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EDUCATIONAL JOURNAL

OF WESTERN CANADA.

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THESE five characteristics, then, I offer as evidence of an education—correctness and precision in the use of the mother-tongue; refined and gentle manners, which are the expression of fixed habits of thought and action; the power and habit of reflection; the power of growth; and efficiency, or the power to do. On this plane the physicist may meet with the philologist and the naturalist with the philosopher, and each recognize the fact that his fellow is an educated man, though the range of their information is widely different and the centers of their highest interests are far apart. They are knit together in a brotherhood by the close tie of those traits which have sprung out of the reaction of their minds and wills upon that which has fed them and brought them strength. Without these traits men are not truly educated and their erudition, however vast, is of no avail; it furnishes a museum, not a developed human being.

It is these habits, of necessity made by ourselves alone, begun in the days of school and college, and strengthened with maturer years and broader experience, that serve to show to ourselves and to others that we have discovered the secret of gaining an education.

—Butler.

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Replies to contributions will be welcome.

IN THE MOTHER-LAND.

Agnes Deans Cameron.

The current number of "*The Schoolmistress*," one of the leading English school journals, in its "Wants" column furnishes some interesting copy to us pedagogues of the North-land. Before we pack our "grips" and start off seeking situations in the Old Land, it would be well for us to take a mental inventory of our moral and pedagogical qualifications. Our *age* is one of the first demands. "No one over 40 need apply." What do they do with their "Schoolmistresses" when that fatal milestone is passed? Kill them off? One wonders. In most cases you are required to be a "Churchwoman"—sometimes a "decided Churchwoman" or a "thorough Churchwoman." It sets Canadians, who as a nation acknowledge no established church, wondering again. What is exactly that subtle something which differentiates a "decided Churchwoman" from a "thorough Churchwoman," and bars off one who is simply "a Churchwoman" from either? And who does the classifying?

And how does this strike you?

HIGHFIELD CHURCH SCHOOL, SOUTHAMPTON.—After Christmas, Certificated Mistress for large Mixed School. Upper Classes. Churchwoman. Disciplinarian. Drawing. Sol-fa. Cookery a recommendation. Salary £60. Head Master.

A certificate, a Churchwoman, a disciplinarian, drawing, sol-fa, and more than a hint to throw in cooking, and all for \$25 a month! It reminds one of the nursery rhyme:

"In matters of commerce the fault of the Dutch
Is giving too little and asking too much."

Here is another gem:

NEWCHURCH-IN-ROSSENDALE N. SCHOOL.—Infants' Mistress at Christmas. Churchwoman. Communicant. Kindergarten. Clay Modelling. Brushwork. £70. Apply, Rector.

A "church school" in Winestead offers £40 a year and will throw in "coals," if the "Mistress" is able and willing to "play an American organ in church." As an extra inducement it is announced that this school is "not under government." Something about the advertisement reminds one of George Eliot's old lady who "had to get her coals by strategy and pray to heaven for her salad oil."

Another place demands "A good disciplinarian, domestic economy, musical drill, needlework and singing" for \$250 a year, and with delicious coolness adds that "Welsh is indispensable." I don't think that school board needs any one to teach domestic economy for them; they could give the world odds and score every time.

Communications.

GERMAN IN OUR SCHOOLS.

By Geo. R. Belton.

Mr. Lerew asks in his article in December number, "Are the German children learning the English language?" and also advises the teaching of English only to the Mennonites.

Perhaps some older German teacher may be better fitted than I to answer, but as one who was for two years principal of the largest bi-lingual German school in the province, and one viewing the question from a purely English or rather Canadian standpoint, I would like to answer the question. But before an answer can be made, I must shortly explain the conditions which exist on the reserves.

The Mennonites number about 10,000 all told. Roughly speaking they live in Rhineland and Hanover Municipalities, although many are also in Stanley. There are several sects of them, but all agree on these doctrines of not going to war and not taking an oath nor going to law. None baptize infants, and one sect, "The Bredergemeine," immerse (which practice they have learned from the English Baptists.) The Mennonites were nearly all of the "Old Colonies" church when they settled here, which church has a doctrine (not formulated by Menno Simon) that they must hold no communication with the world. This forbids them from being a civil officer, thus effectually shutting out public schools, as to have a public school they must have trustees and receive the grant from the civil government. This sect is by far the greatest, and they have no public schools, only private schools taught by inferior men. Often the man who herds the cattle in summer teaches during the winter. They teach only the Three R's., further knowledge being considered unnecessary. These people are *retrograding*. The fathers can read and write Russian and German, but few of the children can do as well. No English is taught in these schools; no advancement whatever is being made amongst them, and none of their schools are inspected by the German inspector (who is of the Bergthaler sect) and none of their children attend any of the district schools. This sect comprises by far the greater part of the Mennonites.

The Bergthaler sect is probably next in numbers, and they and the Bredergemeine differ in only a few forms of practice and minor doctrines. These are very progressive people and amongst them are the district schools (numbering about 40) situated in a sort of fringe around the reserve. All the Mennonites of Winkler village belong to these two sects and most of those in the other villages which are on the railroad. (The Bergthalers are sub-divided, I forgot to add.)

These 40 schools compare favorably with the average English country schools. They teach English rather more hours than German, and are taught chiefly by men from Kansas, who teach on permits, owing to the scarcity of qualified teachers who can converse in German.

The language spoken by these people is a dialect of Plautt Dutch or Low German, closely related to Lowland Scotch (many words are the same.) It is an unwritten jargon. They read and write in Hoch Dutch or High German, and sing their hymns, read their Bible, and often attempt to preach in it also. One

who spoke only High German would neither understand them nor be understood by them, except perhaps by a few of the more educated ones.

So the answer to the first question is: Yes, a small minority of the Mennonites are learning English, but the majority are neither learning English nor German properly.

But as to discarding German, I would most emphatically say *no*. So long as these deeply religious people have their religion as entwined with the German language, so long as they must write to their friends in their native language, they should have it taught to them—that is the reading and writing of German. Whether it is necessary to teach them to speak German may be a matter of debate. One rule in Winkler was that neither language must be used as a medium to teach the other and no Low German must be spoken at all. The using of the Mennonite dialect as a medium for either purpose is out of the question. English must be spoken to teach the scholars to speak it and to enjoy its idiom in literature. A certain knowledge of German may be taught, using another language as a medium, but it is unsatisfactory work.

Besides I have not found that the study of the German retards the English subjects. In Winkler the lower room spent half time on each language, the second room less time on German, and the upper room one hour per day. The English spoken in the upper room was as good as the average English of the same grades (minus the slang), and the pupils were as far advanced according to their ages. (The same may be said of Plum Coulee and Rosenfeld schools and no doubt many more.) In the late examinations my Mennonite pupils who took the English papers made higher totals than the English candidates, who were older than they and not below the average in ability. There was difficulty in the school at first in getting English expression in composition work, but this was remedied by a good library of English books, most of them of the simpler, interesting type.

The solution of the matter is not to discard German, nor is it so easy to suggest a solution. Mr. Lerew is right in saying that many of the German teachers cannot speak High German. He might add that many speak very poor English also. Yet these 40 schools are improving, and may safely be left under the capable supervision which has brought them to their present state of efficiency.

The time is perhaps not far distant when the Mennonite reserve will produce its own teachers—that is for the district schools. In the meantime it would be better to let in the Ontario German teachers who have English certificates (there are plenty of them.) The objection may be raised that they speak Pennsylvania Dutch. This is true, but a man from Ontario who speaks Pennsylvania Dutch and perfect English and has an Ontario second professional, is very much superior to a foreigner who speaks the Mennonite dialect of Platt Deutch, a rather cumbersome English, and has generally about the standing of Grade VIII. Yet the majority of permits are issued to the latter class, while the former class is shut out by the law.

But how about the vast majority, the reserve Mennonites, who live in their villages, dress as they did in Russia (for they were a colony from Germany living in Russia for some generations and keeping themselves as distinct a people there as they are doing here, never intermarrying nor losing their lang-

uage nor religion), and are as stated above retrograding in all that pertains to civilization? If only schools could be established in each village on this plan: each village to have a two-roomed school with a properly qualified German teacher (from Germany) in one room, with a certificated teacher of English in the other, it would not be long before the Mennonites would show our English settlers a thing or two worth seeing (for my experience shows me that they are as capable as the English speaking people and far more persevering).

It seems hard to go against a rooted religious doctrine such as that which debars these Old Coloniers from having district schools. Yet the man who brings about or even compels such a state of affairs as I mention above will do our country an enormous favor. Unborn generations will rise up and call him blessed.

One or two other points in Mr. Lerew's article may be touched on. He says: The French Canadians of Eastern Ontario and the Maritime Provinces speak English as well as the English do. They have certainly, then, made most phenomenal advancement since I lived near them ten years ago. Their English was then fearful to hear, and their French patois was as different from written French as the Mennonite dialect is from written German. In fact, it seems to me that any argument for the discarding of German on the grounds Mr. Lerew gives will apply equally to discarding of French. As for the teaching of grammar, it does not apply to the German schools at all, as the German teachers teach but little English grammar (by rules, &c., I mean) in any grade.

For a full essay on this method of teaching languages by rules of grammar write to Academie De Brisay, Toronto. Any teacher wishing to learn further about the Mennonite people can consult these books, "The Mennonites," by J. F. Galbraith (write to Morden Chronicle for it); "Mennonite Faith and Doctrines," by Yohan Horsch (published by the Mennonite Book Concern).

A SUGGESTION.

Possibly there are no teachers of graded schools in the province of Manitoba that have not experienced difficulty in getting at the figures for the annual report. The difficulty arises from the fact that many names occur twice or perhaps oftener on the register sheets for the year, owing to the promotions from grade to grade. There are two dangers, duplication, and the omission of part of the annual attendance of a pupil. To avoid these dangers, a good many hours of labor are required. The following plan, we believe, would do much to obviate these difficulties:

Let each teacher be provided with a number of blank cards on which could be entered the name, age and grade of each pupil as soon as he enters. Let there also be spaces for entering the attendance for each term, and the total attendance for the year. When a pupil is promoted from one room to another the card of each pupil promoted could be handed to the teacher receiving him. On his card would be marked the days' attendance in the room below.

A count of the cards at the end of the year would show the total enrolment for the year, without the danger of duplication. Then it would also be a simple matter to classify the cards for the numbers of males and females, and for the

attendance below 100 days, between 100 and 150 days, and over 150 days. Another classification according to grades, would show the numbers in the various subjects of study.

Cards, say three inches by four inches, might be printed in some such form as follows :

| | |
|-----------------|-------|
| 1901. | |
| Name..... | |
| Age | |
| Grade | |
| 1st half..... | |
| 2nd half | |
| Total | |

The above is offered merely by way of suggestion, and criticism will serve to show defects, and point the way to improvements. Forward ! critics.

P. D. H., Selkirk.

Primary Department.

Edited by Annie S. Graham, Carberry. Man.

GEMS.

"I lent my dear dolly, and what do you think?—
They gave her no food and they gave her no drink.

They left her uncovered all night in the cold—
My dear little dolly, not quite a year old.

'Now take it, dear dolly, this sweet little pill,
'Twill help you, my darling, I know that it will.

We'll no more be parted for love nor for gold—
My dear little dolly, not quite a year old.' "

—Selected.

"My mother she's so good to me!

Ef I was good as I could be

I couldn't be as good. No, sir!

No boy can be as good as her.

She loves me when I'm glad or mad;

She loves me when I'm good or bad,

And, what's the funniest thing, she says

She loves me when she punishes.

I don't like her to punish me ;
 That don't hurt but it hurts to see
 Her cry when I cry, an' nen
 We both cry,—an' be good again.

She loves me when she cuts and sews
 My little coat an' Sunday clothes,
 An' when my Pa comes home to tea,
 She loves him 'most as much as me.

She laughs and tells him all I've said
 And grabs me up and pats my head.
 And I hug her and hug my Pa,
 And love him 'most as much as Ma."

—*J. Whitcomb Riley.*

BOOKS FOR CHILDREN.

From about twenty lists received, I have selected the following books for primary grades :

(a). Those suitable to be read to children : Water Babies, by Kingsley ; Stories of Our Shy Neighbors (Ginn & Co.) ; Black Beauty ; Beautiful Joe ; Lion, the Mastiff ; Aesop's Fables : Stories of Scotland, (Morang, Toronto) ; Stories Mother Nature Told Her Children ; How Plants Grow ; In Mythland ; Uncle Tom's Cabin ; Jungle Books, I and II, by Kipling ; Trail of the Sandhill Stag ; and Autobiography of a Grizzly, by Thompson Seaton ; Among the Meadow People ; Among the Farmyard People ; Among the Forest People ; Alice in Wonderland ; Story of Patsy, and Bird's Christmas Carol, by K. D. Wiggin ; Adventures of a Brownie ; Aunt Martha's Corner Cupboard ; Seven Little Sisters ; Andersen's and Grimm's Fairy Tales ; Andrew Lang's Fairy Story Books ; Robinson Crusoe ; Stories from Garden and Field (Ed. Pub. Co.) ; Children of the World ; All the Year Round (Ginn & Co.)

(b). Those suitable to be put into children's hands : Five Cent Classics (Ed. Pub. Co.)—What Annie Saw ; Some Bird Friends ; Flower I, II and III ; Legends of Springtime ; Story of the Birds ; Roots and Stems ; Little Red Riding Hood ; Jack and the Beanstalk ; Selections from Aesop ; Ellen Cyr's Primer and First Reader (Ginn & Co.) ; New Canadian Readers (Gage & Co.) ; Nelson's First Science Reader (Am. Book C.) ; Stepping Stones to Literature, I and II (Silver, Burdett Co.) ; Ontario Reader, II (Copp, Clark ; Stickney Readers, I and II ; Heart of Oak, I and II (Heath & Co., Boston) ; Story of Hiawatha (Ed. Pub. Co.) ; Hiawatha Primer (Houghton, Mifflin & Co., Chicago) ; Lights to Literature I and II ; Holton Primer (Rand-McNally, Chicago).

INFLUENCE.

We hear a great deal about the influence of the teacher upon the pupil, but seldom do we hear of the child's influence upon the teacher. We cannot live in the schoolroom with little ones without being influenced by, as well as influencing, them.

I believe that the teacher's influence is, to a large extent, but the reflex influence of the child ; that the innocent, reliant life of a child lived in our

midst is perhaps the greatest factor in helping us toward "what we should be" and what we would have our children be. There seems to be enough of the "kingdom of heaven" left in the little "rascal" to even keep the teacher in her darkest hours from losing faith in humanity. What is this *something* which seems to bring the best out of us? I think it is that he *simply makes us love him by allowing himself to be loved*. Is it too much to say that whatever of Paradise we have on this earth is due, directly or indirectly, to the presence of children among us?

Surely the privilege of teaching these little immortals, who stand on the threshold of life and look to us for guidance, is second only to the sacred calling of motherhood. The question arises, then, how can we "walk worthy of our calling"? Long ago, when the One who was Divine walked on this earth in human form, He took the little ones in His arms and blessed them, and still today He places them in our midst and gives us His own divine message, "Become as little children." To do this we must come down from the stilted, egotistic plane of adulthood and get closer to the purity and sympathy of the little child. What a great move for some of us, and yet only as we seek and obtain the child spirit can we hope to enter into the lives of little children and thus gain the privilege of drawing forth their awakening powers to the fullest development. But by doing so we may not only imbibe their goodness but reflect it with increased brilliancy, and so make their lives, as well as our own, rich, and full, and beautiful, and Christlike.

NUMBER WORK.

The following "questions" are not given as model work, but as selections from actual work. If they in any way stimulate a single teacher's thought, they will have done their work. Criticism will be heartily welcomed.

PROBLEM I. If 5 pencils cost 9c., what will 10 cost?

TEACHER.—"In every problem we have two parts: we are told something, and we are asked to find something. What are we told in this problem?"

PUPIL.—"We are told that 5 pencils cost 9c."

TEACHER.—"And what are we to find?"

PUPIL.—"What 10 will cost."

TEACHER.—"I want you to close your eyes and think about 5 pencils and then think about 10 pencils. Are they the same? Well, can you tell me anything about them?"

PUPIL.—"I know that 10 pencils are twice as many as 5 pencils."

TEACHER.—"Yes. How will this help us in what we wish to find?"

PUPIL.—"Twice as many pencils would cost twice as much money."

TEACHER.—"Yes. Will you give me the work in full for this problem?"

PUPIL.—"I know that 5 pencils cost 9c., and that 10 pencils are twice as many as 5; so 10 must cost twice as much as 5. Now 5 cost 9c., so 10 will cost twice 9, or 18c."

PROBLEM II. A boy has \$1.15. He buys 3 pigeons at 30c. each. How much money has he left?

Solution: We are told (1) that the boy has \$1.15.
 (2) that he buys 3 pigeons @ 30c.
 We are to find (1) what the pigeons cost.
 (2) how much money is left.

1 pigeon cost 30c.; 3 will cost 3 times 30c., or 90c. (30 is 3 ten's, and 3 times 3 tens is 9 tens or 90). So the pigeons will cost 90c. The boy has \$1.15 which is 11 tens and 5. He has spent 90c. which is 9 tens. Eleven tens and 5, take away 9 tens, will leave 2 tens and 5. The boy has 25c. left.

PURE ARITHMETIC.—*Types of questions.*

TEACHER.—"Will you explain how you may find how many $6+9$ are?"

PUPIL.—"I will first find how many 10's there are in 6 and 9. I will need 4 to go with 6 to make 10, and if I take this 4 from the 9 I will have 5 left. One ten and 5 is 15. So $6+9$ are 15."

TEACHER.—"27+36 are how many?"

PUPIL.—"27 means 2 tens and 7, and 36 means 3 tens and 6. 2 tens and 3 tens are 5 tens, and 6 and 7 is the same as 1 ten and 3. So altogether I have 6 tens and 3. The short way of saying 6 tens and 3 is 63. $27+36$ are 63."

TEACHER.—"How many 8s are there in 12?"

PUPIL.—"12 is a short way of saying 1 ten and 2. In 10 there is one 8 and 2 over, so in 12 there will be one 8 and 4 over."

TEACHER.—"40÷18."

PUPIL.—"40 means 4 tens, and 4 tens is the same as 2 twenties. In each 20 there is one 18 and 2 over. So in 2 twenties there will be 2 eighteens and 4 over. $40÷18=2$ and 4 over."

TEACHER.—"If you take 14 from 25, how many are left?"

PUPIL.—"25 means 2 tens and 5, and 14 means one 10 and 4. One 10 from 2 tens leaves 1 ten, and 5 take away 4 leaves 1. One 10 and 1 is 11, $25-14=11$."

TEACHER.—"How do you find one-half of 36?"

PUPIL.—"36 is 3 tens and 6. One-half of 2 tens is 1 ten, and one-half of the other ten is 5. So, one-half of 30 is $10+5$ or 15. One-half of 6 is 3. And $15+3=18$. So one-half of 36 is 18."

TEACHER.—"Twice 27 is how many?"

PUPIL.—"27 is 2 tens and 7. Twice 2 tens=4 tens. Twice 7=1 ten and 4. So twice 27=5 tens and 4 or 54."

WHAT MOTHERS CAN DO.

"Is it permissible for me, I wonder, to speak to mothers about 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 a 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 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*."

—A. D. C. in *Canadian Mag. zine*.

SOME SUGGESTIONS.

1. Several times during the day, allow children to close their eyes and rest them for a few moments.

2. In copying misspelled words, a good plan is to place the correct forms on the board, and have the pupils look at the word while writing it in the air. Sometimes a pupil is asked to write each work a certain number of times; occasionally he copies it wrongly the first time, and of course does so each succeeding time.

3. Occasionally ask pupils to compare the last written page of their practice book with one nearer the front. Don't ask them to state the result of their comparisons. Silence in this case may be "golden."

4. When children seem sleepy, sometimes they may be aroused by allowing them to swing for a few moments back and forth between the desks.

5. Never ask a child to reproduce a story until he has thought over what he is going to say. I have found it a good plan to read or tell the story, and then have children close their eyes until they have gone over it all to themselves. This gives confidence to the timid little one, and greater fluency to all.

6. Don't allow children to write too much at a time. They tire so soon, and very often it is the teacher's fault that each line is not "better than the last."

7. "It is the stimulus of finding the new in the familiar and the familiar in the new that gives zest to investigation in any stage of science." The constant aim of the teacher must be to get the pupil to see in the common things around him, what he had not seen before, though he may have had his eyes upon them hundreds of times. Don't let us lose sight of the fact that children are very like some of us grown-up children—"having eyes they see not."

8. "When fathers jump up and holler,
 'Here Jim! you rascal, you scamp!'
 And hustle you around by the collar,
 And waggle their canes and stamp,
 You can laugh right out at the riot—
 They like to be sassed and dared;
 But when they say 'James,' real quiet—
 Oo—oo—that's the time to be scared!"

9. Reading a story to a child, sometimes gives him a desire to learn to read it for himself, when perhaps he would not care to attempt to read it if he were just given the book and asked to read it.

10. "What makes you think your father never went to college?" asked the fond mother. "Oh, he doesn't know a half-back from a centre rush," returned the boy, scornfully.

11. In choosing stories to be read or told to children, don't forget that those illustrative of the courage that is too strong to do a mean thing, are just what is needed for the commonplace boys and girls who must do all things in their lives without gold or glory as a reward.

12. Let us try to think very often of the *life side* of our work. It may mean grave responsibilities, added burdens; but strength to bear them will come when we remember that ours is the Master's work, and that to do it worthily, it needs not only our time and thought; but *ourselves*.

We are aiming to give each month something for (1) the primary pupil, (2) his teacher, and (3) his mother. And we need material for February. "A word to the wise is sufficient."—A. S. G.

Editorial.

A HAPPY NEW YEAR.

This we wish to all our readers. In the experience of every teacher may the work mean better things and bring better things than ever before. May there be clearer and higher aims, more intelligent and more logical methods. May boarding houses be more convenient, trustees more liberal, school houses better equipped, parents more sympathetic, inspector's visits more frequent, and above all salaries higher and payments more regular.

DISAPPOINTED TRUSTEES.

There is considerable dissatisfaction among trustees this year because they have been unable to get the teachers whom they have chosen for their schools. It has come about in this way: An advertisement appears in the weekly papers, ending with these words, "Apply stating salary on or before Dec. 26." When the applications are opened on Dec. 26—two or three weeks after most of them have been made—the trustees decide to accept that of Miss C., as she is lowest. Miss C., however, could not afford to take chances and in the meantime has accepted another school. It is Dec. 31 before the trustees are in a position to get on the track of another teacher, and then they are too late. Now, this is very annoying, but in one sense it serves trustees perfectly right. Why, in the name of common sense and ordinary fairness, can they not take a plain, manly way of advertising? Let them put in something like this:

VACANT.—Plumlee School, 10 miles n.e. of Bendix. Salary, \$—; board, \$— per month; boarding house — from school. Lady preferred. First satisfactory application accepted.

Then they will not have twenty or thirty teachers on the string at the same time.

On the other hand, it seems only right that when a teacher applies for one position and accepts another she should notify trustees that she is no longer an applicant. In the same manner trustees should notify applicants whether they are or are not accepted. The customary method of advertising, which is supposed to keep down salaries, is about played out. If a school can pay only \$300 a year, let the trustees say so. They will get a \$300 teacher and every one will be satisfied. If they can pay \$500, let them make it known and they can get the best \$500 teacher available. The attempt to make teachers bid against each other is about the smallest piece of business imaginable. How would it do in medicine, or in divinity?

A SENSATIONAL VIEW.

In the last issue of the *Ladies' Home Journal* appears an article by the editor, Mr. Edward Box. Presumably it consists of extracts from letters of parents. Whether these extracts are real or fictitious does not signify. By means of these Mr. Box endeavors to produce the impression in the minds of the readers of his journal that the modern school is a place in which children are crowded, pushed, overstrained mentally and physically, that it is the chief agency in inducing sickness, premature decay and death. He does not say this in just so many words, but no fair reader could possibly make any other inference. A few extracts will give our readers the general drift of the article:

"Unless he sat up until midnight it would be a mortal impossibility for my boy to do the lessons which he brings home."

"It was either no boy or no school, so we chose the latter and took the boy out."

"Of five children I have had to take three out of school almost broken beyond repair."

"One year of study and my boy of eight had to be taken from school."

"Brain fever at twelve and we are left alone."

"Foolishly I went ahead. Ambition spurred me on. Now my little girl is mine no longer."

"A beautiful niece in a private asylum is a sorrowful tribute to modern schooling."

"A little mound in our family plot is all that we have."

Now, if Mr. Box had accompanied the publication of his sixty-eight little extracts (real or fictitious) by a statement to the effect that they fairly represent or do not represent the common state of affairs in a modern school, we should know where to find him, but, true to his custom, he has left for himself a knot-hole sufficiently large to emerge from when pursued.

Some time ago I visited a gentleman in this city in his office, and he produced a letter which he informed me he had been saving up for some time. It was from a teacher, and it would be impossible for one to conceive of anything much more faulty in composition, spelling, penmanship and general appearance. Yet, though this gentleman produced it with the remark, "See what your teachers write us!" he was afterwards glad to change his words to, "See what *one* teacher wrote us!" For, according to his own remarks, teachers as a class write letters much more creditable than those of the average citizen.

Now, if we assume that Mr. Bok's sixty-eight little extracts give us the truth in sixty-eight specific cases, it proves next to nothing concerning the

actual condition of affairs in the public schools in America to-day. The millions of cases never reported would have to be taken into account. I suppose it would be possible through generous advertising to get sixty-eight American citizens to say that the assassination of President McKinley was a cause for rejoicing, but that would be no indication of the general feeling in the United States and the world at large.

But it may be safely affirmed that the sixty-eight extracts do not set forth the full truth in these sixty-eight cases, nor do they set it forth even approximately. It is not the exactions of the school; it is not over-study, as insisted upon by parents themselves; it is not "dreadful" homework that produces the evil consequences referred to. In ninety-nine cases out of one hundred with city children, physical and mental inertia are to be attributed to dissipation—to evening parties, late hours, to luxurious living. A physician advised a lady in the south end to keep her girl out of school; the study was too much for her. Under his breath, however, he anathematized the mother who was dressing her girl in silks, giving her card parties every week, and feeding her on angel cake and chalk.

The fact of the matter is, the average American child below the high school and college knows practically nothing of hard work in school. The boys of forty years ago worked longer, more intensely and with infinitely less assistance and they retained their health. It would be physical and psychical salvation for many young people in American towns and cities if they were actually compelled to do some honest, independent, hard work—such work as English and German children perform with benefit to themselves and their fellows.

It is a convenient thing to have a small boy in every family. There is then always some one who may be held responsible for all damage to property. The public school is the small boy among the institutions of civilization. Mr. Bok has succeeded in charging him with another misdemeanor, but fortunately he has not yet proved him guilty.

Let it be said in all fairness, however, that there is a grain of truth in the stack of chaff. There are schools in which the examination god is worshipped and in which the child is sacrificed to the subject of study. Yet, even here, it is not work but worry and fear of failure that prove so disastrous. There are cases in which parents centre all their ambitions on "graduation day," but all parents are not foolish. Because a few err, it is not necessary to make insinuations with regard to all. Mr. Bok has not observed widely, and he has made rash inferences, but we must forgive him. It is necessary in an age of high tension for a paper to be sensational, if it would increase its circulation. Yet we shall all continue to believe that a little genuine optimism is better than a wretched pessimism which is based on unintelligent observation or biased imagination.

There is a movement on foot to open up more schools among the Galicians. The problem is full of difficulties. On the outskirts of the settlements some progress has already been made, but in the interior little has been done, and it is a wise man who can say what should be done, and a wiser one can say just what can be done. There is a financial difficulty in the way. Let us suppose it overcome. There is a semi-legal difficulty in the way as well. There is provision in the School Act for bi-lingual teaching and it is impossible to get

teachers who can give instruction in both languages. Even were the Galicians willing to have only English taught in their schools, it would be difficult to get English teachers who would be willing to serve, unless salaries much greater than the average given in English schools were offered. The longer one considers the policy of *bunching the immigrants* the more unwise does it appear.

Miss Cameron's article, "In the Mother Land," causes us to smile, but it would not be difficult to show that our sisters in the old land are more favorably situated than ourselves. One dollar there is equal to two dollars in this country and the conditions of life are more favorable. There one always knows what a school board is willing to give. It is more refreshing to see "Salary \$250" than "Apply stating salary."

This from the *Philestine* is, I think, worthy of reproduction :

"I have a profound respect for boys. Grimy, ragged, tousled boys in the street often attract me strangely. A boy is a man in the cocoon—you do not know what it is going to become—his life is big with possibilities. He may make or unmake kings, change boundary lines between countries, write books that will mould characters, or invent machines that will revolutionize the commerce of the world. Wouldn't you like to turn time backward and see Abe Lincoln at twelve, when he had never worn a pair of boots?—the lank, lean yellow, hungry boy, hungry for love, hungry for learning, tramping off through the woods for 20 miles to borrow a book, and spelling it out crouching before the glare of a burning log ?

Distinctly and vividly I remember a squat, freckled boy who was born in the "Patch" and used to pick up coal along railroad tracks in Buffalo. A few months ago I had a motion to make before the Court of Appeals at Rochester. That boy from the "Patch" was the judge who wrote the opinion granting my petition.

Yesterday I rode horseback past a field where a boy was plowing. The lad's hair stuck out through the top of his hat, one suspender held his trousers in place, his form was long and awkward, his bare arms and legs were brown and scratched and briar-scarred. He turned his horses just as I passed by, and from under the flapping brim of his hat he cast a quick glance out of dark, half-bashful eyes, and modestly returned my salute. When his back was turned I took off my hat and sent a God-bless-you down the furrow after him.

Who knows? I may yet go to that boy to borrow money, or to hear him preach, or to beg him to defend me in a law-suit; or he may stand with pulse unmoved, bare of arm, in white apron, ready to do his duty, while the cone is placed over my face, and night and death come creeping into my veins.

Be patient with the boys—you are dealing with soul-stuff—destiny waits just around the corner."

Surely the writer of this was once a boy (all men, I think, were not).

—*Agnès Deans Cameron.*

We have received a letter from C. T. De Brisay, B.A., complaining that Mr. Lerew in his article of last month on "The teaching of English to French and German children," copied whole paragraphs from the "Analytical French

Method" without giving credit to the writer, Mr. De Brisay. We have written Mr. Lerew, and he frankly admits that he made free use of the preface to the said work, as he did not consider it wrong to do so. He wishes the *Journal* to extend an apology to Mr. De Brisay for not having mentioned his name. It was undoubtedly an oversight and not an intentional attempt to steal without giving credit. Mr. De Brisay can congratulate himself that his ideas have such weight that they appeal to the judgment of others who are seeking to teach the language.

SCHOOL LIBRARIES.

An excellent lot of books for use in school libraries has been prepared by the Teachers' Association in the Municipality of Argyle. President Hartley and his assistants are to be congratulated on the results of their labor. In that municipality the council gives \$10 for every \$10 raised by a school district. The results are most satisfactory. Can not associations in other municipalities do equally good work? Write to Mr. D. J. Hartley, of Baldur, for particulars.

Question Drawer.

How do you account for the shortage of teachers? As far as this province is concerned there is but one answer—salary. The shortage is chiefly in men. A few years ago there were almost as many men as women in the work; the proportion is now about six to one. It is stated on good authority that one-third of the men engaged in teaching last year retired before the year was over. They could make more money as farm hands or in following a threshing machine. The loss of so many men may have great national significance, but the men are not to blame. Some day we shall hear a cry about inefficient work in the schools. What can we expect for \$35 a month?

Name a good book on Constructive Work in Schools. Try *Construction Work*, by Worst (A. W. Mumford, Chicago.)

Give suggestions for seat work for junior grades. Try *Plans for Busy Work*, by Sarah Louise Arnold (Silver, Burdett & Co., Boston.)

Give suggestions for Friday afternoons. It is taken for granted that you have the usual songs, choruses, recitations, and that these are always submitted to the teacher before being rendered. Add to it the telling of stories. Make note of what your pupils are reading at home and hold them responsible for reproducing it. You may be surprised to find that the stories as told by pupils are received with more appreciation than those told by yourself. Once again, try constructive work. Paper folding is easy, profitable and costs nothing. Or for your senior pupils have a mock election or mock trial. They should know how public business is carried on. Perhaps a few minutes' talk on the happenings of the week would be as interesting and as profitable as anything else. Let your senior pupils do as much of this work as possible,

Book Notes.

REED'S PARLIAMENTARY RULES.—Prepared by Thomas B. Reed, speaker of the House of Representatives in Washington.

The fact that they are prepared by an American does not make them any less useful on this side of the line. The little book is the most complete and concise volume on the subject that is to be had. Senior pupils should be made familiar with the rules of procedure in deliberative assemblies. Any teacher who wishes to give the necessary instruction should get a copy of this little book.—(*Rand, McNally & Co., Chicago.*)

THE STARS IN SONG AND LEGEND.—Published by Ginn & Co. and the Copp, Clark Co., Toronto.

It is just the work that readers of classical literature have demanded. The legendary lore of the heavens is certainly presented in a most attractive manner to unprofessional readers. The quotations are numerous and excellently chosen. And above all the illustrations are to be commended.

SOURCE BOOKS OF ENGLISH HISTORY.

The first of these is by Elizabeth K. Kendall (McMillan Co., N.Y.); the second by Chas. W. Colby (Longman's Green & Co.); the third by Guy Carleton Lee (Henry Holt & Co.). These books are a necessary supplement to any text book in the teaching of history, and the authors deserve the thanks of students for making the information so accessible. The last named volume is particularly helpful to senior students in that it contains a complete bibliography of sources, by means of which the student can obtain detailed information with regard to any period or movement. One of these books should be in every school library.

Many helps on "Home Geography" are already in the market. The latest and perhaps one of the best is a little volume entitled "Our Home and Its Surroundings." This book is an adaptation of Tarr and McMurry's Geography to Canadian conditions. It is based on simple geologic features and should prove a real help to the teacher of home geography. The publishers are George Morang & Co., Toronto.

In the Schoolroom.

SUPPOSE.

Suppose that during February we have a three-minute talk each day from the following texts (taken from *American Teacher*). Suppose that the talk is in harmony with the spirit of the text. Suppose that we try to live up to our text for the day. Suppose we tell what followed.

1. A man's best friends are his ten fingers—*Collyer.*
2. Be not simply good; be good for something—*Thoreau.*
3. Kind words are the music of the world—*Faber.*
4. In this world a man must either be anvil or hammer—*Longfellow.*
5. The only way to have a friend is to be one—*Emerson.*
6. It is the surmounting of difficulties that makes heroes—*Kossuth.*

7. Pin thy faith to no man's sleeve. Hast thou not two eyes of thine own?—*Carlyle*.
8. Keep cool; anger is not argument—*Webster*.
9. I would rather be right than be President—*Clay*.
10. When one begins to turn in bed, it is time to get up—*Wellington*.
11. If you would create something you must be something—*Goethe*.
12. We are sure to judge wrong if we do not feel right—*Hazlitt*.
13. Thoughts are mightier than armies—*Paxton*.
14. Bad memory has its root in bad attention—*Rambler*.
15. Heaven never helps the man who will not act—*Sophocles*.
16. Our acts our angels are—*Fletcher*.
17. He is richest who is content with the least—*Socrates*.
18. He that is slow to anger is better than the mighty—*Proverbs*.
19. Keep good company and you shall be one of the number.
20. Govern yourself, and you will be able to govern the whole world.

PRIMARY ARITHMETIC.

By William M. Giffin, Newark, N. J.

To test the pupils in multiplication, let them multiply any number—say 121 by 5, then that answer by 4, then that answer by 3, etc. (col. 1).

Next have them begin with 4 first, then with 3, and next with 5 (col. 2). They have had practice and, if no mistakes have been made, of course the final answer in each will be the same. In this way pupils may be kept at work on original examples with no trouble to the teacher. Another good plan is to divide the class and let one division work in one order while the second works in another. Each division should have the same number for the final answer.

| | | | |
|-----|-----------|-----|-----------|
| (1) | 121 | (2) | 121 |
| | 5 | | 4 |
| | — | | — |
| | 605 | | 484 |
| | 4 | | 3 |
| | — | | — |
| | 2420 | | 1452 |
| | 3 | | 5 |
| | — | | — |
| | 7260 Ans. | | 7260 Ans. |

One of the best methods that I ever saw for teaching long division was given by "H" in the *Progressive Teacher*. It is as follows:

One of the hard things for the pupil is to tell how many times the dividend measures the divisor. There are many ways of making this sufficiently plain so as to guess at it, but there is one way that is absolutely certain, and "in the long run" it is the shortest way. The extra work is not an objection, as it is to be used only in primary classes.

Example: Divide 970,170 by 365. First form a table, using your divisor as a multiplicand and the digits successively as multipliers, thus:

| | | | |
|----------------|------|--------|------|
| 365 × 1 = 365 | 365) | 970170 | 2658 |
| 365 × 2 = 730 | | 730 | |
| 365 × 3 = 1095 | | — | |
| 365 × 4 = 1460 | | 2401 | |
| 365 × 5 = 1825 | | 2190 | |
| 365 × 6 = 2190 | | — | |
| 365 × 7 = 2555 | | 2117 | |
| 365 × 8 = 2920 | | 1825 | |
| 365 × 9 = 3285 | | — | |
| | | 2920 | |
| | | 2920 | |
| | | — | |

Now your multiplying is all done and you have only to *pick out* from the quotient column such figures as you want in your quotient.

By examination we find 970 to be the fewest figures of the dividend into which the divisor will go. Looking down our column of products, we find 730 as the one nearest to 970—that is *less* than 970. The quotient figure corresponding to this is 2. This gives our first quotient figure. Subtracting the product already formed, 730, from 970, and bringing down the 1, we have 2401 as our next partial dividend. Looking down our columns of products as before until we come to the last one that is *less* than 2401, we find it 2190, and its quotient figure is 6, which we place as the second figure in the quotient, etc.

CANADIAN EDITION OF DRAWING BOOKS.

The following suggestions by Miss Patterson, Supervisor of Drawing in Winnipeg, will be of great value to the teachers of Manitoba.

Arrangement for use of full Course :

| | |
|-----------|-----------|
| Book 1—in | Grade IV. |
| “ 2—in | “ V. |
| “ 3—in | “ VI. |
| “ 4—in | “ VII. |
| “ 5—in | “ VIII. |

Suggestions for mixed Classes :

| | |
|------------|-------------------------------------|
| Book 1—for | Grades III and IV. |
| “ 2— | “ IV and Jr. V. |
| “ 3— | “ V and VI ; or for VI and Jr. VII. |
| “ 4— | “ VII and VIII. |

Suggestions for village schools :

| | |
|------------|--------------------|
| Book 1—for | Grades III, IV, V. |
| “ 3— | “ VI, VII, VIII. |

The ground to cover for Entrance or 3rd Class examinations, is *the Public School Course, Books 1 to 5, inclusive*. Where preparation has to be confined to the study of one book, Book 3 is advised.

The subject matter of the present edition is treated in the extended manuals of the Prang Elementary Course, in each of which manuals the introductory chapter is almost the same, and is the best temporary help that can be recommended. It is, however, considered that the teacher who has any recent Prang manual, and has taken advantage of the short series of Normal School Lessons, should be able to conduct the shorter course of work in any drawing book below No. 5. This “shorter course” is presented in each drawing book by the pages 2, 4, 6, 8, etc., or a series of twelve exercises as a basis of study for the school year.

References at present used in the city schools for work above Grade III are :

Part 1, and three succeeding parts called, respectively, 4th, 5th and 6th year books—Elementary Course Manuals, Prang.

(Part 1 being perhaps best adapted to the present drawing books under No. 4).

Freehand Drawing,
Light and Shade,
Mechanical Drawings } by Anson Cross,

with a few special art books, pamphlets, art journals, or in a few separate libraries.

Selected.

INFLUENCE OF VOCAL CULTURE.

By Mrs. H. B. B. Lord.

When a child first listens to its mother's voice it has, without doubt, some power to discriminate to a limited extent between a harsh, commanding tone and a pleasant, persuasive one, for how often do we see the pained, grieved look when a little child (a babe, even) hears the sound of a loud, discordant tone uttered by an unthinking person in whose care the child is placed. How soon the little child learns to love the pleasant tone and to fear and dread the unpleasant one.

But some one at my elbow says, "Our *voices* are just what are given us to use in speaking." This we know; but we know, too, that every faculty which is given us may be improved by care and cultivation. Sometimes we meet with a woman who has a loud, harsh, masculine voice, naturally, and such a voice may be very difficult to change *very* much, yet vocal training will modify harsh tones in *all* cases, and with care and attention this same harsh voice may become quite agreeable.

"We are teaching for the future," says a recent eminent educator. And we can hardly expect immediate fruit from some of our most patient labor. These pupils of ours will soon be in *our* places; and we often find, in families where there is but little book knowledge, a degree of refinement that is very pleasing. It is usually found that the mother controls her family by a sweet tone, and many times the combined influence of father and mother is felt in this same pleasant tone. A daughter, returning from a school where a thorough training in "vocal culture" is insisted upon, oftentimes will bring about a wonderful change at home, transforming the hitherto noisy, loud voices of all in that home to gentle, sweet tones, and agreeable manners. In this way, many times, wonderful changes are wrought. The influence of vocal culture as a study and daily practice cannot well be over-estimated.

I know one woman who has been a teacher for several years in the same school, and whose success as a teacher has been very good, yet a more rude, rough class of scholars cannot be found than those who attend her school. To be sure, some of her scholars came from cultured homes, and these were gentle and refined when they entered her school, and this influence from "home" did not entirely leave them while in school, but they surely gained nothing by their connection with the school in this direction.

I was speaking with the superintendent of schools in the town where this teacher is located and mentioned this fact of the continued roughness and disagreeable mannerism in her school, and he told me he attributed it wholly to her very discordant tone of voice. "Indeed," he added, "I have urged her to try to cultivate a nicer tone of voice, in vain; she is perfectly satisfied with it, and desires no change, and she is doing our children a great injury by just a bad tone of voice."

Another teacher has been an honored and loved teacher for the last decade in the roughest and hardest school in the same town. Her manner is so gentle, her well-trained voice is so winning and agreeable that the most rude and troublesome scholars she ever has are at once subdued and easily governed. I have never heard her voice raised, nor have I ever heard a disagreeable tone used by her. She attributes her success entirely to the refining influence she has over these rough boys through her voice and its perfect training. Will not all teachers give this subject due consideration?

THE RECEPTION OF NEW PUPILS.

By Ida M. Gardner.

Twenty-six years ago a gentleman knocked at a schoolroom door, and introduced to the teacher who answered his summons his little daughter, a child of eleven years. She was a sensitive, conscientious little creature, full of dread at the thought of a new school, a new teacher and new companions. Grasping tightly her father's hand, she scanned with anxious eyes her new teacher's face, while, in a few words, her limited privileges in the past and her small attainments were described.

"We have been living in the country, and have had only the district school for our children. This little one has had poor health, and I fear you will find her very deficient in comparison with others of her age. She is, however, ambitious and studious, and will, I think, give you no trouble, if you can be patient with her just at first."

The teacher was a tall, large-framed woman, with a homely face, whose plainness was heightened by her deep mourning dress, with black ruffles at neck and wrist; but there was a noble heart beneath that plain exterior, and she held out to the shrinking child a hand of welcome with such a pleasant, sunny look in her eyes, that the little girl forgot her fears and gave back an answering look of pleasure.

"I can be patient a long time with a child who *tries*, and that I *know* this little girl will do."

"Oh, I *will* try," answered the child. "I don't know much, but I will be good."

"I am sure of that," was the confident answer, as the teacher exchanged a quick look with the father, who stooped to kiss his little daughter's face and bade her good-bye.

With her small heart swelling with the desire to prove herself worthy of her teacher's confidence, little May took the seat appointed and began her new life.

The most harmonious relations existed between May and her teacher, and they were strengthened by every day's association. Eager to prove that Miss —'s confidence had not been misplaced, the child bent her entire energies to her work, and soon put herself on a level with other children of her age.

At the end of the term there came a break. The teacher whose commendation had been so sought and valued gave up teaching to become the wife of a missionary to the Sandwich Islands. Little May cherished for years a tiny box of wedding cake and some pressed flowers, but forgot entirely a little gift wrought by her own loving fingers for her teacher's new home.

Years rolled by, and the child became a woman. All communication with the teacher of her childish days had long since ceased, but the influence of those few quiet words of welcome and confidence were working still and bearing fruit; for the child had become a teacher, and, remembering how those pleasant words of greeting years ago had given her courage and inspiration, she made it her earnest purpose to give to every pupil who entered her school such a welcome as should put him at once on a ground of mutual confidence.

She shook hands with the new boy, and, retaining his hand for a moment, looked down into his eyes with a sunny smile of welcome, saying, "Good morning, my boy. We are strangers now, but I hope we shall soon be very good friends. I like my boys to feel that I am their friend."

To the dull child, whose efforts at passing an examination served only to reveal a mental "confusion worse confounded," she said: "Well, that is bad, I'll admit; but I was once a backward little girl myself, so I know how to sympathize with you, and I'll help you all I can, if you'll try too."

To the boy whose eyes showed that "happy-go-lucky" spirit, ready for work or mischief as outside influences might determine, she would say: "Some of my little boys have an idea that it is manly to be naughty and troublesome. You have such a kind look in your eyes that I want you to help me. I want you to show these little boys that a large boy thinks it more manly to be gentlemanly and courteous, and not afraid of being laughed at for doing right."

Thus, out of her own experiences, May B— was making men and women who were in turn to go out into life, carrying on the work of helping others. Why do we not, as teachers, go back to our own childish experiences to find a way to help our pupils ?

Two years ago, by one of those little occurrences which we call accidents, an allusion was made in Miss B—'s hearing to the Sandwich Islands. With a love that years and separation had not chilled, she spoke of her old teacher, and found to her delight that Mrs. — was still living and still working, though in widowhood, in her old mission field.

"I wonder if Mrs. — would remember me ! I believe I will write to her !" And she did.

Why did tears of joy course down the cheeks furrowed by toil and sorrow, as Mrs. — read that little letter from her old pupil ?

"Your confidence in me made me what I am." Will our old age bring us such letters from our pupils ?
—*American Teacher.*

HOW TO TEACH THE MULTIPLICATION TABLE.

The following taken from an article in the *Canadian Educational Monthly*, by Principal S. P. Robbins, of Montreal, will be of more than usual interest to teachers of arithmetic. We should be pleased to have a discussion on this topic.

Every pupil who has properly learned the multiplication table will tell you first that six nines are fifty-four ; secondly that he knows that this statement is true because in some way or other he has satisfied himself by an independent investigation ; and, finally, will in a complete satisfactory manner explain how it comes about that six nines are fifty-four. Preparation must be made for the proper teaching of the multiplication table. This preparation consists in thorough teaching while dealing with the preliminary topics. First the intuitions on which arithmetic rests must be clear. The pupil must have in mind a sharply defined conception—as a student expressed it the other day a clear picture—of every small number up to and including ten. Secondly, numeration and notation, not necessarily beyond one hundred, must be quite familiar so that symbols, as 18, 84, and the names of the numbers which they represent, as eighteen, eighty-four, shall instantly suggest to the mind of the pupil their connotation, ten and eight, eight tens and four. Thirdly, he must have learned his addition table in the right way. When learning the sum of eight and five he must have been taught to make the eight up to ten by taking two from the five so that what has been given him in the arrangement of eight and five, he rearranges into ten and three, which latter arrangement he has learned to call thirteen. The reason is obvious. Our system of numeration is a mere arrangement of numbers into tens, hundreds, etc., and addition is, for the most part, nothing else than arranging into such groups numbers that are given us, either partially or not at all so arranged. To take in illustration one example more. When the pupil is first asked to add thirty-six and seven, he virtually says, "I have three tens already grouped, but I have six and seven that want to be grouped. I will make the seven up to ten by taking three from the six and adding it to the seven. Then I shall have another group of ten that added to the three groups I had before will give four groups of ten, forty, and three more left from the six make up forty-three. Thirty-six and seven are forty-three." I do not say that the pupil uses such words as these or, indeed, any words at all in solving such an example. What I say is this that when rightly taught he goes through a process such as I have described. when first he discovers that thirty-six and seven are forty-three. After a time he has so frequently gone through the process of adding thirty-six to seven and other similar processes that he instinctively says, without consciousness of any process in the act, thirty-six and seven are forty-three. With a mind thus furnished and exercised a pupil is able to approach the multiplication table aright.

A part of that table is already known to him from the intuitional arithmetic with which he is familiar. He sees as he glances at it mentally that four, which

presents itself to him in such fashion as this ::, is two twos $\frac{\cdot}{\cdot}$, that six :: is two threes $\frac{\cdot}{\cdot}$ or three twos $\frac{\cdot}{\cdot}$, that eight :: is two fours $\frac{\cdot}{\cdot}$ or four twos $\frac{\cdot}{\cdot}$; that ten :: is two fives $\frac{\cdot}{\cdot}$ or five twos $\frac{\cdot}{\cdot}$ and that nine :: is three threes $\frac{\cdot}{\cdot}$.

At this stage particular attention will be drawn to the commutative principle as applied to the product of two numbers, but without naming or enunciating the principle. It will suffice to point out that any product of two numbers may be stated in two ways. As we have seen that twice three and three times two are the same thing differently expressed, as also two fours and four twos and two fives and five twos, so we may see that our product written rectangularly on the blackboard may be read in two ways. Thus . . . may be differently read as four . . . lines of five dots each or as five . . . columns of four dots each; that . . . is four fives and five fours are identical. A similar statement and demonstration may of course, and to the child obviously, be given respecting any other product of two numbers. This fact should be made quite familiar, as its ready use materially aids the pupil in rightly learning the multiplication table. One arrangement of the factors often presents their product to the understanding much more quickly than the other; three nines far more easily than nine threes are seen to be twenty-seven. Besides the number of products to be committed to memory is by this device halved; the work of learning the multiplication table looks to the child like a much less forbidding task when thus abbreviated.

The progressive teacher will keep steadily before him the purpose of the multiplication table. It is in short a regrouping of groups that are not tens, into groups of ten. If six groups of nine are given us we regroup the nines into tens, and find that the result is necessarily five groups of ten and four over, and that, consequently, six nines are fifty-four—a fact recorded in the multiplication table. From a clear conception of the purpose the true method of teaching the multiplication table will emerge. The teacher must teach the pupil how to do the regrouping rapidly for himself; he should not call upon his pupils merely to remember the results of the regrouping, should not simply expect his pupils to learn by heart the multiplication table.

The twice table is learned incidently by learning to add. Addition, step by step, is the grouping into tens of two given numbers, then of the result and another number, and so on. Among the mental additions to which the pupils of good teachers have been accustomed, such questions will have been solved as what are seven and seven, sometimes stated as two sevens and later as twice seven. The twice table, therefore, presents no difficulty. The tens table has really been learned in learning numeration. The numbers given are already grouped into tens. No regrouping is required. All that is necessary is to recall the slightly modified names of the collected groups; thus forty represents four tens.

The next table to take is five times, because fives are easily arranged into tens. First discuss the even fives; thus four fives equal two tens which are twenty, and so on, up to eight fives are four tens, or forty. Next discuss the odd fives, three fives are ten and five, are fifteen, up to nine fives or five nines, forty-five.

As a group of nine is easily made up into a group of ten by the addition of one to it, nine times is the next easy table to understand. Take three nines thus: Make up two of the nines into tens by adding to each one taken from the third group, leaving of that third nine seven, so that three nines or nine threes are two tens and seven, that is twenty-seven. So proceed upward to nine nines are eighty-one, carefully stating every product in both the direct and the inverse order, thus eight nines must be sometimes asked for as nine eights. Nine times may also be made to lean upon ten times thus: seven tens are seventy, but seven nines are seven less than seven tens, therefore, seven nines or nine sevens are seven less than seventy, that is they are sixty-three. Both ways of looking at nine times should be practiced, for skill in numbers largely results from a

certain nimbleness of mind in taking quickly many views of the combinations possible among the numbers presented ; and although I cannot now occupy the space necessary to exhibit the various ways in which products may be presented, it is to be understood that I strongly recommend a varied presentation.

It is not quite certain in what order the remaining columns of the table should be taken, but I incline to take eight times next. Three eights then will make two tens and leave four over, that is they are twenty-four. Similarly four eights are thirty-two. Six eights may be made to lean upon five eights, for six eights is one eight more than five eights. But five eights are forty ; therefore, six eights are forty-eight. It is well, however, to discuss the six eights as the seven eights are discussed. Of the seven eights five eights can be made up into tens by taking five twos, that is by taking the sixth group of eight and two from the seventh group, leaving six of the last group. So then seven eights or eight sevens are re-arranged into five tens and six, that is fifty-six. A similar examination and re-arrangement of eight eights leads to sixty-four. The few remaining threes may be easily taken by observing that three threes are one less than ten. Therefore, four threes are two more than ten. Six threes are two less than twenty, eighteen ; and seven threes are one more than twenty, twenty-one. Because three fours are two more than ten, four fours are six more than ten, sixteen. Six fours are four more than five fours, but five fours are twenty, therefore, six fours are twenty-four. Similarly seven fours are two fours more than twenty, are in fact, twenty-eight. Of the table there remain to be considered only six sixes, six sevens or seven sixes, and seven sevens. Among the various ways that may be proposed of dealing with these, possibly the best is to build them up from five sixes which are thirty, whence six sixes being six more than five sixes are thirty-six ; seven sixes are six more than thirty-six, that is are forty-two ; and finally seven sevens are seven more than six sevens, are indeed forty-nine.

It is quite possible that a better order of taking up the table may be suggested—especially that a better way of treating particular combinations of numbers may be chosen ; but I cannot admit that any way of beginning to learn the table is right, except that of consciously re-arranging into groups of ten the groups given.

The first recitations of the multiplication table must be deliberate, so that pupils may consciously take the several steps necessary to the re-arrangement, and make no mistakes in replies. Pupils must not be hurried, because that tends to promote guessing, which is far worse than silence. Correctness being insisted on from the beginning, corrections when needed being made by retracing the process with the pupil, not by merely telling him what is the correct answer, speed will soon follow as a result of constant repetition.

Teaching thus, you will be following the important educational method of appealing first to the understanding in presenting complex truths, and repeating the appeal until the results are within consciousness effort given to the keeping of memory.

The proper teaching of the multiplication table encourages pupils to search for foundations, to ask for reasons, to analyze complex presentations, to re-construct the complex in the understanding, to commit to memory exact truths and then to reproduce them exactly.

The well taught pupil, being asked how much six nines are, replies at once "fifty-four"; being further asked how he knows, says "because I have frequently arranged six groups of nine into fifty-four"; being further pressed by the question how comes it that six nines when re-arranged make fifty-four, completes his statement by pointing out that because nine is one less than ten, five groups of nine may be made into five groups of ten by the addition of five, one to each group. Therefore, six groups of nine may be made into five groups of ten at the expense of the sixth group, of which sixth group four will remain over when the other five groups have been made up into tens. Six nines are then re-arranged into five tens and four, into fifty-four.

The power to change the centre of interest from wrong to right constitutes the highest disciplinary ability that a teacher can possess.—*Hughes*.

CONVENTION OF THE TEACHERS OF GERMAN BILINGUAL SCHOOLS OF SOUTHERN MANITOBA.

The teachers of the German bi-lingual schools of Southern Manitoba met in convention in the Altona public school on Friday and Saturday, Nov. 1 and 2.

There were between thirty and forty teachers present, the majority of whom were teachers in the public bi-lingual schools of this part, the remainder being from the German private schools. Besides these there were in attendance Prof. Ewert, principal of Gretna normal school; his assistant, Mr. Buhr, and a number of their students. The lively and thorough way in which many of the papers were discussed was to a great extent due to Prof. Ewert, who, although as he himself said, did not wish to take a very active part, yet guided and stimulated the discussions in such a manner as to make them highly interesting and instructive.

This convention, I believe, was the first of its kind that has been attempted by the teachers of this part. Its success was largely due to the untiring efforts of the programme committee and the almost unanimous response made by those who were called upon to take part. The success of this convention augurs well for the success of future conventions and the establishing of the convention as an annual event.

On the first day there were three sessions, one in the morning, one in the afternoon and a general session in the evening. On the second day there was one session. In the reading and discussion of the papers, with but few exceptions, the German language was used. At the general session in the evening the meeting was addressed by Mr. Argue in English.

The first session was opened by the singing of a hymn after which Rev. Ben. Ewert led in prayer. The election of officers then took place. Mr. Benj. Ewert was elected president and Mr. Abraham Buhr, secretary.

Mr. P. M. Friesen then read an essay on "The Purpose of the German Teachers' Convention." One of the many benefits to be derived from teachers' conventions was the acquiring of new ideas, which, when put into practice, would do much towards improving the schools.

Prof. Ewert, of Gretna normal school, followed this with an excellent essay on "The Ideal Teacher." He laid great emphasis on the fact that the ideal teacher should first of all be of high moral character. He should strive to be like Christ, the man who was perfect; he should study his life and endeavor to live up to his teaching. He also emphasized the fact that the teacher should be neat in his appearance and dress. His ideal teacher in all his parts is certainly a man who is well worthy of imitation.

The next subject on the programme was "Order in the school, its importance and how it may be attained." As the teacher to whom this subject was allotted failed to be present, it was made a subject of common discussion. Corporal punishment was particularly discussed, and it was the general opinion that this form of punishment is not necessary in order to have good order.

In the afternoon the first essay was read by Mr. L. Erk on "Means for the self-employment of the pupils." Among the different things which he mentioned for this purpose was the making of geometric forms, such as prisms,

spheres, hemi-spheres, etc., from paper by children in the lower grades. This essay was very practical and should prove to be of much value to the teachers present.

The second essay in the afternoon was "How and when history should be taught," and was ably dealt with by Mr. J. M. Friesen. As to the method of teaching history, the speaker thought that the first instruction in history should be oral and should be the biography of the leading men as centres to which to attach the future teaching in history. He also dwelt on geography as an aid in teaching history. The age at which pupils should begin to learn history was placed at ten years.

The last essay of this day was read by Mr. Fred. W. Deutschmann on "Geography in Grade III and how it should be taught." The importance of geography as a knowledge subject and as a mind trainer were dealt with. As to the geography that should be taught grade III, elementary notions of brook, stream, hill, mountain, etc., and geography of the surrounding country, were in the speaker's opinion the rational work suited to pupils of this grade.

In the evening Mr. W. P. Argue, Chief Clerk of the Department of Education, addressed quite a large and thoroughly appreciative audience on "The education of the child." He laid great stress on the fact that education and knowledge are not synonymous, that education has for its aim the training of the child in its three-fold nature of body, intellect and soul, as well as imparting knowledge, and that the former is the more important of the two aims. He also emphasized the fact that the training of the moral nature of the child should not be neglected, for if we neglect this side of the child's nature we produce educated rascals. Mr. Argue made his speech very interesting and often amusing by the numerous anecdotes of his experiences as a teacher, which were related in such a humorous way as to keep the audience almost continually smiling.

On Saturday morning Mr. G. E. Spohrer read a very instructive and interesting paper on "The best method of instructing in drawing." His remarks on the effect of light shade in drawing were good. He also pointed out that drawing develops the pupils sense of beauty and leads him to see beauty in things which seemed only common-place before.

The last subject, "The relation of the teacher to the pupils' parents and his duty in this respect," was ably dealt with by Mr. P. E. Penner. The essayist was of the opinion that the teacher must be a Christian in the full sense of the word or else he would not be able to fully perform his duties.

After this the business part was commenced. Prof. Ewert read the constitution, which had been drafted by a committee, and it was adopted without amendment.

The following resolutions were made :

1. That the secretary-treasurer procure a book in which to keep a record of the proceedings.
2. That an account of the convention be sent *The Northwestern* and *The Educational Journal*.
3. That the essay, "The Ideal Teacher," be put in print.
4. That Mr. Deutschmann assist the secretary in the preparation of the English account of the convention.

5. That the voting for the officers of the next year should be by ballot.
6. That it should be decided by these officers where and when the next convention should be held.
7. A vote of thanks was moved for the people of the town who had given free hospitality to the visiting teachers.
8. A vote of thanks was also tendered the officers for their services.

Before closing we must not forget to mention that the quartettes rendered by the teachers furnished an agreeable change between the readings of the essays.

Mr. Wm. Nan also gained hearty applause by his excellent singing of several solos.

FRED. W. DEUTSCHMANN,
Assistant Secretary

AN EGYPTIAN PROBLEM.

"I wish I'd been born in the days when they didn't know anything about arithmetic," sighed Bessie, who was so certain that she could learn nothing of figures that she would not even try to understand them.

"Then you would have lived a long time ago," replied Uncle Joe, looking up from his paper, as the petulant child threw her school-book upon the table. "In fact," he continued, "you would have been dead before Moses was born; for arithmetic is nothing new, dear child, but very old. They have lately discovered in Egypt a very old copy-book for arithmetic, which was probably written 3,000 years ago. Of course, it was not made of paper, for they knew nothing of it in those days; but it was made of the papyrus plant. This was a plant which grew in Egypt, and was used by its inhabitants for writing. The stem of the plant was about an inch thick, and was cut into slices lengthwise. These slices were then gummed together and pressed, when they could be written upon. It is from this that we get our word 'paper'."

"Oh, yes, I know," cried Bessie eagerly. "We had that in our geography the other day."

"Very well, then," said Uncle Joe, "I will then tell you more about this old arithmetic. These Egyptians knew how to add and multiply both whole numbers and fractions. They did not subtract and divide just as we do; but they reached results nevertheless. Let me see, do you read to the Second Reader yet?"

"Of course, Uncle Joe," said Bessie reproachfully. "I am eight years old. I am in the Third Reader, and Miss Julia says she could put me on further if it wasn't for arithmetic." And a long drawn sigh followed the last words.

"Well," said Uncle Joe, drawing a newspaper slip from his pocket, "I am going to see if an American girl, eight years old, can solve a problem given to some Egyptian one hundred years before Moses was probably born. Here it is: 'There are seven men, each one has seven cats, each cat has eaten seven mice, each mouse had eaten seven grains of barley. Each grain of barley would, if cultivated, have yielded seven measures of barley. How much barley has been lost in that way?'"

And the little American girl, who had no head for figures, worked it without the slightest mistake.—*Exchange.*

The words of Bishop Spalding are pointed, full of vigor and always contain meat for careful thought. The following from his pen should constantly be in the mind of the teacher and of the parent. "The question of education is primarily a question of teachers; incidentally only, a question of methods. Information is indispensable, and the methods by which it may be best imparted must be known and employed by the teacher; but the end is a cultivated mind, opening to the light as flowers to the morning rays, a thirst for knowledge as the growing corn for rain and sunshine."

Department of Education, Manitoba.

LIST OF TEXT BOOKS FOR USE IN THE PUBLIC SCHOOLS OF MANITOBA.

REVISED JANUARY 8TH, 1902.

Grades I to VIII.

- | | |
|--|---------------------------------------|
| Victorian Readers— | French-English Public School Readers— |
| First Reader, Part I. | First Reader, Part I. |
| First Reader, Part II. | First Reader, Part II. |
| Second Reader. | Second Reader. |
| Third Reader. | Third Reader. |
| Fourth Reader. | Syllabaire English. |
| Fifth Reader. | |
| Chicago German Readers-- | |
| First Reader. | |
| Lesebücher zur Pflege nationaler Bildung-- | |
| Der Wohnort I. | |
| " " II. | |
| Die Heimat. | |
| Das Vaterland. | |
| Die Welt im Spiegel der nationallitteratur. | |
| Gage's Copy Books, upright system. Nos. 1 to 8. | |
| Creighton's History of England. | |
| New Canadian Geography. | |
| Kirkland & Scott's Elementary Arithmetic. | |
| Arithmetic by Grades, Canadian Edition, Copp Clark Co. | |
| Goggin's Elementary Grammar. | |
| Sykes' English Composition. | |
| Child's Health Primer (Pathfinder No. 1.) | |
| Physiology for Young People. (New Pathfinder No. 2.) | |
| Manitoba Course of Agriculture, Series I, Our Canadian Prairies. | |
| Manitoba Course of Agriculture, Series II, Prairie Agriculture. | |
| Prang's Drawing Books, published by W. J. Gage & Co. Nos. 1 to 5. | |
| Prang's Complete Manual. | |
| C. Smith's Algebra. | |
| McLean's Geometry. | |
| Clement's History of Canada. | |
| Normal Music Course, First Reader, Second Reader and Third Reader. | |

ADDITIONAL TEXT BOOKS FOR USE IN INTERMEDIATE DEPARTMENTS.

- Prescribed Selections, McIntyre & Saul--Copp Clark Co.
- West's Grammar.
- Practical Rhetoric, Quackenbos. (American Book Co.)
- Buckley's History of England.
- Thompson Ballard and McKay's High School Arithmetic.
- Hamblin Smith's Arithmetic--20th Century Edition, Gage & Co.
- Spotton's High School Botany (Manitoba edition.)
- High School Book-keeping.
- Robertson and Birchard's High School Algebra (Supplementary.)
- The Human Body--Martin.
- Barrett-Wendell's English Composition.
- Sesame and Lilies, Ruskin, authorized edition.

The Lay of the Last Minstrel—Scott.
 Studies in Poetry, Wordsworth, edited by Libbey—Copp Clark Co.
 High School Physics.
 High School Chemistry.
 Eclectic Physical Geography, American Book Co.
 General History—Myers.

No teacher shall use or permit to be used as text books in a Model or Public School any books, except such as are authorized by the Advisory Board; and no portion of the Legislative Grant shall be paid to any school in which unauthorized books are used. 53 V., c. 38, s. 141.

In case any teacher or other person shall negligently or willfully substitute any unauthorized text books in place of any authorized text book in actual use upon the same subject in his school, he shall for each such offence on conviction thereof before a police magistrate or justice of the peace, be liable to a penalty not exceeding ten dollars, payable to the municipality for Public School purposes, together with costs, as the police magistrate or justice of the peace may think fit. 53 V., c. 38, s. 143.

A FRIENDLY SQUIRREL.

A friend of mine, while tramping along a mountain road last summer, sat down to rest on a log by the wayside. Presently a bright-eyed red squirrel came "hitching" down the trunk of a spruce near by, stopping to bark questioningly every few feet. My friend simply sat still, and watched the little fellow. Growing bolder—or, rather, as I explain it, more assured of the disposition of the man on the log—the squirrel presently made a dash from the tree, scurried up on my friend's shoulder, bounded to the earth again, and ran off "laughing" my friend says, "as distinctly and merrily as ever I heard any human being laugh." In two or three minutes he was back again, frisking about my friend's feet, and ended by perching on the toe of his boot and chattering amicably at him.

Here was an instance of unerring perception of disposition on the part of one of the shyest of wood creatures, and an evidence of the naturally friendly and loving characters of the little wild folk about us. My friend is one of the gentlest and sweetest of men; and that squirrel divined the love in his heart, and knew it would be both sweet and safe to make his pretty appeal to it.—*New York Observer*.

The teacher who is sarcastic to her pupils may be sure that they are much more sarcastic in referring to her out of school.—*Rural Schools*.

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