

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Coloured pages/
Pages de couleur

Covers damaged/
Couverture endommagée

Pages damaged/
Pages endommagées

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Cover title missing/
Le titre de couverture manque

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Coloured maps/
Cartes géographiques en couleur

Pages detached/
Pages détachées

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/
Transparence

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Quality of print varies/
Qualité inégale de l'impression

Bound with other material/
Relié avec d'autres documents

Continuous pagination/
Pagination continue

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming /
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue /
Page de titre de la livraison

Caption of issue /
Titre de départ de la livraison

Masthead /
Générique (périodiques) de la livraison

Additional comments: /
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below /
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	30X	32X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EDUCATIONAL JOURNAL

OF WESTERN CANADA.

EDITOR.....G. D. WILSON.

ASSOCIATE EDITOR FOR BRITISH COLUMBIA.....MISS AGNES DEANS CAMERON,
Victoria, B.C.

EDITORS OF DEPARTMENTS :

In the School-Room,.....W. A. MCINTYRE, Winnipeg.
Inspection Notes,.....A. S. ROSE, Brandon.
Natural History,..GEO. E. ATKINSON, Portage la Prairie.
Primary Work,.....MISS E. CLARA BASTEDO, Brandon.

CONTENTS FOR AUGUST-SEPT., 1900.

Parent and Teacher	AGNES DEANS CAMERON..	454
Primary Reading.....	W. A. MCINTYRE..	457
Literature.....	E. BURGESS..	458
Primary Department		461
Suggestions to Teachers and Students.		465
Communications		471
University of Toronto Monthly		472
Notes from the Field.....		473
Natural History Department.....		475
Reviews		476
Editorial.		478
Departmental		479

The subscription price of the EDUCATIONAL JOURNAL OF WESTERN CANADA is \$1.00 a year, 10 numbers, none being issued in July and August; single copies 15 cents. THE JOURNAL appears, with the above exceptions, on the Fifteenth of every month. Subscriptions may begin at any time. When so ordered the magazine is stopped at the expiration of the subscription. Without distinct orders to the contrary it is continued, as it has been found that such is the wish of a large majority of subscribers. When subscribers fail to receive the magazine promptly they will confer a favor by notifying the publisher at once.

All British Columbia subscriptions and articles should be sent directly to **Mrs AGNES DEANS CAMERON, SOUTH PARK SCHOOL, VICTORIA, B.C.**

All articles, communications and subscriptions from the Territories and Manitoba should be addressed to the

EDUCATIONAL JOURNAL OF WESTERN CANADA,
Box 369, BRANDON, MAN.

Teachers

Write for our new catalogue of School Books,
Literature, Etc., for 1900.

All the New School Text Books

We are the largest dealers in Manitoba of School Supplies, Desks, Maps, Globes, Blackboards, in Slate and Hyloplate.

If you want LOW prices write us.



CHRISTIE'S BOOKSTORE, BRANDON,
Man.
E. L. CHRISTIE, Proprietor.

It Pays the Public School Teacher to have a Business Education.

Mr. Bayley was one of our best Students in his year.

SUTHWYN, June, 1, 1899.

G. W. DONALD, Esq., Winnipeg Business College.

Dear Mr. Donald—As far as my experience goes, I can safely say that to anyone desiring to become fitted for business life, a course in the Commercial Department of your Institution would be very beneficial. In my own case, although I had studied the theory of Bookkeeping, yet I was not able to handle a set of books, simply because our common school course, being so full of subjects, cannot afford time to develop specialists along any one line. At the close of the course, I felt I was not a stranger to books, and I found the knowledge gained very helpful in teaching.

My trustees have informed me that it was on account of my Course in your Commercial Department that my application was accepted in preference to others otherwise equal. They realize that their boys need something along the commercial line. The Diploma has always been favorably commented on.

Yours very truly,
W. D. BAYLEY.

AWARDED A GOLD MEDAL

At the Paris Exposition, 1900.

The Perry Pictures.

One Cent Each

FOR 25 OR MORE
ON PAPER 5½ BY 8 INCHES.

Send 2-cent Stamp for Catalogue.

The Perry Pictures, Extra Size.

Five Cents Each

FOR FIVE OR MORE
ON PAPER 10 by 12 INCHES.

Pictures in Colors.

Two Cents Each

NO ORDERS FOR PICTURES IN COL
ORS FOR LESS THAN 25 CENTS.

The Perry Magazine and one hundred of the Perry Pictures, Regular Size, your own choice, for \$1.50, for a limited time only, to new subscribers and to those not in arrears.

The Perry Pictures Company.

Boston-New York.

Box 272 Malden, Mass.

THE New Public School Geography.

Authorized for use in the Public Schools, High Schools and Collegiate Institutes of Ontario, by the Department of Education.

PRICE 75 CENTS.

SIXTEEN SINGLE PAGE COLORED MAPS.

FOUR DOUBLE PAGE COLORED MAPS.

SIX SINGLE PAGE RELIEF MAPS.

A Book that will Mark an Epoch in the History of School Geographies.

Commencing with a model lesson to a class of beginners, the steps are carefully taken, forming a guide for the teacher and a source of continual interest for the pupil. The child begins with his own immediate surroundings and journeys outward until he has grasped the world.

STRONG POINTS WORTHY OF ATTENTION.

1. The book combines the work of many educational experts.
2. All the writers are experienced teachers of geography.

They have consequently produced a practical book that can be used effectively in every class of a school and in any grade, from the junior third class upward. The ungraded schools can use the book with good effect as a Geographical Reader. The clear, simple language and the copious exercises will assist such schools. One great merit of the work is that it appeals directly to the child's interest. Boys and girls will read it with pleasure and not as a task.

The graded schools will find in it a well-marked pathway from which the teacher is left perfectly free to make excursions on all sides, according to time and the advancement of the class.

3. The whole book is a complete example of the great inductive method of modern science applied to the class-room study of geography.
4. The chapters embody the spirit of reform in geography.
5. The text is graphic and presents real pictures at the proper places.
6. The vocabulary and the construction are such as all boys and girls can understand at sight.
7. The composition, style and language are models for children.
8. Map Drawing to a scale is introduced in the early part of the book.
9. The central idea of treatment throughout the book is man.
10. Commercial Geography is given special prominence.
11. The treatment of the British Empire is of special interest.
12. The type is large and does not try the eyes. The pictures are of the best workmanship and are faithfully employed to teach something, not to fill space as in a picture album.

Canada Publishing Company, Limited

9 Wellington Street West, - - Toronto.

EDUCATIONAL JOURNAL

of Western Canada.

Vol. II.

BRANDON, AUG.-SEPT., 1900.

NO. 5.

In the City of Brandon on August 6th, there passed away, at the early age of 38 years, Mr. Gilbert Daniel Wilson, the founder and editor of this Journal. Early in July Mr. Wilson was stricken with that treacherous disease, typhoid fever. During the early stages, the case gave no serious alarm to physicians or friends. The patient was, in fact, believed to have safely passed the critical stage and to be well on the road to recovery when a relapse set in, and in spite of medical skill and faithful nursing, the patient steadily sank until the disease reached a fatal termination.

Mr. Wilson was born at St. Marys, Ontario, on March 1st, 1862. He graduated from Toronto University in 1886. After a course at the Ontario School of Pedagogy, he was appointed classical master in the Ridgetown Collegiate Institute. His work in this position was of so high an order that he was offered the principalship of the new High School at Glencoe. This position he accepted. Under the management of Mr. Wilson the Glencoe High School soon became recognized as among the best in Ontario, and its principal took rank as one of the most brilliant and promising young men in the profession.

In 1892 the Brandon High School was raised to Collegiate rank, and Mr. Wilson was offered and accepted the position of principal. Under the able and aggressive control of the new principal the Brandon Collegiate speedily became an important factor in the educational life of the West, and earned and occupied a position second to none in the Province. In 1896 he severed his connection with the teaching profession and became manager of the Western Publishing Company, and editor of the Western Sun, which position he held at the time of his death.

In the early death of Mr. Wilson the cause of popular education has lost an able exponent and a steadfast champion. He was a man of scholarly attainments and wide culture—an educationalist of the broad type—a progressive citizen and high minded gentleman.

At the time of his death Mr. Wilson was a member of the Brandon School Board and the Advisory Board of Education of the Provincial Government. He was also a member of the Council of Manitoba University. In 1889 he was married to Miss Venephe Howard, of Toronto. Mrs. Wilson and five children survive him

Parent and Teacher.

PART I.

BY AGNES DEANS CAMERON, SOUTH PARK SCHOOL, VICTORIA, B. C.

(A paper read before the National Council of Women at their Annual Meeting in Victoria.)

The factors in this problem are the parent and teacher, the child, the home, the school, the church, society in the aggregate, and back of them all the first great cause, and all these factors are active and re-active. We speak of the parent and the teacher educating the child, forgetting that no less truly the child educates both parent and teacher. It is a big subject—it strikes at the root of things—it takes in everything, and I scarcely know where to attack it.

Let us go back in the history of the race to the time when the teacher had no existence. Turning the page to patriarchal times we find the father instructing his sons in the arts of war and peace, and the mother expounding to her daughters the primal duties of obedience and industry. Each parent taught his own children as a matter of course, just as he ground his own meal and made his own clothing; each family in matters of education as in every line of domestic labor was a unit by itself. Times and manners changed, and gradually the workers in the world's economy realized that by a division of labor better results could be secured with a saving of time. One man now grinds the corn, another turns tailor, a third is shoemaker in common. Each turns his talent in one acceptable direction. So by a natural process one parent as his share of the common work undertook to teach for a certain number of hours a day with his own children and the children of his neighbors, the butcher, the baker and the candlestick maker. So was instituted the office of teaching. The teacher for a set time did a certain direct, specific, and limited work for the parent. This is as it was in patriarchal times. Let us turn our field glass from the past to the present, and what do we see? Well, for one thing, the parent as an active factor in the equation educational has reduced his personal responsibility pretty nearly to zero, and unless a change is made will soon "fade away and gradually die." And as he has been successively slipping off one burden of responsibility after another, the teacher urged by society at large (i.e., parents in the aggregate) has picked them up. Some one (a man) apropos of this meeting of the National Council said in the street car, yesterday,

"O, THESE WOMEN!

I suppose they want the same privileges as the men, woman's rights, the extension of the franchise, the right to sit on juries, etc., etc.!" Well as regards the teaching section of us, it is not more power and responsibility that we want, but less. The teacher of the old school looked after the intellectual needs of his pupils for five hours a day, and then the parent, the church, and society at large had their turn at the pupil. To-day an impartial observer would think that the five hours of school was the only period of a child's mental activity, that he remained comatose for the rest of his time—for everyone with a teaching mission makes his demand of the child during these five teaching hours. The progressive (!) doctor, the preacher, the moral reformer, the specialist of varieties manifold, demand with a "stand and deliver" insistence that his particular fad be accorded a place, and withal a place of prominence on our already much "enriched" school programme. Long ago the medical men decided that the welfare of the country demanded that a regular system of physical training should be introduced into our public schools. It was done. It is not long since a meeting of the evangelical clergy in the New England States

decided that morals must be taught in our schools. They recommended a series of set homilies to be delivered by the teacher in daily instalments. The reverend gentlemen seemed to think that morality is to be inculcated by preaching, a not unnatural conclusion, perhaps, for preachers to arrive at, but the implication that morality is not now taught is calculated to startle the thoughtful teacher.

Then the W. C. T. U. has succeeded in introducing into the schools the formal teaching of the effects of alcohol. A child now is to be kept in the narrow way of self-restraint by dangling before him a hob-nailed liver and by intimidating him with visions of the tobacco-heart. He trembles and joins the Band of Hope. The S. P. C. A. bears down upon us with the seductive badges of the Bands of Mercy. What more fitting place than the school-room for teaching love for the cat on the domestic hearth and the honest watch-dog in the back yard? True, these faithful animals belong to the home rather than the school. But the child can be taught to entice them with him to the school-room, and the "adaptable" teacher, the versatile one can no doubt use Carlo and the cat not only to point a moral and adorn a tale for the S. P. C. A.—she might make a "nature-study," perhaps, of one of them, and give a five minute anatomy lesson on the other. Reading, writing and arithmetic are old-fashioned. They can wait.

Last year this Local Council of Women were all agog for domestic science. When I, opening my eastern windows which looks towards the sun, saw the procession of cooking stoves and stew pans, carpenters' benches and jack planes heading for the school-room door, I lifted up a feeble wail for mercy. In this whole Council of Women I found no friend. I was anathema and ultra-conservative. I was unprogressive and lazy. Did I know that cooking was a good thing, a most necessary thing? And shouldn't the school course be enriched? Again, this British Columbia of ours is a new country. Says one superintendent of education: "The children should be taught agriculture. You see the little fellows will study all about soils, and weeds and ensilage, and the raising of prize stock, and the rotation of crops; and then they will go home and around the family table they will let fall crumbs of knowledge which their fathers will pick up and afterwards reduce to practice in their daily lives; and so wisdom and knowledge will increase." This is actual fact I am stating. This argument was

USED IN SOBER EARNEST,

and the people who used it had the power, and the subject of agriculture was added to our school course and the text books were put into the hands of the children; but, alas, the books had been compiled for Ontario, and they told of Ontario soils and warned against Ontario weeds, and, somehow, neither teacher nor farmer seemed to be able to adjust them to the longitude of British Columbia, and so agriculture dropped out of the course. Sewing guilds and Delsarte demonstrators clamor for the chance to enrich our programmes, while piping in between them is heard the siren voice of the tonic sol-fa-ist. You can't open your school-room door for a breath of fresh air without having some one with a mission fall in. The boys are assailed with rope-splicing, and they have fret sawing at recess, and when it rains dry land swimming is taught them in the basement.

The school room stands wide open. The teacher and the receptive children within panting like gold fish for a little air; are they not fair game for the wise men from the east and the west and the north and the south, and the eight and twenty other points of the compass? The truth is the large numbers of children gathered daily into school rooms form tempting fields easy of access to every hobby horse rider for the introduction of what each considers the sine qua non for reforming the

world. One of the most difficult phrases of the teachers' profession is the fact that the teacher more than any other worker is at the mercy of theorists. No one gets more gratuitous advice than she does. Everyone you meet is willing to tell you how to do your work—they are just bubbling over with recipes of "how to do it." Parsons keep a regular supply of sermons for our use. City editors, when they run short of subjects for the Sunday sermonette, just turn their attention to "these well-paid and certainly not overworked teachers." "Children are not patriotic," they say, "and the teacher is to blame." What is the effect on the teacher, of all this public badgering? Here and there is found a worm who (like the pew-paying worm in 'Red Pottage') ventures to turn." For the most part the teacher (who is of a long-suffering race) accepts the editor's reproof, plunges wildly into Ladysmith and Mafeking processions, marshals her pupils into triumphal columns, drags the feeble from under horses hoofs, and in defence of her charges engages in hand to hand conflicts with mobs and trampling hordes. And the parents, the natural protectors, one would think, of their own offspring, view the conflict from afar off, and smile approval from their sheltered coigns of vantage; while the editor leans back in his carriage, smokes a committee cigar and thinks what a grand thing patriotism is. Again, to satisfy some one's love of display, school children are made a part of many public functions. I have been ordered out with my pupils to help celebrate—the bringing in of a first railway train and the laying of hospital foundations. We have formed part of an agricultural exhibition (we were not told to which section we were supposed peculiarly to belong). Jammed in between the fire brigade and Adgie and the lions, we have helped to swell patriotic processions; and once at the sword's point was I ordered to marshal my class forth to join the pageant of a politician's public funeral—the occasion was not without its features of grim humor as the children blissfully innocent of any incongruity solaced themselves with a long wait with bun-bites and surreptitious oranges.

Now, well do I know that I will be called an obstructionist. I see it coming by more than one determined eye in front of me, so I want to clearly define my position with regard to these Bands of Mercy, Bands of Hope, W. C. T. U.'s and S. P. C. A.'s; this sewing, sawing and swimming, straw-weaving, rope-splicing, wood-splitting, cooking and tonic sol-fa. Some of them I know to be good in themselves, and the rest may be. But that is not the question which confronts us. Five hours is a period of time with mathematical limitations. You can't crowd something new into it, without crowding something old out. Already the ground-work subjects have suffered of necessity. We have "enriched" our course at the expense of thoroughness.

WE PRETEND TO TEACH

that which it is an impossibility equally mental and physical for us to teach in the limited time at our disposal. I speak not for myself. I would fain be a special pleader for the child; as his "delegate." I in all earnestness ask: "Is it not time for some one to cry a halt and let the reasoning faculties draw the breath of life?"

Some Observations on Primary Reading.

By W. A. MCINTYRE, M. A., PRINCIPAL PROVINCIAL NORMAL, WINNIPEG.

(III)

From what has been said in the previous articles the following conclusions may be drawn:—

1. The pupil must from the beginning get into the habit of forming pictures as he reads. Towards this end it is often advisable for the teacher to make a black-board sketch, or have the pupil make a sketch in his exercise book. In no case should the child name words without thinking or picturing.
2. Much reading is a necessity. It is practice in a wide field that is desirable. Nothing is more deadening to a pupil than repetition of what he has already committed to memory. It is not reading in such case. Reading begins with an unknown quantity—a series of word forms on a page. If a pupil knows both these forms and the thought they contain, he is reciting rather than reading.
3. Every lesson should be a reading lesson. For example, in arithmetic, the reading of problems is a fine exercise. Many pupils have difficulty in arithmetic because they cannot read, not because they cannot reason.
4. Pupils will of necessity be slow at first, but much reading will give power and skill. An attempt should be made to train the eye to grasp as large wholes as possible.
5. Expressive oral reading is necessary to full and correct thought-getting. This expressive oral reading should not depend upon direct imitation, nor upon rules for emphasis, inflection, rate and the like, but should be the outcome of a natural effort to express to others the thought that has been assimilated. It goes without saying that there will not be satisfactory results in oral reading unless the pupil understands and feels what he is reading. Intellectual appreciation is not enough. There must be sympathetic interest. Towards this end the teacher and pupils must be alive to any selection while it is being studied. Nor is it possible for any two selections to be approached in just the same way. The important thing for a teacher is to be so many-sided that he can throw his whole energy and life for the time being into the selection which is being studied. A teacher who does not "get out of himself" can never teach primary reading very successfully. If a pupil is to give natural expression to the thoughts he has and feels, it is necessary that the other members of the class should be his audience. A reader should always imply a listener. In giving natural expression to assimilated thought, it is, of course, common enough to find inaccuracies in pronunciation, faults in articulation, peculiarities in tone and the like. There should be daily exercises to secure perfection in all of these lines, but it should be borne in mind that a good voice, proper position, &c., are just as necessary in all other school lessons as they are in reading. The teacher who is a model in speech, voice and gesture, has every advantage over him who is lacking in these respects. To make good readers in a school, a teacher should be able to read clearly and expressively and in good taste, selections that will appeal to the children. Perhaps it is not too much to say that among the first qualifications of a primary teacher are ability to read well and to tell a story well.

6. Finally, it may be observed, that among the things one does not wish to see are:—

- (1.) A reading book in which sense is sacrificed to sound. There is a music in speech which is lost when an effort is put forth to secure phonic symmetry.
- (2.) A reader in which the thought is foreign to a pupil. There is enough in

real and ideal life, and in the world about us, to serve as a basis for all lessons in reading.

(3.) A pupil standing before a lesson with inability to make out for himself the words it contains.

(4.) A pupil so lost in word-forms or word-sounds that he is not picturing or thinking.

(5.) A teacher who is urging pupils to "name the next word," as if word-naming were the end of reading, or to "read with more expression," as if real expression were possible without impression.

7. And among the things one delights to see are:—

(1.) Children so intent on thought-getting that they do not weary in word-discovery.

(2.) Teacher and pupils enthusiastic in the discovery of truth.

(3.) Pupils who are eagerly endeavoring to make others see and feel what they themselves see and feel.

8. In short we like to see life expanding and expressing itself in this act of reading.

Literature.

BY EDGAR BURGESS, MANITOU.

It is not my intention to go into elaborate preliminaries as to why literature is taught in the schools, how much its place has been usurped by arithmetic, or wherein consists its educational value. Deeply interesting though these questions may be, they have at least lost something of the first charm of freshness; few of us there are, who have not at one time or another, been daily conducted along these well-trodden paths of investigation. I shall not even touch upon certain obstinate questionings which have long haunted me respecting the futility of associating with work the reading of poetry, instead of treating it as the mental recreation of school life.

Some years ago, a newly appointed teacher was trying to find out something about her classes—the higher grades in Manitou school. "What do you have for reading?" she finally questioned. "We don't have reading at all," was the proud reply, given in chorus, "we take up literature." It would almost seem that the artless distinction thus drawn was not confined to the ingenious members of Manitou Grade VII, but had come to be accepted by not a few teachers. It would seem that the study of literature was getting to be regarded as a thing entirely apart from the mere ability to read properly. So far as I can see, however, not only poetry, but a good half of the regular school subjects, require for their mastery nothing more nor less than the art of making a right use of the printed page. The literature lesson, then, is merely our old friend the reading lesson, provided we are careful to steer clear of "modern methods of literary analysis," "higher criticism," "poetical values" and "artistic functions." As for jargon of that kind,

"It is a tale.

Told by an idiot, full of sound and fury,
But signifying nothing."

The men who practically control the teaching of literature in Manitoba, are the men who set the papers for the annual Teachers' Examination. These gentlemen have fortunately recognized what in literature is teachable and what is unteachable.

They have, so far as I can judge, come to the conclusion that it is a waste of time to attempt analysis of the subtleties of style, and they have very wisely decided to ~~to~~ ^{to} what they can towards attracting attention to the content rather than to the form of poetry. There is no design, on their part, to exalt one at the expense of the other; it is not even assumed that the two are separable; but it is taken for granted—and properly so—that the charm of style is something to be felt rather than to be explained. As a result, there is now a movement in the direction of putting the stress of our work on gaining familiarity with the subject-matter of the selections. This, of course, brings the study of literature back to its proper place; that is, it once more resolves itself into reading with intelligence and appreciation.

An easy and effective—in fact, probably the best—way of teaching literature, is to have the class, unfettered by an assignment, read over a selection, and then answer the simple question, "What is the poem about?" This may seem trivial, but try it, and you will find out something about the infinite variety of types of mind. Instead of having forced upon him a teacher's pre-conceived impressions, each pupil is free to receive and to state purely individual impressions. The answers, it is true, will usually be short and scrappy, but once a pupil has taken up a mental position, development of that position may be secured by further questioning.

Most teachers, however, would consider it an infraction of the decalogue not to make formal assignments of poems; they would consider themselves wanting in duty to their neighbor, that is, to their pupil. To such teachers, as feel compelled to straiten the free play of individualism by thrusting their own point of view upon the youthful mind, I would suggest the following plan as being comparatively harmless. Furnish the class with the appended simple category of poems:—

- (1) Those that primarily relate a story;
- (2) Those that primarily give a description;
- (3) Those that primarily express feeling;
- (4) Those that primarily embody reflection;
- (5) Those that primarily set forth ideals of right doing.

Have the pupils classify a few poems each night, and examine the results of their work next day. Being on the basis of subject-matter—the classification provided will compel close attention to the content of the selections. There will frequently be differences of opinion, but discussion will bring about a common understanding, and the class will possess a standpoint from which to enter upon a closer reading. If it is found that the poet is trying to set forth a story, they themselves are to read so as to get the proper order and proportion of a succession of incidents. If it is found that the poet is trying to paint by means of words, the vivid imagery flashing across his mind, they themselves are to read so as to reproduce those pictures of the imagination. If it is found that the poet is trying to communicate his feelings of joy or sorrow, of hope or fear, of regret or resignation, they themselves are to read so as to give birth to the corresponding emotions. If it is found that the poet is trying to find expression for a train of profound thought, they themselves are to read so as to fathom the depths of his reflections. If it is found that the poet, by precept in the abstract, or example in the concrete, is trying to touch the springs of right doing, they themselves are to read so as to take fully home the intended appeal.

Such an examination of the subject-matter of poetry will reveal the fact that most poems are complex in character rather than simple. A poetical composition primarily narrative will be found usually interspersed with imagery, often drenched with feeling, sometimes deeply charged with reflection, not infrequently the con-

crete embodiment of moral truth. This is illustrated in "Lancelot and Elaine." Again, a poem primarily descriptive will often be found epic in so far as the shifting of the scene is necessary, or emotional in so far as the poet has read his feelings into Nature. This is exemplified in "Recollections of the Arabian Nights," and in "Early Spring." Yet again, a poem primarily lyrical will sometimes be found containing emotion wedded to imagination or incident. This is shown in "The Days that are No More," and in "Home they brought her Warrior dead." And so it will turn out that the mastery of a poem according to its primary intention, must be accompanied by a mastery of what is expressed incidentally.

What then should be aimed at in making a study of the current selections from Tennyson? "The Recollections of the Arabian Nights" will furnish little beyond an exercise in translating language into mental pictures. "The Lady of Shalott" will, in addition, contain the suggestions of a story; and opinions will be divided as to whether that is the poet's aim, or whether he is trying, first and foremost, to body forth the shapings of his imagination. A study of "Ænone" will consist in getting the story, picturing the scenery of the valley, entering into the feelings of the deserted maiden, and grasping the ideals of life unfolded by the rival goddesses. In "The Lotos Eaters" all elements of poetical subject-matter will be found present. Most important is the exposition of an Epicurean Philosophy of existence; in addition, there is made visible to the eye of imagination, the outlines and tints of the enchanted island; there is a powerful, perhaps a dangerous appeal to the emotions; there is the hint of an interesting and romantic story. In the group of patriotic lyrics, reflection, conveyed by remote suggestion, is the most prominent feature; but, by reason of their abstruse character, these poems are more likely to repel than to attract the young, and I should recommend passing them over. "In Morte D'Arthur," the epic element is, of course, the most striking, and pupils would naturally first read the poem for the story. The ruined chapel and the mysterious lake, however, would furnish work for imaginative picturing; the moods of King Arthur and Sir Bedivere could hardly fail to attract analysis; and the King's farewell would be sure to recommend itself for study to readers possessing moral earnestness. Very few members of the class would overlook the true import of "Ulysses." Tennyson's masterpiece would be recognized as first and foremost the presentation of an ideal of life, and would be studied from that point of view. Secondary readings might be made to fill in the fragmentary story, and to complete the poet's dimly-intimated outlines of a landscape. "St. Agnes' Eve" and "Sir Galahad" are both steeped in ethical intention: one offers the passive, the other the active ideal of spiritual purity. Supplementary studies would consist in picturing the winter scene at the convent, and the rapid succession of images presented in the companion poem. Detached from the context, the interlude lyrics are difficult of interpretation. Pupils might be told to select the four which deal with the emotions centring around home and family. "The Bugle Song" is different in motive, and seems to contrast the mutability of Nature with the immutability of human passion, but the reflection is so deeply embedded in splendour of imagery that it would probably escape the notice of most young pupils. "The days that are no more," is the portrayal by concrete suggestion of the mood of reminiscence. In this case, students would readily select the right standpoint of study. "Lancelot and Elaine" is a highly complex composition. One reading would be made for the story, and another for striking descriptions of landscapes and figures; but the burden of the work should be placed upon the poem in its ethical bearing. This would take the form of character analysis. Enough has now been said to indicate a way of dealing with

poetry in its most easily teachable aspect. As previously hinted, the plan has been developed out of suggestions furnished by recent examination papers.

It will be observed that nothing has been said about committing poems to memory. I did not, in fact, consider it necessary to dwell upon a part of literature work so obviously valuable. It is doubtful, however, if memorizing, when positively irksome, should be done by pupils under compulsion.

In conclusion, a word about the attitude of the literature teacher towards his class. He is told to inspire enthusiasm by manifesting enthusiasm. That is easier said than done. The exhibition of feeling is all a matter of temperament; and, at any rate, no one should be expected to dissemble. It is just as well, moreover, for a student to obtain his emotional stimulus direct from the author. There is, besides the danger of forfeiting respect by eternally wearing the heart upon the sleeve. Those, by the way, who have read "Stalky and Co," will remember how Kipling's patriotic orator come to grief when trying to play upon the feelings of an audience of school boys. These "young Barbarians," it is true, had been nursed upon the English ideal of emotional repression, and could not be supposed, like our cousins across the line, to bubble over with enthusiasm at the waving of a flag.

Primary Department.

EDITED BY E. CLARA BASTEDO, BRANDON PUBLIC SCHOOLS.

Holidays are now a thing of the past and September is here once more. This means turning down one page in our school life and starting a new one. May we all have profited by our past mistakes and use them as stepping-stones to higher things. Emily Dickson has written two short verses which we might take as our motto:—

They might not need me—
 Yet they might—
 I'll let my heart be
 Just in sight.

A smile so small
 As mine, might be
 Precisely their
 Necessity.

In looking over a copy of the *Hiawatha Primer*, published by Houghton, Mifflin & Co., I was very much pleased with the book. The reading matter, in my own experience, has proved very interesting to children. This is supplemented by an exceptionally large number of beautiful illustrations in colors and black and white.

A. Flanagan, publisher, has a novel kind of seat work, in designs for free-hand paper cutting. Writing, drawing, painting, modelling and story telling are all recognized means of expression, and I think cutting may with advantage be placed on the same list. The designs are on sheets furnished at six cents per dozen, or a full set, which contains one each of its fifty designs, may be obtained for twenty-five cents.

The Primary editor is going to ask you again to be loyal to your department. Many responded nobly since the starting of our columns, but not all. Have you tried something new in your work and found it a success? If so, give others the benefit of your experience. The poem entitled "The Seed We Sow," and the two gems

following it were contributed by Miss Barbara Stratton, Nee-pawa. Let us hear from you this coming year.—E, C. B.

THE SEED WE SOW.

A wild bird dropped a thistle seed
 Into my garden one morn in May,
 And from it grew a noxious weed,
 While the careless bird flew far away,
 Over the fields the wild bird flew,
 Over the fields and never knew
 The harm it did where the thistle grew.
 A wild bird dropped the seed of a flower
 Into a drear, neglected place ;
 Anon it grew, and every hour
 Added new beauty and grace.
 While over the fields the wild bird flew,
 Over the fields and never knew
 The good it did where the blossom grew.

Had I two loaves of bread, ay ! ay !
 One would I sell, and hyacinth buy
 To feed my soul.

—MOHAMMED.

Were I, O God, in churchless lands remaining,
 Far from all voice of teachers and divines,
 My soul would find in flower of thy ordaining
 Priests, sermons, shrines.

—HORACE SMITH.

SLEEPYLAND.

Key of G.

1. 1. 1. 2 | 3 - 2 - | 1. 3. 2. 2 | 1 - - - -
 1. 1. 1. 2 | 3 - 2 - | 1. 3. 2. 2 | 1 - - - -
 2, 2. 2. 2 | 6̄ - 6̄ - | 2. 1. 7̄. 6̄ | 5̄ - - - -
 1. 1. 1. 2 | 3 - 2 - | 1. 3. 2. 2 | 1 - - - -

Bright the morn is shining,
 Sleepyland is near ;
 Eyes then close and bravely
 Straight we'll travel there.

Wrapped in night-gown armor,
 Nothing is to fear :

Easy is the journey,
 For we ride on air.
 Sleepyland is pleasant,
 Poppies fill its lawns ;
 When 'tis time for supper,
 Fairies blow their horns.
 Bees are ever buzzing,
 Sorrow never dawns,
 And you reach this sleep-land
 Through the gate of yawns.

THE CATERPILLAR AND BUTTERFLY.

"Let me engage you as a nurse for my children," said a Butterfly to a quiet Caterpillar who was strolling along a cabbage leaf in her odd, lumbering way.

"See these little eggs," continued the Butterfly. I don't know how long it will be before they will come to life, and I am obliged to go on a dangerous and long journey, from which I may never return, and in that case who will take care of my baby butterflies when I am gone. Will you, green Caterpillar?"

"You will have to be very careful what you give them to eat; they will need early dew and honey from the flowers, and please let them fly about only a little at first for of course one cannot expect them to use their wings properly at once. I cannot think what made me come and lay my eggs on a cabbage leaf. Still, if I am not here, you will be kind to my little ones, will you not?"

The Caterpillar had not even time to respond before the Butterfly flew rapidly away, and she was left standing alone by the side of the eggs.

Oh, why did she leave me to be a nurse for the lovely little butterflies," exclaimed the Caterpillar, "a poor crawling creature like me."

However, there lay the eggs on the cabbage leaf, and the green Caterpillar in the kindness of her heart resolved to do her best.

But she had no sleep that night, she was so very anxious. She walked all night long around her young charges, for fear some harm might come to them, and in the morning she said to herself: "I will consult some wise animal upon the matter and get advice. Two heads are certainly better than one."

But still there was a difficulty. Whom should the Caterpillar consult?

There was the shaggy dog, who sometimes came into the garden, but he would not be likely to know anything about a butterfly, or its eggs. Then, too, there was the cat, who would sometimes sit at the foot of the apple tree, basking himself in the sun and warming his fur, but he never talked with butterflies, so his experience would not be of much use.

"I know what I'll do," at last said the Caterpillar, "I'll see the lark," and she fancied because he flew up so high and no one knew where he went to, that he must be very clever and know a great deal, for to go up very high, which she could never do, was the Caterpillar's idea of happiness.

Now, in the neighboring cornfield, there lived a Lark, and the Caterpillar sent a message to him, to beg him to come and talk to her, and when he came she told him all of her difficulties, and asked him what she was to do, to feed and care for the little creatures so different from herself.

"Perhaps you will be able to enquire and learn something about it, next time you go up high," observed the Caterpillar, timidly.

The Lark said perhaps he would. Soon afterwards he went up into the bright,

blue sky, singing. By degrees his voice died away in the distance, till the green Caterpillar could not hear a sound. It is nothing to say she could not see him, for she had difficulty in looking upward at all, even when she reared herself most carefully, which she now did. But it was of no use. So she dropped upon her legs again and resumed her walk around the Butterfly's eggs, nibbling a little bit of the cabbage leaf now and then as she moved along.

"What a time the Lark has been gone," she cried at last. I wonder where he is just now? I would give all my legs to know; he must have flown up higher than usual this time. I would like to know where it is he goes to, and what he hears in the curious blue sky. He always sings in going up and coming down," and the green Caterpillar took another turn around the beautiful eggs.

At last the Lark's voice began to be heard again.

The Caterpillar almost jumped for joy, and it was not long before she saw her friend descend with hushed note to the cabbage bed.

"News, news, glorious news," sang the Lark, "but I am afraid you will never believe me."

"I will believe anything you tell me," answered the Caterpillar eagerly.

"Very well, then; first of all I will tell you what these little creatures are to eat," and the Lark nodded towards the eggs. "What do you think is to be given?"

"Dew and honey out of the flowers," said the Caterpillar.

"No, indeed, it is something simpler than that; something you can get at quite easily."

"I can get quite easily at nothing but cabbage leaves," murmured the Caterpillar in distress.

"Excellent, my good friend," cried the Lark, exultingly. "You have found it out. You are to feed them with cabbage leaves."

"Oh," said the Caterpillar; "their mother's last request to me was that I should give them dew and honey from the flowers."

"Their mother knew nothing about the matter," persisted the Lark. "Why, Caterpillar, what do you think those little eggs will turn out to be?"

"Butterflies, to be sure," said the Caterpillar.

"No, indeed; caterpillars," sang the Lark, "and you'll find it out in time," and the Lark flew away.

"I thought the Lark was wise and kind," observed the mild, green Caterpillar, once more beginning to walk around the eggs, "but I find he is not. Perhaps he went up too high this time; I still wonder whom he sees, and what he sees up yonder; but here he comes again."

"I have something else to tell you," cried the Lark, "for the best of my news remains untold—and that is, that one day you will yourself be a butterfly."

"Oh, this is unkind, you jest with me," said the Caterpillar.

"I was afraid you would not believe me," said the Lark in his turn.

"I will believe you; but when you tell me that from butterflies eggs come caterpillars, and that caterpillars leave off crawling, and get wings and become butterflies, it does not seem possible or even reasonable."

"Whether I hover over the cornfields of earth, or go far up into the heights of the sky, I see so many wonderful things, that there can be no reason why there should not be more. Oh, Caterpillar, it is because you never get beyond your cabbage leaf, that you call anything impossible." Just at that moment the Caterpillar felt something at her side; she looked around—eight little green caterpillars were

moving about; and had already made a show of a hole in the cabbage leaf. They had broken from the Butterfly's eggs.

Amazement filled our green worm's heart, but joy soon followed, for as the first wonder was possible, the second one might be so too.

"Teach me your lesson, Lark," she said, and the Lark sang to her of the wonders of the earth below, and of the heavens above, and the Caterpillar talked the rest of her life of the time when she should be a butterfly.

But no one could realize it, but she, however, had learned to believe, and when she was going into her chrysalis, she said: "I know I shall one day be a butterfly."

For a long time the poor worm lay curled up in her dull, gray chrysalis, sound asleep, or too dull to care to stir. However, one bright spring day the sun shone so warm and the breeze sang so softly, and yet so coaxingly, that the little worm woke up and began to stretch her head and then her body; still she stretched and stretched until the end of the cocoon broke off, and out came the same little worm's head. Soon the body crawled out too, but, oh, how different. It now had great yellow wings on it as soft as velvet and as light as a feather, and they could bear the little worm's body up, up so high that the tall tree tops were below her. Ah, how happy she was. By this time she looked down to the spot where the eggs had been left, and lo! there were little green worms crawling on the cabbage leaf. "Never mind being worms now," she thought, "you, too, will be butterflies some time."

—Adapted by ELIZABETH HARRISON.

THE RAINBOW FAIRIES.

Six bright little fairies came,
 When the storm was ended.
 Six bright little fairies came,
 In dresses very splendid.
 Hand in hand they tripped along
 Keeping time together,
 Driving gloomy clouds away,
 Bringing back clear weather.

Suggestions to Teachers and Students.

Year after year the Knights of the Blue Pencil work their way through the examination papers. They have many a laugh over absurd answers; they have also many words of commendation for the many who do well. At the last meeting of the examiners a request was made that each reader should write a paragraph bearing on the work he had examined. In this paragraph he was to indicate the strength and weakness of the candidates, and to make suggestions that might be of value to teachers and students in the work of future years. These expressions of opinion are placed in the columns of the JOURNAL in the hope that somebody may be benefited. It is, of course, an abominable policy, that of simply preparing for examinations as if that were the great end of school effort, and we are sure that the teachers of Manitoba, to a man, are aiming at something beyond this, yet if work is done as should be done, the results will tell on the examination papers. The comments of

the examiners will be printed in the order in which they come to hand, and it is hoped that during the year every one who had the privilege of reading will have some helpful suggestions to make.

W. A. MCINTYRE, Winnipeg.

SECOND CLASS HISTORY.

The experience of our valiant Canadians in a distant part of the Empire during the past year has probably given added interest to the study of Canadian History and Geography. The effort put forth this year by Second Class Candidates in these two subjects bears the mark, we are glad to say, of improvement. Legible writing, less tabulation and more freedom in composing are some of the points in which the students show progress. And yet we expect more of the student of history. One cannot read second class history without being struck with the crudeness of some of the answers. A general question, calling forth individual thought, spiced with a moderate amount of common sense, is ignored by the majority of students. When an inquiry is made about the physical features of South Africa, it is not necessary for the pupil to tell all he knows about Egypt and the Great Sahara, or when the examiner asks for a discussion of the statement, "That the settlement of Canada has been effected by its physical construction." A student should not expect the maximum mark for a bare statement of physical features. Either our second class candidates are too young to have opinions of their own, or the subject of history is shelved by most of the teachers till the end of the term. It is the teacher, we believe, and not the student who is at fault. If history is to be of value to our pupils we must be teachers of history, rather than note-stuffers, and see that the subject is taught five days in the week throughout the whole year.

GEORGE YOUNG, Carberry, Man.

THIRD CLASS HISTORY.

The study of history must always present two sides, viz: historical facts and generalizations from those facts, and unfortunately, it seems impossible to emphasize one side without neglecting the other. As the narrative is elaborated, the philosophy becomes less apparent, and on the other hand, if the philosophy is deepened, the facts become less vivid, or are perhaps colored to suit favorite theories. Which phase of the study should receive more attention depends upon the stage of development of the student. The capacity for knowledge develops more early than the ability to generalize, and consequently in the earliest stages the generalizations should be of the simplest kind. In advanced history the facts may be taken merely as examples upon which to base a philosophy of life.

Third class history occupies that middle position where almost equal attention should be paid to fact and theory, and in this rests the chief difficulty of the subject. To preserve a perfect balance is not possible or desirable, for the individuality of both teacher and student will ever tend to turn the scale to one side or the other. The ideal which one should have, however, and which is within our reach, is (1) to give the students a clear and accurate knowledge of the leading events of history, and (2) to lead them to understand the proper relation of these events to each other, and their bearing upon the political, social and industrial history of the people.

If I may be allowed to draw a conclusion regarding the teaching of history in the province from my experience in reading the third class history papers this year,

I will say that the leading events of history have been well taught, but the candidates showed a weakness in judging the relative importance of events. Unimportant details received paragraphs in papers where epoch making events were passed over with a mere mention. There was also a general lack of ability to point out the bearing which events have had upon the history of the race. These defects, it is true, are largely due to the immaturity of the minds of the students, but there is little doubt that more regular practice in the philosophic side of the subject would strengthen their judgment, and give the students a clearer view of the causes which have been at work in the development of present century civilization.

B. J. HALES, MacGregor, Man.

MATHEMATICS.

In the papers on Algebra and Geometry which were allotted to me to examine during the period of reading this year, there were two noticeable features that will perhaps bear remark: one that is worthy of praise, and another even more worthy of blame. The first was the generally uniform neatness of the papers sent in, and the very precise and concise forms of solution shown in the majority of the papers. To the examiner this is a pleasant gratification of his desires, and very frequently adds a few marks to the candidate's paper, and sometimes helps him over the danger line. But the question arises, has the desire for neatness and exactness of form overweighed the desire for original thought on the part of the pupil. This question is suggested by the second characteristic of the papers examined, namely, an equally uniform lack of power among the candidates to solve anything or any difficulty outside of the usual operations. This was quite noticeable in both of the sets of papers mentioned, but chiefly forced itself upon the notice of the examiner in the Algebra papers. The candidates seemed to be able to perform the operations of Algebra with very praiseworthy neatness and evident dispatch, but seemed to be utterly at a loss when thrown upon a problem not workable by rules and in which thought-power was altogether necessary.

The trouble must be in the teaching of the subject. Does the value of arithmetic lie in enabling the pupil to add, subtract, multiply and divide? Neither does the value of algebraical study lie in enabling the pupil to perform the ordinary operations, to carry out the usual rules—and NOT think. While, by all means, let us not neglect neatness, still, let us not exalt that above the greatest thing of all in algebraical work—teach so as not only to foster an innate desire for neatness, but also to develop the faculties of analysis and reason.

Aug. 15, 1900.

R. W. CRAIG.

EUCLID—SECOND AND THIRD CLASS.

The "boss" of the "Knights of the Blue Pencil" this year requested me to examine Second and Third Class Euclid, and it was while reading the many and varied papers—varied as regards form and worth—that the following notes were taken;—

I. In neatness and form the papers this year were far superior to any that have come under my notice during my experience as sub-examiner. Both neatness and form are to be desired in every department but in no department are they more desirable than in Euclid. Two forms are commonly found among candidates' papers: one which I call a mathematical form and the other a form which viewed at a distance of two feet, looks more like a composition or a paragraph in history than

anything else ; the former, I am pleased to say, was adopted by nearly every candidate.

II. The definitions called for and as given by most candidates were faulty. The fact that a good definition "should state the essential, and only the essential attribute of the species defined" was largely lost sight of. Speaking plainly, a definition may include too many facts, e. g., a parallelogram is a plane four-sided figure, with its opposite sides equal and parallel, or again, it may not include enough, e. g., a parallelogram is a plane figure with its opposite sides parallel. For such definitions, of course, no marks are given.

III. The propositions as written by the candidates this year revealed less of that memorizing process, and generally speaking, were stated clearly and intelligently. More deductive work was attempted, and with better results than usual. This part of the work cannot be emphasized too much ; original construction and demonstration should not be considered as side issues, but should be kept to the front and encouraged from the beginning. In the study of Euclid there is perhaps greater scope for originality and greater pleasure in the conscious possession of it than in any other department of the work taken up by second and third class students.

W. N. FINLAY, Brandon.

BOTANY.

The answers of candidates in Botany at the recent examinations convinced the examiners that the point of view of many teachers of the subject is decidedly narrow and should undergo considerable extension if proper progress is to be made. This conclusion is amply justified by the character of the answers submitted in the case of the two papers. As in Physics, so, in Botany, there should be some approach to equality between the written and the practical work. Notwithstanding a leniency in examination, the didactic paper showed only too plainly that the candidates had not that general grasp of the subject that one has a right to expect. There was a crudeness, a lack of information, an air of being quite "at sea," and a failure to apply the power that should result from a genuine course of experimental Botany—evident in 75 per cent, of the answers. Whereas, on the second, or so-called practical papers, candidates had no difficulty in piling up a good total. Granting that for purposes of examination two papers are necessary, one to test the candidate's grasp of the subject as a whole and the other to test his efficiency in plant analysis and plant identification, this disparity in results should not exist, and because it exists, it must mean that we have been paying too much attention to plant determination and not enough to plant thought—too much preparation for purposes of examination and too little for the sake of the subject itself—too much to the mechanical side of botany and not enough to the study of plants as living, growing things; too much consideration for the plant at a special time and not enough for the plant as having a history to work out. In a word, we have been studying plants as things entirely isolated, and have forgotten that plants are related to other plants.

Now, the examiners do not wish to condemn any training in Botany leading up to a correct and careful classification of plants. This will be necessary as long as Botany exists. But they feel that while this feature, if properly presented, should not be neglected, a slavish adherence to it, will, in the very nature of things, be detrimental to the bringing about of that culture and that love of nature for itself which a true and wholesome study of Botany should promote. It stands to reason,

also, that any treatment of Botany, which has for its object the mere description of plant parts for purposes of identification is wanting in real life, and cannot hope to make pupils very enthusiastic over nature, nor give them that foundation that is absolutely necessary to a successful presentation of Nature Studies, in the event of those pupils going into the teaching profession later.

A glance at a few of the questions submitted may not be out of place in these observations. Take the first question on paper one, Third Class: "Give as complete a history of the Early Anemone, etc." Less than 10 per cent. of the candidates gave what is here asked—a history. The remainder gave a long description, an entirely different thing. The examiners are of the opinion that more stability would be given the study of Botany were teachers to emphasize the importance of following the plant from seed to seed. To do this it would not be necessary nor expedient to trace the life history of every plant. Satisfactory results will follow the consideration of a few characteristic specimens. Such a study would offset some of the evils arising from too close an adherence to the examination of plants at their flowering time. Such work, also, by emphasizing the time element in Botany, cannot fail to add solidity to the study of plants. The second portion of this question showed the value of close observation and the necessity for employing a variety of forms of expression. It was estimated that fully 75 per cent. of those who pictured the Early Anemone at its "flowering-time," represented this plant as carrying huge radical foliage leaves, a result that would not have taken place were even a limited use made of drawing. Here, it is but fair to add, that the general improvement in the making of diagrams was very satisfactory, many of the figures given being large, forcible and explanatory. It would appear, however, that pupils are not being exercised enough along the line of memory drawing, as the difference between the sketch made with the object in view and the sketch made of what the pupil remembered of the object, was rather marked. All forms of expression should have in view the past as well as the present, and there is no better subject for the cultivation of both than the subject of Botany. The remaining portion of question one—"Point out all the factors which aid or interfere with the full development of the plants"—gave rise to many trivial answers, due in part, perhaps, to the wording of the question, and in part to a want of preparation on such matters. The stock answer was:—"The factors which aid the plant to full development are—moisture, soil, light, heat, etc., while those interfering with this development are practically the same." A few read the meaning aright, and instead of enumerating the forces that under natural circumstances affected the well being of the plant, mentioned peculiarities in the structure of the plant, in its place of abode, its time of appearance, its power to resist or succumb to unfavorable environment, its success as a seed producer and as a planter of seeds, etc.

Again questions 4 on the third class paper and 1 on the second, were perhaps the greatest failures, although many answers were submitted. Why there should be any difficulty here is hard to understand. It could not be on account of an improper question, as the subject of germination is touched upon even in our primary classes. It must be explained by an insufficient attention being given to plants at this stage of their existence. The candidates, no doubt, were familiar with the ordinary conditions of germination. They knew that moisture, heat and air were in some way essential, but their knowledge lacked the experimental side. They had not taken the trouble to plant beans, peas, corn, wheat, etc., to learn first-hand how seeds conducted themselves in germination. Experimentation is the only way to get a real hold of this subject, and there is no sufficient reason why this study should not be carried on as practically as the study of Physics or the study of Chemistry.

Doubtless, teachers have their hands full already, but experiments looking to the processes of germination, respiration, transpiration, etc., are absolutely necessary, and may be conducted by a minimum help from the teacher.

Another subject, that of "light's relations," was also presented, and, as a rule, feebly answered. Judging from the answers received, and from the haphazard use made of "leaf cycles," "8-21 phyllotaxy," "verticillate arrangement," etc., it was not difficult to come to the conclusion that in many cases the question was not understood. The whole subject of leaf-placing for the securing of desirable light relations and for the economising of space, should be made a topic of supreme moment to students of Botany. The value of light lies at the very root of the plant's existence and to expect that the student will gain much insight to the subject by an analysis of plants chosen at random and examined in the time-honored way, is to expect an impossibility. The subject is a special subject and requires special treatment. All plants are not equally valuable for purposes of illustration. One plant illustrates one particular, another illustrates another particular, and so on. Characteristic specimens should therefore be selected and studied with a particular end in view, e. g., the subject of the question—the Dandelion, with its rosettes of leaves, arranged so that the upper do not interfere with the lower. The Shepherd's Purse, with its radical and cauline leaves, are beautifully arranged, the Mint with its opposite, and the Galium with its whorled leaves. These plants should be viewed from above, from the side, obliquely and from below. Leaves of one species should be placed on the branches or stem of another without changing the arrangement, and the effect noted. The mathematical side of phyllotaxy should be avoided.

The remaining questions might be discussed in a similar manner, were it not that other matters of a general nature require a little attention.

Greater care should be observed in giving oral or written expression to botanical notions. On the whole, the composition of the candidates in Botany was exceedingly crude, and the language far from being scientific. The language of science must always differ from that of every day life. It must be exact. It must not run into exaggerations. It is the teacher's opportunity to cultivate in his pupils that exactness of description and proper use of scientific terms that are demanded in every subject of science. Why should any student mix the meaning of cohesion and adhesion; sepals and petals; hypogynous and inferior; carpelovary and pericarp? These are little matters, but they are of vital importance nevertheless.

What subject could be better than Botany for the cultivation of proper habits in neatness and system, and what subject can compete with it for an utter disregard of these? No doubt the length of the paper and the shortness of the time were not conducive to careful work, but the fact remains, that those who put in the best answers did not scribble those answers, and did not write a page when a few lines would give the essence of the answer. If candidates would only exercise a little more care in putting down work they would save time. In connection with the practical work, more uniformity is required. Some candidates gave a popular description of the plants submitted, others a formal description. Which is the better form. Some say the former, as it encourages composition. In our opinion the latter is the more desirable, as it presents less temptation to omit important features and gives occasion to enlarge on special points, should the candidate feel disposed to do so. Much time was lost by candidates following the form given in certain hand-books. For instance, the candidate in describing the leaf, writes—position, division and nine or ten other terms, in a vertical column, and then proceeds to fill:

in. This is doubling the work and wasting valuable time. Why not adopt a form like the following :—

SPECIMEN M.

Root, Tap, Branchy, Fleshy, Biennial, Etc.
 Stem
 Branch
 Leaf
 Inflorescence

There is nothing better than a schedule for the flower, but this schedule should give prominence to a column on remarks.

In the case of plant-determination, time was wasted by some candidates employing a "yes," and "no" method. "Does this plant produce true flowers?" Yes "Are the parts in 4's and 5's, the wood in rings, and the leaves net-veined?" Ye or no, and so on. Others gave a reason for taking each step: "The plant belongs to series I, because it possesses a true flower, etc."

All that is necessary is to say that Specimen M., for example, belongs to :—

Series I.
 Class I.
 Sub-Class I.
 Div. III.
 A.
 XXX.

— — —
 Order Ranunculaceae.
 Genus Anemone
 and Specie A. patens.

Finally, a word or two may be said regarding the botanical specimens. These were, on the whole, well chosen and well preserved. Indeed, in a few cases, the samples were worthy of a place in the best botanical collection. There were instances, however, where the examiner could have done much better had he paid a little more attention to the instructions sent. Common plants or plants likely to be already examined in class by the candidates were to be passed by, yet we had several cases of the White Clover, the Yarrow, the Shepherd's Purse and the large White Anemone. It may have been that the character of the weather on the day preceding the examination in Botany disturbed the plans of the examiner. No doubt the ideal thing would be to submit the same plants at every centre of examination, but this is not feasible, and the matter of selection must be left to the good judgment of the examiner at the centre, while the task of equalizing the selections of the various centres will be left to the sub-examiners.

A. MCINTYRE, Winnipeg.

Communication.

Editor Educational Journal of Western Canada, Brandon.

Sir,—The International Monthly purposes to offer a series of ten prizes of \$150 each. Competition for which will be open to all persons engaged in active teaching, and at the same time subscribers to the International Monthly.

Topics for the essays can be chosen in any one of these ten departments :—

History, Philosophy, Psychology, Sociology, Comparative Religion, Literature, Fine Art, Biology, Geology, Economics, Commerce and Education.

In awarding the Fellowships, the judges will take into consideration the character of the subject, the amount of research indicated, the originality of treatment and the literary quality of the essay.

The essays, which are limited to 3,000 words, are to be sent in before Nov. 1st, 1900, and the awards are payable Dec. 1st, 1900.

Apart from the competition, which is a worthy project, the magazine is well worth taking. Coming, as it does, from the presses of the MacMillan's, we have the assurance that it will be sustained in a scholarly and dignified manner. For example, in the July number, there is a most valuable and suggestive article on "Popular Histories," by Prof. Robinson, of Columbia College. As an assurance that it will be a magazine of sound scholarship, it is only necessary to name the following, who are on the editorial staff:—Professors Robinson, of Columbia; Royce, of Harvard; Titchener, of Cornell; Ribot, of Paris; Giddings, Toy, Tiele, Van Dyke, Le Conte, Geikie, and others just as famous.

Information may be obtained by addressing

THE FELLOWSHIP EDITOR,
The International Monthly, Burlington, Vermont.

I trust some of our teachers in Manitoba will enter into the contest.

E. K. MARSHALL.

Rosendale, Man., July 25th.

University of Toronto Monthly.

In July was published the first number of the University of Toronto Monthly. From it we glean a few notes which will no doubt be interesting to the readers of the JOURNAL.

The Registrar's printed list of graduates and undergraduates, exclusive of the additions for the last two years, numbers almost 10,000 names. Up to the present year no society had been formed uniting all this vast number of influential units in one common object. Certainly, the spirit of organization which manifests itself everywhere, has been slow in taking hold of the Toronto graduates. It has, however, seized them, and the result is that an "Alumni Association" has been organized, with Professor Loudon, President of Toronto University, as its Honorary President, and Dr. R. A. Reeve, as its President. The object of the association, according to the constitution, is "to unite the Alumni in promoting the interests of the University of Toronto." The executive committee was instructed to provide for the publication of a Journal in the interests of the Association, and the "Monthly" is the result of these efforts.

One result of the organization of the Alumni Association will be the encouragement of the formation of local graduates' clubs, such as that which exists in Ottawa, to foster good fellowship among its members, and to encourage an active interest in the Arts and Sciences, as well as to assist in the development of the University.

The first Alumni banquet held in the University in June was evidently a great success. Some four hundred graduates, representing almost every class since 1827,

were present. Speeches were made by many prominent men from different parts of Canada.

President Loudon, in his article on "Changes and Progress," gives many interesting items, a few of which may be given here. The expense of rebuilding after the fire of 1890, amounting to \$250,000. The extensive and valuable library which was burned at that time has been largely replaced by friends of the institution, and private benefactors provided also for the main cost of erecting a suitable, separate building for the library. This building, (not yet filled) has space for 100,000 volumes, and accommodation for 200 readers.

A Biological building has been erected at a cost of \$130,000, and a Chemical building at a cost of \$32,000. In 1898-9, 1,226 students were instructed in the Arts faculty. In 1881 the number was only 347. The total number of degrees conferred in 1889-90 was 207, while last year the number was 400. The present number of medical students is 313.

The University extension work has also grown to be an interesting feature of the University. A programme of lectures was published at the beginning of last session and lectures were delivered at 35 local centres. These, with Saturday lectures, have been very helpful in bringing University work before the general thinking public.

The total expenditure for the last year was \$149,266, and this sum is felt to be quite inadequate to the wants of the institution.

The University now gives degrees in Arts, Law, Medicine, Engineering, Agriculture, Dentistry, Pharmacy, Music and Pedagogy.

It is in affiliation with eight institutions teaching these subjects, in which the curriculum, but not the teaching, is controlled by the University Senate.

Brandon.

S. J. MCKEE.

Notes from the Field.

Sheai Lake Teachers will meet in Convention on Saturday, Sept. 29th. A most helpful programme has been prepared, and all teachers in the vicinity are expected to be present.

The Central Teachers' Association will hold their usual Annual Convention in Portage la Prairie, but the date has not yet been fixed.

The North Norfolk Teachers' Association will hold their usual Monthly Saturday Convention at McGregor or Austin.

It is expected that the North Central Teachers' Association will hold the usual semi-Annual Meeting at Neepawa, but the date has not yet been fixed.

Mr. P. D. Harris, B. A., of Virden, has been appointed Principal of the Selkirk Intermediate School. Mr. A. L. McLean, B. A., of Balmoral, has accepted the position of first assistant in the same school.

Mr. A. B. Cushing, Classical Master of the Brandon Collegiate, has resigned, and will go into business at Edmonton. His successor is the well known Principal of Carberry schools, Mr. George Young.

Niss Hart, Modern Language Teacher in Portage la Prairie, has been appoint-

ed to a similar position in Manitoba College. Miss L. Du Val, B. A., of Carman, succeeds her in Portage.

Mr. J. P. Wadge, B. A., Science Master in the Brandon Collegiate, has resigned his position. His successor is Mr. R. T. Hodgson, M. A., of Toronto.

David Iverach, B. A., of Elkhorn, is the newly appointed Principal of the Dominion City School, Mr. Houston having resigned to take up an Arts course in Manitoba University.

R. W. Craig, B. A., the late Principal of Elkhorn school, has gone to fill the same position at Carman.

Charlie St. John, B. A., of Carman, was offered and accepted the Principalship of one of the Winnipeg schools.

A few changes in village staffs are reported in the South-Western district. Cartwright, Baldur, Pilot Mound and La Riviere began the fall term under new supervision. The rural schools have also experienced some changes.

Owing to the light harvest there is likely to be an unusually large attendance this fall.

No arrangement has been made as yet regarding a general Convention of the Teachers of Southern Manitoba. The Argyle Teachers' Association will hold their Annual Convention on Oct. 4 and 5, in Baldur. A good programme is being prepared.

The Teachers of Louise meet alternately at Crystal City and Pilot Mound, very second Saturday.

R. G. Taylor, of East Prospect S. D., has given up his school and is attending the Normal. Mr. James Bowman, of High Bluff village school, has taken his place, and Mr. Norman Ingham, of Portage, has succeeded Mr. Bowman at High Bluff.

Miss Maggie Hickie, of the Minnedosa Schools, has resigned her position. She has quit looking after the many that she might the more effectually take care of one. We wish Miss Hickie every happiness and congratulate the "one" she has elected to take care of,

Mr. A. C. Williams, of the Portage Schools, has dropped pedagogy to take up law. He is succeeded as Principal of the East Ward School by Mr. Boyd.

The Nee-pawa School Board are contemplating the erection of a two or four-roomed building in the North Ward of the town.

The Northern Pacific has just about completed the spur line to Lake Manitoba. This will afford teachers a cheap and convenient place for camping next year. We understand the spur terminates on the branch at a point not more than thirteen miles from Portage la Prairie. It is the intention of the N. P. to run regular trains for the accommodation of the picnickers and campers.

BRITISH COLUMBIA NEWS.

City Supt. Eaton, of Victoria, has received a communication from Professor Robertson, Commissioner of Agriculture, Ottawa, stating that he will visit Victoria during August to institute the McDonald training school. All required of the local trustees is that they provide suitable accommodation.

The Province is now divided into three inspectorates. Inspector Wilson has been given charge of Division 2, with headquarters at Vancouver and New West-

minster, the lower Fraser country, Cassiar District, Lilloet, the C. P. R. as far as and including Ashcroft and Cariboo country.

Inspector Netherby looks after Vancouver Island. Inspector Burns controls the destinies of the rest of the Province, including almost all of the Yale Districts and the great Kootenay country—scarcely what one might call a "way-side parish. His headquarters are at Nelson.

In connection with the recent Annual Convention of the National Council of Women held in Victoria, the visiting teachers accompanying the Council held an informal meeting. Every Province of the Dominion was represented. The chief question discussed was the advisability of working for the establishment of a Dominion standard of teachers' qualifications, and the issue of certificates to be valid in all parts of Canada. A committee was formed (with Miss Agnes Deans Cameron, of Victoria, B. C. as President, and Miss Harrington, of Toronto, as Secretary) for the purpose of bringing the matter up for discussion in the various Provincial Teachers' Institutes. The committee consists of a representative from every Province; and so far as we know, is the first Dominion Teachers' Committee ever formed.

Natural History Department.

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

J. G. Y. sends two questions, and says,—“We get help from your column, although we say little.”

Please identify—

1. Size of English sparrow, head and throat jet, sides of neck orange, abdomen white, wings down middle from top have yellow stripes, tail wide and forked when flying, not so much forked when at rest, white beneath, with a dark band near the end.

Seemed to be catching flies and looking for grubs and caterpillars in second-growth poplar by roadsides. Note a “chip,” “chip,” and song a high clear warble unbroken but not prolonged.

A—This bird was evidently a Redstart, probably an immature male, as the colors do not correspond to those of the mature male and female, while the general coloration of black, orange and yellow is that of the Redstart.

2. Somewhat smaller and slighter than English sparrow, crown yellow, throat and about eyes black, breast grayish, wings with white, bar down middle. Extremely shy, keeping in thick foliage and watching where it could not be watched. Heard no note.

Both these are new to me, probably on account of locality.

A—This question is not nearly as explicit as the first. While you say thick foliage, you do not say whether in the tree or underbrush, high and dry or low and wet ground.

When speaking of a bar on wings or tail, refer to it as such only when it crosses the feathers; when on a single feather it is a spot, and when continued on the feather, simply refer to these particular feathers, primary (or outer), secondary (or middle) wing and centre or outer tail, giving color, and it is then understood that

the whole or greater portion of the feather is colored. If a bird has any life characteristics, as skulking slyly flitting, noiselessly and quickly, sitting stolidly or indifferently, or having a nervous twitching of wings or tail, or a restless hopping or flitting about, even when watching you. From what I can make of your description, the bird must be an immature of the chestnut sided warbler, although you may have overlooked the essential point to make identification possible. At this season each of our warblers has a great many varieties of plumage, and it is difficult for the experienced collector to immediately locate a specimen, even in the hand, and almost an impossibility, generally, in the bush or from a description, unless the latter be exceptionally accurate.

From Hamiota the next question has been sent.

Q—Will you kindly inform me what bird is described below ?

Length, fifty-one inches ; spread of wing, six feet ; legs, neck and beak very long, tail comparatively short ; general upper coloration, light slate or dove color, under parts mottled fawn or gray ; a tuft of long feathers on head, and just the suggestion of the yellow sack of the pelican under the lower beak.

I have seen one several times in the distance wading in a pond, and once saw a flock flying very low, but cannot describe action or habits further, as I have never seen it close enough.

A—This bird is the great blue Heron in spring and summer plumage. It is a marsh and shore frequenting and fish and batrachian eating species. They are shy and retiring, eccentrically graceful and deliberate in their actions, breeding in colonies in dense tamarac swamps, in the tops of very tall trees, but seldom travelling or feeding together in any numbers. The fall birds are uniformly gray above and lighter beneath, with none of the plumes or aigretts of the spring birds.

Reviews.

Teachers who are looking forward to adding a few volumes to the school library this fall, cannot do better than include in the list of new books a series recently issued by the "Copp Clark Co.," Toronto :—"Among the Farm Yard People;" "Among the Meadow People," and "Among the Forest People." As the titles indicate, the delightfully written stories tell all about our out-door neighbors and very pleasant acquaintances they prove to be.

These books are beautifully illustrated and are a credit to the publishers.

The Copp Clark Co. have forwarded us a set of "Observation Lessons in Drawing," from the press of the MacMillan Co. On account of lack of space review of same will not appear until next number.

English Composition and Literature, by W. F. Webster, Minneapolis—Houghton, Mifflin and Company, The Riverside Press.

In July, 1898, Mr. W. F. Webster, Principal of the East High School, Minnea

polis, presented at the National Educational Association, convened in Washington, a course of study in English.

At Los Angeles, in 1899, the Association adopted the principles of this course, and made it the basis of the course in English for High Schools. Mr. Webster has now prepared a short text book, outlining the method of carrying forward the course, and emphasizing the principles necessary for the intelligent communication of ideas. A more extended notice will appear in our next issue.

Ginn & Co.'s Educational Music Course simplifies and classifies in a series of Readers and Charts the many problems in acquiring the art of reading music. The plan is plain, systematic and progressive, from the first presentation of the Major Scale through every principle and fact of vocal music reading to the completion of the study in the public schools.

The clearness and consistency with which the successive elements are presented by the division of the Readers into chapters and sections will appeal to the regular teacher, who has felt the need of a carefully outlined course of study in music, simply and naturally developed, so that the daily progress of the pupil shall be positive and unmistakable.

Beautiful songs selected with careful discrimination abound in the Readers, and the exercises themselves, though of necessity dealing with the progressive difficulties of the subject, will be found more than usually interesting because of their true melodic character.

The Special Exercises, pp. 57-63, are designed for the use of the regular teacher as tests of the real ability of each pupil. For this reason they are purposely quite simple, similarly constructed, in regular rhythmical forms of four and eight measures, with fore-phrase and after-phrase only; enabling the pupil to observe the directions (p. 57) with little hesitation.

"That Excursion."

When the last edition of *The Educational Journal* appeared, those of us whose thoughts were westward turned, were looking forward with more than ordinary anticipation to the coming holiday. All too quickly has it passed, and once more approaching September brings visions of school and work, but the memory of a delightful vacation spent amidst the many and varied beauties of the distant west will long remain.

A trip more pleasant, and one in which the scenery is more grand than that which some of us were fortunate enough to enjoy this summer, cannot well be imagined, and judged from this standpoint, the Teachers' Excursion was most decidedly a success. But where were all the Manitoba teachers, who for the last year or so, have been agitating for Reduced Rates during vacation? Comparatively few took advantage of the privilege extended, and if our chances of the same or a similar excursion for another year are to be judged by the number who took the western trip, they are likely to be doubtful.

This apparent lack of appreciation was, however, probably due to the fact that

the announcement of the excursion was made at such a late date that the majority of teachers had already made other plans for the holiday season. But now that a beginning has been made, why should an organized effort not be put forth to make it an annual affair? We should then know of it some time in advance, and could make our arrangements for vacation accordingly.

ANNIE K. MURRAY, Brandon Collegiate.

Editorial Notes.

Manitoba teachers are not to hear Professor Clark, of Chicago University, this fall, as was expected when the last number of the JOURNAL was issued. Prof. Clark could come for ten days in September, but not later. This was satisfactory to the Western Association, but Winnipeg teachers found it impossible to hold their convention before October, and consequently the negotiations, which were almost completed, have fallen through.

The Annual Meeting of the Western Teachers' Association will be held at Brandon, on Oct. 11th and 12th. The committee having the programme in charge announces that among those who will take part are Mr. C. K. Newcomb, of Virden, who will read a paper on Grammar; Mr. S. H. Forest, of Souris, a paper on Picture Study; Mr. J. D. Hunt, of Carberry, an address on "Teachers' Salaries and the Future Outlook;" Dr. McLean, of Neepawa, an address on "The Boy Next Door;" Mr. Geo. Young, of Brandon Collegiate Institute, a paper on History, and Inspector Maguire, a talk on "Bird Study in Our Public Schools."

Arrangements have also been made with Rev. Mr. Silcox, of Winnipeg, to give a public lecture on Thursday evening of the Convention week, on "The Artists as Teachers," illustrated by stereopticon views of some of the works of the great Masters.

Every effort is being put forth to make the Convention a grand success, and the Committee assures us that many rare treats are in store for those who may attend.

Western Canadian teachers will be pleased to learn that the Educational Journal is to be continued under the editorship of two of the ablest and most progressive educationalists of the Dominion, viz.:—Mr. W. A. McIntyre, M. A., Principal of the Manitoba Normal, and Mr. D. McIntyre, M. A., Superintendent of Schools, Winnipeg. Success must attend the Journal with such men at the helm, and Western teachers may congratulate themselves that those at the top of the ladder educational are willing to give of their time and talents to promote the many and varied interests of the profession. We bespeak for the editors and associate-editors the hearty and whole-souled co-operation of all teachers of the West. Help those who are trying to help you. They have undertaken this work

expecting and depending upon your assistance. Give it cheerfully, and so encourage those who are doing so much for you.

The office of publication of the Educational Journal is to be removed to Winnipeg. All communications of a business nature should in future be addressed to the "Educational Journal of Western Canada," Winnipeg. Manuscript articles and other material for the editorial department, may be sent to Mr. W. A. McIntyre, Principal Provincial Normal School, Winnipeg, or to Mr. D. McIntyre, Superintendent of Schools, Winnipeg.

Two or three subscribers have written complaining of non-receipt of the Journal since June last. To prevent misunderstanding we refer these and other puzzled teachers to the paragraph at bottom of table of contents page in this and every issue of the Journal. Look it up.

Departmental News.

CHANGES IN THE REGULATIONS FOR TEACHERS CERTIFICATES FOR 1901.

THIRD-CLASS.

(Same as for 1900.)

POETICAL LITERATURE :—Intelligent comprehension of and familiarity with the prescribed poems ; memorizing the finest portions ; oral reading of prescribed poems.

The following selections from Tennyson: Recollections of the Arabian Nights, the Lady of Shalott, Ænone, The Lotos-Eaters, "You ask me why, tho' ill at ease," "Of old sat Freedom on the Heights," "Love thou thy land with love far brought," The Epic, Morte d'Arthur, Ulysses, St. Agnes' Eve, Sir Galahad, "As thro' the land at eve we went," "Sweet and low, sweet and low," "The splendor falls on castle walls," "Tears, idle tears, I know not what they mean," "Thy voice is heard thro' rolling drums," "Home they brought her warrior dead," "Ask me no more; the moon may draw the sea," Lancelot and Elaine, To Virgil, Early Spring, Freedom, Crossing the Bar.

SECOND-CLASS.

Crown of Wild Olive. Ruskin is substituted for Composition from Models.

POETICAL LITERATURE—The following selections from Tennyson: The Holy Grail, Recollections of the Arabian Nights, The Poet, The Lady of Shalott, The Lotos-Eaters, The Day Dream, Morte d'Arthur, The Brook, The Voyage.

FIRST-CLASS.

Text for 1901—Essays contained in "Brewster's Studies in Structure and Style." Barrett Wendell's English Composition.

3. HISTORY OF THE ENGLISH LANGUAGE AND LITERATURE ; (One paper.)

History of English Language—Hallock's English Literature.

4. LITERATURE : (Two papers:)

(a) Shakespeare—Hamlet. As You Like It.

(b) Chaucer—The Prologue to the Canterbury Tales (Clarendon Press Text).
Milton—Paradise Lost, Book II.

Paper 75ct.

NEW FICTION,

Cloth, \$1.25.

The Wheel of Time goes round and makes China the Foremost Country
in the Eyes of the World Today.

"THE MANDARIN."

By CARLTON DAWE, illustrates the China of today. From your Booksellers.

Paper, 50 Cents. Cloth, \$1.00.

"Robert Orange," a sequel to "The School for Saints," by John Oliver Hobbes. The Star says:—"The School for Saints' was good, but 'Robert Orange,' unlike most sequels, is better. In sheer cunning of style, Mrs. Craigie has surpassed herself in this exquisitely wrought romance. It is not easy to assess and appraise with frigid justice in the midst of the emotional gratitude aroused by a novel of genius, but this at least I know, few classics have touched and tested me more profoundly than the history of 'Robert Orange.'"

Boy." By Marie Corelli. D. J. Goggin, L.L. D., Chief Superintendent of Education N. W. Territories, says:—"I can recommend 'Boy,' by Marie Corelli, to all progressive teachers. The influences of heredity and environment are worked out in a most interesting and instructive manner. As a study in practical pedagogy, I consider it well worth the study of reflecting teachers.

"The Girl at the Halfway House." By E. Hough. Nothing has been written on the opening of the West to excel this romance in epic quality, and its historic interest, as well as its freshness and vividness, will appeal to every Canadian reader.

"Winifred." By S. Baring Gould. This well known author has endowed his heroine with so charming a personality that she will doubtless rival his "Red Spider." The story is a striking novel of English life in the eighteenth century, both in aristocratic London and rural Devonshire. The characters are well drawn, and the book teems with thrilling incident.

"Deacon Bradbury," by Edwin Asa Dix. "A book which has touches of the David Harum manner, but is really far better constructed and much more thoroughly developed . . . Well worth Reading."—Boston Budget.

W. J. GAGE & CO., Limited, - Toronto, Ontario.

BRANDON COLLEGE.

For Both Young Men and Young Women.

Preparatory; Commercial; Stenographic; Matriculation in Arts, Medicine, Law and Pharmacy; Manitoba University Arts Course—First and Second Years, and the Mental and Moral Science Course of the Third and Fourth Years; and Theology.

Next Session begins October 1st, 1900. Send for Calendar.

REV. A. P. McDIARMID, D.D., Principal.

LATIN and French are not difficult languages to learn when studied by the De Brisay Analytical Method. In three months any intelligent student can acquire a sound knowledge of either of these languages. Hundreds of persons testify to this fact. Schools and convents are adopting our system. Every wide-awake teacher should look into it; none can afford to ignore it. Why should not every teacher acquire a knowledge of Latin or French when these languages are so easily mastered? Thorough courses by mail. Pronunciation by phonograph. Part I. (Latin or French), 25c. "Key to French Sounds," 35c. Pamphlet free. ACADEMIE DE BRISAY, TORONTO.