastly the study of psychology gives us a command over child nature that at once makes us masters of the situation. Every pupil will be dealt with according to his capacity, disposition and peculiarities.

Morden, Man.

W. VAN DUSEN.

Adolescence.

OUTLINE.

PEDAGOGICAL PHASE. 1—The course of study Should the course of study differentiate to correspond with the change? Should boys and girls pursue separate courses intended to better prepare them for their respective places in life? Manual and domestic training is valuable at this time of life and seems to meet the peculiar needs of the adolescent.

2—The relative value of men and women as teachers of children of pubescent age. Shall boys be taught by men and girls by women teachers, or both boys and girls be taught by both men and women? May there not be a lack of masculine influence at this time?

3—Amount of work. Do children of this age sometimes overwork in the school-room? Does trouble with the eyes, the heart, digestion, etc., result from too close confinement in the school? Should girls be allowed a short rest each month? Pro-

fessor Nesteroff says that the psychological development of pupils is impaired, not only by our knowledge, but also by the present system by which the faculties of pupils are judged. This system causes a mental strain and brings on physical depression, which have a damnable influence on physical development. The entire question of school fatigue should receive more attention.

4—Can we have a scientific pedagogy until we have made careful studies of each epoch of child life? Pubescence stands to adult life as infancy to childhood—it is the beginning of the second and broader life, and as such is worthy of careful study.

COMMENT.

1—The course of study when constructed on right principles will always be flexible enough to meet all the conditions in the life of the pupil. The problem is one of adjustment of the course to meet the conditions. The solution of the problem lies with the teacher. The necessity of large pedagogical insight and sympathy at this juncture is apparent. No mechanical teacher holding to hard and fast lines can succeed here. The writer does not believe separate courses in what may be called academic work are required. The study of such problems as these is making more and more clear the place manual training must have in our schools from the kindergarten through the high school. In this time of change the principle involved in manual instruction is of particular value. Employment of mind and body in expression and creation serves to lift the child over this period of doubt, and plant its feet in firm places. Of course the work in manual training may be different for boys and girls, but even here there is no necessity for radically separate courses.

2—In the opinion of the writer the difficulty here lies rather in the man or woman than in the sex. If the teacher is a real man or a real woman it does not make a particle of difference to which sex he belongs. It can be easily shown that most, if not all of the troubles that arise in the management of boys and girls are due to the fact that the teachers are not big enough men and women. The boys and girls need the influence of manly men and womanly women at this period. May not the so-called lack of masculine influence be a call for muscle to drive, in the absence of men and women big enough to lead? What the boys and girls need is manly and womanly hearts full of sympathy, and manly and womanly insight keen enough to read the needs of the hour. The day for choosing teachers as Saul was chosen king has passed.

3—Undoubtedly the children at this period as well as others do sometimes overwork. The problem lies with the teacher again. The necessity for understanding the whole life of the child is enlarged at this period. Larger tact with pupil and parent is demanded. Larger knowledge of the physical side of life is imperative. The parent is often ignorant and a word from the teacher may save the life of the child. Health is of more importance than attendance per cents. It is of more importance even than grades and department and promotion cards. The real teacher puts the welfare of the child above her tardy list. Eyes and ears and heart and digestion and breathing and clothing and heat and cold and wet feet and a hundred other things claim the especial attention of teacher and parent at this period. The fatigue problem demands the keenest insight. Henceforth the plea of blindness will not avail. It is a part of the teacher's business to see.

4—Perhaps we cannot have a scientific pedagogy until we have made careful studies of each epoch of child life. The writer thinks we cannot, because a scientific pedagogy must be built on the insights gained from a study of the nature of the child. But a scientific pedagogy will not avail unless we shall have men and women big

enough to teach school. And these men and women will have their hearts in the work, and truth will be their goal, and life here and now for all the boys and girls will be written on their banners. A friend of the writer's who is one of these big teachers, in a recent letter made the following reference to adolescence: "Ever since my eyes were opened to the meaning of that particular period in life, I have given it much thought, and I believe that such an understanding of young people is to be the ounce of prevention which will make the pound of cure unnecessary in the future." And she is right both from the physical and spiritual point of view.

—FRANCIS M. STALKER in *The Inland Educator*, Terre Haute, Ind.

Primary Department.

EDITED BY E. CLARA BASTEDO, BRANDON PUBLIC SCHOOLS.

TO THE PRIMARY TEACHERS OF WESTERN CANADA.—A new Department of the Journal is starting with the present number. The editor-in-chief has kindly set apart two pages of the Journal for Primary Work. Whether the Primary Department is a success or not rests with the Primary teachers of Western Canada. An earnest appeal is made to you to help either with original matter or with clippings from the magazines you read.

Hardly any two persons think exactly alike on any one topic, and no one has all the truth, but each can contribute her share. Do not let all the responsibility of this work be shouldered by a few. Now Primary Teachers, we hope to hear from you, and anyone sending in contributions to this Department will kindly address such to

E. CLARA BASTEDO,
Box 369, Brandon.

WRITING.

Isn't it rather much to ask a six-year-old child to write exactly on the line; to get the form correct as regards height and proper way of forming and combining letters; to keep a correct writing position and to have a good movement? Every one realizes that form is important but we should be satisfied with a very crude one from a child if it is his best effort.

The child's greatest difficulty in learning to write is in getting control of the muscles to be used, and just here drawing and manual training play an important part as they are aids in gaining this control.

In Grade I. no set period is needed in the teacher's programme for writing. The practice for writing could come in the reading lesson. A child should form a mental picture of every word he studies, and the clearer the picture the better will be its reproduction. After studying words let the children try to write them on the black-board. At first there will be many mistakes, but encourage them to look more closely and carefully and in time they will have gained great power in reproducing a word correctly after seeing it for the first time. When writing on the black-board strive to have the children hold the chalk lightly, and to write with a large, bold hand; and in their seat work good position should also be emphasized. For work at their seats paper without lines is preferable.

Do not let us put too much stress on perfection in form before power to **make**

that form is gained. Form will come in time, but if a teacher worries about it from the first it is doubtful if either good form or movement will ever be obtained.

NOTE.—Now possibly some of the readers of the Journal do not agree with the writer of the above article. In that case we will be very pleased to hear from you and publish your side. Or if the writer hasn't made herself clear, address any questions you may have to the Primary Department, where it will be thrown open for discussion to all Primary teachers.

WINTER.

O wonderful world of white !
 When trees are hung with lace,
 And the rough winds chide,
 And snowflakes hide
 Each bleak unsheltered place;
 When birds and brooks are dumb,—what then ?
 O, round we go to the green again !—G. Cooper.

THE LITTLE NEW YEAR.

(This may be given in character and costume.)

Oh, I'm the little New Year, oh, ho !
 Here I come tripping it over the snow,
 Shaking my bells with a merry din,
 So open your doors and let me in !

Blessings I bring for each and all,
 Big folks, and little folks, short and tall,
 Each one from me a treasure may win,
 So open your doors and let me in !

For I'm the little New Year, oh, ho !
 Here I come tripping it over the snow,
 Shaking my bells with a merry din,
 So open your doors and let me in !

—Songs and Games for Little Ones.

WILL POWER.

The editor of Child-Garden was asked the following : "(1) What do you consider the most vital point of obedience ? (2) Suppose a child does what you desire simply to get a prize, an apple, an orange, or a dollar, is there any good at all in gaining such obedience ? (3) Is obedience simply the yielding of one will to another, or doing what is commanded simply because it is commanded ? I have a paper to read before our Mother's Union, and would like to have these questions answered. —J.R.M."

"1.—The most vital point to consider in obedience is that it shall always be demanded of the child in response to principle and impersonal right rather than to somebody's authority or whim. If the child realizes that you also bow down to the universal law and order that brings about good to all, he will think out his perfect share.

"2.—There is no good at all in obtaining the obedience of a child in return for a prize. In fact, this is not obedience, but barter.

"3.—The less will power there is exerted in a command the better. A blind bowing down to the will of another is simply yielding for the time being, and in turn

cultivating tyranny in the mind of the one who is obedient; some day he is sure to wield it. The child learns to abuse will by being compelled to bow down to the will of another. If adults were always careful to ask only obedience to universal right and order, both on the part of themselves and the children, greater harmony would exist."

JANUARY.

I am little January; perhaps you do not know
How far I've come to greet you, across the fields of snow.
Perhaps you weren't expecting I'd be so very small;
Perhaps you're almost wishing I hadn't come at all.

I've lots of little sisters, and little brothers too,
And every one is coming to make a call on you.
But I got ready quickly, and came right straight off here
To be the first to greet you this happy, bright New Year.

—Elizabeth B. Comins.

"Little snowflakes falling lightly,
Little snowflakes falling whitely,
Cover up the sleeping flowers,
Keep them warm through winter hours."

Lesson Notes,

LESSON ON NORTH AMERICA—GRADE VIII.

We will now resume our study of the land structure of North America. Last lesson we studied the general coast line and mountain ranges. Now we will take the two together, starting with the west coast. Why?

A. Because the largest and most important mountain range borders and gives shape to that coast.

Q. Starting with the west coast we find that the line is only broken in two places in its whole length. Can any person name these places, or point them out on the map?

A. California and Cape Flattery.

Q. Why do these breaks appear?

A. They form the limiting points of the coast range.

Q. Is Cape Flattery the northern limit of the mountains?

A. No. They extend as far as Alaska but only appear as islands, their bases and surrounding valleys being under the waters of the Pacific ocean.

Q. Give another example on the west coast where a similar case is found?

A. Alaska peninsula and the Aleutian islands.

Q. Now look at this map. See the way the west and east coast lines run towards each other southward. What could you say about the surface along the east coast?

A. It is bordered by a range of mountains.

Q. Name and locate these mountains.

A. They are called the Appalachian mountains. They appear in New Brun-

wick at the north, and after travelling in a south-westerly course they disappear at Florida.

Q. And where is the coast line?

A. East, and in a parallel line with the mountains.

Q. Does the range disappear at Florida?

A. Yes, for the sea surrounds the end of the range.

Q. Look at this map and recall what was said about the Alaskan and Aleutian archipelago. What is the nature of the West Indies? Are they mountainous, or low and flat?

A. They are mountainous.

Q. Notice the direction of a line drawn through the thickest groups. What districts do they join?

A. Florida and Trinidad, or Venezuela.

Q. Is Venezuela flat or mountainous?

A. It is mountainous.

Q. Can any pupil account for the Gulf of St. Lawrence? Look at the map and notice the surface of the land in the central part of the continent. Notice the great number of rivers that empty into the great lakes that lie there. What must become of all the water that runs into them? Could it be evaporated by the heat of the sun? Is it in such a position that the sun could thus act upon it?

A. No, it is too far north to be so acted upon by the sun. The water has found its way from lake to lake and finally, choosing the lowest valleys, has worked its way to the sea.

Q. Then account for the great gulf at its mouth?

A. 1—The great amount of water flowing out has washed away the land. 2—The force of the ocean waves would be very effective in washing away the surrounding country.

Q. What gives it its form?

A. Mountains on the north and south banks.

Q. Now look at the map again, notice the slope of land south of these great lakes we just spoke of. What is the direction of the slope?

A. Towards the centre.

Q. And if water was to collect in this central portion, which way would it flow? North or south?

A. It would flow south.

Q. Imagine a river flowing through this district. Would it be swift, deep and treacherous, or slow, broad and shallow?

A. Slow and shallow.

Q. This is the case, and in some places the valley of this river (the Mississippi) is so flat that in seasons of high water the whole surrounding country is flooded. In some places the water is held to its right course by dykes or levees. The water of this large river empties into the Gulf of Mexico. Notice the shape of this gulf and the position of the West Indies. What is the cause of this gulf that extends so far in between the eastern and western plateaus?

(The pupils will think of the case of California, Vancouver, and the Gulf of St. Lawrence. This is not exactly correct.)

Q. Imagine a current of water flowing from Africa to South America and getting between Cuba and South America. What would become of it if between Florida and Yucatan were high and dry land?

A. It would be forced strongly around the west end of Cuba back into the Atlantic

Q. If this land were low and flat what action would such a current have upon it?

A. It would in time wash it away.

Q. Yes. It carries sediment out and drops it in the more sluggish ocean. This is evidently what has happened and is still going on. Now look at this relief map again and notice the height of land that runs across from Labrador to the western plateau. In what way would this affect the rivers north of it?

A. It causes them to flow northward.

Q. Is this north slope regular or is it undulating, and why? What causes so many lakes?

A. The surface is irregular, and the water collects in the hollows.

Q. Now notice the large body of water lying in the very interior of our continent and opening into the north seas. How would you account for this bay?

(The pupils will again recall the other bays we have mentioned, but this is again wrong.)

The land is so low in this region that the water has come in over it, and in no place is the water very deep. Of course the action of the water has had a good deal to do with washing out the bottom and coasts. This fact is also noticeable in the islands, straits and sounds of the Arctic ocean just north of America. Now you see the mountains give shape to the countries and direction to the rivers, and the rivers and lakes show the general nature of the surface, while gulfs and bays show the breaks in the coast bordering mountains.

W. J. A.

* * *

THE FIRE OF DRIFTWOOD.

It is almost a crime to analyze good poetry of any kind, and it is assuredly murder to dissect some of the finer lyrics. The offence, indeed, brings retribution sooner or later to those with whom poetry is a passion and a possession. Appraisal is fatal to appreciation, and the unfortunate teacher, compelled by his occupation to enter upon conscious criticism, asks himself in course of time

"Whither is fled the visionary gleam?

Where is it now—the glory and the dream?"

In the poem under notice, as in some other of his poems, Longfellow is enjoying the luxury of occasional melancholy. Like the young gentleman of France he is "sad as night, only for wantonness." Born to affluence, happy in his domestic, and fortunate in his public life, he the least of all men could be a prey to the canker of abiding grief. His darker moods are mere Wertherism. Stung by poverty, hapless and hopeless in love, tortured by "the hell of not getting on," he would have disdained such toying with tribulation. His poetry would have contained more of Wagner and less of Haydn. He would have taught in song what he had learned in real suffering. As it is, the limit of his experience is the limit of his emotional expression. Whether by sheer dramatic power another poet so situated could have projected himself into a world of feeling not his own, is entirely another question. Longfellow, at least, had no such genius.

The manner in which the setting of the poem accords with the tone of the poet's emotions is very suggestive of conscious art. It would indeed be difficult to decide whether the subjective has been intruded upon the objective; or whether Longfellow's mood has been determined by surroundings and circumstances. Sometimes a poet dominates Nature, sometimes he is "servile to skyey influences." In any event, landscape and feeling should harmonize. A less artistic writer might have placed his scene in sunny California rather than among the damps of the New England coast; he might have selected a suburban villa in preference to a weather-beaten farmhouse; he might have set in the background a mushroom city—modern to

hideousness; he might have taken his comfort from the heat of a box stove, filled with American anthracite, instead of sitting at an open grate, gazing upon the fitful flames of a fire of driftwood.

Differing in degree according to a writer's fortunes and temperament, the mood of reminiscence is the commonest in literature. All people have felt it, and most poets have described it.

"Remembrance comes with all its busy train,
Swells at the breast and turns the past to pain."

In some cases contemplation of the past gives rise to genuine grief; in others it is merely the source of sentimental regret. Coleridge illustrates the one contention; Longfellow the other. It all depends whether there is room or not for self-reproach. Remarkably enough, the mood is invariably sicklied o'er with the pale cast of melancholy. To name parallel poems is almost superfluous. Some that would suggest themselves to everybody are: "Oft in the Stilly Night," "The Days that are no More," "Oh, World! Oh, Life! Oh, Time!," "Youth and Age," "In the Twilight," "An Ember Picture,"—all but one within the range of prescribed school literature. Though at times logically superficial, the analogy is quite sufficient for the purposes of poetry.

To point out plagiarisms is not only ungenerous, but often unjust. It is preferable to look upon these supposed thefts as natural coincidences, just in the same way that we do not accuse American school journalists of borrowing our educational ideals, but charitably suppose that their minds and ours run in the same groove. Longfellow's poem suggests many favorite lines from other authors. In Byron we find:

"The cold, the changed, perchance the dead anew,
The mourned, the loved, the lost, too many—yet how few!"

Coleridge gives us in *Christabel*:

"Alas! they had been friends in youth,
But whispering tongues can poison truth."

Lowell furnishes the following:

"Oh dream ship-builder! where are they all—
Your grand three-deckers, deep-chested and tall?"

Other similarities are noted in the prescribed text.

It is lastly to be observed that no attempt has been made to point a moral. There is, indeed, scarcely the implication of one. Something might have been said we may suppose, about the ethical effect of allowing the mind thus to dwell within the "mouldering lodges of the past." In this connection one critic quotes from Wordsworth: "The thought of our past years in me doth breed perpetual benediction." Few of us, however, are thus on the alert for sermons in stones. There are people, of course, who will have their little moral, in season or out of season. Others again, who have not yet succeeded in relegating to the involuntary nerves, along with the act of breathing, the effort required to get food, clothing and shelter, must perforce be satisfied with less frequent ascents to such a lofty plane of living.

Manitow, Man.

EDGAR BURGESS.

In the School-Room.

EDITED BY W. A. MCINTYRE, WINNIPEG.

The prize-winner of the Busy-work contest is Miss Graham, of Douglas. We commend to the readers of the Journal not only her suggestions but her systematic

treatment of the whole question. Under the heading I (c) we offer the following as a helpful list of books: Hiawatha Primer; Lights to Literature I; Stepping Stones to Literature I; Garden and Field; Sea-side and Way-side I; Fairy Tale and Fable, (Thompson); Lane's Stories for Children; Aesop's Fables. We hope to publish shortly a complete list of books for Supplementary Reading and Library. One of the readers of the Journal has already sent us a partial list which will be used with others to get something that may be considered fairly complete. Teachers who have books they can specially recommend would confer a favor by forwarding the name and publisher.

In Miss Graham's seat-work, it will be observed that nothing is suggested in connection with Number study. Is this because Number is not taught in Grade I, or because if taught it is taught in class? By the way, what is the educational value of grouping pegs or splints into threes, fours, etc.? Is such work a study of form and color, or a study of number? Or again, is it wise to give in Grade I such an exercise as $7-3=?$ or $\frac{3}{5}$ of $12=?$ Should all this work be carried on independently of figures?

SEAT WORK FOR GRADE I.

It has always been a difficult matter for me to provide the variety of seat work for my little people that I should like. In the hope that someone will come to my assistance and help me out of the difficulty I submit the following:

I.—IN CONNECTION WITH READING.

(a) Copying known words from the blackboard.

(b) Ticket Work. For this I have half-inch squares of cardboard, on some of which are written words with which the children are familiar, and on others are written the phonic elements. The former I use for my Jr. Grade I who are still being taught by the word method; the latter for my Sr. Grade I. I put words and sentences, which the children can read, on the blackboard, and have the children build them up on their desks with the tickets. Having a large number of junior classes and small blackboard space, I sometimes make a change by preparing lists of words or sentences at home on slips of paper and giving one to each child. By having the lists different, pupils may exchange when one list is finished. The same lists may be used again without the children losing their interest in the work, as pupils are eager to see how much more quickly they can do the work the second time.

(c) Sometimes I give the children books and let them look along the lines until they find a word which they know. The work is to find as many of such as possible, writing them in rows on their slates.

(d) Seat work directly preparatory to reading, i.e., picturing and interpreting the thought of a given lesson in the First Reader.

(e) Supplementary reading, the stories read being told by the children at some later composition period, or read by a pupil to the class some Friday afternoon as a "treat." The teacher can provide herself with two or three dozen different primers at a small cost, and there is nothing which gives children more pleasure than to be allowed to borrow one of "teacher's" books. Blackboard lessons from these primers give added interest to this work, as children are afterwards eager to read the stories for themselves out of the book.

II.—IN CONNECTION WITH WRITING.

(a) For Juniors—Copying words or sentences to acquire fluency.

(b) For Seniors—Copying words or letters to acquire accuracy in their formation.

III—IN CONNECTION WITH MUSIC.

Drawing the staff, and copying simple music. Children like this, because it is work which the higher grades do too.

IV—IN CONNECTION WITH DRAWING.

(a) Drawing an imaginative picture from stories from Supplementary Readers, or from stories told to the pupils.

(b) Looking at picture books. These can be made much the same as those for children under school age. viz., of linen, on which the pictures are fastened with "stickers," or by gumming them on. The "Perry Pictures," or Hendrick's "Blue Prints," may be had at a dollar per hundred. Children will read their own stories from these pictures and they never tire of looking at them. And someone has said: "To make people familiar with great works of art, is to cultivate their tastes and to refine their natures."

(c) Drawing—1—Things in the school-room.

2—Some of their class-mates.

3—Flowers, insects, snow-flakes, etc.

4—Memory drawing of houses and grounds, elevators, etc.

5—Drawing from copies.

(d) 6—Stick and tablet laying. (a) Constructing borders, etc
(b) Reproduction of forms put on the blackboard.

(e) 7—Paper Cutting. (a) Of objects placed before the class.
(b) Objects drawn and then cut out.

V—IN CONNECTION WITH COMPOSITION.

(a) Writing "stories" containing words on the blackboard.

(b) A favorite exercise is the drawing of whatever pupils wish, and the writing of all the "stories" they can about the pictures.

(c) Copying sentences from the board and putting in the simple punctuation, such as "periods," "quotation marks" and "question marks."

(d) Copying known prose and poetry (such as memory gems) with the purpose of keeping even margins and paragraph indentations.

VI—IN CONNECTION WITH OBSERVATION LESSONS.

Covered under Drawing, Writing and Composition, (above).

VII—IN CONNECTION WITH NUMBER WORK.—None.

Douglas, Man.

ANNIE S. GRAHAM.

We are leaving over the questions in December issue, in order to secure as many and as varied answers as possible. Do not be afraid to offer your opinions.

Perhaps it is not out of place to repeat an old, old story. How does it fit your case? A small boy was sent to kindergarten, and one of the results was a marked improvement in his manners and conduct. His mother observing this asked him if his teacher did not take up much of the time in teaching him how to behave. "No!" he replied, "she never says anything about behaving." "Then, how does it come that you behave so much better than you did before going to school?" "I don't know, mother, only I know that when she walks round and talks to us we feel good."

Here is a suggestion for any one who thinks that force or punishment is the only means of correcting evil.

"The following is an account of the way in which I broke my class of a bad habit. I was in the habit of giving spelling to six classes at once. I had the books open on the table in front of me. Having to keep so many classes busy, and having

to find each word in a different book, I had no time to watch the class. Some of the pupils were copying. Of this I was morally certain; but placed as I was I could not catch them. I said nothing but commenced writing the words on the blackboard at recess. When spelling time came I left the words there in front of the class and put them (the pupils) on their honor. That ended copying in spelling."

Austin, Man.

E. J. YOUNG.

Editorial Notes.

We invite the special attention of teachers to "Lesson Notes." This department is growing more interesting and profitable every month. The contributions this month indicate the character of the work being done in Geography and Literature in western schools.

A Primary Department is begun in this issue. It is edited by Miss E. Clara Bastedo, of Brandon, who is one of the best primary teachers in Manitoba. We solicit for Miss Bastedo the hearty co-operation of the Primary teachers of the west. There are many unsolved problems in Primary work and nearly every teacher can contribute something to the usefulness of this important department.

At a meeting of the Citizens' Contingent Committee of Regina, Mr. J. W. Smith made a suggestion that it would be fitting to have the public schools take some step which would impress a lesson in patriotism, and subsequently a motion was adopted appointing Mr. Smith, Principal Hugg and Rev. Mr. Milliken a committee to arrange a schools programme. Accordingly all the pupils of the Normal, High, Public and Gratton Separate schools gathered in the assembly room in No. 2 building. Sheriff Benson, chairman of the School Board, presided. Patriotic addresses were given by Supt. Goggin, Inspectors Rothwell and Calder, Principal Hugg, Mr. A. J. Fraser and Mr. J. W. Smith. The classes sang "The Maple Leaf," "Red, White and Blue," and "God Save the Queen." At the close of the proceedings three cheers and a tiger were given for Canada's Volunteers and three and a tiger for the Queen. The schools sent to Hon Treasurer Ross the amount of \$44.55 for the contingent fund, all contributed by the children.

Last month reference was made to the co-operative system adopted by the North-West Teachers' Association in securing positions for members out of employment. The special committee appointed to take charge of this department of the Association's work has sent the following circular letter to boards of trustees:

"Gentlemen:—

"At the formation of the North-West Teachers' Association last summer it was decided to bring to the notice of the various Trustee Boards the heavy tax charged the teachers by the different employment bureaux for securing situations. This amounts in most cases to from \$20 to \$35 per year.

"Some Boards engage teachers only through those institutions, and thus it is difficult for a teacher to secure a situation who refuses to submit to such unjust taxation. We are convinced that we need only bring this matter to your attention in order to have your hearty co-operation in overcoming the evil.

"Should you not wish to advertise in case of a vacancy in your school, we are

prepared to place you (free of charge to yourselves or the teachers) in communication with those requiring situations.

"In order to do this more rapidly and intelligently the following gentlemen have been appointed to receive and answer communications in their respective districts:— J. F. Middlemiss, Wolseley, Assa.; A. M. Fenwick, M.A., Moose Jaw, Assa.; D. S. MacKenzie, B.A., Strathcona, Alta.; C. H. Clarkson, Macleod, Alta.; C. Nevins, B.A., Prince Albert, Sask.

"Thanking you in anticipation of your valuable assistance in this matter, we remain

Yours truly,

EMPLOYMENT COMMITTEE,

N.W. Teachers' Association.'

* * *

The "sweating system" adopted by school trustees in the eastern provinces and to some extent in Manitoba should receive the attention of the provincial Departments of Education. Some innocent teacher who lives in the district and can board at home at no expense (!) is on that account wheedled into taking the school at a lower salary than the previous teacher. The trustees have repeated this device and similar ones until the wages of ordinary teachers are lower than those of ordinary laborers, and of skilled teachers than those of skilled mechanics. The resulting injury to public education is becoming a matter of general comment. A recent issue of the Toronto Sun contained a very sensible article on the question of low salaries, though most of us strongly object to the writer's estimate of the value of women's work in elementary schools such as were referred to. The article in question reads as follows:—

"The Daily Globe of January 3rd contained several advertisements for teachers which throw some light on public education. One of these advertisements offers an assistant mastership in a high school to a suitable person willing to teach mathematics and sciences for \$600 a year. The position is one for which university graduates qualify after perhaps seven years of study. Another calls for a female teacher, who, besides her duties a teacher will be required to light fires and sweep the school for a salary of \$216 a year. Another calls for a male, married, Protestant, experienced second class professional, of suitable age, weight and height to teach for \$300 a year. Another offers \$400 a year to a second class professional, and one offers a position as teacher in a rural school in the long settled county of Grenville, at a salary of \$200 a year. These advertisements probably indicate fairly the remuneration of teachers in the rural and village schools. The highest salary, that offered to university men, does not exceed the wages of a skilled mechanic, while the lowest does not equal the wages of a farm laborer. Though living be cheap in the country, it is obvious that these salaries are not large enough to invite or keep capable teachers. Most ambitious persons, doubtless, make haste to find more profitable callings, and the teaching profession is an endless progression of the raw boys and girls still in their teens, with the girls in the majority. Of scholarship there is perhaps enough. The departmental examinations are supposed to guarantee that. But what is there of character? What will be the character of a people trained in school by teachers with no higher qualification than a knowledge of square root and grammatical analysis? We doubt very much the wisdom of filling the schools with women teachers. At all events, there are few who can teach well until their characters have formed in the crucible of experience and reflection. Nor can any community overestimate the general usefulness of an experienced teacher who is in the language of advertising trustees a male. He becomes a centre of social activity, organizes meetings, settles disputes and fixes moral standards with more authority

than the clergy, whose social activity is narrowed by the fact that they can command only the deference and respect of their own adherents. It is said that the Presbyterian church has provided that all ministers shall receive not less than \$750 a year and a house. In the settled parts of Ontario, it is not uncommon to see a community not larger than a school section supporting three or four clergymen. If the people can do this, they can hardly plead inability to raise the wages of the schoolmaster, who, if his functions are not as exalted as those of the clergy, deserves, at least, generous treatment."

Reviews

Through the kindness of the editor of the Journal I am in receipt of a copy of "Bird World," by J. H. Stickney and Ralph Hoffman, published by Ginn & Co., Boston. A neat and interesting little volume which will prove a welcome addition to the library of the student, but whose usefulness will be somewhat hampered by the number of such popular and general natural history publications of our day. The illustrations are of the best, many of them being the work of Ernest Seton Thompson, while others are taken from the reports of the American Agricultural Bureau, and serve as a means of identification of the birds in life, while the colored photos serve to show the coloration of the various forms, but might have been of greater value had better mounted specimens been secured as subjects. These works are exceedingly valuable in showing the spirit in which the work should be taken up.

GEO. E. ATKINSON.

FAR-SEEING PEOPLE are the most successful. They look ahead and plan what is best for their future, and with this object get a **Useful and Money-Making Education** at the

Winnipeg
Business College

This institution has been largely patronized during the past few years and is now located in splendid premises, fitted up expressly for business college work. Over 150 students have been assisted to positions through its influence last year. Full particulars on application.

G. W. DONALD, SEC.

Part II of Sweet's New English Grammar (Clarendon Press) is somewhat disappointing. Part I was issued six years previously and was an important addition to the literature of English Grammar. Part II deals with Syntax, and probably the sense of disappointment is partly due to the fact that there is a good deal of Syntax in the first 200 pages of Part I. Prof. Sweet is the only writer who has given sufficient attention to word-order, sentence stress and intonation in modern English, and this part of his book is stimulating and suggestive. His detailed treatment of the articles and of verb phrases is especially satisfactory. The two volumes form by all odds the best English Grammar available for collegiate and high school work.

—G.D.W.

Departmental News.

[MANITOBA].

ENTRANCE TO COLLEGIATE INSTITUTES.

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

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

ORAL READING.

SPELLING AND WRITING on all papers.

LITERATURE. The Fifth Reader (Victorian) from page 228 to end of book, with special reference to the following selections :

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

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

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

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

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

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

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