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OF WESTERN CANADA.

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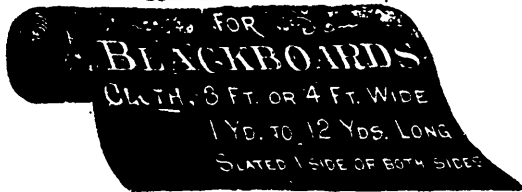
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EDUCATIONAL JOURNAL

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WINNIPEG, APRIL, 1901.

No. 2.

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Replies to contributions will be welcome.

A SCHOOL PROBLEM.

J. H. Arnett. Principal Headingly School.

He was just a little fellow eight years old when I came to take charge of the school. He was of medium size for his age, dark in complexion and regular in feature. He caught my eye when I went into the junior room; there was something in his appearance which interested me. He sat in his seat so listlessly, and there was a dull, weary vacant expression on his face. As I looked at him I felt that he was one of the problems I had to solve. I asked his teacher about him and was told that he was very backward, and that although he had been going to school for over two years, he did not seem to learn anything.

During the next few months I did not see very much of him in school. But whenever I noticed him there was the same sleepy tired expression on his face. On the play ground he was different, for he took an interest in the games. Yet even there he spoke with a drawl in his voice and was rather slow in his actions. I often talked about him with his teacher, who happened to be the boy's brother, and I was able to find out quite a bit about him. His interest was not in the school work, but at home: for he loved the farm, the cattle and the farm work. During that summer he would often go home at noon to feed the calves, and come back without bothering about his own dinner; and he lived three quarters of a mile from the school. At home he liked to talk about the farm and the stock, and the other members of the family took great pleasure in discussing these with him for he was so quaint. He thought and spoke of himself as a man and had his own views and plans, and he did not hesitate to express them: that to his brothers and sisters. I often thought that if his interest could be centered in his studies, what a big difference it would make. Outside of school he was by no means stupid, even if there was a slow tone in his speech and action.

After the holidays there was a change of teachers in the primary room and I spent a great deal of time there during the fall term. It was then that I noticed a shade of sadness in the dear little sleepy face, an expression of hopelessness and bewilderment which appealed to me very strongly, and I decided to see if I could not let a little light into his clouded soul.

In class I found I could do very little with him. It was almost impossible to get him to give attention long enough to rouse his interest in the lesson: he could get no grasp of anything. He seemed to have no power of concentration. Once in a while he would wake up for a minute or two: then his interest faded,

he no longer gave attention, and seemed, if possible, more passive than ever. There was also another difficulty, or rather another phase of the same difficulty—it was hard to get him to talk. When asked a question he would stand with a far-away look in his eyes without answering, and anything you got from him had to be coaxed out.

I remember one lesson I took with his class, or rather with him, for I devoted my whole attention to him. It was a lesson on the number "two." He seemed to know what "one" means and what "two" means. He also seemed to see that "two" is made up of two "ones"; that there are two "ones" in "two"; that "two" take away "one" leaves "one"; and that "one" and "one" make "two." I say "seemed" for I could not get him to express himself freely. But when I ask him how much "two" times "one" is he said "one"; and he seemed pretty sure of it. I repeated the question laying stress on what "two" means and what "one" means and then what twice "one" is. But it was still "one" to him, and I could not convince him that it is "two." By this time he was very tired, so I stopped and sent the class to their seats. All afternoon and evening I kept trying to see how two times "one" could make "one," but it was beyond me. Next day I took the class again, I concentrated my whole attention on him to get his point of view and at last, after about five minutes, I saw it. When he thought of two times "one" it was the same "one," and would be no matter how many times you took it. There was the difficulty, he was not thinking of "number" at all: the object was what interested him. I was talking of one thing, he was thinking of another; no wonder we could not understand one another. I found the same tendency in him in another lesson. I asked him how much is left when "six" is taken from "seven." He said seven. He thought of "six" and "seven" as objects, and, of course, thinking of it in that way, when you take one it leaves the other. And so I concluded he could think all right, but was very apt to misunderstand me. I was very careful after this that he understood the terms I was using and took the same view of them that I did.

During most of the winter and the spring, I was out of direct touch with him in school. But I often discussed him with his teacher who was dealing with him from a sympathetic standpoint, patiently trying to draw him out and interest him in school work. But the results, as they so often are, were very discouraging.

On the playground, however, I could see a marked improvement in him. He took a great liking for football and would play round with the ball whenever he got the chance, even if there was no one else to play with. Soon he was better than any of the other boys his own size and better than some larger than himself. Although he did not move quickly he used good judgment and generally was in the road and got the ball. The amusing part of it was that he always spoke of himself as if he were one of the larger boys. He would say very contemptuously, "Those little kids don't know how to play: they kick it anywhere" and "those little kids" were often considerably larger than himself.

Last fall I made another effort to get a greater insight into his life, interest and point of view. I found out that at home the rest of the family, a large one were in the habit of teasing him and making fun of him about not learning anything at school. They had him thoroughly convinced that he could not learn anything at school and they kept his mind on the farm. So much so that one day he said to his father, "What's the use of sending me to school? You

all say I can't learn anything. Why don't you let me stay at home and drive the rake instead of hiring Jim to do it?" He was quite indignant because his father had got a boy of sixteen to do it, for in his own little mind he had been counting on doing it himself. Well, while things were that way it was impossible to do anything for him at school. With the aid of his parents we managed to stop the teasing and they gave him every encouragement, and his thoughts were no longer directed toward the farm.

One day last October I went into his room and found his class at their reading lesson. The selection was "The Wind and the Leaves" from the First Reader. There were two sentences on the board "Come down from the tree and dance with me in the meadow. Put on your red and gold dresses." He was not reading it, but merely saying the words: he did not seem to see any connection between them. I commenced talking with him about the wind and about the leaves; how the wind blows them off the trees in the fall and scatters them all over; and how, when the frost comes it colors the leaves. Then I brought him back to the lesson and showed him that the wind was talking just as a person does: that it wanted the leaves to "come down", and as the leaves were on the tree, to "come down from the tree" was the first thing the wind asked the leaves to do. The next was to "dance," not alone but to "dance with me." Of course they had to dance somewhere and the wind asked them to "dance with me in the meadow." He seemed to get the idea of the phrasing alright and read it expressively. But the second part bothered him. I got him to tell the different members of the class to "put on" something and of course he did so naturally. Then he could read the part alright but could not get the "red and gold dresses." I drew on the board rough pictures of little girls dressed in red, with gold trimming on the dresses. When he saw what it meant he read the second sentence. Then he read them both and did very well. Ever since then he seemed to see that the words are grouped in phrases, each phrase expressing a thought and that the different phrases taken together makes a larger thought. His teacher tells me that since then he has an idea of what reading is.

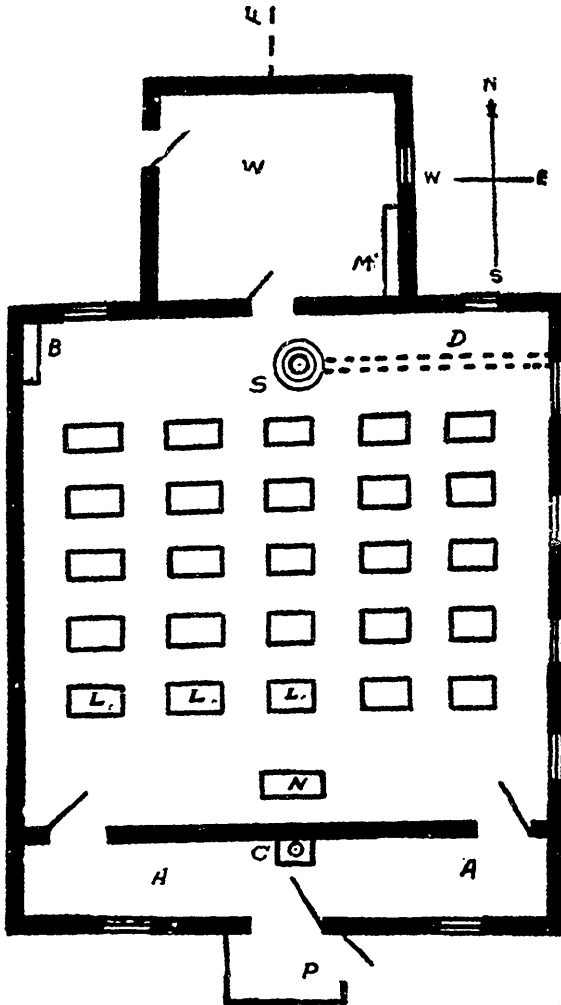
He gave me quite a pleasant surprise when I was taking the music lesson in the junior room one day in December. I wanted some one to sing a verse of the song we were going to sing and then all would come in on the chorus. It was a usual thing and the children liked taking the verses. This boy put up his hand. I could hardly believe it but I asked him to take it. He sang the verse and did very well. When he got through he went to his seat and hid his face in his arms. It was a big, big step for him. And his little sister felt O so proud of him. After that he often sang verses for us and took one at our Christmas concert.

He is making big progress now and has brightened up wonderfully. The sleepy expression on his face is nearly all gone and he takes quite an interest in his work. On the football ground he is in his element and plays a splendid game.

To me this is the work of all work in teaching, the study of the child so as to be able to teach him. If I can only get a thorough knowledge of the child's life, his field of interest, his joys and sorrows and his point of view I feel I can teach him, and not before. And I find that a sympathetic study of children is a great source of inspiration.

A MODEL SCHOOL-ROOM WANTED.

The following rough plan for a one-roomed school has been handed in for criticism. Will our teachers kindly suggest improvements. It is not necessary to make a new plan, but a statement on any one point would be most acceptable.



PLAN OF RURAL SCHOOL HOUSE.

BUILDING—28 ft. x 32 ft.
(To seat 35 pupils.)

A—Anteroom, 5ft. wide.

P—Winter porch (movable.)

W—Woodshed.

M.—Case for storing storm sash.

LIGHTING—Light admitted from East and North sides. Window sills at back 4 feet from floor. Height as great as the school wall will permit. Window space equal to $\frac{1}{3}$ of floor space.

VENTILATION—
S.—Stove on furnace principle.

D.—Duct communicating with outside air.

C.—Chimney, enclosing heavy stovepipe, for ventilation purposes. Duct leading to the chimney commencing at the floor (not shown in cut.)

BLACKBOARDS.—South and West walls reserved for blackboards. Each blackboard 22 inches from floor.

L.L.L.—Single seats—aisles $2\frac{1}{2}$ ft. wide—pupils facing South wall.

B.—Closet for supplies, upper portion for school library.

F.—High fence going to back of school grounds.

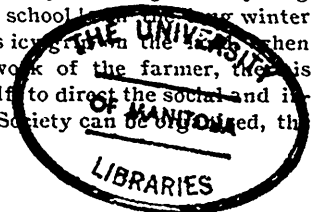
After all we must come back to the old truism : that men and women are like water ; they always find their true level. And where you live happiest, that is your level. There's polluted water, and there's clear water. But one law is inexorable : the closer you get to Nature, the truest and simplest thing there is because it is closest to God, the clearer always will you find the water.—April Ladies' Home Journal,

SCHOLAR AND SOMETHING MORE.

T. Laidlaw, Principal Carlton School. Winnipeg.

That the success or non-success of a teacher's work in the school depends largely on the personality of the teacher is something too seldom recognized both by teachers themselves and by the public generally. To have been noted as a brilliant student and to have passed creditably the required examinations is considered as sufficient qualification to enable any one to rank himself an efficient teacher. It is true that a test of scholarship must be the universal test in the beginning of a pedagogical career, but it is too frequently forgotten that brilliant scholarship and the other qualities that go to make a successful teacher do not always go hand in hand, just as it is also true that the brilliant theorist in law or medicine is not always the wisest counsellor or most successful practitioner. He must be possessed of more than scholarship who would be a successful teacher in a public school. He must be a man of force and tact as well, self reliant, thoughtful, quick to decide, strong to enforce, kind of heart and sympathetic above all; in the schoolroom one whom the children can look up to with respect and think of as a friend; in the district one whom the people will recognize as worthy of the confidence which they have placed in him, whose visits will be looked forward to with pleasure in the homes; one whom the older boys and young men of the settlement will strive to imitate because of the manliness which they recognize in him, because of those higher qualities in him which they desire to possess but know they have not, as yet. Looking at the teacher from this standpoint, it will be seen that his work and influence is not bounded by the four walls of the school, but that it has a much wider field.

To be successful in the school the teacher must be welcome in the home, and he can only secure this welcome and the co-operation of the parents by going amongst them, by making them feel that the interest he takes in their children is not merely because of the dollars and cents which he earns, but a real living interest which has the welfare of the child at heart. Teachers too often make the mistake of neglecting this side of their work, and when difficulties arise, it is frequently because of this neglect. The most successful teacher, especially in country districts, is he who takes most interest in the homes of the children and the welfare and general interests of the settlement, not he who comes to school on Monday morning and leaves again on Friday night, and who is never seen except on rare occasions in the district in which he teaches. In the summer months, what opportunity offers, when the young men gather to play football! It is then that the teacher's chance comes. He may not be an athlete, but he can go amongst them and take an active interest in their sports, he can make them feel that he is with them heart and soul, and he will find them ready to accept his suggestions, to meet him half way and to profit by his wider experience. The man who is afraid that his collar will become lumpy, or his cuffs stained, or his hair lose its smooth parting will not be a favorite, but he who enters into the spirit of the game, who is a man of force and character as well, will soon be able to make his influence felt, amongst those with whom he associates. And once recognized and quoted as a leader and example amongst the young men, how greatly will his influence increase in the school during the winter months, especially when the frost king has laid his icy grip on the land, when the plough is stopped and the pause comes in the work of the farmer, there is another opportunity for the teacher to exert himself to direct the social and intellectual life of the neighborhood. The Literary Society can be organized, the



debates planned and carried out, the interest in the school library kindled anew. Or if there is no library, the teacher can do his utmost to get one started, and can exercise his influence in selecting the books which are to form the nucleus, and in this choice great care will have to be exercised. The end in view will have to be kept ever in view. In writing this article I am thinking rather of the need of the settlement than of the school directly. A reference library for the use of the school alone is not always the one best suited to the attainment of the greatest good, but books that can be taken out and read, that will be taken out and read in the homes, are sometimes more necessary. The reference library will come. There are many things which the teacher wants, but which are not always practicable or at first easily obtained. And if he wishes to be successful, he must make himself an important factor in the general life. In endeavoring to lead, he must beware that he is not himself led in the opposite direction. He must never forget the dignity of his own position, the self-respect which is due to himself. While he is attempting to help others he must not allow himself to degenerate. No great attainments in scholarship are required to fill the position as I have attempted to show that it should and can be filled, yet he must ever strive to increase his knowledge of men, and widen his own literary horizon, both for his own sake and for the sake of those with whom he is associated. His life will not be an easy life, but one of earnest toil and endeavor, of frequent hopes and frequent discouragements. He must not be cast down by failure, nor over elated by success. The former leads to the abyss of lost men, the latter to the slippery standing ground from which over-confident men fall. The teacher's motto above that of all men should be "Self-reverence, self-knowledge, self-control," for by striving after these he will at last attain to the possession of "The soul that is not man's soul, but given him to lead."

THAT CASE OF DISCIPLINE—A REJOINER.

Mr. Editor,—If the "Case of Discipline" related by Enquirer in the March number of *The Journal* is to be treated as a statement of cold fact, I am impelled to make a few remarks thereon.

"Why will the children be bad?" My dear Enquirer, after your treatment of those poor little human atoms on that "bad" afternoon, you should not need to ask the question. "Why will they be bad?" Just for the same reason that their elders will be "bad," because, in spite of many earnest wishes, many strong determinations, they find the inward human nature too strong for them, and if your "discipline" of that afternoon was intended to improve them, I sadly fear that it missed its mark.

To tell the truth, remembering that you asked for cool criticism, I should say that there was no real discipline in all your management of the affair. The cause of discipline in your school would have been benefited by your neglecting—refusing—(choose the word that suits you) to take any notice of those boys in the unsettled state of mind which had possession of you that hour. Rashness is a bitter enemy of discipline, and your whole procedure was so rash; so inconsequent, that I consider the poor little fellows were more injured by your interference than they could have been by your neglect of the whole matter. You say that you "resolved to experiment" upon them. It was an unfortunate moment for you to experiment upon such valuable matter as human minds,

You ask "What principles did I violate?" May I ask what principles you followed? To reply to your question: First, you proceeded toward the punishment without allowing the parties to be heard in their defence. Again, in Charlie's case, you made pretense of punishing an offence not yet committed, and which you were by no means certain he intended to commit. Thirdly, you played "cat and mouse" with them by allowing them to think they were free, and then calling them back to be frightened and threatened.

If my criticism seems harsh, let it be softened by the consideration that I am trying to be as honest in it as you were in your statement of facts, (it is easier to be honest regarding others' faults than our own); and my honesty is sustained by the certainty that if Enquirer had not seen the absurdity of it all he would not have asked for the opinion of others. Let it be further softened by the confession that if yours is not "my way of sinning" yet I have my own way which would doubtless appear as grave to you as yours does to me.

FELLOW-SINNER.

Primary Department.

"Good morning, sweet April, so winsome and shy,
With a smile on your lip and a tear in your eye,
There are plenty anemones hid in your hair,
And bonny blue violets clustering there.

THE RAIN SHOWER.

KEY OF G. TIME 6-8.

3.	2.	1.	2.	3.	4.	5.	3.	1.	6.	—	—
5.	6.	7.	1.	7.	1.	3.	1.	6.	7.	—	—
7.	1.	2.	1.	2.	3.	4.	5.	4.	3.	—	4.
5.	3.	1.	7.	1.	7.	5.	3.	2.	1.	—	—

Plump little baby clouds,
Dimpled and soft,
Rock in their air cradles
Swinging aloft.
Snowy cloud-mothers,
With broad bosoms white,
Watch o'er the baby-clouds
Slumbering light.

Tired little baby-clouds,
Dreaming of fears,
Turn in their air cradles,
Dropping soft tears.
Great snowy mother-clouds,
Brooding o'er all,
Let their warm mother tears
Tenderly fall.

APRIL.

The New Year is my mother,
I'm her fourth child you see ;
They say I'm very fond of rain,
'Tis true as true can be.

I love the little children,
And when I send them showers
'Tis just to help my sister May
To bring them lovely flowers.

KEY OF D. TIME 2-4.

5.	5.	4.	6.	4.	4.	3.	5.	1.	7.	7.	1.	1.	2.	—	—	3.
	4.	3.	4.	5.	6.	5.	6.	7.	8.	2.	6.	7.	8.	—	—	—

THE SONG OF THE SEEDS IN THE SPRING.

Little brown brother, oh ! little brown brother,
Are you awake in the dark ?
Here we lie cosily, close to each other,
Hark to the song of the lark—
“Waken !” the lark says, “Waken and dress you,
Put on your green coats and gay,
Blue sky will shine on you, sunshine caress you—
Waken ! 'tis morning—'tis May.”

Little brown brother, oh ! little brown brother,
What kind of a flower will you be ?
I'll be a poppy—all white, like my mother,
Do be a poppy like me.
What ! You're a sunflower ? How I shall miss you
When you're grown golden and high !
But I shall send all the bees up to kiss you ;
Little brown brother, good-bye.

—E. Nesbit.

SUGGESTED PROGRAMME.

An experienced Grade I teacher gives the following as the programme she like to follow with beginners. Is it ideal ?

READING.—Teach the children to read easy lessons from the board and from books in writing and printing. Make the reading the most important work of the first year. Several readers should be supplied for the children's use. Confine the work to lessons where the children can learn to recognize the words quickly. Don't give them lessons in which there is so much work that the meaning is lost, and don't try to introduce the world's best literature to Grade I pupils.

WRITING.—Teach pencil holding and proper position for writing ; then have the children learn to write the letters of the alphabet and to combine them into easy words. They would be better without writing lessons for the first six months, and they should not be given words to copy for seat work.

NUMBER.—No class lessons. Anything that they can learn during seat work.

CALISTHENICS.—Teach them to walk, sit and stand, and give them calisthenic exercises but no military drill.

POLITENESS.—A lesson once or twice a week and incidentally all the year. Their good behaviour during school hours can all be taught in these lessons.

SPEAKING.—Teach them to speak distinctly and at the right pitch.

SINGING. DRAWING. NATURE STUDY.

SEAT WORK.—To be changed often and to be as *varied* as possible. Don't have much copying from board, and at times give them anything, no matter how silly it seems, for a change.

Have 45 pupils in your room and have them come to school from 9.30 to 11.30 and 1.30 to 3.30.

TEACHING ROTE SONGS.

F. M. H.

It would seem that the teaching of rote songs was so simple a matter as to leave no room for discussion, but after having seen and heard results from many sources, it seems that it might be well to consider the best way of making this part of one's work a success.

Each teacher has her own list of songs which she teaches each year, sometimes discarding an old favorite for what seems more pleasing in movement or sentiment. Of all the afflictions which we are called upon to bear, the doggerel written for little children is by no means the least, but if one only will, one can find bits of verse, from the pens of those who know how to write good verse, which can be adapted to some favorite melody. Songs, of course, should be adapted to time, season and circumstances. Children have been known to sing "Good morning, merry sunshine," when by far the most appropriate selection would have been "This is the way the rain comes down."

One's selections made, the important *how* presents itself. The experience of a teacher who has made something of a success in attaining clear enunciation and correct understanding of the words and sentiment of her songs, with her little ones, may be a help to some.

She first talks *with* them, not *to* them, about the subject of the song, and after it has been talked over she repeats the words to them, using all the expression of voice and action needed to make an impression on their minds. There she leaves it for a time and at the next opportunity the whole song is sung to them. You may think this takes a good deal of time, but this teacher uses the few moments before school opens for this part of her work and the children are apt to be *all on time*.

The next step is a truly old-fashioned one, but some *old* ways are superior to some new ones. After singing the first stanza as a whole once more she proceeds to "line it off," the class singing each line after her, never with her. It requires practice to be able to do this and one essential is a thorough acquaintance with words and music, else one's attempts to "line off" will end in dismal failure. In this way each child's ear is being trained, and it is astonishing how rapidly a new song is mastered,

It is wise to pitch each song high. If one has a chromatic pitch pipe one is reasonably sure of accuracy. One point to be strongly emphasized is this—never sing with the children while they are learning a new song else they will become dependent on the teacher's voice, and are helpless without it. It is only one more lesson in independence for them to learn.

One's own enunciation should be clear and distinct and much care should be taken in phrasing. I once heard a class of kindergartners who were singing the morning hymn before a large audience, phrase one part in this way "For rest and food *and*," pausing after *and* instead of *food*. It is an easy error to fall into, and once in it is difficult to bring the children out. Avoiding this and following this plan will make toward success in this line of work.

Communications.

A TEACHERS' EXCURSION.

Selkirk, Man., April 1st, 1901.

To the readers of The Journal:—

An enquiry appeared in the March number of the Journal, concerning a teachers' excursion. The writer is correct in saying that the excursion of last year was not the success that it was hoped it would be, and yet by inquiries made by members of the committee of last year, there must have been forty or fifty teachers in the province who took advantage of it.

When the matter was brought up in the Provincial Association last summer, it was deemed unnecessary to appoint a committee to take up the matter this year. It was thought by a majority of those present that the railroad companies would henceforth look after the matter themselves. It is a question in the undersigned's mind, whether it would not have been better to have appointed a committee to keep the matter before the minds of the teachers, even if it were necessary to keep it before the railroad companies.

The matter certainly should be taken up this year when the Pan-American Exposition is ahead of us. There is ample time yet for every local association to discuss the matter, and pass a resolution concerning it. If the executive of each local association would just make it a point to have a discussion on that topic, the interest throughout the province could be aroused.

We heard something also last summer at the Provincial Association about a summer school at some resort in Manitoba or Western Ontario, and I believe a committee was appointed to do something about it. It would doubtless be of interest to the Manitoba teacher to know what that committee has done and whether there is hope of such an institution in the near future.

A number of other inquiries might be made about the Provincial Association but when the one made already is answered it will be time enough to make them.

P. D. HARRIS, Selkirk.

QUESTION DRAWER.

“At teachers’ conventions would it not be better to give more time to the question drawer and an earlier part in the programme so as to allow time for discussion?”

AMBROSE W. STOCK,
Seeburn.

It would seem that the first thing at a convention is to establish a feeling of warmth and confidence. Towards this end nothing is better than a question drawer properly managed. The man in the chair can put in four or five questions himself and call on parties in the room for answers. Then he can take a vote on the answer, and in ten minutes things will be red-hot. The purpose is not to get discussion on the point at issue so much as to get teachers feeling that the convention is theirs. This is the secret of a successful meeting. In a properly conducted question drawer teachers should ask about real issues and there should be interchange of opinion. No one man should be detailed to answer all the questions. But one man should manage the drawer, assigning questions, closing discussions, &c. Question drawers alone will not make a good convention. Systematized truth can be presented only in carefully-prepared addresses or essays. But for waking people up, thawing them out as it were, developing in them the fireside feeling, there is nothing much better than a good question drawer to open a convention, Then there should be a longer time given for the same purpose at the close. The reason for this is obvious.

Editorial.

OUR NEW INSPECTOR.

Owing to the rapid development of the North-western part of the Province, the Department of Education has found it necessary to organize a new inspectorial division, and the position thus caused has been filled by the appointment of Mr. A. W. Hooper. Mr. Hooper brings to the work an experience of eleven years in the school room, during which time he taught in all grades and classes of rural and town schools, and for several years was principal of one of the largest intermediate schools in the Province. In the several positions which he held Mr. Hooper so acquainted himself as to get flattering testimonials from such competent judges and reliable witnesses as Mr. J. J. Tilley, Inspector of Model Schools for Ontario and Dr. D. H. McCalman and Mr. A. McIntyre, Public School Inspectors for this Province. Mr. Hooper's practical acquaintance with the conditions and requirements of the various classes of scholars that will come under his supervision, his sound knowledge of educational doctrine and practice will command the confidence and respect of the teachers among whom he will work and his professional brethren of the inspectorial staff, while his good judgment, even temper and tact ensures his success in that part of an inspector's work that brings him in contact with the trustees and the general public. The Journal wishes him all success in his new position.

POSITIONS EXCHANGED.

The many students of the Provincial Normal school that have graded since the appointment of Mr. H. S. MacLean as a member of the staff eight years ago will regret to learn that owing to failure of his eyesight Mr. MacLean has been compelled to ask to be exchanged from the Normal school to the inspectorial staff of the Province. This request was complied with by the Department of Education, and the transfer was made on 10th inst. Mr. MacLean was appointed to the South-western division with head-quarters at Killarney. Mr. E. E. Best of the South-western division was transferred to the North-eastern division with head quarters at Winnipeg, and Mr. Alex. McIntyre of the North-eastern division was placed in the vacant position in the Normal school.

Mr. MacLean's clear and vigorous intellect and forceful methods of presentation made him a power in the Normal school, while his general personality made him a favorite with all. In returning to the work of inspector at which he had served several years before his appointment to the Normal school, Mr. MacLean carries with him the regard of all with whom he came in contact in his work in Winnipeg, while he will be warmly welcomed to his new field by a large number of teachers who as students received their training at his hands.

Mr. A. McIntyre who succeeds him has an enviable record as a successful teacher of professional and non-professional students, and as a strong man in science and in mathematics will exactly fill the place vacated by Mr. MacLean.

Mr. Best has many warm friends in the teaching profession in Winnipeg and its neighborhood, who will gladly welcome him to the North-eastern district. The excellence of the schools in the territory in which Mr. Best has labored is adequate evidence of his competency as an inspector, and the teachers in his new field may be sure that they will find in him a kind friend and wise counsellor.

OUR AMERICAN COUSINS AND PATRIOTISM.

"*The Intelligence*," a Chicago educational journal in a recent issue gave suggestions for the proper observance of "*Washington Day*" in the schools. How to inculcate patriotism is a question which agitates the mind of many anxious ones in both Canada and the States.

The ideal and the method of the *Chicago Intelligence* man are worthy of passing comment. Small boys are decked in paper cocked hats, paper sashes and cutlet frills; proudly they prance with pasteboard hatchets. Can't you feel what is coming? The little potential Presidents go through Hatchet Drill, dramatize the story of "H. Lee that was never told," and with erection fill up the gaps with snatches of song, the while proud parents from the platform beam appreciation. Would you like a specimen stanza of the didactic ditty? :

"We're like George Washington of old, we have our little hatchets;
(all hold up hatchets)

But we'll not hurt our papas' trees, (all shake heads) because we know
we'd catch it. (all give themselves a spank)."

Note the ethics of the last two lines, "We'll not hurt our papas' trees, because we know we'd catch it." The only allowable inference is that without the fear of the spanking—orchards might be destroyed with impunity

while gaunt devastation stalked the land. But what tommy rot the whole thing is to place before supposedly sane teachers as "an admirable device for inculcating patriotism!" Do the Chicago children revel in such banal plays I wonder. The average small boy of my acquaintance if you put him on a desert island with a bit of string in his pocket, out of driftwood, his ten fingers, and the common sense that God has given him would conjure up something better than this. And the average small boy has higher conceptions of the dignity of true patriotism, as witness the live boys in Kipling's "Stalky & Co."

AGNES DEANS CAMERON.

PROTECTION OF BIRDS.

The following is a copy of resolution adopted at the Annual meeting of the Western Horticultural Society, held at Winnipeg, March 14th, 1901:—

That the Executive Committee of the Society be authorized to interview the Provincial Government of Manitoba and urge upon them the importance of publishing in pamphlet form the Insectivorous Birds Act with all amendments to date, and to request the Department of Education to cause the same to be read and explained in all the public schools of the Province; and that the Executive be further empowered to take all necessary steps to secure the enforcement of the Act. Pursuant to this resolution Mr. Alderman Barclay and Mr. W.G. Scott awaited upon the Advisory Board at its last meeting to ask that the matter be commended to teachers throughout the Province as a subject on which they should give instruction to their teachers. The birds exempt from the protection afforded by the Act are eagles, falcons, goshawks, sharpshinned hawks, duck hawks, pigeon hawks, blackbirds, cowbirds, English sparrows, ravens, loons, rusty grackle, purple grackle, coopers or chicken hawks, cranes, cormorants, mergansers, pelicans, crows, wild swans, wild geese, wavies or show-geese, and the birds specially mentioned in the "Game Protection Act" 53V C33 S1. It is unlawful to kill any wild bird other than those included in the foregoing exception, or to destroy their eggs or have them in possession. Offences against the Act are punishable by fine or imprisonment. In connection with instruction in the provisions of this Act lessons should be given on the services the birds render to man, while the opportunity for humane teaching should not be lost sight of. Every boy that comes under the influence of the schools should be taught never to find his pleasure or his pride in sorrow of the meanest thing that lives."

Before any further arrangements can be made for summer school it will be necessary for those trying to make arrangements to have definite information from teachers. If therefore within the next three weeks those wishing to take advantage of such school will answer the following questions, sending the answers to the Journal, an announcement will be made in next issue, as to time of instruction, place of meeting, &c.

What point do you prefer as place of meeting? (Killarney, Shoal Lake, Rat Portage, Winnipeg, &c.)

In what subjects would you wish instruction? (Science, Music, Art, English, Classics, Science and Art of Teaching, Psychology, Manual Training, &c.)

How long would you be likely to attend?

In the last issue of *The Journal* reference was made to the action of the Advisory Board with regard to first-class professional certificates. The reference has been misunderstood by some. The new regulation is nothing more than this: Formerly teachers holding second class professional certificates and first class non-professional certificates, had, in order to obtain first class professional standing, to write on about nine papers, of which five were on methods. The new regulation limits the professional examination in the case of such teachers to the purely theoretical subjects, as outlined in last issue.

The C.P.R. Co. is arranging for special rates to the Pan-American Exposition at Buffalo. The rates were not fixed at the time of going to press, but full notice will be given in next issue. It is likely that if a sufficient number of teachers express their willingness to go, a date will be fixed and special cars arranged for.

We are glad to call attention to one or two of the contributions of this issue. Mr. Laidlaw has dealt with a topic too often neglected. It is the teacher with broad sympathies and social power that becomes a success in his district. Mr. Arnett touches the question of dealing with a *pupil* an infinitely more important problem than dealing with a *subject of study*. We feel that the *subject of method*, as related to the teaching of what is on the curriculum, may be overdone, but there is open for us the whole field of method as applied to the treatment of various types of mind. Can we not have from our teachers more experience such as that of Mr. Arnett? If in our *Journal* we can only succeed in exalting the learner rather than the thing learned, we shall be doing the highest kind of service. We are not thinking now of the primary schools alone, but of the high schools and colleges as well.

We have just received as we are going to press and too late for the present issue two most interesting papers,—one on Nature Study by Mr. Sandercock and one on the teaching of history by Inspector S. E. Lang. Both will appear in the May number.

In the School Room.

ARBOR DAY.

For seven or eight years past an attempt has been made through the establishment and observance of Arbor Day to interest children in the growth of trees. For want of definite direction however the results up to date have not been important. This year therefore the Department of Education has taken the matter in hand and it is proposed to interest teachers and pupils and through them the public in every school district in the country. The following circular from the Department will explain itself. Teachers will know that education means more than teaching the ordinary subjects on the programme of studies. It means broadening the sympathies, purifying the tastes, developing a love for all that is beautiful and lovely. On this account alone the time given to Arbor Day exercises is well employed. But the exercises have more than an educative value. The planting of trees, and the preservation of trees already planted means much to our province in wealth, beauty, and comfort. By all means let us have whole-souled exercises on Arbor Day.

DEPARTMENT OF EDUCATION, MANITOBA.

ARBOR DAY.

The attention of teachers, trustees and citizens generally is directed to the importance of making Arbor Day a general tree-planting occasion. Friday, May 10th, has been proclaimed Arbor Day and it is a Public School holiday. The school trustees should grant the necessary expenses and the teachers should take such steps as will ensure the successful carrying out of the plans suggested. The teachers should prepare the pupils to enable them to give a brief interesting programme of appropriate recitations and songs. The public should be invited and the exercises should close with some fitting ceremony of tree planting, and addresses by prominent citizens. A number of copies of a story of Canadian Forestry and Western experience have been mailed to the Secretary-Treasurer of each school district. A copy of this pamphlet is to be placed in the hands of each teacher and the others are to be distributed among the prominent citizens in the district. It is earnestly hoped that the Arbor Day exercises will be followed by good results and that many trees will be planted in all parts of the province.

ARBOR DAY SUGGESTIONS.

Have beans or corn planted in boxes at intervals of three days. On Arbor Day have pupils in turn describe what they have, thus tracing the growth of the plants.

Have branches of the chief trees of the neighborhood mounted and named.

Have a composition read by an older pupil, giving the life history of a tree.

Have the board decorated with groups of leaves and drawings of trees and flowers.

Have couplets or stanzas on board, such as

"How sweet at summer's noon, to sit and rest
Beneath the shadows of some ancient elm."

"From the leafy woods
One various song of bursting joy ascends."

"Ah my heart is weary waiting, waiting for the May
Waiting for the pleasant rambles, where the fragrant hawthorn brambles
With the woodbine alternating scent the dewy way,
Ah my heart is weary waiting, waiting for the May."

Have pupils read such selections from their readers as, *The Maple*; *The Maple Tree*; *Making Maple Sugar*.

Have songs, *The Land of the Maple*, *Dominion Hymn*, *Woodman spare that Tree*, &c.

Selected recitations from Wordsworth, Bryant, Tennyson, &c.

A talk based on the information in Department pamphlets.

Formal tree-planting.

Some Quotations :—

ONLY A LEAF.

It was only a little leaf;
But on it did shine the sun,
The winds did caress, the birds
did sing,
And it lived till its work was done.

It was only a little leaf;
But it took its glad some part
In the great earth's life; and
at last
Earth clasped it to her heart.

—*Minot Judson Savage*.

ANSWER TO A CHILD'S QUESTIONS.

Do you ask what the birdie say ?
 The sparrow, the linnet, the dove
 And the thrush say I love, and I love !
 In the winter they're silent
 The wind is so strong
 What it says I don't know
 But it sings a loud song.
 But green leaves and blossoms
 And sunny, warm weather
 And the singing and loving all come back together,
 And the lark is so brim full of gladness and love
 The green fields below him, the blue sky above,
 That he sings and sings and forever sings he
 I love my love, and my love loves me.

WAITING TO GROW.

Little white snow drops, just waking up,
 Violet and daisy and sweet buttercup !
 Think of the flowers down under the snow.
 Waiting to grow !

And think what hosts of queer little seeds—
 Of flowers and mosses and ferns and weeds—
 Are under the leaves and under the snow,
 Waiting to grow !

Think of the roots getting ready to sprout,
 Reaching their slender brown fingers about
 Under the ice and the leaves and the snow,
 Waiting to grow !

Only a month or a few weeks more,
 Will they have to wait behind that door ;
 Listen and watch, for they are below—
 Waiting to grow !

Nothing so small, or hidden so well,
 That God will not find it, and very soon tell
 His sun where to shine, and His rain where to go,
 To help them to grow !

—*Skinner's Arbor Day Manual.*

. THE WIND-FLOWERS MESSAGE.

With the first shy flowers of springtime
 Comes the frail anemone,
 And a glad some Easter message
 Brings to you and me ;
 Wind-flowers, wind-flowers, swinging, swaying,
 With the breezes lightly playing,
 What is it you're saying ?

“Climb up, children, toward the sunlight,
 From earth's tangles near and far ;
 Lift your cheery smiling faces,
 Brave as wind-flowers are :
 Child-flower, child-flower, upward growing,
 All the heavenly graces showing,
 Blessed be your blowing !”

—*Charles Stuart Pratt,*

THREE LITTLE TREES.

(Recitation for a tiny girl. Three other children stand near—as the tree—laughing, whispering, telling secret, clapping hands, etc., in pretty pantomime.)

Way out in the orchard in sunshine and breeze
A-laughing and whispering, grew three little trees.

And one was a plum tree, and one was a pear,
And one was a rosy-cheeked apple-tree rare.

A dear little secret as sweet as could be,
The breeze told, one day, to the glad apple tree.

She rustled her little green leaves all about,
And smiled at the plum, and the secret was out.

The plum told, in whispers, the pear by the gate,
And she told it to me, so, you see, it came straight.

The breeze told the apple, the apple the plum,
The plum told the pear "Robin Redbreast has come!"

And out in the orchard they danced in the breeze,
And clapped their hands softly, these three little trees!

A SEED.

A wonderful thing is a seed,
The one thing deathless forever ;
Forever old and forever new,
Forever faithful and utterly true,
Fickle and faithless never.

Plant lilies and lilies will bloom ;
Plant roses and roses will grow !
Plant hate and hate to life will spring ;
Plant love and love to you will bring
The fruit of the seed you sow.

A SPRING LANDSCAPE.

The green trees whisper'd low and
mild ;
It was a sound of joy !
They were my playmates when a child,
And rock'd me in their arms so wild !
All they look'd at me and smiled,
As if I were a boy ;

And ever whisper'd mild and low,
"Come, be a child once more !"
And waved their long arms to and
fro,
And beckon'd solemnly and slow ;
I could not choose but go
Into the woodlands hoar.

Into the blithe and breathing air,
Into the solemn wood,
Solemn and silent everywhere !
Nature with folded hands seem'd
there,
Kneeling at her evening prayer !
Like one in prayer I stood.

Before me rose an avenue
Of tall and sombre pines ;
Abroad their fan-like branches grew,
And where the sunshine darted
through,
Spread a vapour soft and blue,
In long and sloping lines.

And, falling on my weary brain,
Like a fast-falling shower,
The dreams of youth came back again,
Low hspings of the summer rain,
Dropping on the ripened grain,
As once upon the flower.

—Longfellow.

AN ARBOR DAY TREE.

Dear little tree that we plant to-day
 What will you be when you're old and gray?
 "The savings bank of the squirrel and mouse
 For robin and wren an apartment house,
 The dressing room of the butterfly's ball,
 The locust and katydid's concert hall,
 The school boy's ladder in pleasant June,
 The school girl's tent in the July noon.
 And my leaves shall whisper then merrily
 A tale of the children who planted me."
 —*Youth's Companion.*

SAMPLE COMPOSITION.

The following composition was written by a Galician boy—age 11 years. He came here three years ago; has been at school a little over a year. The paragraph headings were worked out in class, and are the result of discussion. Can any of our teachers send us anything better than this? We are indebted to Mr. H. Walsh for the contribution.

THE PIED PIPER.

Matter of Paragraphs	{	The bad shape of the town. What the people did to make things better. Arrival of stranger and his offer. What he did. How people paid him. How he paid them.
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The city of Hamelin was once full of rats and mice. The people could not sleep for the noise that they made.

The people decided to offer a reward.

At last a queer stranger came to the town. He offered to get rid of them if they would pay him,

The stranger took his pipe and walked through the street playing a tune and all the rats and mice followed him. At last he came to the sea. He got into a boat and as the rats and mice all followed him they were all drowned.

When the stranger came back to ask for his money the people refused to pay him.

The stranger said nothing, he took his pipe and went down the street playing a tune and the children all followed him and have never been seen since.

DMYTRO WALCHUK

March 13th, 1901.

With regard to the addition of 7 and 9 mentioned in February Journal, I should say that the variety of methods used in arriving at the result showed good teaching. It indicates that the pupils have been led to find their own way of doing things. No two brains being constructed alike, it is not to be expected that all brains will follow the same line of thought to arrive at any conclusion.

B. S.

Inspectoral Notes.

FROM COLLEGIATE COMMISSIONER'S REPORT.

Regular instruction in military drill and calisthenics is given in only one Collegiate Institute. It is to be regretted that adequate provision for this important part of the education of a boy or girl is not made in all the Collegiate Institutes of the Province. A short period each day devoted to physical exercises under a competent instructor would be found not only to promote the order and discipline of the school but also to improve the carriage and bearing of the pupils and conduce in no small degree to the formation of a manly and self-reliant type of character.

FROM INSPECTOR ROGER GOULET'S REPORT.

I am of the opinion that if Inspectors had the opportunity to do so, it would be a great advantage to hold public meetings and give lectures on the vital questions of education and instruction. This would have the beneficial effect of enlightening public opinion and diffusing the proper spirit of earnest co-operation. Society does not look upon the teacher with the respect due to the importance and dignity of his calling. Several of our good teachers have left the profession because their services were not duly appreciated. The small remuneration has a most detrimental influence on the standing of our schools as a lower grade teacher is often displacing a better one.

With reference to text books I would venture the opinion that there should be a legal enactment by which power would be given to the trustees to furnish at their discretion text books free, to children attending school. In a good many cases several children attend school and are without the necessary supplies for several weeks. In a few instances the trustees have been advised by my predecessor to provide such children with the requisite supplies at the expense of the board, but there are ratepayers who having no families to be educated or leaving families whose school days are over, feel or think themselves aggrieved being called upon to contribute for the furnishing of such supplies by the board. As a consequence the trustees will not assume the responsibility of doing what would have such desirable results.

FROM SUPERINTENDENT D. McINTYRE'S REPORT.

A more important educational departure was the provision made towards the close of the year for the early introduction of manual training for boys. This is made possible through the the public spirited action of Sir Wm. McDonald setting apart a large sum of money to enable School Boards in the large centres of every province in Canada to introduce and carry on for three years in any way of experiment this education of the hand and eye, which is believed by thoughtful men everywhere to be necessary for all round development.

The McDonald Fund which provides the means for carrying on this work is administered by Professor Robertson of Ottawa, so well known as an able and

zealous exponent of the practical in education. The terms of the agreement with the Winnipeg Board are that on condition that the Board supply the rooms, the Trustee of the fund will bear the expense of equipment of such rooms with all necessary material and apparatus and all costs, charges and expenses, in connection with teachers' salaries and expenses of equipment, maintenance of equipment and materials for use of pupils.

"The work will be carried on at centres" to which boys are to be sent a half day each week. Each teacher can instruct twenty boys at a time and five teachers can thus give instruction to 1000 boys which is approximately the number in the Winnipeg Schools between grades five and eight. The adoption of the wood work for the boys seems to carry with it the necessity of some corresponding work for girls and a committee have already considered the question of sewing and domestic economy but without arriving at a decision.

By many this new department in school work is held to be the greatest educational reform of the century that has just closed. It is claimed for it that it develops executive ability, gives the mind that practical turn that enables it to make use of and supply and apply knowledge, gives the boy the mastery over himself and strengthens him to overcome difficulties, trains him to accuracy and exactness, develops his power of observation and stimulates the disposition to independent inquiry, supplementing in this way the mental training afforded by the ordinary subjects of the School course.

The movement in favor of Manual training has been most marked in the past ten years, and hand work of some kind has found its way into the Schools of most of the progressive cities on both sides of the Atlantic during that time, and reports of the results of the work are all favorable.

In the ordinary class work the standard of former years has been maintained, the larger classes in many instances making the progress of the pupils less rapid than it otherwise would have been.

For the most part however the right end has been kept steadily in view, and character and power has been aimed at, rather than knowledge.

FROM INSPECTOR A. MCINTYRE'S REPORT.

The progress in reading throughout the divisions has been satisfactory, particularly when the pupils have access to supplementary material. Learning to read is an important part of the training of school children, but learning how to read is quite as important. A child's mastery of the printed page may leave him with the key to that which is base and ignoble in literature or it may open to him that which is ennobling and inspiring. Whether he turns to the one or to the other will depend largely upon his early associations. To present the right pattern is one of the functions of the teacher and for the sake of giving right ideals to the children we must place before them such literature as will supply not only standards in language but ideals in character. For this reason I have repeatedly called the attention of trustees and teachers to the absolute necessity of furnishing their schools with an adequate selection of desirable books, believing that children who have been accustomed to such associations can never be satisfied with the pernicious pages of the dime novel.

Selected.

THE MEETING WITH THE MAN IN THE WOODS.

By Eleonore Heerwart. In Hand and Eye.

On my way to Oberweissbach, Froebel's birthplace, I was staying few days at Blechhammer, a place consisting at the time when the occurrence here described took place, of an inn and a mill. The mill has now ceased to exist, for it burned down some years ago, but a new hotel has been erected for the numerous visitors who come to that charming valley on the river Schwarza to enjoy the wooded hills that line the valley on both sides, to inhale the salubrious aroma of the fir tree. It happened that one evening when taking a walk through the forest, I met an elderly man busy cutting wood and uprooting trees. He exchanged the usual greetings, and on raising his head from his work my eyes met a pleasant and open countenance that seemed to invite me to speak to him, and the following conversation ensued :

I said, " You are doing hard work."

" Yes," he answered, " it is not easy to uproot some trees, while others come out readily ; but my thoughts are with my work and that makes it less tedious."

" How do you mean this ? "

" You see," he continued, " some trunks come out without much trouble, their roots lie more on the surface ; others hold fast to the ground, they are entwined with the rocks beneath, and these I liken to men who stand firm in their faith, while the others forsake it on the slightest occasion ; they follow the hand that pulls them. I see a difference between the same kind of tree, and that makes the work quite interesting, so that I do not think of the hardship. People come into my mind who have little faith in God, and others who have none, and their lives are shaped according to this difference."

" You are right," said I, " and I am sure you are one of those who have strong faith in God."

" Yes," he replied, " I have."

Now he sat down on a moss-covered stone, took out his simple meal and enjoyed it. I followed his example, chose a rock to sit upon, and ate my luncheon, which I had brought with me. After a lapse of a minute or so my companion took up the thread of our previous conversation, and said :

" Work is one thing, rest is something else. While I am resting I look me to the blue sky though the branches of the trees and think of God who gave up food, and I feel refreshed and am ready for work again when meal time is over. In the meanwhile I have the company of birds and butterflies ; sometimes there are squirrels above me, or a deer stands in the distance looking at me ; all this reminds me that God, who made these animals, gave each a different form, and how wonderfully is each animal adapted to the life it leads. Many a tourist has come to ask about my observations, and I am told they have printed them in books."

To hear this was quite interesting to me. We exchanged a few more words, and when I left him I said good-bye as to an old acquaintance, for however interesting his talk, I could not keep the friendly man from his work any longer.

I continued my way upwards to a beautiful spot, where I could look down on the lovely valley, and there I stayed to watch the sunset, which made the water of the Schwarza look like gold, and gold, I know, has been found in that river, for the wedding rings and goblets of the castle of Schwarzburg are made of that river gold. My thoughts were still occupied with the man I had met, who, like the village blacksmith, had taught me a lesson. It struck me he was the personification of what Froebel said in his " Education of Man." In that book

page 57 (old edition in the Froebel museum in Blankenburg-Schwarzathel), three words are printed in large letters: "Religion, Industry, Temperance." Indeed, there was expressed in that face what Froebel means when he says: "Where three are united there is heaven on earth, there is peace, joy, blessing." Not in opulent surroundings I found the happy man, but in the open air, among lofty trees forming a dome; not in luxurious garments, but in the woodman's garb. Would that all men possessed that state of happiness! It is possible to possess it; it is meant that it should be owned by every man, for God has given us everything to help us towards it; way, means, opportunities. An obstacle to obtain this happiness is often that we separate Religion and Work, imagining that the one is sufficient without the other, but it is not so. Religion alone may degenerate into idle talk, empty verbiage, intolerance, fanaticism, when it is not proved by actions corresponding with the precepts; and work without religion lacks something in grace and beauty; it becomes work without hope, drudgery, slavery, and a man is a machine if his heart is not in what he is doing. Work needs God's blessing to begin with and to finish it; it must be cheered by such words: Well done, thou good and faithful servant.

And why did Froebel associate temperance with religion and work? The answer was expressed in that wood-cutter's life, and healthful countenance, moderation, to give the exact meaning of the German word, *massigkeit*, that is here translated temperance. There was no excess on either side; the man rested, saving strength to give him new energy; he enjoyed a simple meal which gave him nourishment, and there was no superabundance of eating and drinking; the meal was accompanied by happy thoughts suggested by the surroundings of nature's beauties. It was the picture of contentment, a fundamental part of true happiness. Christ himself teaches us that fearing is not loving, for He says: "My meat is to do the will of Him that sent Me" and "Is not life more than meat?,"

Not in palatial residences alone do we find goodness and honesty. Has not Pestalozzi pictured a model wife in his Gertrud, who taught her children to pray and work? To be religious, industrious and temperate is impossible for everyone; if we cannot be perfect we can cultivate these virtues, upon which others are built up, to make us more perfect. To arrive at this Froebel wants to show us the way by his new method of education.

FEELING FOR ENGLISH.

By Edward R. Shaw, Ph. D.

The second essential to be secured is what I may term "feeling for English." If I were required to make a choice between technical knowledge of English and what I may term "feeling for English," I should unhesitatingly choose the latter. This "feeling for English" is a subtle sense, transcending psychological analysis, and leading those who possess it to use English with an appreciation of the true spirit of the language. How, then, shall we develop in pupils this "feeling for English"? We may do this by giving them selections from the masters of English literature, and requiring that these selections be learned by heart, so that pupils may be able to repeat them, and to transcribe them. In every grade from the first school year through the eighth school year, certain standard poems, selected with reference to the emotional status and intellectual appreciation of the pupil, should be memorized. At the very least, half a dozen poems for each year. Children derive pleasure from learning and repeating the best literature, as it meets a natural want in satisfying their sense of rhythmic expression. They may not recall all this literature in later years, but it leaves behind it that subtle æsthetic sense of "feeling for English."

The selections of the pieces which are to be memorized involves a very large and a very important question, namely, their ethical import; but that is a question aside from the purpose of this article. There should be, then, for each grade, a certain number of carefully selected poems which each pupil should memorize, and with such a degree of perfection that he could rise and repeat the

poem or take pen and paper and transcribe it correctly as to spelling, punctuation, capitals, and form.

In the sixth, seventh and eighth school years, pupils should be given an opportunity to choose from a small collection, the poems they would prefer to memorize. For instance, if six poems were required of each pupil in any of these years, twelve poems should be given him to read and select his quota from in the sixth school year, and twenty-four in the eighth school year. The object of this plan is to provide for the child's individuality of choice as influenced by his individuality of experience, and by his individuality of emotional tone.

But poems in themselves are not sufficient to develop this "feeling for English." Many of our courses of study furnish lists of poems that are to be memorized in the several grades, but I do not recall a course of study where excerpts of fine prose are required to be memorized. In the days of a generation ago this "feeling for English" was developed by those splendid selections of oratory which boys were required to memorize and speak at the rhetorical exercises then periodically held. We must not forget, in the multitude of newer things pressing upon our attention, all the good in the past. Hence, there should be provided in each grade a number of prose selections suited to the understanding and capacity of the pupils, each a unit in itself. The pupils should memorize these excerpts so as to be able to repeat them orally, or to transcribe them, as has been recommended with reference to the poems.

THE ADVANTAGE OF DISADVANTAGE.

In the current number of "*The Philistine*," appears an article on "Advantages and Disadvantages," (by "Fra Elbertus,") which contains some live thoughts; among other things, the writer says:—

The so-called "disadvantages" in the life of a child are often its advantages, and on the other hand "advantages" are often disadvantages of a most serious sort. To be born in the country, of poor parents, is no disadvantage. The strong men in every American city—the men who can do things: the men like James J. Hill, Philip G. Armour, or the late Tom Potter, who gloried in difficulties, waxed strong in overcoming obstacles, and laughed at disaster—men who could build three miles of railroad a day, and cause prosperous cities to spring up where before were only swamps and jungle, these men were all country boys, nurtured in adversity.

I once heard George M. Pullman tell how at 10 years of age he used to cook, help his mother wash dishes and sweep. At 17 he helped his father move houses and barns, and dig wells, and construct church steeples. That is to say he was getting an education—learning to do things, think for himself, and be strong and self-reliant. But we find Pullman protecting his own sons from the blessings that had been his. Instead of having his boys brought up to do things, he had servants who cheated them out of all that round of daily duties which had made him strong. The result is that the sons of George M. Pullman are pretty nearly moral defectives and their fantastic tricks before high heaven have added to the gayety of nations. Pullman could operate a great industry but he could not bring up a family. He succeeded in everything but the boy business.

And the mote-blind pedagogues are quite willing to keep on stuffing boys with impressions, not knowing that the number of impressions a boy can hold is limited. We grow through impression, and the large colleges, even yet, afford a very imperfect means for expression—all is impression and repression.

But to-day we find a few of the highest type of teachers making a bold stand for the natural method of education. We grow strong through doing things, and when one generation comes into possession the material good that the former generation has gained, and makes that fool remark, "I don't have to work," it straightway is stopping on the chute that gives it a slide to Avernus—and then all has to be done over again.

I expect to see the day when the honors and compensation of school teaching will command the services of the strongest and best men and women in every community. We spend a sum total in the United States of \$200,000,000 a year for the support of our public schools. Yet we raised a like sum last year for war and fighting machines, and no one lifted an eyebrow, except a few cranks around Boston and a man in Nebraska. Would it not be sensible to reduce our fighting force and use the money to increase the efficiency of our teaching force? We will then do away with truancy, trampism, hoodlumism, and lessen crime by nine-tenths. We will not suppress bad or restless boys, we will divert them, and direct their energies into paths of usefulness, and the day is coming.

For these thoughts are not my thoughts. They are in the thoughts of thousands in every city, town, hamlet and village—east or west, north or south—it's just God's truth, and when enough people arrive at truth, and realize that every day is Judgment Day, and the important place is Here, and the time is Now, then we will work for a present good, and educate, not kill, love, not hate. And the men and women who educate most and best, shall be honored most. The Day is dawning in the East.

AGNES DEANS CAMERON.

WHAT EDUCATION MEANS.

By Dr. Nicholas Murray Butler.

In beginning Dr. Butler spoke of the change of the ideal of the educated man from that of a scholar, a man possessing information, to that of character: the change of the ideal of education as a process of acquiring information to the process of developing character.

As a first evidence of education Dr. Butler gave correctness and precision in the use of the mother-tongue. Formerly it was necessary to study ancient languages in order to get at knowledge. This is no longer necessary and, moreover, since the ideal of education is character, power rather than information is the object of study. Power to express himself clearly and concisely in the language of a man's own time and country is the first requisite and first evidence of an education.

Second, the speaker placed refined and gentle manners which are the outcome of established habit. He discriminated between the courtesy which is the veneer of the moment and that which is vital because it is the expression of habitual thought and feeling.

Third, he would put the power and habit of reflection, because only through reflection can principles be developed into thought, feeling and action. An educated man acts from principle, his every activity guided by reason.

Fourth, the power of growth. It is the ideal of education to give a man power to form lasting habits, not to arouse interest, but to arouse lasting interests, to enable him to plan, to look forward, to be optimistic, to be receptive to new feelings, new thoughts, ready for new acts.

Finally, a fifth evidence of an education is the power to do, efficiency.

The tone of this address was as high and pure as its form was beautiful. It could not fail to be an inspiration to those who heard it because of the constant emphasis made upon those essential qualities in life and character which each individual may develop in himself even though he may not be able to gain a formal education through the medium of the schools.

When our leading educators lay stress upon the quality of the life rather than a measure of attainment it is a cause of rejoicing and hope.

The Philadelphia Manual Training School, the *Manual Training Magazine* informs us, sought from various college presidents opinions of the value of manual training to students who go on to higher courses of study. President Eliot, of Harvard University wrote: "I would like to see some form of manual training made part of the education at school of every boy who is to come to college. It not only trains the eye and the hand, but develops the habit of accuracy and thoroughness in any kind of work. Moreover, it develops the mental faculties of some boys better than books do." President Gilman of John Hopkins says: "Manual training is an essential part of a good education, whether that education is restricted to the common school or carried on to the highest discipline of technical schools and university." President Schurman of Cornell, says: "Some modicum of manual training should be included in the school training of every child of the present time." President Harper, of Chicago, writes: "Every young man and young woman is the better fitted for the higher work of the university for having trained hands, and the power to plan and execute which comes through manual training."

Department of Education, Manitoba.

The following is a list of the Inspectoral Divisions of the Province:

The Western Division, to comprise the following lands:—The municipalities of Ellice, Birtle, Archie, Miniota, Hamiota, Wallace, Woodworth, Pipestone, Sifton, Arthur. S. E. Lang, B.A., Esq., Virden, Inspector.

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The North-Western Division, to comprise the following lands:—The municipalities of Dauphin, Ochre River, Clanwilliam, Harrison, Strathclair, Shoal Lake, Rosburn, Silver Creek, Russell, Shell River, Boulton, and all the territory North of these municipalities. A. W. Hooper, Esq., Dauphin, Inspector.

Mennonite Division, to comprise the following lands:—The municipalities Rhineland and Hanover. H. H. Ewert, Esq., Gretna, Inspector.

Let us be proud of our boys. A farmer once asked, 'Is that house yours?' 'Yes,' said the farmer, 'and that's the finest house around.' 'Is that cow yours?' 'Yes, and the finest thoroughbred in all the country.' 'Is that dog yours?' 'Well, I should say, and the most intelligent setter in the entire neighborhood.' 'Is that boy yours?' 'Well, er—come to think of it, he is.' But not one word of praise. Do you know a boy, your boy? His name, age, language, manners, associates, his secret thoughts, his desires and difficulties? Does he like music, drawing, carpentry, farming? Do you really know your boy?

A stranger got off the car, and, accosting a newsboy, asked him to direct him to the nearest bank.

"This way," said the "newsie," and, turning the corner, pointed to a sky-scraper just across the street.

"Thank you, and what do I owe you?" said the gentleman, pulling a penny out of his pocket.

"A quarter, please?"

"A quarter! Isn't that pretty high for directing a man to the bank?"

"You'll find, sir," said the youngster, "that bank directors are paid high in Chicago."—*Chicago Tribune*.

Boston Diction.—Teacher (of English) Michael, when I have finished you may repeat what I have read in your own words. "See the cow. Isn't she a pretty cow? Can the cow run? Yes, the cow can run. Can she run as fast as the horse? No, she cannot run as fast as the horse? Future mayor (of Boston)—Git on de cow. Ain't she a beant? Kin de cow git a gait on her? Sure. Kin de cow hump it wid de horse? Nit- de cow ain't in it wid de horse.—*Judge*.

NOTE.—Just as we were closing up our forms we received notice that the teachers of the North Central Division will hold their Spring Convention in Neepeawa, on May 22nd and 23rd, 1901.

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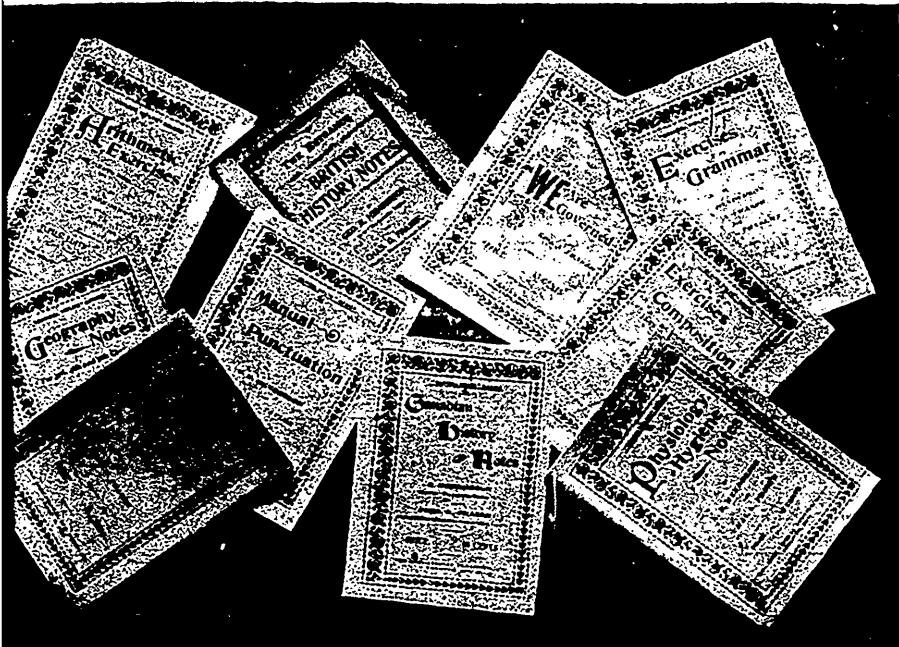
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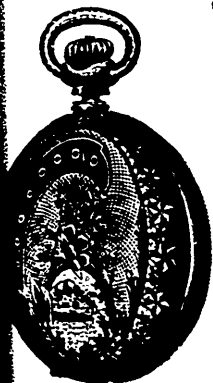
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