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# **EDUCATIONAL JOURNAL**

## **OF WESTERN CANADA.**

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Edited by G. D. Wilson

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### **The Idea of True Citizenship:—How Shall We Develop It?**

When Mary Stuart, half in pride and half in petulance, asked John Knox who he was that dared to question her actions as Queen of Scotland, came back the answer firm, even and dispassionate:—"Madame, a subject born within the same." Should you demand of me by what right I presume to speak of matters municipal in our (if somewhat bedraggled) beautiful city, I cannot do better than quote the sturdy reformer of Scotland. By what right do I speak? That of a subject born within the same.

My subject is a large one, and must of necessity be suggestive rather than exhaustive. I shall try briefly to touch upon :

FIRST—The responsibility of each individual, as an individual, to himself.

SECOND—The idea of citizenship, how it was evolved, the various standards of citizenship in times past.

THIRD—The standard of true citizenship to-day.

FOURTH—How shall this idea of citizenship be implanted and fostered in the home, the school, in society, from the pulpit, and by the press?

FIFTH—Some local needs, aims and possibilities.

"Before man made us citizens great Nature made us men" and women and children. As individuals born into this world we all have duties that we cannot get away from. Should fate by flinging us upon a shipwrecked spar to an uninhabited island, decree that our whole life thereafter should be spent alone, the duty of making the best of it would still remain. We dare not violently end that life, nor must we sink to the level of the brutes around us. Nor would it be brave to sit idly on the shore, a shipwrecked sailor waiting for a sail. A philosophic mind would turn inward, and, like the banished Duke in Arden, find sermons in stones, books in the running brooks, and good in everything. But with ourselves in this case our duty would terminate. There is then an individual responsibility born with each one of us, whatever our environment, a duty to one's self from which we cannot get away. And it seems to me that our right conception of this ideal and adherence to it largely determines our estimate of our duty to our fellows and our true value as citizens:—i.e. members of the commonwealth.

We are all born into families, and so have family rights and privileges, with corresponding duties and responsibilities. It is a wish to get away from these family claims which are not of our seeking that has in all ages sent hermits to their

caves, monks to their monasteries and the world's John Storms to their various retreats. The persons who have individual responsibilities only are so few that we need not discuss them. Crusoe's responsibilities ceased to be individual the moment that Friday's footsteps appeared upon the sand. And we cannot free ourselves from duties by running away from them. When we bring people together into communities we realize the truth of the paradox that the whole is greater than the sum of its parts, mutual duties arising out of action and reaction become apparent to the most casual thinker.

God intended us to learn the great lesson of mutual helpfulness, inter dependence, and so we are born into families. The family (if large enough) will furnish opportunities for the exercise of all virtues and the restraint of all vices, and so allow for the highest and fullest development; and so it is in the family that the first and most lasting lessons in citizenship must be learned. These lessons must then widen out till they take in the whole body politic, "Man joined to man that they are brothers."

The three great nations of the past to develop the idea of citizenship were the Hebrews, the Greeks and the Romans. With the Hebrews the idea of citizenship began with the family, and it really never got away from the patriarchal or family idea. While this is true, it is also true that the maxims of political economy in the Hebrew commonwealth have never been surpassed, and never annulled. It is the inherent rightness of the Jewish laws of filial duty, of personal purity, and the sacredness of all life, that has given a permanence and pre-eminence to them. The Greeks and Romans based their citizenship idea on the family, but expanded it till the city, the state, became the great cause for the welfare of which all, shoulder to shoulder, stood. Greek and Roman men were not men first and citizens afterwards. They were citizens first, last and for all time, and in this was their greatest glory. The boys were not sons and brothers, but rather citizens in embryo, and the matrons claimed respect and consideration only as mothers of future citizens. So we find Roman boys taken by their fathers to the Senate house that they might by listening learn how their elders made laws and administered justice; and it is not without interest as a sign of those times to note why this practice was discontinued. The little boys returning home full of what they had heard, told all to their mothers, and that women should know of state affairs was not deemed fitting. (There were no Women's Councils in Roman times).

Among the Spartans the idea of citizenship dominated all else. Spartan youths were taken from their homes at the age of six and placed in public institutions to be taught. And what was taught to the children of these old days?

Greek and Roman youths learned first, the history and laws of their own country. So they found out that the nation had become great by the sacrifice and devotion of the individual, and that theirs was a glorious heritage: secondly, from this was deduced the great central idea of patriotism: thirdly, they were helped to the most perfect physical development, so that they might as soldiers be most effective guardians and conservers of the national greatness. In Greece and Rome the one thing to be considered was the good of the whole, the preservation of the state, and herein lay their strength and their weakness. Their strength, because selfishness was crushed, and a field opened for the noblest acts of heroism where a man could devote himself to some cause outside his narrow personal interests. Their weakness, because they fondly hoped that a state might become great by the strong crushing out the weak of its own members, so in Sparta we find sickly infants killed off, Helots tortured, and even theft and treachery on the part of individuals exalted if for the apparent advantage of the state.

The early days of Christianity set a new standard. Then for the first time was

preached the importance of the individual. Then men began to learn that people were not by God considered in the mass; that as individuals they had lives to live and souls to save.

Greeks and Romans in building up the state ignored, or rather subordinated, all claims of the individual to live a full and true life as an individual. In the early days of the Christian era, in the struggle for individual salvation, enthusiasts often retired from the world to lead lives of prayer and fasting, losing sight of or ignoring the fact that they had duties to the great human whole of which they formed a part.

Now it seems to me under my third head, "THE STANDARD OF TRUE CITIZENSHIP TO-DAY," that in forming the ideal citizenship which shall fulfil all the needs of the present, we must recognize the good in both these standards, and eliminate the bad. With the Greeks and Romans we want national greatness, and we plead just as earnestly as did the early Christians for the salvation of the individual. But I claim that not only are these two not antagonistic but it is to me the great inspiring thought of the age that each is the mathematical complement of the other. The welfare of the whole is not complete until each individual lives his best and truest life, and it is only through unselfishly serving the whole that the individual can attain his own true good. In the final resolution of things nothing which is selfish can last, be that selfishness national or individual. By spending our life only can we save it. This is the great recognized underlying principle of all Christian society to-day. It is necessary though that it should not remain underground. It must be brought to the surface and be made to fit into our daily lives. You can't make a Christian without making a citizen. With our own homes we must all begin, our first duties are here, and here is our influence greatest. Too many of us not only begin here, but end here. Such people are good to their own, and kind to everyone whom they in social or business circles touch. All responsibility beyond this they ignore. If you approach these people on any question of municipal reform they say loftily, "Oh, I never meddle with such things; I never did take any interest in politics." If you persist you will be told virtually that they "leave politics alone," and "attend to their own business," and very likely they will politely intimate that it wouldn't be a bad plan for you to do the same.

As citizens we are all parts of a self-governing whole, and as such have duties which we can neither ignore nor relegate to others. We cannot stand aside from that of which we are a part and say we will take no interest in it. It is not enough that we lead moral and helpful lives ourselves. We must get such city administration that shall help the weakest, the frailest, to live up to the best that is in him. If snares and open temptations assail the young, the ill-disposed, and those that are halting between two opinions, we are responsible. We need to realize that in the deepest and truest sense we are our brothers' keepers. Under British government every citizen is at once subject and ruler, and it is his highest privilege by his own life, by his personal influence, and by the exercise of the franchise to create an environment that shall be wholesome and helpful. City politics may seem a small affair, but each city stands for so much of the nation, and every decade draws closer the connecting cords between civic and national affairs, between national and universal.

And this brings me to my fourth head—"How shall the idea of citizenship be implanted and fostered in the home, the school, in society, from the pulpit and by the press?"

And first the home. If babies could only choose their parents, what an immense advantage it would be to them! We have all our lives been taught that the sins of the fathers are visited upon the children to the third and fourth generations. It remained for Charles Dickens to ask, in his own inimitable way, if it is not also true,



that the virtues of the mothers do not occasionally descend in direct line. Recognising and intensifying this law of heredity, Bible pictures of men's lives usually begin before birth; the parents, and especially the mothers, are made to stand out clear upon the canvas that is about to become the illuminated text of their children's lives. So it was with the Christ-child, in honor of whose birth "the belfries of all Christendom will soon roll along the unbroken song of peace on earth, good will to men."

The first scene of that old yet ever new story of the Annunciation is the poor Galilean home, the rapt face of Mary turned heavenward, and the humbly acceptive words "Be it unto me according to Thy Word." Between this scene and the manger in Bethlehem come the sweet strains of the Magnificat, "He hath put down the mighty from their seat, and hath exalted them of low degree." Then draw near to the manger the shepherds, bringing with them the echo of the angel's song of that peace on earth, good will towards men, the ideal citizenship, for the coming of which we all work and wait, nothing doubting—keeping all these things, and, like Mary, pondering in our hearts that strange mystery by which an immortal soul is sent to dwell in a mortal body. And as we look at the last scene of this first Christmas picture, we see the kings of the east laying down at the manger-cradle their three-fold gifts of: GOLD—Typifying that He is King; INCENSE—That He is God; and MYRRH—That he is also man, and doomed to the bitterness of death. May we not in this see that every baby born into the world has within him God-like possibilities, which, if he learn to use them aright will triumph over his lower nature and open out to him the wider and fuller life of which this is the beginning:—"On earth the broken arcs, in Heaven the perfect round."

What can I hope to write of the high privileges of motherhood that has not been set forth repeatedly by far abler pens than mine? It is just one aspect of a mother's responsibility that I would look into for a little—that for which Roman matrons were chiefly esteemed. The mother should look upon her children, not as belongings of her own, or as personal appendages. They are her children first, but long after the parents have passed away the children will belong to the State; and their value as citizens is largely determined in those early days in the home where they learn or fail to learn the great lessons of truth and justice and love, of faithfulness and altruism, that regard for others that is to be at the base of their true citizenship in the afterdays. Sir Thomas More in his *Utopia* (the quaint diction of which always charms me) says:—"For they use with very great endeavor and diligence to put into the heads of their children, while they be yet tender and pliant good opinions and profitable for the conservation of the weal public, which, when they be once rooted in children do remain with them all their life after, and be wondrous profitable for the defence and maintenance of the state of the Commonwealth."

From the home to the school is a natural gradation. In those earliest and only years in which the child entertains absolute and unquestioning faith in human life, it is his mother first and then his teacher who represents to him the law of life. We regret our inability to choose our parents. Do we begin to realize that as citizens we have the choice of teachers in our own hands, and to get even a faint glimmering of all that this means? When you through your agents the school trustees consider the application of a candidate for a teacher's position, you ask him several questions—you ask him what certificate he holds; you ask him if he is a married man; you ask him if he is a good classical scholar; you may ask him what salary he would be contented with; and you might go so far as to ask him what church he attends. I have spent all my life in a school atmosphere and I never yet heard these questions raised concerning a would-be-teacher. "Is he brave, aspiring? Does he believe in anything? Is he capable of human emotion? Is he sympathetic? Has he the

courage of his own convictions? Will he maintain his principles in the face of unpopularity? Has he the gift of insight into childrens hearts? Has he a heart of his own?" We fail to realize that education is nine parts inspiration and one part drill.

The main factor in the work of educating is the teacher, he alone has his fingers on the pulse of future citizenship. His scholarship is an important factor, but two qualifications must be considered before that :—

FIRST—His conception of the aim of all future life ; that is to make character, and not merely to make a living.

SECOND—His ability to get close enough to the child to plant in him his own high ideals.

To think, to feel nobly, to reason, to see the relation of effects to their causes, to discern the sources of power, to see the moral as governing the intellectual, and both as dominating the material, such is the education that will fit for truest citizenship.

Socrates and Dr. Arnold had this high ideal, and so, God be thanked, has many a whole hearted man and woman of our own day who like the Domsie of Drumtochty is doing earnest work in hard places. It is the lofty ideal of these masters joined to a close inspiring sympathy with their pupils that makes of them truest teachers.

We hear much these days of technical education—the so-called PRACTICAL education. The enthusiasts among the crusaders would teach every boy to be a carpenter and every girl to cook. The age cries, "teach us how to get a living!" Let us as teachers listen rather to the still small voice calling from the deep heart of humanity itself. "Teach us how to live!" And if the materialism of the present misjudge us, we must turn our hungry hearts back to the Great Teacher of old for the inspiration without which we cannot live. And how much greater an opportunity have we than had the teachers of the past! Plato, one of the greatest of them, built an ideal republic and himself pronounced its doom, because, idealist as he was, he did not reconcile the life of the individual with that of the corporate life of society.

"Do you mean to teach politics to children?" I hear some one ask. Yes and no. We must teach, the School Act says, "the highest morality" in school. We must not inculcate any more of our peculiar ideas of public questions than we can possibly help. We as teachers must not teach children to pronounce judgment on the theories of Tolstoi and Henry George, to decide between free-trade and protection, high license and prohibition, chiefly because we cannot arrive at a finality on these matters ourselves. We may not by any means directly or indirectly inculcate our own religious creed or unbelief, but we must show those large and simple principles upon which all religions rest ; we must teach our future citizens that all questions must be settled not by self-interest, but by justice, by merciful considerations and not mercenary ones.

How is this to be done? Many never cease to lament that the Bible is excluded from our British Columbia schools. The Bible without a true teacher behind it would not educate. Are not the moral laws revealed in the Bible also impressed on the hearts of men? These laws are revealed to mankind, were in full force and effect before the Bible was written. As soon as men began to live in communities these laws were active. The facts of morality are stated in the Bible because they are true—they are not true because they are stated in the Bible. Every one of the ten commandments is a natural law, and as such is readily verifiable. The sure workings of moral law can be as conclusively taught as can Kepler's laws or the laws of falling bodies. They can best be taught through and in the teaching of

history. The most perplexing questions of to-day will be in the hands of our children for solution "after we are dust and our good swords rust." Can we help them better than by implanting in their minds the truth that righteousness exalteth a nation? Some will say that the teaching of what our American cousins call civics in our schools is what is needed for future citizenship. These are the people who think that the ballot in itself is the key to all reforms. We must first know what is right (and that is a matter of education) and we must next earnestly desire it (and that is a matter of education and of inspiration) before any real step in advance is taken. I do feel though that a true conception of the working of our present system of government should be given to every child of over ten years of age in our schools. He should know the leading features of monarchical government, of responsible government, of federal government, because Canada affords the unique example of a state ruled at one and the same time by these various forms of government; and yet it is forcibly true that with all this we are eminently a self-governing people. Show the future citizen, too, the working of municipal government, for with that he will have first to do. Bring to his notice those features of Canadian government which are in advance of those of the United States, viz:—our non-political and permanent civil service, the crown-appointment of the judges, and the independence of the judiciary.

So much for the home and the school. Then comes the pulpit. Could the pulpit do more than it is doing towards the preparation of our future citizens? Without wishing to arouse opposition, I think it could—by being often more direct and simple and more insistent on the plain duties of man to man. We want something on Sundays that we can take with us to our work on Mondays, and that will remain with us during the whole of the week's trivial round and common task. When I was young many a score of sermons did I hear, many a learned discourse on justification by faith, on apostolic succession and verbal inspiration, but I never remember to have heard a sermon on school-girl honor, or play-ground ethics, or a plain discourse on those primitive commandments that lie at the root of good citizenship. "Thou shalt not steal!" "Thou shalt not lie!"

How can the press promote good citizenship? Can we begin to put a limit on the power of the press? So many people take their thoughts at second-hand and adopt the opinions of others ready-made. The conversation of most people, especially their political conversation, is the reflex of their own party paper. How can we all, then, parents and preachers, editors and teachers, and society at large, help our future citizens?

FIRST—By keeping carefully all the laws of our country, just because they are laws. To be specific:—Don't ride your wheel on the sidewalk and then boast about it; your son will do the same thing on his first opportunity. Don't smuggle a pair of shoes in from Seattle the next time you visit the Sound, and follow it up by saying in the presence of your family that there is no sin in cheating the government. Your action will have little effect on the public credit, but it will have an effect upon the standard of right and wrong in your home. If you are a man, don't violate the game-law and slip the illegal brace of grouse or string of trout under the seat of your dog-cart, and send your boy to gather ferns with which to cover them up. If you do, and your boy is caught red-handed next week robbing an orchard, be manly enough not to read him a moral lecture about it. If you are an employer of labor, don't compound a felony by conspiring with the young men under you in their dishonest efforts to avoid paying the poll-tax. Don't send your five-year-old boy to school labelled six to evade the School Act, and then mourn with the teacher over Johnny's untruthfulness.

This is what we must not do. How can we positively help? I don't think it

would be a bad plan to form a law-and-order league of 50 women to supplement the new men's committee of fifty. What would be its scope? Well, I should say such a league should first sharply restrict its operations to the enforcement of existing laws. We have good laws, not a few of them that are now set at naught by the vicious classes, while the virtuous and well-disposed, with the law on their side, are not aggressive. Much grumbling and plenty of good sentiment is a poor offset to the positive and strenuous active force of the lawless. It is not necessary to make sweeping assertions against the police. The police must and do reflect public opinion. If we want existing law enforced, we can have it. The police will act along the line of least resistance.

How can we all, then, help our future citizens? Clearly not by showing them the steep and thorny path to heaven, while ourselves the primrose path of dalliance tread; but by being like that kindly old man who allured to brighter realms and led the way.

Some local possibilities I will without remark leave with you to think about.

FIRST.—A number of our future citizens attend no school. Are we responsible?

SECOND.—Small boys are on the streets nightly, sometimes long past midnight. As they see the citizens of to-day coming out with unsteady steps from music-halls, gambling-houses, saloons, what lessons in citizenship are they learning? To conclude:

“There shall come from out this noise of strife and groaning  
 A broader and a juster brotherhood,  
 A deep equality of aim, postponing  
 All selfish seeking to the general good :  
 There shall come a time when each shall to another  
 Be as Christ would have him—brother unto brother;  
 There shall come a time when knowledge, wide extended,  
 Seeks each man's pleasure in the general health,  
 And all shall hold irrevocably blended  
 The individual and the commonwealth.”

South Park School, Victoria, B.C.

AGNES DEANS CAMERON,

## Primary Literature.

It is well-nigh impossible to over-estimate the educational value of this subject, viewed from the standpoint of morals and manners. (I am not here considering its importance from a purely intellectual standpoint). The dissemination of cheap, bad literature has become so widespread, that, unless teachers and parents combine to frustrate its introduction, it bids fair to undermine the morals of the rising generation.

Of course it is possible to forbid our children to read certain works, but from the time of our first parents the forbidden fruit has appeared the most desirable. We must enlist the children in the fight against this terrible plague; and the only way to do so is to create in them such a love for pure literature that they will turn in disgust from aught else.

Do we teachers realize the immense responsibility that this branch of our studies involves? Literature should not simply mean the gaining of a certain degree of fluency in reading specified selections, or the recognition and appreciation of the special devices employed by our great artists for rendering their style more effective

and harmonious; these should be minor considerations : let the beautiful thought be the jewel, all else the setting.

Our children are fresh from the hands of the great Creator : they can see beauties that to us appear but dimly. Watch how their faces respond as you dwell on some noble deed, some beautiful thought ! Is their love of the beautiful as intense when they have our care, as when God first entrusted them to us ? They will need their ideals far more then, for the world will do its best to drag them down. Shall Hood's cry be theirs :

" 'Tis little joy  
To know I'm further off from Heaven  
Than when I was a boy ? "

And if so, can we shake off all responsibility ? The world may acquit us of blame, but what is our verdict on the case: what the great Teacher's ?

Now as to ways and means of interesting our children in what they read: I make a point of telling mine legends when any reference in the literature allows of my doing so. Thus, in "Sir Robin," when it speaks of the April rain

"Washing his pretty red Easter vest,"

there is the sweet old German legend : How, when Christ was hanging on the tree, bearing the torturing crown of thorns, a little bird flew up; and, because Nature was even more loving to Him than those whose form He took upon Him, it plucked one thorn from the many that were pressing on His brow, in loving anxiety to relieve His pain. But the thorn pierced its breast, and the sober plumage was dyed crimson. And so he carries ever with him the badge of loving service done for the King.

Then there is the legend of the Forget-me-not :

"When to the flowers so beautiful the Father gave a name,  
Back came a little blue-eyed one, all timidly it came,  
And said : "The name Thou gavest me, dear Lord, I have forgot,"  
Kindly the Father looked Him down, and said, "Forget-me-not." "

Even the following simple nursery rhyme has its own beautiful lesson to carry:

"I have a little sister, they call her Bo-Peep;  
She wades through the waters deep, deep, deep;  
She climbs up the mountains high, high, high;  
My poor little sister, she has but one eye."

Not long ago I saw a picture illustrating these lines : A wide, lonely valley; a purple lake; a lonely boy's figure, bundle on shoulder, and staff in hand; high mountains fronting him; over all the peaceful evening sky. Above the highest peak there shone one brilliant star, and from the depths of the lake its glory was reflected. The boy's gaze is fixed on it with earnest, eager longing. Can we learn no lesson from this ? Is it beyond our little ones' comprehension ?

Where the subject-matter permits I use supplementary poems, thus, after taking "The Story of a Drop of Water," I read Tennyson's "Brook" to the class, and they thoroughly entered into the spirit of it. We have been watching the flowers fade, and gathering in their seeds; this made them enjoy the study of Longfellow's "Reaper and the Flowers." Jean Ingelow's "Seven Times One" is a charming study for a hot summer day.

I always encourage my children to quote lines or verses illustrating fresh lessons; thus joining the old with the new, and broadening their conception of both. I frequently allow each child to select and read the stanza which seems most beautiful both for thought and expression. Children of eight and nine do this readily, and it

is pleasant to see their interest. And I have found that, almost invariably, not the most musical verse was chosen, but that which contained the grandest thought.

I have spoken of literature as affecting the manners; it certainly does,

"For manners are not idle, but the fruit  
Of loyal nature and most noble mind."

If we teach our little ones to appreciate deeds of heroism, noble thoughts, grand ideals, surely the expression of their increasing power to discern these will show itself in "Little deeds of kindness, little words of love." Our children will become in truth gentlemen and gentlewomen.

Wolseley, Assa.

C. EVELYN SHELDON-WILLIAMS.

## Self-Reliance.

**AUTHORSHIP VS. TEACHING.**—An author deals with his branch of subject-matter—e.g., he writes on English Grammar; he arranges the matter in a certain order, he simplifies, omits and sometimes introduces new matter; he builds subject-matter into a form that is peculiarly the creation of his own mind; this form is the measure of the personality of the author, so far as it appears in this work; this subject-matter thus formed constitutes the system of the author.

The teacher comes before his class with some form of subject-matter that he is to teach; he follows either the form that is original with himself, or the form given to the matter by another person; in both cases his energies are expended upon forms and upon forming subject-matter that he sets to his class, the building of which system is begun in the creative mind of authorship, and ends in that form of subject-matter that is denominated the system of the author. This method is quite outside the peculiar province of teaching, since it has to do with the form of the matter that is to be presented. An act of authorship is not an act of teaching; be the act performed in the study or in the class room. It may be that popularity of this method partly accounts for the almost entire absence of self-reliance in a large percentage of the older pupils in our schools to-day.

The angler studies the habits of the fish that he would catch; this fish has a delicate taste, and he drops before it the fly peculiar to the season and to that country. The sportsman, in the evening, conceals himself in the long grass beside a pond where he knows the ducks are sure to come. In both these cases man operates explicitly and immediately upon the endowment of activities; he bends his own treatment of the fish and ducks so that it shall conform entirely to the nature and character of their activities; his own method of dealing with them depends upon the form in which their activities proceed when they manifest themselves. Here is suggested the peculiar province of teaching. The teacher incites the activities of those who are learning; no activity can be incited in a pupil which (activity) is not an original and permanent endowment of the race; e.g., he cannot incite a pupil to fly in the air or breathe under water because the race has no endowment in this line. The child has for the class-room his several faculties; each faculty has a form of activity that is peculiar to that endowment. The province of teaching is that of inciting the faculties that the child possesses to act in their normal form. The teachers

function is to use himself as an agent, and systems of subject-matter as a means, to incite and direct in form the activities of the child.

**WHAT CONSTITUTES SELF-RELIANCE?** Self-reliance is a just estimate of one's own powers; it postulates conscious strength; this strength is available; this availability of power constitutes the assurance and modest boldness of the person who is self-reliant. Self-reliance is a state of mind; it grows out of uniform and persistent training in critical accuracy in certain lines of activity; this training is not mere information along these lines; it is an acquired mastery of self in these peculiar forms of activity; e.g., one has information about navigation, but only the trained mind is able to pilot the ship. Self-reliance is quite akin to habit, and habit is that mastery which comes of drill, and drill is patient labor repeated over and over again in the same form of activity; e.g., drill builds that mastery (which is self reliance) exemplified in learning to play the piano, in learning to throw a cricket ball or in learning to compute numbers. One is self-reliant only in those lines of activity of which he is master; e.g., one may be very self-reliant in the matter of riding a bicycle but entirely at sea when trying to catch a ball that is flying at him in a curved line.

The question naturally arises—Do existing methods of teaching develop self-reliance? We answer, No—if the "methods of teaching," so called, are mainly methods of authorship; when these methods are carried over too great a number of subjects in the class room—when they are used to amuse the child or to divert his attention, thus preventing the child from forming habits of accuracy, etc. We answer, Yes—if the science and art of inciting the activities of childhood into habits of accuracy and of mastery are patiently elaborated in the class-room. This science and art are the whole spirit and form of teaching, and these habits of accurate mastery are the very soul of self-reliance.

Collegiate Institute, Brandon.

W. N. FINLAY.

## In the School-Room.

EDITED BY W. A. MCINTYRE, WINNIPEG.

We have already received two excellent contributions on *Busy Work*, but are unable on account of the offer in last issue to publish this month. Readers may keep their eyes open, for next issue will have something particularly good. The following problems have been handed in. Who will answer them?

### PROBLEM I.

Boy who has been at school two years. Can by the aid of blocks find out the answer to any question in number up to 20; without blocks cannot give correct answer to anything above 4.

### PROBLEM II.

Boy; sells papers; gives change readily up to \$1.00. Cannot answer "How many twos in seven?" or "How much does seven exceed three?"

### PROBLEM III.

Girl; at school two years; in second book; does not know more than three fourths of the words; cannot begin to find out what she does not know; waits for the teacher to tell; does not attempt to read alone, feeling discouraged because unable to make out words; spells some words correctly orally, but makes frequent mistakes

in writing them; in many words the spelling has no relation to the sound whatever; e.g., FROM spelled PLUX.

## [PROBLEM IV.

A boy, 8 years old, who has spent 14 months at school. Nominal position—end of Appleton's First Reader; actual reading ability—nil; ability to recognize words and phrases at sight—practically nil; ability to manufacture words by means of phonic elements—marvellous; spelling—atrocious. Problem—to find a cure.

Mr. Geo. Belton, of Winkler, furnishes the following lesson-report. What is your opinion of it? Pupils grow in knowledge as they grow in power to detect similarities and differences. Their power to do this is tested by their ability to classify and define. It goes without saying that there is a distinction between ability to classify and ability to absorb a ready-made classification; between ability to make a definition, and ability to reproduce one made by another person. Mr. Belton has rightly called attention to the necessity of selecting a basis of classification, or division, before proceeding to make a division. The basis of division is no a matter of chance, but is always determined with reference to the purpose in view in the investigation which demanded the classification. Nothing could be more absurd in Euclid than a classification of lines on the basis of color; in Grammar, than a classification of sentences on the basis of kinds of type employed; or in Geography, than a classification of land divisions on no basis at all. By the way, why does Mr. Belton call these Lessons in GRAMMAR? Are they not lessons in Logic, and as closely related to Euclid and Geography as to Grammar?

## A LESSON OR SO IN GRAMMAR.

To teach Classification and Definition.

Teacher—To classify any objects we must first divide them, notice their differences etc. We might divide this chalk into red, blue and white, or long, short, etc We might classify them then as red, long, white and sharp-pointed.

Pupil—But this one is red and long, too.

Teacher—Then you divide them and classify.

Pupil divides into red, blue and white, and names classes.

Teacher—Upon what basis is this division or classification?

Pupil—Color. (Chalk is divided upon another basis by another pupil).

Teacher—Let us now classify men. I will name classes.—(Writes on board) Mohammedans, tall, Germans, black, etc.

Pupils—This is faulty. Reasons given. (A German might be tall).

Teacher—What must I then do first?

Pupils—Divide according to one quality or take a basis for classification

Teacher—We will take religion. Writes—Mohammedans, Confucians, Buddhists, Pagans, Christians.

Pupil—I am not included. I am a Jew.

Teacher—Then I must include all. (Adds Jews).

Pupil—But I am a Presbyterian. (Presbyterian is added. Violent remonstrance on part of her brother, who declares that "Christian" includes him, and insists that Presbyterians are already included in "Christian," and that these overlap. Presbyterian rubbed out).

Teacher—Then species must not overlap.

Teacher—Then the needs of a good classification are: 1—A basis chosen and adhered to; 2—Species must take in all of genus; 3—The species must not overlap.



Suggestion of Pupil—Also, the difference noted must be a difference in respect to basis chosen.

Pupil—This is included in No. 1. (After discussion this is added to No. 1.

## II.

Teacher—Last day we classified men, and arrived at some conclusions as to the needs of a classification. Who can give these conclusions? (Conclusions given in pupil's own way, then written down in correct form. Old classification—Mohammedans, etc.—written on board.

Teacher—We will define these species. Writes—A Mohammedan is a dark man; a Confucian wears a pig-tail and eats rice.

Pupil—That definition will not do. Mohammedans certainly are dark, usually, but some are not.

Pupil—We did not place them in a class because of their color, but because they worshipped Mohammed. That is all is needed.

Teacher—Then we must define according to difference in respect to basis chosen.

Pupil—The second one is not clear, some animal might have a pig-tail and eat rice.

Pupil—Well, a Chinaman is an animal. (A discussion of a side issue nipped in the bud, right here.)

Teacher—What is the second fault in No 2 definition which B. wished to speak of?

Pupil—It does not say what a Confucian is; it says what he does. (Definition changed to "a man who eats rice, etc.

Pupil—A Mohammedan might fit into that definition, or even a Christian Chinese.

Teacher—Then you define a Confucian.

Pupil—A Confucian is a man who worships Confucius, or believes in him, rather.

Teacher—Define Mohammedan; write it down.

Pupil—A Mohammedan is a man who worships Mohammed.

Teacher—Then needs of a definition are: 1—The genus must be stated; 2—Difference stated must be according to basis of classification; 3—The difference stated must distinguish the species defined from all others.

Some classifications and definitions are criticized upon above tests.

## Sense-Development in Primary Work.

Vacation is over. It is the first day of school, and as the teacher looks around her school-room, she sees many new faces as well as many familiar ones. Many little eyes are turned towards her, with glances half-trusting, half timid, and she sees that there are sorrowful faces as well as happy ones. What shall she do with these little ones? This is the problem which confronts every primary teacher at regular intervals. The little five-year-olds come from their free and easy home life and the restraint of the school-room is irksome and hard to bear.

Then is begun a course of instruction in which is entirely ignored the fact that the child's education has been commenced long before. For has not his whole life hitherto been true education along natural lines? But you say "why most of his time has been spent in play." True. But is it not possible for the children to gain more useful things in play than in the ordinary school work? The hand, the eye,

and the ear are being constantly trained, the child is learning to reason, to judge distances, to compare objects as to size and color, and is gaining ideas of number. And in his games with other children, he is learning that their rights must be considered.

One of the maxims laid down for us as teachers is that we should "lead from the known to the unknown." We in our system of education, practically ignore most of the child's previous knowledge. As soon as he enters school we try to divert all his activities into entirely new channels. He is obliged to spend his time in making loops and pot-hooks, in sounding a and r and f and in learning that 2 and 2 are 4, and 3 times 2 are 6. And of course the children must sit quietly, in many cases with their feet dangling in space. Is it any wonder that the little undeveloped minds refuse to work and that many of the children learn to heartily dislike school?

It was the consideration of these problems which led to the adoption in Moose Jaw of more natural methods of education for the children of the primary school. We felt that we do not BEGIN their education; we CONTINUE the education commenced in the home and carry it on as far as possible along familiar lines. Under the direction of the teacher, the children play such games as are of real educational value.

The object of our games are:—

1. To brighten the children and teach them to talk.

What child could fail to become interested in such games as "Blind Man's Buff" and "Hide the Handkerchief"? In our first primary room was a little girl who seemed indifferent to everything, however interesting. Plan after plan was tried to bring a look of intelligence to the dull little face, but all in vain. She was utterly indifferent and could not be induced to speak. As soon as we commenced our games, she brightened up visibly, forgot to be listless, and in many ways is now a very wide-awake little girl. And she has learned to talk connectedly, — something which had always seemed the one thing she could not do. We have had other instances of a similar nature.

2. The games develop the minds of the children. As before mentioned, the judgment, reason and senses are trained.

3. The teacher has a chance to study the children. Mr. Scudder says:—"Positive injury may attend the school life of misunderstood children and many do not reach the possibilities of which they are capable, because more is not known of their individual characteristics." A child is his real self while playing and both his good and bad points appear in his attitude towards his playmates. A teacher's success, morally and intellectually, depends upon her knowledge of each child under her care, and it is only when the child is NATURAL that she can gain such knowledge.

4. The games require concentration of thought and interest. Children are always interested in their play.

5. Physical development is gained. The children are no longer obliged to sit quietly for hours, until the little limbs are stiff and the little brains are weary.

6. It fosters good feeling among the children themselves as well as between teacher and pupil. This partly solves the question of order.

7. Moral feeling is strengthened. For example, we have a game in which one child leaves the room while the others have their eyes closed. Then they look around the circle and see who is gone. In such games moral feeling MAY be strengthened, but the teacher must be very careful, very watchful, that the temptation to look, may not be too strong for the children.

Our games may be classified under four heads:—Games of Sight, Touch and Hearing and Miscellaneous Games.

Our SIGHT GAMES include :—

- (a.) Words hidden on blackboards for children to find.
- (b.) "Hide the pencil."
- (c.) One pupil leaves the room and others in the circle guess who is gone.
- (d.) "Do as I do."
- (e.) Object in the room moved.
- (f.) Describe an object and the other pupils guess name.
- (g.) Action Game.
- (h.) Color Game.
- (i.) Drawing Game.
- (j.) Pantomime Games.

Under HEARING comes such games as :—

- (a.) Name an animal and the children give the sound made by the animal.
- (b.) Raps on different objects.
- (c.) Number of objects dropped
- (d.) "Ducks Fly."

Our games for TOUCH include :—

- (a.) Comparison of objects.
- (b.) "How Many ?"
- (c.) Different Materials.
- (d.) Making letters with eyes closed.

MISCELLANEOUS GAMES are such as :—

- (a.) Quiet game.
- (b.) Game of Politeness.
- (c.) Play of the Clock.
- (d.) Pussy wants a corner. (Game for fixing knowledge of the points of the compass.)

The above need little explanation. They are mostly adapted or are "home-made." The titles may be suggestive to other teachers for work along lines that have given great satisfaction to us in our school.

T. DAVIDSON.

First Primary Department,  
Moose Jaw, Assa.

## Lesson Notes.

### OUTLINE OF A LESSON ON "ULYSSES."

#### ASSIGNMENT

I—Supply the proper setting of time and place by having pupils connect the poem with "The Story of the Iliad," read by them in Grade VIII, and by sketching for them in a few sentences (referring to "The Lotus Eaters," also previously read) the wanderings of Ulysses after the downfall of Troy, his return to Ithaca, his distaste of life there.

II—Recommend a comparison with "The Lotus Eaters" —

- (1)—As to picturesqueness.
- (2)—As to emotional effectiveness.

- (3)—As to respective conceptions of life's aim.  
 (4)—As to artistic finish—mostly diction and metrical treatment.  
 (5)—As to poet's motif.

## LESSON.

Ask how Ulysses comes to be making such an oration, drawing from pupils a reproduction of explanation given during assignment.

Get from them the imagery of the scene on the shore—a gray twilight, Ulysses standing with Telemachus, an audience of half-savage islanders (possibly) and weatherworn sailors, a background of crags clustered with rude huts, a foreground of port, vessel, and glooming ocean, the twinkling tapers, the rising moon.

Ask what Ulysses is talking about, leading them to see that he has the double task of vindicating himself to his subjects, and inducing his mariners to follow him to the end.

How does he accomplish the first? He paints the monotony of existence in Ithaca, as contrasted with the fierce delights of that other life best known to him. He represents himself, with some degree of egotism, as being buried in obscurity. He leaves the islanders in care of the young man Telemachus, on whom he bestows great praise as a ruler—not without a suspicion of irony.

How does he accomplish the last? Already the sailors have been stirred by his bold strokes in portrayal of the past; he points to the faithful vessel; he suddenly sinks superiority and touchingly claims comradeship in age and achievements; he irresistibly carries them with him.

Ask for the symbolism of the poem. Through the mouth of his hero Tennyson is revealing an ideal of life. There must be no eating of the lotus, no rusting in ease, no standing still. There must ever be progress, intellectual and moral. The more that has been achieved, the more remains to be achieved. Less poetically, the same conception of life is set forth in "The Psalm of Life," "Excelsior," "The Builders."

What men animated with such a spirit are met with in history and biography? Sir Isaac Newton, Chatham, Pitt, Milton, Tennyson, Gladstone, etc.

After all, is there not more to admire in Telemachus than in Ulysses? The former is devoting his whole life to the improvement of his subjects; he shrinks not from the daily round and common task. Self-sacrifice is the guiding principle of his life. The latter seems to be dominated too much by ambition and inclination. Finally get opinions from pupils along the line of the assigned comparisons. They will easily notice the greater attention to landscape in "The Lotus Eaters." Here an interesting exposition might be introduced as to the respective modes followed by Tennyson in describing Nature—the realism of his English as opposed to the idealism of his foreign and invented landscapes—his proneness to the "pathetic fallacy" of making Nature sympathize with humanity: for example, the last section in "The Lady of Shalott." They will also detect the spurious character of the emotional appeal in the one poem as compared with the expression of genuine and elevating feeling in the other. They could scarcely fail to contrast the two philosophies of life. They would even be struck with the decorative style of the one poem, as compared with the severe simplicity of the other. They might possibly suspect the poet's purpose in the earlier poem to be not entirely unconnected with the pleasure he then took in fine writing.

## Birds I have Lived With.

AN ARISTOCRATIC VAGABOND.

Being constantly questioned by more or less enthusiastic students regarding the secret by which I mastered that difficult problem of the identification of birds in life under varied natural conditions, I have endeavored to impress upon them the fact that it was simply because I recognized early in my career that birds and all living creatures had, like human beings, their individualities and that only through a study of these individualities was it possible to make progress in the solution of this very intricate problem, and that it was possible by such study to so thoroughly master the problem as to be able to identify my subjects under almost any conditions. I was frequently surprised at the hesitancy of many in accepting my suggestions and cannot even now satisfactorily understand why these questions so simple to me should prove so difficult to the average observer, unless it be that the cloud of prejudice against the idea of individual character being possessed by any living creature save man, has so blinded my fellowman that it is only with the strongest efforts upon the part of naturalists that this prejudice can be eradicated and truth established. I have recognized also that the place to sow this seed of truth and root up the seeds of prejudice is in the mind of the child and I therefore hold that a greater responsibility rests upon all who assist in the education of the child to see that these truths are established than is realized by the majority of educationists to-day. I find many wilfully persisting in the face of warning in following up their own false lines of thought, studying the physiological peculiarities of a specimen only, neglecting the life and character, jumping hastily at conclusions and eventually accomplishing nothing beyond a strengthening of their prejudices and ideas of the hopelessness of the task.

I have for years been accumulating notes upon the individuality of birds, and with these notes taken in the woods, fields, marshes and in my aviary I purpose to prove by a series of short sketches of "birds I have lived with" that every human characteristic is personified in a greater or less degree of perfection in those most beautiful and wonderful creatures which many consider unworthy of consideration or study, and I trust these may be instrumental in breaking down some of those prejudiced claims of humanity to superior endowment. These sketches are actual experiences of my own with these birds, while the same individual specimen may not have provided all the material, the specific character is maintained through several individual specimens.

Early in May while taking my usual morning walk to note the changes of the night in the bird world I found that many aerial routes had landed their contingents of feathered travellers one stage nearer their northern summer homes. At every step a rustling leaf, a faint cheep, a sharp chink, a flutter of wings or a new song, informed me that traffic over these routes had been varied and heavy during the previous night. As I looked about me noting the new arrivals I thought of the date, and turning to my friend remarked that it must be almost time for the later sparrow. Even as I spoke and as though understanding my enquiry, there was wafted by the gentle breeze across the opening from a neighboring brush pile that old familiar, ever welcome and inspiring whistle "Old Tom peabody, peabody, peabody" and as I listened he seemed to articulate the words, "I've come back-again, back-again, back-again" and right glad I was to welcome this sharp little feathered wanderer, the white-throated sparrow. As I approached the brush-pile he with several others flitted out of sight, while up among the higher branches hopped a number of larger

birds which by their long drawn single or double note I had previously recognized as Harris's sparrow or as I have always called him, the Black Crowned Sparrow. The birds had already discovered one of my brick traps among the brush and were evidently discussing this suspicious looking contrivance. Seating myself near by I had not long to wait their return. Cautiously at first, but gaining confidence at my inertia, they surrounded the trap once more. Keeping at a respectable distance they scratched among the old leaves and wrangled over the question like a lot of school boys. Presently a black-crowned made his appearance and very majestically surveyed me; immediately connecting my presence with the suspicious looking trap he assumed the attitude of venturesome and almost contemptuous impertinence, and a more handsome aristocrat would be difficult to picture than this lively creature as he stood before me dressed in his richest spring suit, the silver gray of the sides of the head and neck meeting in striking contrast the black crest and throat, and blending beautifully into the brown of the back, while the black throat patch terminated in a broken line of spots across the white breast and down the flanks. From his dress he appeared to me as a most refined aesthete, but his actions betrayed an impulsive and almost reckless nature. After alternately eyeing me and the trap he proceeded to examine the latter more closely. With the same demeanor he hopped completely round it several times at a respectful distance, eventually disappearing. I saw no more of him that trip but next day I found him in company with the others in the same locality. He had evidently begun to look upon the trap with less suspicion than at first shown, and was boldly strutting about upon the side brick keeping his comrades at a safe distance. Seizing a seed from the brick he scurried off to eat it; returning in a few minutes he eyed me closely, and his bravado and the tempting seed eventually becoming too much for him with a flip of his tail he jumped boldly into the trap and "chuck" down came the brick and greatly to his consternation and my amusement he was a prisoner. Transferring him to a cotton bag I carried, he, following the example of many presumably brave fellows when cornered, cried most piteously for liberty. Upon being liberated in the aviary with my other pets he recovered his independent feeling immediately and flipped into a tree, shook himself, looked about for a few moments and recognizing companions he immediately set about making acquaintances and exploring his new abode with all the dignity and assurance of one that had willingly come to the place. What need to worry, here was abundance of food and jolly good food, too, lots of water, fresh earth, green grass, trees, brush, sunshine and shade, and, oh, what fun! a lot of little birds to tease. With these ideas fairly sparkling in his bright eye he set out and within a week had become familiar with every corner and every other bird. New birds arriving daily seemed to amuse him, and he usually sought the first introduction by seizing the new arrival by the wing or tail feathers and giving them a good, sharp pull. In this way he became the torment of all the smaller specimens. He would make a dash at them on the ground, seize them by the wing or tail feathers, brace himself, and hold the little creature fluttering and squeaking until either the feather released its hold or he saw some new mischief. With two or three of his companions he would work himself up to a pitch of wildest hilarity and recklessness, chasing every bird that flew from one end of the cage to the other, terrorizing the little fellows but never injuring them. Settling himself again he would laugh out a long "hee-hee," flip his tail and go at it again.

Sometimes he became such a nuisance that I had to rap on the window to make him loose his hold on a smaller bird. At such times he slipped up into the tree, looked at me with a twist of his head and his eyes spoke his thoughts, "What are you making a fuss about, mind your own business," and he was off and at it again.

As time passed I noticed that the other birds avoided him, more especially while feeding, and it was then that he showed his reasoning powers in scheming to get hold of them. One day I watched him unsuccessfully attempt to catch the tail of a goldfinch, and was quite amused at his actions. He would work round and round the bird, each time drawing nearer, making a pretence of feeding as he went, but as I was only two feet from him I could see that he was eating nothing, nor was he picking up anything in particular, but was gradually drawing nearer until the goldfinch noticing his approach moved off; finally Mr. Blackcrow tried his last ruse. At about three feet from the goldfinch he turned his back upon it and began scratching and picking, and it was some time before I could notice that he was gradually approaching the goldfinch. It took about three minutes for him to back up those three feet, and the goldfinch being intent upon its feeding, the sparrow when about his own length away suddenly swung and seized him by the tail and gave the little squeaking goldfinch a thorough shaking for satisfaction. This appealed to me at once as a clear case of reasoning, and added another to the many characteristics of this aristocratic vagabond. He was an interesting character. An æsthetic in dress, an impulsive, quick-witted, cowardly schemer by nature. Who can say that birds have no character.

Portage la Prairie, Man.

GEO. E. ATKINSON.

## Natural History Department

EDITED BY GEO. E. ATKINSON, PORTAGE LA PRAIRIE.

The following questions have been received this month for answers in this department:

Q. On Oct 27th a farmer found near his stack a bird unknown to him. Four schoolboys examined it subsequently and brought back the following description:—Bird slate color, bill like a hen's with black bar across the end, very short tail, legs, far back on torso,  $2\frac{1}{2}$  inches long, four toes; three are lobed on each side with two lobes but with no palmation. We would like to know the name of the bird.

A. This bird is evidently the Coot or Mud-hen, a very common bird with us wherever there are any sloughs. It is aquatic in its habits, hiding in the rushes for safety seldom flying save in the migration seasons. They are omnivorous feeders, but with a preference for vegetable diet, and while seldom considered worth shooting in Manitoba, they are considered quite as good as some ducks in the east, and are included in the game lists. They nest in the reeds, a semi-floating nest, lay from 8 to 12 eggs and the young leave the nest as soon as hatched.

Q. Is Ernest Thompson's book on Birds of Manitoba the best book of reasonable price to use as a reference book?

A. Ernest Thompson's "Birds of Manitoba" was simply a list published by the Smithsonian Institute in 1891. It was never offered for sale but was distributed with the Smithsonian Report as long as the issue lasted. It has however been long out of print and cannot be secured now. It is of little value to beginners, containing no descriptions and is only useful as a reference to advanced students. The cheapest and most comprehensive text book on Ornithology is "Birds of Eastern North America," by Frank M. Chapman, published by Appleton & Co, N.Y., price \$3.00 and \$2.50. It deals with all common Manitoba species.

## School-room Drills.

An experienced and well-known Inspector in one of our eastern provinces divides all school-room drill into four classes, which he names in order of importance as follows :—

- 1st.—Physical.
- 2nd.—Moral.
- 3rd.—Sentence.
- 4th.—Vocal.

**1st.—PHYSICAL DRILL.** This may include club swinging, oar-bells, dumb-bells, etc., or it may consist merely of the ordinary calisthenic exercises, with or without appropriate music. After an hour's hard study the pupil will eagerly welcome five or ten minutes' physical drill. He stretches his cramped limbs gratefully and throws out his arms from his chest with a vigor that broadens and strengthens the framework of his body and sends the warm blood to clear away the cobwebs from the tired brain.

**2nd.—MORAL DRILL.** Moral drill consists in the giving of quiet five-minute talks upon such subjects as will appeal directly to the child's better nature against his worst, as for example, lessons upon truthfulness, diligence, self-control, selfishness, cruelty to animals, covetousness, etc. The drill may be made most interesting by reading aloud a verse from the Bible, or a short story from which moral truths may be deducted.

**3rd.—SENTENCE DRILL.** This is an interesting addition to the modern style of conducting recitations. All books are closed and each pupil in turn gives in a distinct voice a correct sentence which he has built up from any one event in the lesson. The drill is continued until the lesson-matter is exhausted—no sentence or fact being repeated. One can readily see that the lesson must be thoroughly prepared and mastered by the pupils who undertake to have always another sentence ready. It is most encouraging to observe the diligence with which the boy or girl will search for facts which others might fail to notice. We may use sentence drill in almost any subject and, strange to say, it never grows stale or tedious to the children.

**4th.—VOCAL DRILL.** The exercise of the vocal organs in singing, or vocal drill, as we may term it, is most beneficial to growing children. It expands the chest, fills the lungs with air, straightens the bent and rounding shoulders, and is a delightful break in the monotony of school work. With bright, smiling faces how vigorously will the class join in that pretty motion song "Good morning, merry sunshine" which teaches of a care that never sleeps and that extends to little children, as well as to the birds and flowers.

Indian Head, Assa.

LOU. S. STEVENS.

## Inspection Notes.

EDITED BY A. S. ROSE, BRANDON.

Many centuries have now passed away since the theoretical and practical acceptance of the decimal system of numbering became general among the civilized races. Arguments have from time to time been advanced in favor of making some group other than 10 the base of our numerical thinking, but these movements have



been neither long-lived nor far-reaching and we have come to look upon the decimal system of notation as if it were a permanent institution.

Some teachers are of opinion that the time is now ripe for the incorporation of this system into our method of teaching primary arithmetic. They even go so far as to maintain that a pupil who has acquired an adequate knowledge of the basal group 10 should be required to use that knowledge in his subsequent thinking.

The subjoined lesson on 20 presented as a group of 10's was taught by Miss Eva Cameron, of the Brandon schools, to her class in Grade II. The lesson so far as it is given is an exact reproduction of questions and answers. Space would not permit the giving of all the measurements nor all answers of pupils. Enough has been given, however, to indicate the first step in the analysis of 20 in accordance with the decimal system. Lessons illustrating subsequent steps have been promised for later issues.

#### FIRST LESSON ON 20.

Assumed that pupils know 10.

Q. What is 20?

A. 20 is 2 tens.

Q. Think 20 into nines.

A. 20 is 2 nines and 2 over.

Q. How did you think that?

A. 20 is 2 tens. In each 10 there is a 9 and a 1, so in 2 tens there is 2 nines and 2 ones.

Q. Show that 2 nines and 2 ones are 20.

A. Put a 1 with each 9 and that makes 2 tens, so 2 nines and 2 ones are 20.

Q. Think 20 into eights.

A. 20 is 2 eights and 4 over. Expl.—20 is made up of 2 tens. In 1 ten there is one 8 and 2 over, and in the other 10 there is one 8 and 2 over; put the two 2's together and that makes 4. So in 20 there are 2 eights and 4 over, etc.

Q. How many sixes in 20?

A. 3 sixes and 2 over. Expl.—20 is 10 and 10, and in one 10 there is one 6 and one 4, and in the other 10 there is one 6 and one 4. In the two 4's left over there is one 6 and 2 over, so that makes three sixes and 2 over in 20.

Q. Show that 3 sixes and 2 ones are 20.

A. Take two of the sixes and put 1 with each of them, and that makes 2 sevens. Then take the other 6 and put 3 ones with one of the sevens, and take the other 3 and put it with the other 7, and that makes 2 tens, etc.

Q. 20 is how many fours?

A. 5 fours. Expl.—In one 10 there is 2 fours and 2 more, and in the other 10 there is 2 fours and 2 over. The 2 twos make another 4, so there are 5 fours in 20, etc.

Q. Think 20 into 2's.

A. 20 is 10 twos. Expl.—20 is 10 and 10. In each 10 there are 5 twos, so in 20 there are 10 twos.

A.S.R.

\* \* \*

A few weeks ago a little girl living in the city of New Orleans received a letter from a little girl who lives in the village of Pipestone in Manitoba. This letter told many things about the school and home life of the writer, and with the letters were sent a few pressed flowers and some unmounted photographs taken by her teacher. Some of these were harvest scenes, some represented winter games in vogue here, namely curling, hockey, snow-balling, and sleigh-riding, and some were of summer games; one was of three children in a sleigh driving to school; and others again

were of a miscellaneous character taken in various parts of the country. The photographs were explained in the letter, the games and sports and games were described, and an account of the occupations, etc., of the people of the country was given. The letter was addressed to the Superintendent of Schools, New Orleans, and ultimately found its way into the hands of a little lady who wrote in reply as follows:—

NEW ORLEANS, LA.,  
OCT. 20th., 1899.

MISS JESSIE MCNICHOL,  
PIPESTONE, MANITOBA.

Dear Friend :

Our teacher read your letter to us and I was delighted to hear from you, and was much pleased with the pressed flowers and pictures.

Since you asked me to tell you who I am I will do so. My name is Flora Ellis. I have blue eyes and brown hair and fair complexion. I weigh 76 pounds. I have four brothers and two sisters. I am the youngest, and the only one going to school, and am eleven years of age. I live in the residence part of the city near the school.

Our school has twelve rooms in it, and over six hundred girls attending it. Each room has a little garden and the children bring plants and seeds and care for them.

Now I am going to describe my city. New Orleans is a very large place, and has about three hundred thousand inhabitants. It is sometimes called the Crescent City. It is so called because the Mississippi River, the "Father of Waters," curves in here and shapes the city like a crescent.

New Orleans has many fine parks. One called the Audubon has beautiful old oak trees in it, and many nice swings. It has a very large hot house with lovely flowers. I send you a picture of one of the oaks, and of the Horticultural Hall. We have many fine theaters and shows. Our city is illuminated with electric lights. We also have electric cars.

In our squares we have many fine monuments. Among them is one of Andrew Jackson, the famous hero of the battle of New Orleans. This statue stands in Jackson Square right opposite the grand old cathedral. Many rare flowers grow around this monument. We also have a statue of McDonogh, the man who left all his money for the education of the poor children of the cities, Baltimore and New Orleans. His monument stands on La Fayette Square, facing the City Hall.

I spent my vacation months at Pascagoula, a place on the gulf coast and I enjoyed myself very much going crabbing, rowing, sailing and bathing. The best of all was when I went to a picnic on the tug boat Dawn. The boat took us up a little river as far as Murray's Bluff. There we found tables awaiting us. Going up the river we saw many eagle's nests but not an eagle. The river had so many bends in it that it looked like a snake.

Among the useful plants we have growing in our school yards are potatoes, okra, corn, orange and peach trees, and a very large banana tree. We also have cotton. We would have planted rice, but rice has to be flushed all the time and on account of this causes sickness, and therefore we cannot have it near.

I send you a picture of the banana tree. I am the little girl sitting on the mound. I also send you some pressed flowers.

I think I have written all that will interest you. Hoping to see you some day.

Your sincere friend,

FLORA ELLIS.

Accompanying Miss Flora's letter were the pressed flowers spoken of, and pictures of (1) The Washington Oak, Audubon Park, New Orleans; (2) A fourth grade pupil showing a younger child the blossom of a cotton plant; (3) Principal's Room in

McDonogh School No. 1 (a class at work); (4) Pupils of Fourth and Fifth Grades playing "Ring" with their teacher; (5) Banana plant and mound in school-yard of McDonogh's School No. 1; and (6) Loading cotton on New Orleans levee, sugar refinery in background.

These "Correspondence Courses" offer capital opportunities of extending one's knowledge of peoples and countries, and are certainly within the reach of all. —S.E.L.

## B. C. Educational News

Vancouver High School Library is being generously supplemented through the kind efforts of the U.S. Consul and other public-minded citizens.

At the annual meeting of the Victoria Local Council of Women Miss Agnes Deans Cameron and Mrs. Hayward were appointed a committee, with power to add to their number, to wait upon the government and urge the advisability of action along the line of the following resolution unanimously passed: "Whereas those in the province who take up the profession of teaching have neither the advantage of a normal school training, nor a university education, which means a certain loss of power and success in their work, and places them at a disadvantage with other teachers outside the province, therefore be it resolved that this Council of Women appoint a committee to ascertain from the minister of education whether it is possible to establish a course of normal training for those wishing to teach in this province."

The local school in Victoria for educating deaf and dumb children has proved so successful that a petition is being sent to the government to establish a provincial school. The petition in part reads as follows: "Now, therefore, we pray your honorable body that, at the earliest possible date, you will assume the control and maintenance of the said school, and make it a non-sectarian institution that may receive all such pupils within the province, that may have reached the age of three years, and in which all pupils that have reached the age of eighteen years may have the privilege of being paid for all services rendered and charged for instruction received; thus allowing pupils of any age, above eighteen years, to receive instruction in various lines of study or in occupations desired, and thus acquire a liberal education to fit them for higher usefulness."

The Annual Convention of the Mainland Teacher's Institute will be held in O'Brien's Hall, Hastings St., Vancouver, on Monday and Tuesday, Jan. 8th and 9th. Among the interesting items on the programme are: Monday—President's Address, R. Fraser; Geography, J. A. Ingram; Grammar, T. E. Knapp; and addresses by Supt. Cowperthwaite, Prof. Coffey and Editor Brintnall. Tuesday—Spelling, D. Anderson; Astronomy, R. S. Sherman; Grammar, L. Robertson; Philosophy of History, Prof. Sippell, and an address by Inspector Wilson. The following are the officers: President, R. Fraser, Vancouver; First Vice-President, W. C. Coatham, New Westminster; Second Vice-President, G. H. Tom, Vancouver; Treasurer, H. M. Stramberg, B.A., New Westminster; Rec. Secretary, J. K. Green, Vancouver; Cor. Secretary, T. Leith, Vancouver; Executive—J. H. Kerr, B.A.; Miss M. G. McKay, F. Canfield, Miss J. Patterson, Miss E. L. LePage.

## Editorial Notes

For particulars of Normal School sessions our readers are referred to the Departmental page.

Miss Grace C. Strachan has been appointed Associate Superintendent of Greater New York at a salary of \$5,000.

A paper by Miss Burnett, of Regina Normal School, on "Some Schools I Visited in Boston," will appear in the January issue.

Mr. Geo. E. Atkinson, of Portage la Prairie, has just completed a magnificent collection of the birds of Manitoba for the Paris Exposition.

Mr. J. W. Bengough's article in the November issue of the Journal was widely quoted by the leading newspapers of Manitoba and British Columbia.

Miss E. Pauline Johnston has promised for an early issue an article on the kind of education western Indians should receive. This is an interesting topic and is sure to receive able treatment at the hands of this talented writer.

Territorial teachers have formed a Co-operative Teacher's Bureau. This is a laudable undertaking and is undoubtedly in the interest of education as well as of the teaching profession. For particulars apply to J. F. Middlemiss, Principal Public School, Wolsley, Assa.

"Birds I Have Lived With," is the title which the editor of the Journal has ventured to give to a series of sketches by Geo. E. Atkinson on the individuality of birds. "An Aristocratic Vagabond," in this issue, will whet the appetite of our readers for the succeeding sketches.

The Manitoba Normal School session for second class professional certificates will close in the third week of December. The Principal and Assistant Principal of the Normal School, together with Daniel McIntyre, Supt. of Winnipeg schools, and G. D. Wilson, of Brandon, are the examiners.

The Journal is indebted to Principal Fenwick, of Moose Jaw, and Principal Middlemiss, of Wolsley, for securing from the Primary teachers of their schools the practical and suggestive articles on "Sense Development in Primary Work" and "Primary Literature," which appear in this issue.

The Journal of Education says that no American educational leader has ever been called upon to endure such open and persistent insults as have been heaped upon Supt. E. Benjamin Andrews, of Chicago. Fortunately he is said to enjoy it, and fights on in a courteous and gentlemanly fashion.

The Brandon Shakespeare Club began its third season with the study of Macbeth. The programme of the last evening devoted to the play, consisted of a very able lecture delivered before a large audience in the Council Chamber by Mr. J. C. Saul, of the Winnipeg Collegiate Institute.

The Normal Session just closing at Regina has been the most successful one in the history of the Territories both in point of numbers and in regard to the scholarship and ability of the students in attendance. The teachers-in-training were delighted with the course of instruction given by the enthusiastic and cultured Supt. of Education, Mr. D. J. Goggin, M.A. Miss Burnett, who had charge of the Music, Drawing and Primary Work, proved a valuable assistant.

Mr. Nicholas Flood Davin in an address to the pupils of the Regina High School recently, spoke most entertainingly on the subject of "National Literature." He argued in his pleasing and popular manner that, as part of the British Empire we should, while sharing the literature of the mother country, endeavor to obtain a literature of our own. Mr. Davin deplored the lack of support and encouragement extended to our own writers and hoped the day would soon dawn when Canadian literature would be esteemed by Canadians at its proper value.

The practical departments "In the School-Room" and "Inspection Notes," under the skilful direction of Principal McIntyre, of the Manitoba Normal School, and Inspector Rose, of Brandon, are being received with much favor by teachers throughout the west, and especially those in isolated districts. Teachers are invited to send their school-room problems to the editors of these departments and to avail themselves of the advice offered by such experienced and successful educators. Correspondents are reminded that questions can rarely be answered in the first subsequent issue.

The Victoria Daily Times refers as follows to our Associate Editor for British Columbia: "Miss Agnes Dean Cameron, of South Park school, has been appointed Associate Editor for British Columbia of the Educational Journal of Western Canada, Brandon, Man. This is a deserved honor for Miss Cameron and a compliment to Victoria. The teachers of the province have now representation in educational paperdom, a sign of the times indeed. It is B. C.'s growing time. And a more brilliant and capable representative the provincial teaching staff could not have than the gifted principal of South Park."

The saddest accident in the annals of western education occurred at Regina on Dec. 1st. when two Normal students, Frank Clarkson and Jean Montgomery, were drowned while skating. The former was son of Principal Clarkson, of Seaforth Collegiate Institute, and brother of Principal Clarkson, of Macleod. The latter was a daughter of Mr. William Montgomery, of Strathcona. The Regina Standard in reporting the fatality said: "There can be no doubt that Clarkson died in a gallant attempt to save the young lady. The water spreads over a wide expanse and is shallow, except in the channel. It is evident that they skated together into the treacherous opening and that Clarkson swam or scrambled to solid footing where he removed his coat and plunged in to save his companion. . . . Both victims were loveable companions and their departure has cast a gloom over one of the largest and best classes that Mr. Goggin has ever taught."

Ernest Seton Thompson, the eminent Canadian author, artist and naturalist, who for some ten years was a resident of Carberry, Manitoba, (and is yet naturalist to the Government of Manitoba), writes as follows: "It may interest you to know that I am at work on my contributions to the Natural History of Manitoba, and expect to get it out in a few months. It will contain full scientific description of

"all birds and beasts found in Manitoba, with a popular account of their habits in relation to agriculture; also a list of the reptiles, amphibians and fishes. It will be fully illustrated by myself and will form a volume of about 400pp. to sell at about \$3.00 or \$3.50 and specially adapted for use in high school nature studies and reading. My books have been adopted in many of the States as text-books and supplementary readers, but of course I expect Manitoba to be slow in recognizing a Manitoban—at least, so runs the adage. In response to an earnest invitation I am going on a lecture tour next spring among the American colleges beginning with Columbia University and reaching as far as Minneapolis and probably to Winnipeg."

**MANUAL TRAINING**—Sir William C. Macdonald, of Montreal, who has given over two million dollars to McGill University is interested in primary education also and now offers to pay for the equipment required for educational manual training at one place in every province of the Dominion, and also to meet the expenses of qualified teachers and of maintenance for three years at the chosen centres. This offer is made through Jas. W. Robertson, Commissioner of Agriculture and Dairying, a man unusually well adapted by his scientific and practical training to institute work of this character and wisely supervise it. We are glad to say that the announcement of this new movement has met with decided approval from all classes.

In some cases, however, the purpose of manual training is mis-understood. Manual training, trade instruction and technical education are three different things. Manual training is given on account of the general educational discipline which it affords. Its claim to a place in our elementary schools is wholly based upon its educational not its economic advantages. Trade instruction given in trade schools has little educational value and since science and inventions are annually transforming industrial processes, the rule of thumb work taught in trade schools is as useless practically as it is educationally. Technical education on the other hand has a scientific basis. Those who advocate the establishment of technical schools whether commercial, industrial or agricultural must first see that a thorough system of elementary and high schools is established to give the necessary preparatory training. Zealous and well-meaning people often advocate the substitution of technical schools for some of our high schools. They do not see that the high school training is absolutely essential as a preparation for the special work of the technical school.

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## Reviews.

**AN INTRODUCTION TO ENGLISH GRAMMAR**—Rose & Lang, published by the Copp, Clark Co., Toronto. Price 50 cents.

The authors of this book define its purpose as follows: "In this brief survey of the field of elementary grammar, we intend to examine the nature of the sentence or proposition, its elements and their relation." The detailed study of the notion is postponed until a later stage and this book deals only with the grammar of the judgment. On page 49 the authors distinguish these two phases: "We may say briefly that while the grammar of the judgment gives us an account of the nature of predication and the relation of the elements of the sentence, thus dealing with the judgment as a whole, the grammar of the notion proceeds to a detailed study of the

elements and exhibits a methodical classification of substantives and attributives. The classification of connectives belongs to the study of the judgment "as they join either judgments or parts of judgments." The above statements show that the authors have confined their work to a part of grammar, viz. syntax; to one phase of syntax, viz. logical syntax, and to a part of logical syntax, viz. the syntax of the judgment. This minute subdivision of the subject is in accordance with the change that has been going on for a long time in grammar as in other sciences. Of the former four sub-divisions of grammar, orthography has become a separate subject; etymology has been sub-divided into phonetics and accidence, the former a separate science, and the latter sub-divided into logical accidence and syntactic accidence, both to be taught in connection with logical syntax; prosody has been made a separate science along with poetics.

As the book is an introduction to logical syntax, a considerable part of it is taken up with an exposition of the elementary logical principles and psychological processes on which logical syntax is based. Logic and psychology are necessary preparations for syntax. Before analysing a sentence grammatically it must be analysed logically. It is imperative to get clear notions of the logical categories before attacking the grammatical categories. In accordance with this view of the subject the authors have given a full treatment of the nature of the judgment, the forms of the judgment, the relation of notions in predication and the part played by connotation and denotation in the syntax of the sentence.

Young teachers should be reminded that language is an imperfect instrument of thought and that as the grammatical form does not always correspond to the logical import, it is necessary for pupils to distinguish carefully between what is said and how it is said.

Section II. of the book deals with the educational value of grammar and the method of teaching the subject. Section III. is a series of exercises based upon Section I. and dealing wholly with the grammar of the judgment.

Taken all in all the book is a very satisfactory introduction to the subject of grammar as now taught in our schools, and we venture to say that the majority of teachers will find in it much that is new, suggestive and stimulating. G.D.W.

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The Saturday Evening Post gives the place of honor in a recent issue to Edwin Markham who tells "How I wrote 'The Man with the Hoe,'" the most widely read and talked of poem of the past year. Col. McClure's "Kindlier Side of Lincoln" is excellent reading, but the departments devoted to "Public Occurrences" and "Men and Women of the Hour" are alone worth far more than the subscription price of this favorite weekly.

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Appleton's Popular Science Monthly for December is, if possible, more interesting than usual. The beautifully illustrated article "Vinland and Its Ruins," by Cornelia Harsford, presents abundant evidence that the Northmen inhabited Massachusetts in the Pre Columbian days. "Agricultural Education in Foreign Countries" is another most interesting contribution to a subject that ty residents of a purely agricultural country like Western Canada, should be invaluable.

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Every rural school teacher should be familiar with the contents of the Ladies' Home Journal. What a revelation the series of beautiful illustrations of country homes with their picturesque entrances in the current issue must be to many little ones who mayhap have never seen a railroad or a town of any size. The broader and brighter vista which the "Picture Gallery," as Mr. Fenwick in a recent article

in our journal termed a collection of classified illustrations, opens up to the children can not be ignored, and teachers cannot dispense with the assistance of beautiful magazine illustrations which can be obtained at nominal figures.

The Forum usually contains several articles of special interest to teachers, and the December number is no exception to the rule. The articles entitled, A British View of the Transvaal Question; Africa: Present and Future; The Commonwealth of Australia; The Fundamentals of Fiction; and Shall Greek be taught in High Schools? are all interesting to teachers. As fiction is the only living form of literature and the only thing that is read by pupils after they leave school, teachers should train them to read critically, and the article on the four fundamentals, invention, construction, characterization and description will furnish useful hints to teachers.

The Victorian Speller, by W. A. McIntyre and J. C. Saul, of Winnipeg, is much more than a mere speller. It deals with those phases of language form with which all public school pupils should be familiar, and which are not given in the other authorized text-books. The ground covered is: 1. The written form of Words (spelling); the distinction between words almost similar in form (homonyms, words differing in accent, etc.): the manner in which words have reached their present form (derivation, abbreviation, and the like). 2. The spoken form of words (pronunciation). 3. The form of sentences (capitalization, punctuation). 4. The form of whole compositions. This leads to many other things—to Letter forms and Business Forms. It is a useful little manual and should be found on every teacher's desk.

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

*Winnipeg*  
*Business College*

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

**G. W. DONALD, SEC.**



The Canadian Magazine for December is a special Christmas number and as such compares well with the special issues of American periodicals. Under the able editorial management of Mr. Cooper this magazine has developed into a worthy exponent of Canadian literature and no school reading room or library should be without it. Western readers find in it articles of peculiar interest to them. Mr. C. W. Paterson, Deputy Commissioner of Agriculture for the North-West Territories, criticizes briefly and trenchantly the extreme statement of Sir William Crooks in regard to the inadequacy of the wheat-growing area of the world. The criticism of Beckles Willson's "History of the Hudson's Bay Co." by A. C. Casselman, and C. A. Bramble's brief article on "The Big Game of Canada" will be eagerly read in the west. The illustrated article on the Canadian Contingent is appropriate and timely. Teachers will find "Literature in Canada" by Robert Barr, the contribution of prime interest. Normal schools, school readers, inspectors and teachers are all severely censured and not without good grounds. The writer is anxious to get Canada out of "the literary slough of despond," and rightly considers the first thing to do is "to civilize the school teachers of Canada." His plan is "to place the Canadian Magazine into the hands of every teacher" at a dollar a year. We hope the day will soon come when teachers and all others will get the valuable magazine for \$1.00 instead of \$2.50. The only way to hasten that time is for all teachers to help in extending the circulation by subscribing personally and getting others to do so.

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## Departmental News.

### NORMAL SESSIONS.

There will be a Provincial Normal session for teachers holding First and Second Class certificates in Winnipeg, beginning January 3rd, 1900.

Local Normal sessions will be held in Winnipeg, Brandon, Portage la Prairie and Manitou, commencing January 3rd, 1900.

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### B. C. DEPARTMENTAL NEWS.

The next examination for High School Entrance will be held on the last Monday, Tuesday and Wednesday of the school-term, in the four cities of Victoria, Vancouver, Nanaimo and New Westminster. In Victoria the examination will take place in the South Park School Building. The subjects for High School Entrance are: Reading, writing, spelling and dictation, written arithmetic, mental arithmetic, geography, English grammar, History of England, History of Canada, composition, book-keeping, anatomy, physiology and hygiene.

The Department contemplates much-needed changes in the text-books of high and graded schools.

The Department has forwarded to Ottawa photographs of representative school buildings from the rural districts, towns and cities of British Columbia. These views will form part of the Canada Educational exhibit at the Paris Exposition of 1900.