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Contributions.

PARENT AND TEACHER.

PART II.

By Agnes Deans Camerou, South Park School, Victoria, B.C.

In the school, as elsewhere in this busy age of emulation, of turmoil and competition, we attempt too much--eagerness takes the place of earnestness--and we are out of touch with the good old-fashioned virtues of thoughtfulness and thoroughness.

The cure? If we have fallen into error let us acknowledge it. Put back the clock. Lop off the enrichments (I had almost said excrescences), and get back to simpler conditions. Attempt less, and if we only teach a little, let us teach that little philosophically, livingly and lovingly, and (shall I say it?) trust your teachers a little more, oh, parents individually, school boards and framers of programmes. Almost every theorist under the sun has been allowed to curtail a teacher's usefulness by binding him down to cast-iron programmes and by courses of study.

The real teacher, and by this I mean one who looks beyond the mere passing of examinations and satisfying of the "powers that be" to a tribunal that deals with the roots of things and to whom mere externals and pretences are abhorrent, is longing and hungering to do real teaching. Give her a chance and see how willingly she will throw off the shackles of grind and cram.

For my own part I have been reckless enough this last year to leave the regular course for days at a time to look after itself, while together my pupils and I explored the bye-ways of literature and had many a comfortable talk together, talks which although not labelled "instructive and profitable," served to make us better friends.

Nine-tenths of our teachers to-day would do the same thing if you'll only let them. I say, give them the chance.

Look back over your own school days. Who was the teacher for whom you entertain the kindest feelings--the one who most influenced your life? It wasn't that teacher who held you off at arm's length, and in allopathic doses administered the school course to you straight. It was the one who got at your inner self and let you see a little bit of his own in the process. Again, in throwing the whole work of teaching on the school, I feel that there is danger of depriving the home of its legitimate influence. Children of this generation are losing a something that nothing else in this world can supply. Their busy, overcrowded school lives are robbing them of that direct mother-influence

which belonged to us of the last generation of children. The quiet, heart to heart chat at the end of the day's work, the children's hour, is it not slipping away?

Is it permissible for me, I wonder, to speak about mothers to mothers? May an old maid do so without presumption? Then let me say that if I were one of the mothers of these days I would be jealous of my influence with my children—I would be loath to give so much of it up to the teacher. Educating children in the mass has its advantages, but it is the family, not the fifty children in the school grade which forms the unit of national greatness, and God's own plan is the family plan. A mother can, if she will, do more in foundation character building for the child in those first and only years when she represents to him the law of life, than any teacher can ever hope to do afterwards. Don't be too eager to pass your little one on to the nation's nurseries, the kindergarten and the primary school. Your child will in his school journey have many teachers and they will, some more and some less, influence his life, but he has and can have but one mother. Mothers are queer. There are some inexplicable points about them. I have studied the subject (from an exoteric standpoint) for years and there are some things that I cannot understand. One is the attitude of that mother who, when you are trying with all earnestness to strengthen the moral fibre of her child thrusts herself in between that child and the natural consequences of his own acts with a note of this tenor: "Miss Cameron, please excuse Johnny for being late, excuse him for his home work; don't keep him in after school, don't punish him for anything at any time. Let him out of school at half-past two, excuse him for all his delinquencies, past, present, and to come, shut your eyes to everything that is wrong, take pretence for performance, and in short, Miss Cameron, make yourself one of a partnership of three to call wrong right and right wrong."

Let me with all the force at my command emphasize my deep conviction that the action of this mother (and her name is Legion, for she is many) is the cruellest folly. It must result in keen disappointment and undoing when the child learns in the sterner school of the world of men and women that surely and without one deviation does the great Father enforce His rule, "As a man sows, so must he reap." I think it is Goldsmith who says, "There is often the truest tenderness in well-timed severity." I suppose I will offend again when I say that I have little sympathy with that school of educators who would remove from a child's path all difficulties, and make it ever for him plain sailing. The tendency to sentimentalism in our age is, I know, constantly seeking excuses for not doing unpleasant things. Text books and school journals tell us how to keep our pupils wide awake and interested so that they may need no rules. This may be very pleasant for the time being for all concerned, but there is no discipline in it. There are hard duties in citizenship, and I contend that the habit of always expecting to be pleased and interested while a child, does not help the man or woman to do earnest work in hard places. There can be no discipline unless the child learns to do unpleasant things because they are right.

Another thing difficult for me to understand is how a mother can be willing and content to send her child to school to be taught by a teacher whom she does not know. I couldn't, I wouldn't. If I were a mother I would want to know the teacher into whose care I was turning over my little one for more than one-half of his waking hours. And I would want to thoroughly know her, too. I

wouldn't be at all curious about her family history--it would be a matter of equal indifference if her father had been a doctor or her grandfather a ditcher. I wouldn't exercise myself about finding out what church she attended, or what names were on her calling list. The question of "caste" (a word which I have heard more mention of during the three days of this convention than in the whole of my previous life) would not trouble me. But I would want to know what she was doing in the world, what she was thinking about, what she was teaching and why she was teaching it--just what she stood for in the busy ranks of the world's workers. And if I couldn't approve of her, I would not leave my little one in her care. If I found in her a woman to esteem and respect (we might differ on a thousand matters if we were one on vital things), it seems to me that I would try hard to make a warm personal friend of her. If I could not succeed in this (and friendship is a tender plant which refuses to be forced), I would at least be loyal to her; I trust I would not be guilty of the bad form of discussing her actions and questioning her methods, or of permitting others to do so, in the presence of my children; and I would honestly try to strengthen her hand in every possible way. And why not? Is not the teacher the mother's substitute for the time being--her full working-partner?

Just one thought and I am done. I put it forth in no captious spirit; indeed it is with extreme diffidence that I touch upon it at all. It is this: Parents allow their children to grow away from them; and too often just at the time when boys and girls have arrived at the borders of manhood and womanhood. At the time of all times when they feel the need of counsel of a personal nature parents and children find themselves miles apart. I can best explain what I mean by speaking of my own experience, and I trust that you will excuse the ever-recurring personal pronoun. At different times I have boys and girls come to me with troubles and questions of a personal nature, confidence too sacred to touch upon here; and after we have been freely talking together, I have asked, "How about your home people, have you talked it over with any one there?" The reply generally is, No; I didn't like to talk to my mother about it."

Now, I speak from my own point of view, of course, isn't something wrong somewhere? Does not the mother, busy and crowded though her life may be, who in following after the many lines of present-day activities, fails to keep in close touch with her children, allow something to drift out of her life, the loss of which nothing else in the world can replace? And the pith of it is that that confidence is such a subtle something! We can't let it slip one day and go back and pick it up the next.

Before closing I would say that as a teacher, personally, I have much to thank the parents for. Indeed the friendships which have meant the most to me in life have come to me through the school room. My lines have fallen in pleasant places and I am truly grateful. And with this I am done. I can not and will not write platitudes on this subject, and, after all, that which we feel most deeply is the thing which we never put in words.

SOME OF OUR COMMON BUTTERFLIES.

By William C. Sandercock, Langvale, Man.

"Hast thou heard the butterflies,
What they say betwixt their wings?" *Tennyson.*

Here comes Wallace with something in his hat.

"I have a butterfly," he says, and he lets it fly up in the window. We all gather about to watch it.

"How do you know it is a butterfly?" I ask.

"By the way it flies," says one.

"By the way it holds its wings," says another.

"Both good reasons in most cases, but not always enough. I'll tell you another way. Look at its feelers. See that big thick end on them? Moth's feelers are never like that.

"Wallace's butterfly flutters about the window, a big black velvet fellow, two or three inches across, with a light yellow strip all around his wings except in front, and right inside the yellow strip a row of blue dots.

"What is his name, Fred?"

"I don't know. Have butterflies names?"

"O, yes; every butterfly has a name the same as every bird. This one has two names. In cloudy weather we can call him the Mourning Cloak, and in sunny weather the Camberwell Beauty. You will generally find him soaring back and forth in such a place as a road cut through a bluff, especially if water is near. He belongs to the great Brush-foot family.

Shall I tell you of some more of this great family?"

Well, our Camberwell Beauty has a little cousin, perhaps two inches across. We call him Milbert's Tortoise shell. His outer band is nearly black with blue dots in it. Then is a reddish yellow strip, and the rest of his wings are very dark but with two reddish spots up near each shoulder. On the under side he is nearly grey in different shades. You would hardly notice him on the bushes when his wings are closed.

The biggest butterfly of this family in North America is the Monarch. A great butterfly man, Mr. C. V. Riley sees him:

"Lazily flying
Over the flower decked prairies, West:
Basking in the sunshine till daylight is flying,
And resting all night on Aesclepias' breast:
 Joyously dancing,
 Merrily prancing,
Chasing his Lady-love high in the air
 Fluttering gaily,
 Frolicking daily,
Free from anxiety, sorrow and care."

We see him flying about good and early in the spring, floating easily and with the greatest dignity on his great broad reddish-brown wings. Some time ago when he was a caterpillar he had a green and yellow coat and lived on milk weed. Every spring he sets out on his long journey from the Southern States and flies to us. No wonder it is hard to get one with very good wings.

Some cool evening you may have the good fortune to see him by the dozen, with closed wings, clinging by his feet to the tall grass and reeds near the slough. Birds do not like the taste of him, and so he is not afraid to fly about at his ease, or rest himself wherever and whenever he likes.

Don't get him mixed with his smaller neighbor, for he has a peculiar black lump on his hind wing that the Viceroy has not, and the Viceroy has a black strip half way out on his hind wing that the Monarch has not. But both have black veins, and both have one or two rows of white dots in the black border of their wings.

Flitting about the meadows is a pretty little butterfly with the same color. A bay horse is a good example of the color. The Meadow Fritillary is scarcely an inch and a half from tip to tip. His upper surface has three regular rows of

black dots following the border, and from there to the point where his wings grow is a strange mixture of the two colors in irregular dot.

Look on the under side. The front wings have the same colors dotted about, but the hind wings have a rich color that I can scarcely describe. It looks as though purple and brown had been running together softening each other and producing neither effect.

Up and down, back and forth, by the front of the house, especially when the evening sun is yet two or three half hours high, now alighting on the bare ground, and fanning its wings in the sun light, now up and away on its aimless flitting we may see a pretty butterfly. This is the Painted Lady. It is nearly two inches across. It is mostly red. The points of its front wings are black with white dots in them, and irregular black streaks run through the rest. Then a row of black dots runs parallel with the margin of the hind wing.

But look on the under side, and see that row of dots with ring after ring of blue and yellow and black. The rest of the hind wing is marked about with irregular patches of brown and grey and white. The tip of the front wing has similar patches, and the rest of the wing is pink and black and white.

One more mark. Look at those long speckled feelers and see the yellow tip.

This is one of the few butterflies that seem to thrive in almost any country of the world.

I must not forget the silver spots. On the upper side they are that color I call bay, speckled with black. On the under side they have the same spots, but they have also spots of a pure silvery sheen. You cannot mistake them. The tips of their feelers are flat and broad. There are many of them, hard to distinguish, and I must leave them, only saying that the earliest one in the spring with us is the North-western Silverspot.

Some other butterflies will soon be here. Down in the meadow will be the Grass Nymph an inch and a half broad, light brick color underneath, with a row of black rings near the edge of both hind and fore wings. Also there are lines like those on watered silk. On the upper side the color is ashy grey and the spots are not nearly as distinct. A very stupid fellow.

Nearly related to the Grass Nymph are the Wood Nymphs. They also flit about the ponds. They are large dark brown or black butterflies with rings in the under side of their wings. Some have them in the front wings only, some in both. The rings have a white centre, then a black circle, and lastly a light brown band. There is a number of kinds, but they are not very different.

Now how do I know these so different butterflies all belong to the one great Brush-foot family? Look closely in front and see two feet doubled up in such a shape as to be of no use to the butterfly at all. This is the mark. Some have almost lost those legs, and all of them have only four legs to walk on.

To take a look put the butterfly in the window and watch him. Or cover him with a glass for a while and he will crawl up the inside. He will maybe sit still if you put a blossom in with him.

On the sunniest days you will see some pretty little blue butterflies flitting about. Of these Sir Edwin Arnold wrote :

"Bright butterflies
Fluttered their vans, azure and green and gold."

They are not all alike. The Common Blue has a pretty margin on his under side of reddish and metallic green dots, and some dark dots farther in. The Silvery Blue has a festooned row of black dots continued through both wings.

Butterflies of the Blue, Copper, and Hairstreak family are never big. They have the full use of their six legs.

Sometimes you may find a little butterfly, black, or brown, or speckled with both and white, and having his feelers turned over in a little hook. Such belong to the Skipper family, and I would have to see them to tell you their names. They all use six legs.

One more family. The Swallow tails and their relations are almost all beautiful, so beautiful that I do not know which I prefer.

Listen to Swinburne:—

“ Fly, white butterflies, out to sea,
Frail pale wings for the winds to try :
Small white wings that we scarce can see,
Fly.

Here and there may a chance-caught eye
Note, in a score of you, twain or three
Brighter or darker of tinge or dye :
Some fly light as a laugh of glee,
Some fly soft as a long low sigh :
All to the haven where each would be,—
Fly.”

This must be the Common White, almost pure white and with only a little grey on it here and there. Its feelers are speckled and tipped with white.

The Sulphurs are in full swing.

“ A golden butterfly upon whose wings
There surely must be chartered strange things.”—*Keats*.

There is the Clouded Sulphur, yellow with a black border, a black dot in the front wing, and an orange dot in the hind one.

Keewaydin has much the same markings but he is orange instead of yellow and he is bigger.

But the Swallow tails! The climax of all, I think. Somebody says there are five hundred kinds in the world, and North America has twenty-six or twenty-seven of them.

The Common Eastern Swallow tail is black with two rows of yellow dots in the border. He has a noble pair of tails. Near the tails are some blue and red markings. This one's favorite haunt is the woods.

And so also for the Tiger Swallow tail. This is one of the prettiest butterflies in North America. It is yellow and black. The broad border is black with a row of yellow dots in it. The interior is yellow with heavy black marks drawn inward from the front of the front wing. The marginal dots in the hind wings are like yellow half moons. The red and blue dots are present, and the tails that finish up this beautiful butterfly are well worth being proud of. The Tiger Swallowtails measure about three and a half inches from tip to tip.

Such are a few of our commonest butterflies, and I hope many will learn their names and become acquainted with them.

APPRECIATION OF FIGURES OF SPEECH BY SENIOR PUPILS.

By A. M. Fenwick, Regina, Assa.

The following plan has been tried for teaching senior pupils appreciation of figures of speech. Its aim is to lead pupils to see why figures are used the gain to the thought in beauty or force. The writer doubts its value as a training in composition. The cold-blooded creation of a suitable figure for a certain idea is preposterous. Yet it is quite probable that a skilful, sympathetic

teacher, with power to carry his class on the crest of a wave of enthusiasm might find this helpful.

Pupils are found who interpret their work spiritlessly, e.g. ;

"It is a beautiful evening, calm and still,
The holy time is quiet as a nun
Breathless with adoration." *Wordsworth.*

"The evening is very nice. There is no wind. It is as quiet as a nun when she is saying her prayers." An interpretation such as this—mere word-reading, without sympathy, imagination or soul is enough to dishearten any teacher. The children are intellectual only, content with surface interpretations. They need "quickening." At the Territorial examinations a year or so ago, a second class candidate interpreted "No hungry generations tread thee down, immortal bird."—*Keats*.—"The nightingale is not used for food."

There is no need for waiting till pupils get into senior classes before attempting this work, and the following may be simplified for junior pupils.

A.—*The study of a few simple figures (similes or metaphors.)*

"Rose a nurse of ninety years,
Set his child upon her knee :
Like summer tempest came her tears :
'Sweet, my child, I live for thee.'" *Tennyson.*

What is the preceding part of the story ? What efforts were made to bring relief in tears ? (Praise of the dead husband, sight of his face.) What does the nurse do ? Effect ? Why does he use the comparison ? What is gained ?

After oral work of this nature, other figures may be presented for a similar study, e.g. :

"By cool Siloam's shady rill
The lily must decay :
The rose that blooms beneath the hill
Must shortly fade away.
And soon, too soon, the wintry hour
Of man's maturer age
Will shake the soul with sorrow's power,
And stormy passions rage."—*Heber.*

What is the thought of the stanza ? (With age man must meet troubles.) Where does he say so ? Why does he say "shake the soul ?" (Re-read the passage if the pupils do not know.) Why are the lily and the rose mentioned ? How are the two parts of the stanza connected in thought ? (Both deal with trouble—the decay of the lily and the fading away of the rose. The shaking by the "wintry hour" applies to man and to the flowers.)

Blackboard analysis of both the figures that have been studied will follow the oral work. The outline for the first as drawn from the class might be something like this :

<i>Comparison of</i>	<i>With</i>	<i>Points of resemblance.</i>	<i>Weakness.</i>
The coming of a storm in summer.	The weeping of the widowed mother.	1. It comes suddenly. 2. It comes without warning. 3. It brings relief (*) 4. Tears and rain.	There will follow no brightness after the storm to the widow.

B.—*Exercise in forming simple figures.*

Let the scholars form a few figures on easy subjects, and then analyze them as they did in the previous exercise. The following is the product of class work.

<i>Comparison of</i>	<i>With</i>	<i>Strength of figure.</i>	<i>Weakness.</i>
1. A lily.	A beautiful thing.	1. It is familiar. 2. It is delicate.	1. Its beauty is cold. 2. The flower may grow with unbeautiful surroundings.
2. A dream.	do.	1. It is familiar. 2. It is shortlived.	1. It is not always pleasing.
3. An ox.	Something very strong.	1. It is a characteristic quality of familiar animal.	1. An ox is slow and unenergetic. 2. Ridiculous.
4. Iron.	do.	1. It is familiar.	1. It lacks life. 2. It is passive.
5. A lion.	do.	1. It is familiar. 2. It is brave and active. 3. Its appearance is majestic.	1. Cruelty. 2. Stealthiness.

C.—The formations of figures for more complex subjects, with the aim of development of a sense of appropriateness, truth and beauty.

An exercise of the form given above will lead to the necessity for the aptness and truth of the comparison. The teacher will find many subjects suitable for grouping. A set on quick movements will call for discrimination. The movement of a railroad train as she starts, at full speed, as she climbs the grade, as she slides under the "emergency" break, as she comes into a station, as she shunts around the yard; the swiftness of a racing horse; the quickness of a dog; the rush of a bull; the activity of a boy; the speed of a fire engine, etc. A group along a different line is the different aspects of beauty—that of a woman, the grace of a girl, prettiness of a child, a handsome boy, a noble man, etc.

Thus the teacher will call for figures in which greater discernment is used, e.g.: figures of action, parts of things, particular stages of development in nature study, particular qualities, e.g.: languor, laziness, prudence, impertinence, loneliness, independence, carefulness, etc. A wise teacher will see that occasionally his scholars see how some great writer has expressed a thought they have tried. (Loneliness—"Alone, alone, all, all alone, Alone on a wide, wide sea.")

The following illustrates a scholar's analysis of his work:

<i>Subject.</i>	<i>Illustrated by</i>	<i>Strength.</i>	<i>Weakness.</i>
A phase of anxiety.	A bird disturbed in caring for its young.	1. Familiar. 2. True. 3. Would be an "apt" association with most things.	1. A bird is insignificant.
	2. A mother nursing her sick child.	1. 2. and 3.—as above. 4. Appeals to sympathy.	1. The appeal may distract from the thought, i.e. the comparison may be too strong and carry attention away.

At this stage may come the implied comparisons. It seems to the writer to be advisable to do no written work in this branch. If the children will satisfy the teacher that they see the comparison, it is sufficient. As examples we might take synonyms for the idea of education—to tame, rear, build up, grind, cram, nurse, coach, shape, form, (stamp), open the eyes, enlarge the mind, sow seed, drink in (imbibe), master.

D.—*The study of similes and metaphors from literature.*

That the line of work may be understood another example is given. It also is the result of class work and is given with the two views advanced by the class while studying it.

“The day is done and the darkness
Falls from the wings of the night
As a feather is wafted downwards
By an eagle in its flight.” — *Longfellow.*

<i>Comparison of</i>	<i>With</i>	<i>Is it apt?</i>	<i>Has it beauty?</i>	<i>Has it truth?</i>
View 1st—The falling of an eagle's feather.	The coming of darkness.	More true than apt.	Yes.	A. —Yes.—1. Gentle. 2. Slow. 3. Dark color. 4. Comes from above. B.—No.—Would a feather fall straight?
View 2nd—The eagle crossing the sky and dropping a feather.	The creeping darkness.	Very apt.	Yes.	A. Yes.—1. The eagle and the darkness go in the one direction. 2. Alike in color (dark). 3. Flight of both is silent. 4. Flight of both is steady. B. No.—1. Eagle alive, night dead. 2. Eagle is too small to compare with the night. 3. Attributes of the eagle (except its motion) are not helpful.

After studying some ten or twelve figures in this way scholars are ready to draw some general conclusions. They will see; (1) these figures arise from resemblances of two contrasted ideas; (2) that the comparison may be made for one of three purposes, (a) to strengthen the general thought (*aptness*), (b) to strengthen some particular phase of a thought (*truth*), (c) to add beauty; (3) that the contrasted idea must be more familiar than the primary idea; (4) that the comparison may distract the reader from the primary idea by being too attractive. With this “stock-in-trade” the class is ready to appreciate figures with some degree of sympathy. Carry written work out for some time. Let the scholars bring their own figures and discuss them in class. The teacher may discard those that are too difficult. We went over most of the following with a combined class of pupils in our Public School Leaving. Third and Second Class Certificate Standards.

1. (The old notary.) “Hearty and hale was he, an oak that is covered with snowflakes.”
2. “Bent like a laboring oar, that toils in the surf of the ocean.
Bent, but not broken by age, was the form of the notary public.”
3. “Sweet was her breath as the breath of kine that feed in the meadows.”
4. “Men whose lives glided on like rivers that water the woodlands.
Darkened by shadows of earth, but reflecting an image of heaven.”
5. “Silently one by one, in the infinite meadows of heaven.
Blossomed the lovely stars, the forget-me-nots of the angels.”
6. “The manifold flowers of the garden
Poured out their souls in odors, that were their prayers and confession
Unto the night, as it went its way, like a silent Carthusian.”

7. "Wild with the winds of September
Wrestled the trees of the forest, as Jacob of old with the angel."
8. "And over all is the sky, the clear and crystalline heaven,
Like the protecting hand of God inverted above them."
(1-8 Longfellow's *Evangeline*.)
9. "On life's vast ocean diversely we sail,
Reason the card, but passion is the gale."—*Pope*.
10. "T'is education forms the common mind;
Just as the twig is bent, the tree's inclined."
11. "The rank is but the guinea stamp,
The man's the gowd for a' that."—*Burns*.
12. "Some true, some light, but every one of them
Stamped with the image of the King."
(Arthur's Knights.)—*Tennyson*.
13. "I am as a weed,
Flung from the rock, on ocean's foam, to sail
Where're the surge may sweep, the tempest's breath prevail."
14. "Work without hope draws nectar in a sieve."—*Coleridge*.
15. (Mists from Mountain Torrents.)
"Three thousand wreaths of dangling water-smoke,
That like a broken purpose wastes in air."—*Tennyson*.
16. "For him, a waking blood-hound, yelling loud,
That in his bosom long had sleeping lain,
A guilty conscience, barking after blood,
Pursued eagerly." (Judas.)—*Miles Fletcher*.
17. "When thou forgivest, the man who has pierced thy heart stands to
thee in the relation of the sea-worm, that perforates the shell of the
mussel, which straightway closes the wound with a pearl."—*Richter*.
18. (The Village Parson.)
"As some tall cliff, that lifts its awful form
Swells from the vale, and midway leaves the storm,
Though round its breast the rolling clouds are spread,
Eternal sunshine settles on its head."—*Goldsmith*.
19. "And, as a bird each fond endearment tries
To tempt its new-fledged offspring to the skies,
He tried each art, reprov'd each dull delay,
Allured to brighter worlds and led the way."—*Goldsmith*.
20. "The wicked are like the troubled sea."—*Isajah*.
21. "Gibbon's style is too uniform: he writes the same flowery and
pompous style in every subject. He is like Christie, the auctioneer,
who says as much in praise of a ribbon as of a Raphael."
22. "He struck me as much like a steam-engine in trousers."
—*Sydney Smith* of Danl. Webster.
23. "I who still saw the universal sun
Heave his broad shoulder o'er the edge of the world."—*Kcats*.

24. (The Swiss.)
 "And dear that hill which lifts him to the storm ;
 And as a child, when scaring sounds molest,
 Clings close and closer to the mother's breast,
 So the loud torrent and the whirlwind's roar
 But bind him to his native mountain more."—*Goldsmith.*
25. "She was like an apple pudding tied in the middle."
26. "The condemnation of Socrates took him away in his full grandeur and glory, like the setting of a tropical sun."
27. "Do take a little honey, Miss—'tis so sweet—so like yourself !"
 "Thank you. Do take a little butter, Sir ! 'tis so like yourself."
28. "Have you seen but a bright illy grow
 Before rude hands have touched it ?
 Have you marked but the fall of the snow
 Before the soil hath smutch'd it ?
 Have you felt the wool of the beaver ?
 Or swan's down ever ?
 Or smelt o' the brier ?
 Or the nard in the fire ?
 Or tasted the bag of the bee ?
 O so white, O so soft, O so sweet is she."—*Ben Jonson.*
29. "The tear down childhood's cheek that flows
 Is like the dew-drop on the rose—
 When next the summer breeze comes by,
 And shakes the bush, the flower is dry."—*Scott.*
30. Daffodils.
 "Continuous as the stars that shine
 And twinkle on the milky way,
 They stretch in never-ending line
 Along the margin of a bay.
 Ten thousand saw I at a glance
 Tossing their heads in sprightly dance."—*Wordsworth.*
31. "I am the Way, the Truth and the Life."—*Jesus.* (I am the Guide, the Teacher of Truth and the Giver of Life.)
32. "It is not well for a man to pray cream and live skim-milk."—*Beecher.*
33. "The heavens but try our virtue by affliction
 And oft the cloud which wraps the present hour
 Serves but to brighten all our future days."—*Brown.*
34. "But often times celestial benedictions
 Assume a dark disguise."—*Longfellow.*

E.—Other figures—imitative words, elision of letters and of words, inversion of order.

The appeal to the ear is the only way to attack these figures. The question of beauty should not be settled by the teacher. If the child cannot see, the teacher must hope that he will grow to it in time. Ask that a better word be suggested, or for a construction that will sound better while it improves the sense. If thoughtful meditation has been aroused in the child by his previous

study of comparisons of ideas, the comparison of sounds and form will develop. For a study of imitative words, inversion, elision, the following lines from Leigh Hunt has proven within the grasp of Public School Leaving pupils.

“Ramped and roared the lions with horrid laughing jaws ;
They bit ; they glared ; gave blows like beams ; a wind went with their paws ;
With wallowing might and stifled roar they rolled on one another ;
Till all the pit, with sand and mane, was in a thundering smother.
The bloody foam above the bars came whisking through the air ;
Said Francis then, ‘Troth, gentlemen, we’re better here than there.’”

SOME DIFFICULTIES.

In an article on primary reading, which appeared in the September number of the JOURNAL the author remarked, “that a pupil so lost in word-forms or word-sounds that he is not picturing or thinking, is one of the things we do not wish to see.” This observation may serve as a fitting introduction to a few remarks on some of the difficulties in primary reading.

I once had pupils in grades two and three who seemed to be entirely devoid of the power to grasp a sentence as a whole. If asked to read a selection they would mark each word by a pause varying in length from five to twenty seconds, or else they would utter them in groups consisting of from two to three words, without the slightest regard to thought.

As far as I could learn this condition was due to the fact that these pupils had, from their first attempts at reading, been allowed to substitute word naming for reading. The one who could name the words most rapidly was considered the best reader, while the ones who were slow were often scolded for not keeping up a continuous flow of words. Some acquired considerable skill in this exercise and could name them with surprising rapidity, while the majority would look at the first word and pronounce it before giving the others any consideration, and thus they would deal with each word individually until they reached the end of the sentence.

To remedy this evil a number of short simple sentences were chosen, containing only such words as the pupils were familiar with. One of these sentences was written on the board, and the pupils were asked to consider it carefully and then read it. The rendering was as before merely a matter of word naming without any regard to thought. The pupils were then told to turn their backs to the board and tell what they had been reading. At first they were unable to give any idea of what they had been trying to read, but after once more considering the sentence, with a view to expressing the thought, they again turned their backs to the board and told it as expressively as they would talk in any conversation. This proved to my satisfaction that they had the power to grasp the thought in such a sentence as this, which was of course short and very simple.

They were once more asked to read from the board, and again they began treating the words as individuals having no relation to the other words in the sentence. This was no doubt due to the force of habit and had to be dealt with. A great many very short and very simple sentences were written on the board. The pupils were then required to consider each sentence carefully and then express the thought contained therein without reference to the board. This kind of exercise was continued until the pupils had acquired the habit of considering thought forms with a view to picturing and expressing. In six

weeks many of them began to regard reading as an exercise in the expression of thought.

But here a new difficulty arises. In many cases, the readers that such pupils have been using are not suitable, the sentences being too long and the words too difficult for their stage of development. If the teacher puts them back, the whole district will be up in arms in less than forty-eight hours. Some of the pupils will be kept at home, and the parents will utter loud cries against this monster who is impeding the progress of their children.

This may all be avoided by the introduction of supplementary readers. If the pupils are in grade three and require grade one literature, give them suitable selections from a supplementary reader and call them grade three still, and the parents will be satisfied without sacrificing the soul of the child. Have suitable literature at any sacrifice.

Thompson's "Fables and Rhymes for beginners," are very good for grades one and two, while the "Open Sesame," published in three volumes, by Ginn & Co., Chicago, contains an excellent collection for the other grades.

Other teachers have no doubt met with similar difficulties. How did you deal with them? What improvement would you make in the method herein outlined?

W. A.

FROM THE EXAMINERS.

SCIENCE.

Judging by the answers of First Class candidates, there was a deep interest in the study of science. There was apparent more than a text-book knowledge of the subjects. Still there was lacking the power to see the relation of these to each other, and to the phenomena of every day life.

The papers in practical botany in Third Class were characterized by conciseness, accuracy and clearness. Certainly much has been done in this line of work in the last few years.

Entrance Agriculture showed that "the flowers that bloom in the spring" have been of more than average interest to the candidates this year. With abundant good will and fairly accurate knowledge they described these, and while there were some thirty variations of the spelling of anemone, yet the interest shown in the plant itself, and plants generally, more than compensated for this. There was on the whole, no such ignorance in this subject on the part of city children, as in former years. The ordinary operations of farming were a matter of common knowledge, and error was more on account of lack of practical experience in these operations than from any other cause. There is room for careful experimental work in this branch of study.

A tendency to conceal ignorance in a maze of words was common enough, excepting in the botany papers. It was a positive pleasure to read these on account of their clearness and terseness.

ENTRANCE GEOGRAPHY.

The recent examination papers in Entrance Geography required from pupils a certain knowledge of the commercial relations of his own province, and country, and also of the interdependence of the various parts of the British Empire. While this is not altogether a new move, it emphasizes the importance of some aspects of the study of geography which may have been somewhat neglected in our schools.

We are living in an age of great commercial enterprise, and although it is to be regretted that this spirit has taken possession of many people to the exclusion of everything else, it is not on that account to be wholly condemned, and it is our duty as teachers to conform, as far as possible, to the needs of our time and country.

The average business man, or farmer, thinks chiefly of utility in connection with programmes of study; the teacher thinks of culture. Geography presents this advantage over some branches, that the knowledge obtained from its study is generally admitted to be of a very practical character, and, at the same time, it affords excellent opportunities for sound mental development.

The resources of Canada are at present occupying the attention of the world, and possibly one of the best things we can do for the child is to arouse his mental activities by this means, and associated therewith would be the consideration of important current events concerning Canada and the British Empire generally. In this way the pupil would acquire a culture evident to the teacher, and, at the same time, become the possessor of a fund of knowledge whose usefulness the parent will concede.

JAS. HOUSTON.

THIRD CLASS GRAMMAR.

Judging from the character of the answers given by the candidates on the Third Class Grammar of this year, I must come to the conclusion that, either the paper was much easier than usual or else the candidates knew more about the subject than did those writing in previous years. I believe the paper was somewhat easier than many of the previous years' papers, but not sufficiently so, to account for all the improvement in the style and quality of the answers given. The work done by the candidates this year seems to indicate that better methods of teaching the subject are being followed in our schools than have been followed in the past. Evidently more attention is being paid to foundation work; and it is along this line of studying out and reasoning from the fundamental laws of thought, that improvement in the future must come. Call it Grammar, call it Logic, call it what you please, but do this foundation work thoroughly, and good results will follow, not only in increased knowledge of the subject but also in ability to thoughtfully and accurately express that knowledge.

Perhaps the lack of a knowledge of the underlying rules of Grammar and consequent inability to reason therefrom was the most noticeable weakness in the work of the candidates. Next to this and probably traceable to the same cause was the failure of many of those writing to make the best of what they did know. I mean by this that in many cases the answer given was such as to lead me to the conclusion that the writer had a fuller knowledge of the point he was discussing than his answer would give him credit for, that in fact he had not done himself justice. This latter was especially noticeable in the work of the candidates on analysis and parsing—which alone received one-third of the total mark. For example often the writer, in parsing, would leave out one-half or more than one-half the classifications, points I fancy he knew, in most cases, perfectly well. Parsing may or may not be of any value. That is not the point. It is on the paper, it receives its share of the marks, and the candidate wants those marks, or as many of them as he can get, and he receives according to what he puts on the paper, not according to what he knows, no matter how evident it may be that he knows more than his answer gives him credit for.

D. J. WRIGHT.

Primary Department.

THE DUSTMAN.

Key E.

(1. 1. 1. 2.) (3 — 3 —) (2. 1. 2. 3.) (1 — — —)

(3. 3. 3. 4.) (5 — 5 —) (4. 3. 4. 5.) (3 — — —)

(4. 4. 4. 4.) (6 — 4 —) (3. 3. 4. 3.) (2 — — 2.)

(1. 1. 1. 2.) (3 — 3 —) (2. 1. 2. 3.) (1 — — —)

There's a little dustman
Cometh every night
Into wee ones' bedrooms
With the waning light,
Watches wee ones sleeping,
Sings a little song
That makes the pretty dreams come
Thro' the night so long.

Then a little sunbeam,
Sparkling fresh and bright,
Comes in wee ones' bedrooms
With the morning light,
Sends away the dustman,
Opens wee ones' eyes.
Shows them then the great sun
Shining in the skies.

THE LAND OF COUNTERPANE.

When I was sick and lay abed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bedclothes, thro' the hills;

And sometimes sent my ships in fleets
All up and down among the sheets,
Or brought my trees and houses out
And planted cities all about.

I was the giant great and still
That sits upon the pillow hill,
And sees before him, dale and plain,
The pleasant land of counterpane.

—Robert Louis Stevenson.

HOW THE SWEEP FOUND OUT HE WAS BLACK.

Once upon a time there was a little chimney-sweep, and his name was Tom. That is a short name, and you have heard it before, so you will not have much trouble in remembering it. He lived in a great town in the north country, where there were plenty of chimneys to sweep, and plenty of money for Tom to earn and his master to spend. He could not read nor write, and did not care to do either: and he never washed himself, for there was no water up the court where he lived. He had never been taught to say his prayers. He never had heard of God, or of Christ, except in words which you never have heard, and which it would have been well if he had never heard. He cried half his time, and laughed the other half. He cried when he had to climb the dark flues, rubbing his poor knees and elbows raw; and when the soot got into his eyes, which it did every day in the week; and when his master beat him, which he did every day in the week; and when he had not enough to eat, which happened every day in the week likewise. And he laughed the other half of the day, when he was tossing halfpennies with the other boys, or playing leap-frog over the posts, or bowling stones at the horses' legs as they trotted by, which

last was excellent fun, when there was a wall at hand behind which to hide. As for chimney-sweeping, and being hungry, and being beaten, he took all that for the way of the world, like the rain and snow and thunder, and stood manfully with his back to it till it was over, as his old donkey did to a hailstorm, and then shook his ears and was as jolly as ever.

One day a smart little groom rode into the court where Tom lived. Tom was just hiding behind a wall to heave half a brick at his horse's legs, as is the custom of that country when they welcome strangers; but the groom saw him, and halloed to him to know where Mr. Grimes, the chimney-sweep, lived. Now Mr. Grimes was Tom's own master, and Tom was a good man of business, and always civil to customers, so he put the half brick down quietly behind the wall and proceeded to take orders.

Mr. Grimes was to come up next morning to Sir John Harthover's, at the Place, for his old chimney-sweep was gone to prison, and his chimneys wanted sweeping.

Now, I dare say, you never got up at three o'clock on a midsummer morning. Some people get up then because they want to catch salmon; and some because they want to climb the Alps; and a great many more because they must, like Tom.

So he and his master set out. Grimes rode the donkey in front, and Tom and the brushes walked behind, out of the court, and up the street, passed the closed window shutters and the winking weary policemen, and the roofs all shining gray in the gray dawn.

On they went; and Tom looked and looked, for he never had been so far in the country before; and longed to get over a gate and pick buttercups, and look for birds' nests in the hedge; but Mr. Grimes was a man of business, and would not have heard of that.

And they were gone three miles and more, and came to Sir John's lodges.

But Tom and his master did not go in through the great iron gates, as if they had been dukes or bishops, but round the back way and a very long way round it was; and into the little back door, where the ashboy let them in, yawning horribly.

And then the housekeeper turned them into a grand room, all covered up in sheets of brown paper, and bade them begin, in a lofty and tremulous voice; and so after a whimper or two, and a kick from his master, into the grate Tom went, and up the chimney, while the housemaid stayed in the room to watch the furniture.

How many chimneys Tom swept I cannot say: but he swept so many that he got quite tired, and puzzled too, for they were not like the town flues to which they were accustomed. So Tom fairly lost his way in them; not that he cared much for that, though he was in pitchy darkness, for he was as much at home in a chimney as a mole is underground; but at last, coming down the right chimney he came down the wrong one, and found himself standing on a hearth rug in a room the like of which he had never seen before.

The room was all dressed in white—white window curtains, white bed curtains, white furniture, and white walls, with just a few lines of pink here and there. The carpet was all over with gay little flowers; and the walls were hung with pictures in gilt frames, which amused Tom very much.

Under the snow-white coverlet, upon the snow-white pillow, lay the most beautiful little girl that Tom had ever seen. Her cheeks were almost as white

as the pillow, and her hair was like threads of gold spread all about over the bed.

She never could have been dirty, thought Tom to himself, and then he thought, "And are all people like that when they are washed?" And he looked at his own wrist, and tried to rub the soot off, and wondered whether it would ever come off. "Certainly I should look much prettier then, if I grew at all like her."

And looking round, he suddenly saw, standing close to him, a little ugly, black, ragged figure, with bleared eyes and grinning white teeth. He turned on it angrily. What did such a little black ape want in that sweet young lady's room? And behold it was himself, reflected in a great mirror the like of which Tom had never seen before.

And Tom, for the first time in his life, found out that he was dirty; and burst into tears with shame and anger.

—Charles Kingsley, from "The Water Babies."

In the School Room.

SEAT WORK FOR PRIMARY GRADES.

How shall the little ones be kept busy when at their seats? The question has been asked over and over again. Those in attendance at Normal School have been "making a collection," and the following is the result. It is not implied that all of the exercises are pedagogically worthy, but it is hoped that some of them may be helpful to teachers. There are a few points which deserve special consideration e.g. the amount of play at seats, in relation to the amount of work; the relation of whole body movements or limb-movements to finger-movements; the limit of time to be given to exercises in which close perception of form is necessary, as writing, drawing, needle-work, etc.; the relation which any exercise bears to the studies immediately preceding or succeeding. Unfortunately, many teachers have come to regard "Busy-work" as simply something to fill up the time. It should be borne in mind that there is education in the doing of everything, if it is done in the right way. No teacher should give his pupils an exercise in seat-work unless he perceives its educational significance. And there is an education in play as well as in work. But should there ever be any exercise that is not directly connected with that which is of living interest to the pupil. If not, how many of those suggested will be considered of value?

1.—READING AND COMPOSITION.

1. Reading from Supplementary Readers. Any teacher not in a position to obtain these may write out lessons on heavy paper, and by systematic exchange may get much for little trouble. This is the best seat work in reading.
2. Reading stories from board; reading memory gems and committing to memory.
3. Reading stories from board or books and re-writing them.
4. Copying reading lessons, observing punctuation, etc; reproducing lesson in written or printed form.
5. Drawing pictures to illustrate the reading lesson.

6. Select a simple story. Divide into sentences. Number these and distribute. Have each pupil copy his sentence and prepare to read it.
7. Writing out the difficult words of the reading lesson. (Limit 2 times.)
8. A sentence is written on an envelope. Pupils read it. Inside the envelope are squares containing the separate words. The sentence is built by the pupil.
9. A list of known words is written on board. Pupils find the same words in the squares handed them.
10. As in 8, only with letters and words, instead of words and sentences.
11. Making out new words which are diacritically marked by the teacher.
12. Pupils study words so as to be able to reproduce them. (Spelling.)
13. Making up sentences containing words of previous lesson. These to be written or made from tickets supplied by the teacher.
14. Writing sentences using *is* and *are*; *was* and *were*, etc.
15. Writing stories suggested by pictures, or preparing to tell such stories.
16. Writing descriptions of plants or animals, studied privately, or in class.
17. Describing different duties or occupations of the day, as getting breakfast, feeding cattle, playing ball, etc.
18. Writing out substance of a story read by pupils or told to them.
19. Writing out words which rhyme, which sound same but spell differently.
20. Writing out names of objects in the school-room, the garden, the store, the farmyard: the names of the seasons, months, days, etc.
21. Writing answers to questions on board.
22. Copying memory gems or verses from board; addressing letters.

2.—DRAWING.

1. Drawing from models; from objects resembling models.
2. Drawing from nature—leaves, flowers, buds, branches, insects, birds, animals.
3. Drawing familiar objects in room, on street, in garden, in home, etc.
4. Drawing plan of game, as football, of playground, of schoolroom.
5. Drawing circles, squares, straight lines.
6. Making pretty forms with sticks, and drawing them on slates.
7. Tracing natural leaves placed on slate in different positions.
8. Placing leaves and flowers on desk to please the eye.
9. Drawing designs in squares. (Using square or circle as a foundation see how many objects pupils can represent.)
10. Printing letters, drawing geometrical forms, making figures.
11. Drawing little sketches from memory.
12. Arranging models to give pleasing effect.
13. Forming patterns and borders with tablets and splints.
14. Arranging colored slips according to shade.
15. Studying autumn leaf and choosing colored papers and crayons corresponding to shade in leaf.
16. Choosing pegs and tablets of different colors and putting them together.

3.—HAND-WORK AND PLAY.

1. Making pretty forms with corn, split peas, etc.
2. Making chairs, tables, etc., with soaked peas and tooth-picks.
3. Stringing beads, cutting paper to patterns, making paper boxes, caps, mats.

4. Making picture scrap book ; arranging and matching colors.
5. Paper-folding, making paper chains (color exercise), weaving, cutting figures out of card-board.
6. Pressing flowers and leaves ; arranging and mounting them ; painting and drawing from these.
7. Stitching with colored wool on perforated card-board ; making book-marks, etc.
8. Clay-modelling—animals, stems, branches, and other nature-forms.
9. Block-building, arranging pegs in groups of two, three, four, etc.
10. Playing with string ; whittling ; tracing on tracing slate.
11. Arranging beads or buttons ; copying with colored sticks the stars, squares, etc., on board.
12. Collecting leaves, flowers, soils, pictures grasses, etc.

4.—MUSIC.

1. Copying the ladder, using names, pitches, syllables.
2. Making the scale after being told where "do" is placed.
3. Copying songs.
4. Making the different kinds of notes, rests.
5. Changing *numbers* to *syllables* or *pitches* and v.v.
6. Learning words of songs.
7. Composing little exercises. (Higher grades.)

4.—NATURE STUDY.

1. Reading from Nature Readers.
2. Examining plants, leaves, flowers, stems, insects, etc. Drawing from same ; coloring the drawings ; writing descriptions.
3. Comparing and classifying plants, leaves, flowers, etc. Drawing so as to show differences.
4. Collecting, pressing, arranging and mounting specimens.
5. Finding papers or crayons to match colors in nature.
6. Cutting out forms similar to nature forms, as leaves, snowflakes, petals, wings.
7. Drawing margins of leaves, points of leaves, veining ; placing of buds, cross-section of stem, etc.
8. Studying pictures of animals, insects, plants.
9. Writing out the story of a plant from observation of its growth ; or story to show difference in growth of two plants.
10. Writing out the life or some phase in the life of some bird, wild or or domestic animal.
11. Field-work.

5.—NUMBER WORK.

1. Arranging objects into twos, threes, fours, etc.; counting pegs ; finding half, fourth, fifth, etc., of a group of pegs.
2. Making figures and writing corresponding words.
3. Working out problems in number-work.
4. Working out all the combinations and separations in a given number.
5. Using the symbols +, —, ×, etc., in problems.
6. Writing out tables of twos, threes, etc., such tables being worked out by the pupils.
7. Making up problems in number.

8. As related to number-work.—Practical measurement of lines, surfaces, volumes; making change; estimating capacity, weight, etc.

Next month we wish to publish a sample day's work for Grade I, that is, a complete programme for a day. Who will send it?

Editorial.

A WORD FOR ALL.

In undertaking for a time the editorial management of the JOURNAL we are going to appeal to our teachers for a continuation of that assistance which was so generously given in the past. The journal will be useful to us all, just in proportion as we are identified with it; therefore, if any one of us has a word for his fellows let him say it, if he has a question to ask, let him ask it. Let us remember the testimony of the old lady on return from class-meeting, "We had a grand time; *I spoke.*"

It has been said by some that a journal can never succeed unless those doing work for it receive money for their services. This has been said even in our own country. What are we to say about such a statement? Are we going to meet it point blank and not give it the lie? For it is a lie. The best and highest service in the world cannot be bought or sold; it must be given. And our teachers are able and willing to give, and they will grow rich in the giving. More than this, they can by putting into it the best that is in their own lives give us the JOURNAL, that is the very best for us just at this time. It may not be so pretentious as some; may not be so broad, so modern, so highly theoretic, but it can help us where we need help, and it can be an inspiration to us when we grow weary.

It should serve a two-fold purpose, on the one hand giving us clearer views as to the aims of our work, and helping us in methods of government and teaching; on the other hand supplying us with that information which is not supplied through ordinary channels. It should reach first of all the teacher of the public school, and through him the pupils and the parents. It should also be the medium through which teachers can "make their wants and wishes known." But even in this it should be a positive rather than a negative force, should aim at building up rather than breaking down, should be an instrument for service rather than a weapon for attack. So may it be!

THE LIVING TRUTH.

"Give me the teacher that knows at first-hand, who has carved out the truth with his own chisel; not the man who has learned from books, and who like a birdling in its nest opens its mouth for whatever is offered." Boys and girls are always ready to learn from a teacher who really knows his subject, who can illuminate it from his own resources. There are some of our teachers who have most miserable success in nature-study, simply because they have not opened their own eyes earnestly and sympathetically, to see and understand, and when

they come before their classes they know nothing and feel nothing concerning the subject under discussion. Mr. Sandercock in his article on butterflies shows what observation-appreciative observation means. A child who learns to observe closely and sympathetically is getting the best out of nature study. It is a small matter whether he remembers the names or not. He will remember them though, without trouble, if he is interested in his observations. Teachers will understand of course there are many other lines of observation with regard to these insects—e.g. their food, their mode of motion, their mode of life, their transformation, etc. In the economy of nature, perhaps the butterfly does not account for much, but in the matter of education any creature, however small may be of the highest importance if its study will lead pupils to a closer and more loving study of the works of creation.

DIVERSITY IN UNITY.

Miss Cameron's welcome article on "Parent and Teacher" raises the old question "How much shall the school aim to do for the pupil?" Perhaps one of the best ways to settle this, is to determine first of all the *special* aims of each of the great institutions of civilization—the home, the church, the school, the vocation and the state—and then to consider the *common* aims. It will be found in every case that the *grand common aim is more important than the special aim*. The *common* aim is worthy manhood, lovely womanhood. To this end the family gives nurture, the "school initiates into the technicalities of intercommunication with fellow-beings," the vocation directs activity into special channels, the state elevates the individual to the species, the church relates his acts of will to the Divine will, and behind all, there is the idea of *the up-building of a worthy life*. A teacher is too narrow who loses sight of the larger aim; he is too "vague and shadowy," if he does not recognize that he is accomplishing most when he is *in the right spirit* doing the special work that is set out for the school. A child can not be shaped into right being by one institution alone, nor by the whole five working independently; but when there is a five-sided work going on in one soul, all towards the same great end, surely something may be hoped for. Let us trust that as the years go by, each of the institutions named shall perceive more clearly its own special duty, so that there may be no shirking of responsibility on the part of any, and no interference by any with the special work of the others. Truly the family, the vocation, the church and even the state, would in some cases load the poor school with a burden too grievous to be borne. Truly also there are some school-men who would settle down to the narrowest possible groove, forgetting that though they are not called upon to do the special work of the other institutions, they are nevertheless co-laborers with them in the up-building of life.

WORD-NAMING.

Every teacher of primary grades will be glad to read the article by A.W. It deals with a real difficulty—a difficulty which perhaps should never have existed, but nevertheless a difficulty far too common. In addition to the supplementary readers given we would suggest—"Lights to Literature," I and II, (Rand, McNally, Chicago); "Stepping Stones to Literature" (Silver, Burdett, Boston); the Baldwin & Cyr Primers. But better than these even are the com-

positions of the teacher and pupils growing out of actual lessons. For example, the following comes after a lesson on the milk-weed pod :

This is a milk-weed pod. It is about three inches long. It has opened a little. I can see the seed babies inside. There are hundreds of them. They are lying close together. They have a beautiful feather bed. Every seed has one feather. The feather looks like white silk. It helps the seed to float through the air. Next year there will be many milk-weed plants. Mary called the feather the seed-baby's dress, &c.

The following succeeded a number-work lesson :

We had a lesson about six. Six is one more than five. It is two more than four. It is two times three. One half of six is three. Three and three make six. etc.

The following came after a talk on sowing the grain :

Father took out the seeder. He put the horses in it. He drove it to the field. He put grain in it. He drove the horses up and down the field. The grain came down the spouts. It was spread all over the ground. The drills pressed it down. By and by the grain began to sprout. The green leaves soon showed above the ground, etc.

After a drawing lesson the following was used :

My cube has six faces. They are equal in size. Each is square. The length of each side of a square is an inch. The cube will stand on any of its sides. The cube has six corners, etc



Our subscribers will favor us if they send a card stating what departments of work they wish to see emphasized in the JOURNAL.



A great honor has been conferred on The Canadian Office & School Furniture Company, Limited, of Preston, Ontario, by the award at the Paris Exposition of a Silver Medal for school desks. The exhibit was made at the instance of the Government to supplement the educational display. The silver medal is the highest award which could be given by the judges, and the fact that a Canadian firm has secured it is a matter of congratulation.



We would ask our subscribers to note the date on the address label of their JOURNAL. Those in arrears will please make an effort to remit before next issue, as we are anxious to square up all back accounts. If they will do so, it will save a great deal of time and expense in sending out accounts. We are sending out a number of sample copies this month. We would ask those who receive them to give them a careful perusal, and if they wish to subscribe, fill out the enclosed blank and return to THE EDUCATIONAL JOURNAL OF WESTERN CANADA, Box 173, Winnipeg, Manitoba.



WESTERN TEACHERS' ASSOCIATION.



A LARGE GATHERING—INTERESTING PAPERS, ANIMATED DISCUSSIONS.

On the 11th and 12th instant the Western Teachers' Association met in convention in Brandon. It is pronounced the most successful meeting of some years. About 150 teachers attended.

The president, Mr. W. N. Finlay, gave a lengthy address, referring to the loss sustained by the association, by the death of the late Mr. G. D. Wilson,

whose sympathy and aid has been so marked in western education. The subject of school libraries, penny savings' banks, manual training, compulsory education, desirable changes in certificate work, and summer schools for teachers were also dealt with. Lastly was shown the great necessity for teachers of a high moral standard.

One of the most helpful papers was that by Principal Forrest, of Souris, on "Picture Study." This study was put along side the study of poetry and shown to be the same, the study of life, the soul, and their interpretation.

Mr. J. D. Hunt's talk on "Teachers' Salaries, and Future Outlook" caused a good deal of discussion pro and con. The speaker laid down the principles which gauge salaries, and proceeded to apply these to the teaching profession.

It was much regretted that Rev. Dr. McLean was unable to be present to give his lecture on "That Boy Next Door." In his absence Rev. J. B. Silcox gave a lecture on Whittier, classing him with Tennyson and Browning, all three prophets of the good and its final triumph. It was highly appreciated. The public lecture on "Great Artists as teachers," by the same gentleman, was thoroughly enjoyed by a large audience, including many Brandonites. About 100 pictures of the best artists were shown by means of a magic lantern. In a short lecture preceding the exhibition of the pictures, the speaker showed art as a teacher and as universal. The nude in art was fully discussed and good art of this kind shown to be suggestive only of purity and perfection.

The paper on "Grammar," by Principal Newcombe, of Virden, was excellent and short. That grammar teaching has one aim, that of mental development, and that it must be taught inductively were the principal conclusions reached. Mr. Newcombe indicated in general the order of procedure in teaching, based it on a knowledge of the psychological states of mind, knowing, feeling, and willing; these leading to study of the sentence and its classification: then followed study of proposition, term, parts of speech, gender, number, case, etc. This paper and that by Miss Bastedo, of Brandon, on "Primary Reading," elicited a great deal of discussion, which was exceedingly helpful especially at the present time, when these subjects are so prominently before the teachers of the west and the methods of dealing with them are changing radically. Miss Bastedo taught a reading lesson to five children; it proved a marked success and beyond usual interest to those present. A short paper was also given, showing how to create in the child the desire to read, and also that the child is the teacher in naturalness. The discussion which followed was a lengthy one. Inspector Lang proposed three questions for consideration: 1 How can we inculcate the desire to read? 2 How can we overcome mechanical difficulties? 3 How can we correct bad habits in reading? Mr. Lang and a number of others believed that a great deal of the literature in school journals and the literature of nature is trashy and useless for reading purposes. The question then arose as to what is the right literature for the child. The noticeable feature of the convention was the free discussion and the importance of the subjects dealt with.

The following reports of committees were accepted:

Text books.—1. Whereas the present unsatisfactory public school text book on arithmetic is little used by teachers and the lack of text in many cases leads to lack of system, the committee resolves that the advisory board be asked to authorize graded lists of problems in this subject.

2. Whereas the present text in grammar for grades VII and VIII is unsatisfactory and certainly not in accordance with the work laid down for said

grades, this committee resolves that the advisory board be asked to prescribe some other text more in the line with the character of the work prescribed by the programme of studies.

Resolution committee.—1. Resolved, That the Western Teachers' association in convention at Brandon feels, with the deepest grief, the loss it has sustained by the removal of one of its most esteemed and valued members, in the person of the late G. D. Wilson.

2. That a movement to pass a compulsory education act would be in full accord with the sentiment of this body.

3. That the authorities be asked to pass an act whereby every school board shall be required to pay out of the regular school grant, at least \$10 (per room) for the establishing of a school library, and at least \$3 each succeeding year for the purpose of adding new books and replacing old ones; except in the case where libraries are already established.

4. That in the opinion of this convention it is desirable that the third class certificate work as prescribed for 1902 should be divided into two parts, one to be taken each year.

5. Whereas greater efficiency is expected of pupils writing for teachers' examinations in our province, and whereas many students of nervous temperament have impaired their health by overpressure during examination week, resolved that the Western Teachers' association believe it is in the interest of the best education to extend the time allotted for departmental examinations.

6. That it would be in the interests of education in Manitoba if the course for teachers and for matriculation could be made more nearly identical.

Nomination committee.—Officers for year 1900-01: President, Mr. S. Forrest. Souris; first vice-president, Mr. G. Young, Brandon; second vice-president, Miss A. K. Murray, Brandon; secretary-treasurer, J. P. Wadge, Alexander; executive committee, Mr. Newcombe (convener) Alexander; Mr. Peters, Rapid City; Mr. Bawden, Griswold; Miss Montgomery, Wawanesa; Miss Graham, Carberry; Miss Redmond, Glenboro.

Book Notes.

Teachers who wish reading matter for primary grades might try

Five Cent Classics—Educational Publishing Co., Boston.

Hiawatha Primer—Ginn & Co., Boston.

Little Folks' Primer—Educational Publishing Co.

Lights to Literature, I and II.—Rand, McNally & Co, Chicago.

School Pictures of suitable size can be had from J. C. Wiltter. New York. at 25c. and at 60c. They are worth having. For two cents the Perry Co., Malden, Mass., will send their catalogue of classic pictures. A good picture can teach as much as a story.

According to *The Bookman* the best selling books in September were

The Reign of Law—Allen (MacMillan.)

To Have and to Hold—Johnston (Houghton, Mifflin & Co.)

- The Redemption of David Corson—Goss (Bowen-Merrill Co.)
 Unleavened Bread—Grant (Scribner.)
 Voice of the People—Glasgow (Doubleday, Page & Co.)
 Philip Winwood—Stephens (Page.)

The following are worth having. They are reports of the National Educational Association, and may be had from Dr. Irwin Shepard, Secretary of the N. E. A., or from *Educational Review*, New York :

- Report on Rura Schools, 25c.
 Report of Committee on Normal Schools, 15c.
 Report on Libraries and Schools, 15c.
 Report on College Entrance Requirements, 25c.

Selected.

THE SCOPE OF EDUCATION.

Why should one subject of the proposed curriculum be studied more than another? Why should it be studied at all? The master generally has a reason for his manœuvres. He wishes to attain a certain end. Can a teacher teach well unless he understands the object and aim of his efforts? The majority of teachers, perhaps all of us, teach *traditionally*. We teach certain subjects and by certain methods because it is the custom to do so. If we should keep definitely in mind why we teach, much better methods would assuredly follow.

Education is undoubtedly a training for public service. It is not the perfection or self-expression of the individual, excepting in so far as that may be of public utility. In social affairs, as well as in matters biological, the true goal is the greatest good of the greatest number, that is, society. Hence our educational processes should be pre-eminently social in their nature. As in the great organic world instincts are always for the benefit of the race, tribe or clan to which the individual belongs, so in the educational world methods should always aim to be for social welfare—altruistic. Our present schoolroom methods teach selfishness incarnate. Mutual co-operation and helpfulness is a pedagogical crime. Each pupil is largely an unrelated unit. Only in play outside the schoolroom does he become again a social factor. All efforts are bent towards the selfish "perfection" of the individual. Moral precepts about love, self-sacrifice and social helpfulness are now and again thrown into the hardened, indigestible mass of selfishness to season it withal. The consequence of it all is that our national life is permeated with low, mean, despicable political trickery, dishonesty, selfishness and immorality—the result of our good intentions in educational matters.

Again, if education is a training for social service, some means ought to be provided in our schools for such training. The school life ought to be a *society*, not a prison with isolated cells for each pupil. This school-society ought to be modeled on the society outside the schoolroom. The life of the pupils should be an *occupational* one. The occupations ought to be suited to the age, development and culture of the pupils. By means of these occupations the pupils could be gradually initiated into the culture and civilization of the race. The occupations

should not be the mere learning of trades, but should be the social means by which the children acquire the stored-up capital of the past and are trained in social practices.

The subjects of the curriculum would then become means towards the solving of social occupational ends and remain as they are at present, simply or largely ends in themselves. Such educational mastodons as "parsing" and a good deal of our number work would be stripped of their hoary respectability and be supplemented by something of more social service.

A thorough study of the social conditions of the past and the present will show that the school has entirely failed to keep pace with social progress, and must be readjusted to society; that, owing in great part to this failure, the school has fallen out of relation to the life of the child and must in some way be brought into such relation, and that, as a result of these two facts, there is now great waste in education going on. Furthermore, the readjustment of the school to society and to child-life cannot be effected on the lines of reconstructed scholasticism or a new course of study, but must be accomplished on the lines of manual training, cooking, sewing, drawing, modelling, and the fundamental occupations of present-day society.—*Colorado Journal*.

EXAMINATIONS.

We commend the following as coming from the pen of the Deputy-Minister of Education in Ontario, to all our teachers. Verily, "The world do move."

Besides the growth of knowledge and the growth of democracy, the examination system has also done much to foster a wrong idea of education. Examinations are not a necessary evil, as some contend, but a real advantage, provided they are of the proper kind, held at the proper time, and conducted as far as possible by the teachers themselves. When held by outside examiners no consideration can be given to the educational status of the candidate, except that evinced by his knowledge of the subjects on the programme. The system of examinations by outside persons is a modern development which has had its advantages, but its attending evils. So well are its dangers recognized that Universities are gradually turning to the former plan of having the members of the staff the examiners. The Normal Schools and the Normal College are saved from the possible injustice of outside examiners by giving virtually a controlling power to the staff in making its official reports. The greatest difficulties and the most serious cases of injustice have arisen in connection with the non-professional examinations for teachers and the examinations for matriculation. The introduction of the system of confidential reports from the staff is convincing evidence that teachers regard no board of examiners as infallible. Unfortunately character has no value in deciding whether or not a candidate is to receive a certificate. The boy who fails in algebra may be debarred from matriculation, even though his principles are good and his future bright. On the other hand the boy who has not sufficient will power to abstain from the use of cigars may be admitted to a University by barely making one-third of the marks in each subject. Instances have arisen at Universities of students requiring to take a supplemental in their fourth year before obtaining their degree. There is no case on record, however, to show that a candidate was debarred from his degree on account of being drunk during the year, or on account of having failed during his four years' course to acquire those elements of success in life which are just as valuable as knowledge of biology, Greek, or civil polity.

Proper training is still more important than a suitable course of study. The highest motives should be used to direct students in their work. The best teacher is the one who is the best disciplinarian. Good training calls for the use of natural incentives. So far as possible all artificial incentives should be abandoned. Prizes and scholarships awarded on the results of competitive examinations are a serious impediment to the attainment of the best educational ends. The example of our Universities has a powerful influence upon secondary and elementary schools. The wealthy man who offers scholarships or prizes, which are to be gained by competitive examinations, is not a benefactor. All rewards of this character turn the attention of the youth of our country to wrong educational ideals. No educationist of note regards as defensible on pedagogical grounds incentives of this nature. Fortunately, Canada has not yet been inflicted as much as England by the evils of competitive examinations. It is a fact, however, that even in this country bribes, in the shape of prizes or scholarships, induce students to attend institutions which otherwise would not be their choice. If the money given for prizes and scholarships were devoted to increasing the salaries of professors, or enlarging the staff, Universities would be benefited and the High School would be saved from a demoralizing influence.

To abandon competitive examinations is good so far as it goes, but it does not go far enough. There should be no written examinations conducted by outside examiners, except where necessary. If matriculation examinations are to continue, the opinion of the High School principal should become a more important factor than heretofore. The character and work of a student while attending a High School can be known only by the teachers. To make them count for nothing is to degrade the true office of the teacher, who should be regarded as an educator, and not as a mere instrument to fill the minds of students with knowledge. No student should be permitted to attend a University if he has not shown during his three or four years' attendance at a High School the acquisition of certain powers of self-control. Why should not industry, neatness and courtesy be regarded as at least as important for a matriculant as a knowledge of chemistry or the binomial theorem? The fact that character in the student does not count is sufficient evidence that wrong ideals control educational systems. It will give the teacher great power in the matter of character building when his judgment will have more value than that of a board of examiners. If it is said that teachers cannot be trusted—a statement which I am not prepared to accept—the condition is the result of the development of a wrong view of education, and a consequent degradation of the teacher's true position. Give the teacher the power which he should have, and the responsibilities which he should be willing to undertake, and teachers of a nobler personality will be in demand.

Cheerfully, dear teacher, cheerfully! "The Lord loveth a cheerful giver:" and by the same token, we believe He loveth a cheerful teacher. It is not necessary, neither is it desirable, that you should wear every morning what some one inaptly calls "the kindergarten smile" as you say with artificial sweetness that reminds one of glucose, "Good mawning, little gihl." Perish the thought! There be teachers, who in their every patronizing effort to be gracious, will accomplish much more to make their pupils dislike them than they would by utterly ignoring them. Little Billy Jones, who certainly doesn't know whether seven times four are twenty-seven or thirty-two, knows very well that

a teacher "may smile and smile and be villain"—perhaps you can think of Bill's synonym for villain. You might paint and powder—if school teachers did those things—until you looked like an advertisement for a beauty show, and the children might regard you as the most beautiful woman they had ever seen, but you can't make them believe you like them and are glad to see them unless you do and are. The sun may shine on a good 'good morning' that is bad indeed, and the clouds may lower over a 'good morning' that is very, very good.—*Colorado Journal.*

A New York paper tells a story of an author not unknown to fame, who once wrote a work of fiction which he was unable to complete to his satisfaction. Try as he would, he could make no satisfactory ending to his story. After many attempts and some years of writing, he concluded to let his story end several chapters back of the point at which he had ceased to write. In such shape the book was published, and, to the author's surprise, achieved remarkable popularity. Its unconventional ending, which he had thought a defect, was praised by the critics as one of its most excellent features. It was just explicit enough, they said, to satisfy the reader without going into inartistic detail. Possibly there is a hint in this worth something to teachers as well as to writers. A good many lessons would gain in impressiveness if the teacher could persuade himself to stop several minutes before he has reached the conclusion to which he thinks he is in duty bound to advance.

Departmental News.

REGULATIONS FOR ENTRANCE TO COLLEGIATE INSTITUTES FOR 1901.

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.

LITERATURE.—The Fifth Reader (Victorian), with special reference to the following selections:

Prose—

- The Crusader.
- Rip Van Winkle.
- The Panthers.
- The Archery Contest.
- English Scenery.
- Killiecrankie.
- The Story of Muhammad Din.

Poetry—

- The Red River Voyageur.
- To the Dandelion.
- The Chambered Nautilus.
- Rosabelle.
- The Vision of Sir Launfal.
- The Isles of Greece.
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