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# EDUCATIONAL JOURNAL

OF WESTERN CANADA.

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VOL. IV.

WINNIPEG, OCTOBER, 1902.

No. 6.

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## Contributions.

The JOURNAL is not responsible for opinions of contributors.  
Replies to contributions will be welcome.

### A PLEA FOR THE RURAL SCHOOL.

While so much is being said and written in various quarters about the centralization of schools in country places, it appears that most of those who write are seeing but one side of the question. They are so busy presenting the advantages to accrue from the change, which certainly are numerous, that they seem to be in danger of forgetting that there are also disadvantages connected with it. Will you allow me to present a few of the latter?

Certainly such a change would be economical from a financial point of view, but I am not certain that this economy would be profitable. It may cost the country more money to conduct a great many small rural schools, but, allow me to ask, where have our best scholars come from? From the hot-bed cultivation of our town and city schools? Have they not rather been produced from the quiet and secluded little country school, as the greatest trees are grown in far-away places apart from the rush and trample of many feet?

My experience goes but a little way, but so far as I have had opportunity of observing, the larger proportion of the best students in high schools and colleges are those who received their earlier education in the quiet of a country school. And almost invariably, when we inquire into the early life of the great men of our land we are pointed to some little country school as the scene of their first public triumphs. Shall we then hastily condemn and do away with this class of schools?

It is argued that, in concentrated schools larger classes can be formed, where keener competition will arouse and call forth all the powers of the child. This result may follow, but is there not also the possibility that the individual may be lost in the crowd?

It is also argued that large classes may be more thoroughly graded. Yes, if that be a consideration. "The machine," as William Hawley Smith calls the system in his State of Illinois, can work better on such classes, but can the child's individuality be so well developed? It is desirable to secure a large number of scholars of like,—of medium qualifications, or is it more desirable to continue to give the stronger characters opportunity to grow and mature and bloom distinct from their fellows as their native abilities make possible?

Graded schools are doubtless desirable in towns and cities, where, without them, general education could not be carried on; and there are certainly many things to be said in their favor for the country, but that it is desirable to have no other sort of schools, I can not admit.

B. S.

## HERD LAW IS AN OBSTRUCTION TO SCHOOL ADVANCEMENT.

Although not one of the most important questions to be dealt with in some districts, and perhaps one of the most important in other sections, is the obstructive influence of the well known herd law to the advancement of our prairie school—an important subject, yet very little has been said or done to modify or to encourage a reformation and as its influence is most noticeable at this time of the year we should criticise accordingly.

In all farming districts, a certain amount of ranching is carried on in connection with grain growing, but not extensively enough to profitably employ a herder. So "Johnnie" is kept out of school to wander all day after a drove of cattle, like a true shepherd of old. This continues summer after summer until the boy who has only gone to school a few months in the winter has reached the age of twelve or thirteen, when he is old enough to plow and his younger brother then takes his place. Not only is he losing his education but for twelve hours a day and seven days a week, in all kinds of weather, the poor little fellow leads a lonely life. Thus the child's best interest is sacrificed for the sake of the "almighty dollar."

The effect of this on the school is equally noticeable to that on the young herder. The attendance lowers; some attend regularly, but the majority either attend very irregularly or not at all. In some families where two are able to herd, one herds one week and the other the next, so each one is to school one-half of his time. The effect that this will have on a school every teacher will realize. To rectify this great evil, teachers, Educational Journals and Agricultural papers should unanimously encourage the fence law.

J. L. G.

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### A MESSAGE FROM SOUTH AFRICA.

The following extracts from a letter from Miss Murray—one of the Western teachers, serving in the Concentration Camps in South Africa—will be of interest to our readers.

KROONSTAD REFUGEE CAMP,  
ORANGE RIVER COLONY,  
August 15th, 1902.

The work here is certainly interesting enough to attract a great deal of attention. Everything is *very very* much better than we ever dared hope for.

Miss Younghusband and I, together with Miss Crandall, a Nova Scotia girl, are here at Kroonstad. This is the station farthest north in the O. R. C. of any assigned to the Canadian girls. All the girls in our party of twenty are stationed in the O. R. C.

This camp is splendidly conducted and every arrangement possible has been made for our comfort. We British teachers—two Scotch, two English and three Canadians—live in a block of six rooms, built of corrugated iron. We have a sleeping apartment between two. These are most comfortably fitted out, iron beds, good warm bedding, toilet tables with all accessories for each of us, etc., etc.

The centre room is the general mess room. Each girl in turn is Mess President for the week, and is responsible for the menu. We have a cook, a maid, and a boy to bring water and cut wood. Linen table cloths, serviettes, plated ware, glasses

china, etc., are also provided so that we live very comfortably. Of course there are a few little trials, but everything is so very superior to our expectations that we do not grumble.

We have a very dainty drawing room fitted up, cosy corner and all. Here we receive our visitors and they are many. Social life is certainly not lacking out here.

Now for the school work in which I am sure you will be very much interested. There are four corrugated iron shelters accommodating about sixty or seventy children each. These have earthen floors, wood being a great luxury up country.

During war time it was almost impossible to get supplies up country, as all trains were required for the military. Even with the cessation of hostilities matters did not greatly improve in this respect.

When we first arrived we found the seats in the shelters to be long planks propped up on boxes. As you may imagine this proved decidedly awkward at times. It was certainly strange to see a whole row of children suddenly disappear while you were teaching a lesson. One afternoon the front row had three tumbles, one after the other. I fixed the seat up again and the children seated themselves—all but one little fellow, who put up his hand and said, "If you please, Miss Murray. I will not again sit." How could I ask him to resume his place on the plank after that? He stood.

I am thankful to say we have forms now, so that there is no danger of a repetition of these experiences.

These corrugated iron shelters are used for the senior classes. The junior classes, which often number between one hundred and fifty and two hundred, occupy large canvas shelters. Their seats are rows of bricks built up to the required height.

As you can readily see, teaching is done somewhat under difficulties. There is to a great extent lack of proper appliances; though when one considers the enormous difficulties which have had to be contended with it is simply wonderful to see the amount of work which has been accomplished.

Mr. E. B. Sargent, Johannesburg, is Director of Education for South Africa. Then each division has a sub-director. Mr. Russell, Bloemfontein, is head of affairs for the O. R. C. He in his turn has inspectors for each of the divisions in his colony. They, of course, are responsible for their own district. This, as you will see, gives a very complete supervision of all the work done.

Our inspector is Mr. Noakes, with headquarters at Kroonstad. He has been most kind to us during our stay here and to him we owe many of the comforts we enjoy. His directions to us when we arrived were, "Do as you please regarding methods of teaching, discipline, etc.; we know you will do your best." I can safely say that we have done our best, for we most thoroughly enjoy the work and already I love the children dearly.

It would be a funny person who would not love them. They are most obedient and their little hearts are so easily won. Truly with them, they are ruled by love. To say that I was surprised when I came in contact with the Boer children, would not sufficiently express my feelings. I had been led to expect them dull, stupid, sullen, dirty and very antagonistic to all British. On the contrary I found myself facing seventy bright eyed children, and was greeted by bright smiles and a pleasant good-morning. As regards discipline, practically none is needed. A shake of the head or a word is usually sufficient to bring any refractory pupil to order. Do not

think that because they are so easily managed that they lack life and energy. On the contrary they are a merry, happy hearted lot.

I think the home life is responsible for their excellent conduct. The Boers, whatever their faults and failings may be, have a beautiful family life. The relation of child to parent and vice versa is one well understood. Obedience is so thoroughly inculcated in the child in the home, that it renders discipline in the school very easy.

Every morning and evening the Boers have family worship, and it is lovely to hear the strains of the hymns floating through the stillness. There is nothing to compare with "the stillness," which is so intense that one almost feels it. Though we have four thousand people encamped here, after sun down not a sound is heard save the occasional rumbling of a cart or the bark of a dog.

\* \* \* \* \*

The children pick up the work very quickly. It is most gratifying to work with them as nearly all try so hard to please. Though in many cases they lack the brilliancy of the home children they possess a patient perseverance and application to work that is in very many cases lacking in the home child. They will always "try" to do what you want.

This is true out of school as well as during the regular hours. They are constantly coming over to the shelter to see if there is anything they can do, such as running messages, bringing hot water from the boilers, etc., etc.

Nearly every day some child has a little present for the teacher. These presents in many cases are certainly more useful than ornamental, viz., some cakes left over from the wedding of a sister or brother, a loaf of bread, etc.

Our classes are dwindling every day now. The burghers, who still possess money are trekking to their farms to resume the old home life. The government allows all who can provide for their families, to leave the camp. Ten days' rations are given each one.

\* \* \* \* \*

There are about one thousand (1,000) teachers now in South Africa. Of that number about seven hundred and fifty (750) were present at the conference held in Johannesburg, July 1-10. Our railway fare to Johannesburg and return, our board and lodging while there and also admission to the theatres were supplied us, free of expense to ourselves. The cost to the department was, I have heard, £10,000. We were certainly well entertained while there.

The Normal Schools, which are now being opened for the training of the junior teachers, will, I am sure, interest you. The one for the O. R. C. is being held at Bloemfontein (the principal city.) Only twenty-five are being admitted at present. These are principally Dutch girls who have been serving as assistants to the trained teachers. Those of greatest ability are of course being chosen. Those fortunate enough to be admitted are given two years training, their board and lodging as well as tuition being supplied free of charge. Do you not think this is very liberal on the part of the government?

Permanent positions are offered to all the teachers who have come from Britain and her colonies; should they choose to remain here after their present engagements have terminated. Schools are to be opened in all the towns, whether on the railroad or otherwise, as quickly as possible. Thus the children will not lose, whatever knowledge they may have acquired during their stay in the Refugee Camp. Several

of our girls have quite made up their minds to remain out here for a few years and gain wider experience before returning to the school at home.

Outside of school we have a very enjoyable time. Once a week we have "a musical evening" in town which we greatly enjoy. Several of our number play and sing well and there is also a good deal of talent in the town. Then there are the usual invitations to tea, dinner, concerts, etc., rendering the camp life anything but dull.

Our inspector, Mr. Noakes, has won our lasting gratitude by the great kindness he has shown us ever since our arrival. He and his charming wife have made us feel that we were indeed among friends, and so prevented the homesickness which might have seized us when we first arrived in this new land.

Miss Pughe-Jones, the camp inspector for the O. R. C., has her headquarters here. We have had several long talks with her regarding methods to be used in teaching. She did not agree with us regarding the teaching of reading, so said she would come down to my shelter and see how the theories I was expounding (the ones I learned at Normal) worked out in practice.

Well, when she came, to my great delight, the children responded most nobly to my efforts and did splendid work. She was delighted and said she had not heard better reading in any of the schools she had visited. She was quite delighted with the method and said that she thought it was certainly a good one.

Next time if you wish I shall send you an account of De Wet's visit to camp, the celebration of coronation, etc.

With best wishes for the work at home, I am,

Yours very sincerely,

EDITH A. MURRAY,  
Refugee Camp,  
Kroonstad.  
O. R. C.

P.S.—I am sending you a few samples of the children's work—not at all elaborate; simply taken from the general class work. E. A. M.

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## School Room Experiences.

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### A REWARD OF PATIENCE.

When first taking charge of a new room in a graded school I met the most difficult case with which I ever had to contend.

The room was a grade two, there were about fifty pupils, all strangers to me. Amongst them was a boy whom I at once knew was going to be very troublesome. He was much larger and much older than any of the others—he being fourteen and the others of an average of eight—but his actions were much younger than his years. He was poorly dressed, unwashed and ill kept in every respect. He had a low forehead, snub nose, a large mouth and black beady eyes.

The first morning as soon as school was called all took their seats. But how long was my large boy in his seat? Just as long as my face was towards him. As soon as I turned around which I had occasion to do a few minutes after

opening he left his seat noiselessly and went to a window at the rear of the room: he was sitting in the second seat from the front. When I turned around and saw him looking through the window I was rather surprised for I had not heard the least noise. I said very quietly to him, "Bobby, don't you know you should not leave your seat without permission after school is called?" "Yes." "Why did you do it then?" "I forgot." I told him to take his seat and he did so readily, but each boy he passed he struck with a piece of rubber tube he had, and called out "rubber neck." When he reached his seat I asked him for the rubber. He said, "It's mine." I told him I knew it was his but I wanted him to give it to me for the present as he could not have it in school since he annoyed other children with it. He offered it to me and I reached to take it but it was suddenly withdrawn. I did not offer to take it again but held my hand open for him to place the rubber in. It took a few minutes for him to do as I wished but he did it. Then he commenced his work, at least I thought so, but I very soon found out he did not know how to work.

He was a poor writer, but worse than that he did not know what he was writing. He did not know the simplest words nor had he any idea of finding them out for himself. He could not draw nor do number work and did not seem to have any interest in any kind of seat work.

His case was now more difficult than ever. What was to be done with Bobby?

During the whole of the forenoon he did not leave his seat again but was continually annoying those near him and consequently I had to speak to him. His actions might be having a bad effect on the other pupils but no one attempted to help him make a disturbance; they rather seemed ashamed of him. One or two children voluntarily informed me that Bobby was always naughty when a new teacher came to the room. Here was help; but had I self control enough to go on for weeks, perhaps months, with a boy in a room acting in this manner; and was it not probable, that, by his example, I would be losing control of some of the others? I had decided that to whip the boy would be disastrous, and as I will show you later I think you will agree with me that it would have been. He must then be won by love.

I discovered that the more notice I took of this boy the worse he was; so finally, to outward appearances I did not see what he was doing. In a short time he became much quieter. Evidently it was no pleasure for him to make mischief unless he was noticed.

The third or fourth day when music lesson commenced we were singing an exercise with a lively rhythm. Bobby was apparently paying attention but was not singing. I asked him if he could sing this. "Yes," was his answer. "Would you like to sing it alone for me?" A broad grin was the only reply. I gave him the pitch and he sang it and sang it correctly and sweetly. I praised him as I thought he deserved. Bobby was a better boy the remainder of that day. I also was better. I had found something which was of interest to Bobby.

Each day I watched for some improvement. Many days I was doomed to disappointment. He was worse than the day before, and often he did not or would not take any interest in his music even when singing his favorite songs or playing games.

This state of affairs continued several weeks. I had many private talks with Bobby often during a recess when I had had to keep him in for some

offense which could not go unfinished. These talks sometimes had to outward appearances no effect or but a fleeting one at best. Some days it would seem as if I had made some progress, but just as I would begin to think so, some act more untuly than usual would upset all this belief. Many days I wondered if I could be patient with Bobby one day more.

To make matters worse some of the parents came to me complaining about the boy, saying I had no right to have such a boy in school. I explained that the boy did nothing that was bad in itself, but that it was only mischief.

Many were the promises I had received from Bobby that he would be a good boy and I believe he tried to be such but had not the power of self control to accomplish his aim.

I gave him many things to do for me and he seemed to enjoy it. After about two months he would ask if he might help me at recess. I always granted his request when possible.

Meanwhile I had been finding out the history of the boy. I learned that when one of my predecessors had undertaken to administer corporal punishment the boy had taken out his jack-knife in self defense. Besides this there had been considerable trouble with Bobby, I had decided to visit his home. The first opportunity I had I did so and was much surprised to see a house which was clean, at least on the surface, and also comfortable. Perhaps it was not always that way: it may have been the exception and not the rule. I had before this succeeded in getting Bobby to come to school, not every day but many days, with clean face and hands.

The morning after my visit, when I entered my room, I noticed Bobby sitting in a seat apart from the others. A moment afterwards I heard him call to a group of boys, "Say, teacher was down to our house yesterday." I saw that the boy was pleased that I had been to his home, and I knew that I had gained a great deal through my visit.

That day Bobby was very much better than he had ever been before, and just before dismissing he asked me if he had been good all day. I told him he had been better than any other day since I had been there. He said "I tried my hardest to be good to-day." Was I repaid for my eight or ten weeks constant struggle? Yes, those words, "I tried my hardest to be good to-day," were music to the soul.

From that day we were friends. Bobby was ever eager to help me even to trying to be good, and although many of his efforts in that direction were failures yet even when he would look up and say, "I tried to be good to-day but couldn't," even then he received some word or praise.

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## Editorial Notes.

### POLITICAL DISHONESTY.

1. *There is an evil.* Everybody must admit it. It affects not only political leaders but the rank and file. As evidences of the evil we have the selling of votes, public and private bribery, a subsidized press, the wealth of the country in the possession of an unworthy few, positions of influence used for personal gain, fortunes made in a day by those who have patronage to dispense. And these are only samples.

2. *There is a cause for the evil.* Nor is it difficult to analyze life and determine the cause. Perhaps the one word dishonesty explains it all. It is said that Mr. X., who has it in his power to make and unmake, to give and take away, has enriched himself and his friends by the granting of railway subsidies. Why did he do it? Could he have done so if he were a thoroughly honest man? It is said that Mr. Y. has been equally corrupt in dispensing favors but that he has acted for party ends. Could he have done this if he were an honest man? It is said that Mr. Z., who is an ordinary citizen, sold his vote for five dollars, and was a party to bribing others. Could he have done this if he were honest? It may be urged that in private life none of these would have robbed a neighbor, though in public life he might not hesitate to plunder. We are not prepared to grant this fully, for we have an impression that if in private life these men could steal without being caught or exposed, or even if they could explain away the case, many of them would not stop at anything. But even granting that public robbing does not appear as heinous to some men as private villainy what is the reason?

Perhaps an illustration might make it plain. A man finds himself connected with many institutions, e.g., the family, the church, the secret society, the political party, the state. With some of these he is more closely connected than with others. More than this, every institution with which he is connected is but a type of others that are in existence at the same time. There is then this two-fold necessity awaiting every man,—the necessity of championing his own institutions against others of the kind, and the necessity of securing his rights and privileges within his own institutions.

It is very difficult to be honest here. First of all, natural ambition, greed, selfishness, or to use an unoffensive word, regard for self-preservation, tends to make every man willing to think well of his own affairs and lightly of the affairs of others. This leads to all family feuds, race prejudices, party and faction fights. In the second place, this same selfishness or desire for self-attainment leads a man to aim at getting as much as possible for himself even within his own institutions. In more than one family has there been a fight for the celery core, in more than one church a race for the offices of distinction, in more than one party, a contest for leadership. Nor is this all. In the case of conflicting duties, where for example the best interest of the smaller institution, such as the family, says one thing, and the best interest of a higher institution, such as the state, says another thing, it is very likely that a person will try to persuade himself that his duty is to act for the immediate benefit of the smaller institution—because it has a closer personal relationship to himself. So that what is required is strict honesty in making decisions. And such honesty is incompatible with *selfishness*. From this sin springs all our misery.

3. *There is a remedy, or at least a partial remedy for the evil.* In the first

place it is evident that the mind which has been trained to make honest and unselfish decisions and to act upon them, within the limits of family and social life, will have at least a tendency to act honestly and unselfishly when the affairs of state have to be considered. Generally speaking, *the honest man will be the honest citizen*. More than this, however, a sentiment has to be created in favor of the larger and less personal institutions. The intense party spirit in Canada, happily giving way to the spirit of independent judgment and independent action, has hitherto made the creation of national sentiment almost an impossibility. The system of monopolies and trusts has done more to hinder the growth of the sentiment than perhaps anything else, for it has made the common people feel that the state is not theirs. How can one be watchful of the interests of an institution from the control of which he is practically debarred?

4. *What should be done about it?* In the first place the home and school must promote honesty, truthfulness and unselfishness. The child who learns in his family life to cheerfully subordinate his own wishes, and to permit the family will to prevail, has taken the first great step towards good citizenship. Later on he may with equal cheerfulness subordinate the claims of his family or community to the claims of the state. But he is more likely to do this if a sentiment for the state, and for fair dealing in the state has been growing up in his mind. If children so heed their parents, that on reaching maturity over ninety per cent. adopt the same political views, simply because the sentiment has been in a certain direction, what could not be hoped for if parents and teachers were to give all their energies, not to creating a sentiment for *party*, but a sentiment for *righteousness* in political life? Even a passing reference might have lasting results. It is gratifying to know that in many schools work of this kind is being continually carried on. It is doubtful if in many homes political purity is placed above political party. And here let us enter a protest against those people who are blaming the schools for the low condition of political life in the country. Three things these people should learn ere they speak,—first what the schools can do profitably; second, what they cannot do and should not attempt, and third, what they are doing or attempting.

But there are other institutions than the home and the school. The church must awake. It is awakening. The press must be regenerated, for nothing short of a miracle will save it. In the meantime let the influence of the school make for righteousness; let it cultivate a sentiment for pure community life.

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#### HERE IS A PLAIN STORY.

In a certain town in this province the School Board had succeeded in getting together a good staff of teachers. The salaries were good, the equipment was all that could be desired, and in fact everything was just as pleasant for the teachers as possible. Now wasn't this just *lovely*? But what do you think took place? The summer holidays came and good-byes were said, and the teachers promised to return. The weeks went by and everybody was looking forward to the reassembling of school with pleasure. But just three days previous to the opening, there came word from one teacher that she had received a position in another town, and she asked to be excused: a second teacher wrote tendering her resignation, giving no reason; a third asked that she be permitted to go to a new field. As we said, this

was three days before the opening of school, and we all know just in what position the trustees would be placed. We are glad to relate that one of the teachers offered to come back—did actually come back—to fill in a month until her successor was secured, but as for the other two—well, the less said the better.

This is the story as told by one of the trustees. Does it not make every teacher blush for shame? Thank Heaven, such cases are rare. Let us in charity withhold names. Some day the Department may see fit to withhold certificates for breach of contract.

\* \* \* \* \*

#### ANOTHER STORY.

A young lady applied for two schools. On the same day came two acceptances. The first was from a rural school—salary \$450. It called for a reply by wire. The reply went back at once closing the bargain. On the same afternoon came another acceptance from a school much more desirable in every way—salary \$525. And there were still three weeks till school opening. Yet this young lady never hesitated. A bargain was a bargain. And this is no mythical case.

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#### CANNOT GET A TEACHER.

This has been the complaint of more than one rural school trustee, and it is a complaint in nine cases out of ten without foundation. Here is what happens. From fifty to one hundred schools advertise for teachers at the same time, using the stock phrase: "Apply stating salary." The average trustee is not ashamed to confess his ignorance as to the value he should place on the education of his children. He is willing to trust to an auction sale. And so the advertisement reads, "Apply, stating salary, before the 20th prox." On the twentieth, three or four weeks after the advertisement appears, the applications are opened and a choice is made. Mr. A. as one of the lowest is accepted. But Mr. A. wasn't going to take chances, and in the meantime has applied for another school and has entered into an agreement. Mr. B. and Mr. C. are in the same position. As a result a new advertisement has to be inserted, and there is a complaint of the great scarcity of teachers.

There is only one remedy. Let trustees be manly enough to state just what salary they can give. Let them take the first suitable applicant at that salary. Then there will be no complaining.

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#### DR. GOGGIN LEAVES.

As Dr. Goggin goes East the best wishes of the entire West will go with him. No man has done more to lay aright the foundations of education in this land. As a Normal School man he has had few equals. The condition of education in the North-West Territories will bear testimony to his ability as an administrator. There are few better qualified than he to enter upon the duties to which he has been called.

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"We (my pupils and I) look for the JOURNAL every month, and would not like to be without it. I think it a great help to an inexperienced teacher."

JENNIE M. SPRINGSTEIN.

## Primary Department.

EDITED BY ANNIE S. GRAHAM, CARBERRY, MAN.

### GOOD-BYE TO SUMMER.

¾—For keynote, sing 4 in Key C. and call it 1.

5 (4 5. 3. 3.) (2 3. 1. 5.) (1. 1. 2.) (3. —. 5.)  
 (4 5. 3. 3.) (2 3. 1. 1.) (1 2. 3. 2.) (1. —. 1.)  
 (2. 2. 2.) (3. 3. 3.) (4s. 5. 6.) (5. —. 5.)  
 (4 5. 3. 3.) (2 3. 1. 1.) (1 2. 3. 2.) (1. —. .)

The brown birds are flying like leaves through the sky,  
 The flowerets are calling, "Dear birdies, good-bye."

The bird voices falling so soft from the sky,

Are answering the flowerets, "Dear playmates, good-bye."

The wee flowers are nodding, so sleepy they grow.

They put on their night-caps, to Dreamland they go.

Their play time is ended, for summer is o'er,

They'll sleep neath the snow flakes, till spring comes once more.

### A LETTER FROM A CAT.

"I hereby take  
 My pen in paw to say,  
 Can you explain a curious thing  
 I found the other day?  
 There is another little cat  
 Who sits behind a frame,  
 And looks so very much like me,  
 You'd think we were the same,  
 I try to make her play with me,  
 Yet, when I mew and call,  
 Tho' I see her mew in answer,  
 She makes no sound at all.

And to the dullest kitten,  
 It's plain enough to see  
 That either I am mocking her,  
 Or she is mocking me.  
 It makes no difference what I play  
 She seems to know the game;  
 For every time I look around,  
 I see her do the same.  
 And yet no matter tho' I creep  
 On tiptoe, lest she hears,  
 Or quickly dash behind the frame,  
 She's sure to disappear."

*Contributed by T. McC.*

### PICTURES IN THE PRIMARY ROOM.

Why should we study pictures? "The dominant theme in all education is that which uplifts, which inspires, which comes from a realm often far removed and reaches down to the weary and worn conditions of our everyday existence. It brings a message to tired humanity, it nourishes and stimulates that power within us which is ever striving for the ideal life." In picture study, in the grand compositions from the master hands we may trace one of the strongest powers for this uplifting process. John Stuart Blackie in "Self-Culture" says, "It is by admiration only of what is beautiful and sublime that we can mount up a few steps toward the likeness of what we admire."

"All this will do for grown-up people," you say; but listen.—"The keen sense

of beauty cannot be gained *except in childhood*, and can be gained then only by *familiarity* with beautiful things." There is a high character, then, and a vast importance, given to our work when we realize that it is ours to "open the door for the children" into the world of art; for it is art and the great pictures of the world that will bring them some of life's greatest happiness.

How may we open this door? I mean, of course, what can be done *in the school-room*, in the primary room? There will need to be both *indirect* and *direct* work.

I. First, let us consider the *INDIRECT* teaching—the surrounding of the little ones by the beautiful. We all know how environment affects our lives. Isn't it easier to think pure and lofty thoughts when we are out under the blue sky, breathing the soft, pure air, and inhaling the perfume of flowers than it is when away from any suggestion of beauty? I think it was Robert Louis Stevenson who wrote—

"The great day-nursery, best of all,  
With pictures pasted on the wall  
And leaves upon the blind;  
A pleasant room wherein to wake  
And hear the leafy garden shake  
And rustle in the wind."

We shall consider at present just one phase of this *indirect* work—this school-decoration—namely, *pictures*.

(a) As to the *number* of pictures.—"A single picture, carefully chosen and judiciously hung, may exert a deeper and more abiding influence than a dozen selected with less care, and scattered about the room calling attention hither and yon until it settles upon nothing in particular."—True. But may we not have more than one, "carefully chosen and judiciously hung?" And, what about the area of our wall space in proportion to the picture area if we have but one picture?

(b) In the *hanging* of pictures there are several things to be considered. The school-room is not a drawing-room, but instead the ceilings are generally so high and the walls so large that it is no easy matter to arrange pictures nicely. I have found it a good plan to have a picture-moulding placed as low as a pleasant spacing of the wall area will permit. The little ones can then all see and enjoy; and this enjoyment which tends to develop an atmosphere of refinement is really the picture's mission. In the placing of pictures I find that an irregular arrangement is more pleasing than the old conventional custom of hanging them "to match." Around the top of the wainscotting, on the plastered wall, is a suitable place for small pictures "for close, intimate companionship and study." These may be mounted on ten or twelve-inch strips of heavy paper of a suitable color.

(c) Some of our school pictures will be *framed*. In the selection of suitable frames, the teacher will require to exercise her own taste. Oak frames are seldom out of place, and they have the additional value of being perhaps the most durable. If the picture has a mat, I prefer the frame of the same color. For instance, on a picture which called for a grey mat, I should place a grey or black frame, the dark grey of the mat merging into the dull, darker grey, or black, of the frame. If without a mat, a frame corresponding to one of the most pleasing tones of the picture, will almost surely satisfy the eye. But with the large number and variety of frames shown in our stores to-day, surely there is something to satisfy every taste.

(d) Selection of subjects.—The pictures for our room will of course be chosen from the standpoint of the child. In other words we "must suit the material to the taught." If the teacher chooses the pictures, she lays bare her own artistic soul, but she can easily discern the child's choice of her selections by the amount of enthusiasm he shows. A lasting place should be given only to the best, to those which have "enduring qualities." The child of the primary room will read his story from the light of his own particular little world; the youth, with his wider outlook, will be appealed to in an entirely different way; the man will find that the picture of his kindergarten days still has a place in his heart, although now with his mature years, he looks at it through different eyes.—But there is another class of picture which we may not overlook. Shall I call it the "temporary picture?" You know among our lists of friends there are some whom we are pleased to minister to, and who "help us in our daily need." We enjoy them for a time, but at last they slip from us like "ships that pass in the night." They are not like our dearest friends who seem to be "a necessary part of our very lives;" and yet we are glad that we have known them. Such are those "temporary pictures,"—those which may be enjoyed for the time and yet will be outgrown as the child passes on to manhood. They have not that in them which will bear the test of time, and yet they are of some value.

A child will choose a picture for *what it tells*, and life and motion appeal very strongly to him in making his choice. Probably the best pictures for the smallest children are,—those that have a direct bearing upon their own little lives and environment, such as the love of mother and child, tenderness and care for others, those which inspire a sympathy for helpless creatures and dumb animals, pictures showing beauty of the earth, out-door life, etc. The following may be suggestive:

(a) Pictures showing love, care for others, sympathy—"Holy Night," by Correggio; "Mme. Le Brun and Daughter," by Le Brun. The many Madonnas by the great artists: "Two Mothers and Their Families," by Gardner; "The Sick Monkey," by Landseer; "Feeding Her Birds," by Millet; "Worn Out," by Faed; "The Doctor," by Fildes, etc.

(b) Those showing labor,—“Oxen Going to Work,” by Troyon; “Ploughing,” by Rosa Bonheur; “The Blacksmith,” by Herring; “At the Watering Trough,” by Bouveret; “The Ferryman’s Daughter,” by Adan, etc.

(c) Those showing faithfulness,—“Waiting for Master,” by Landseer, etc.

(d) Those showing heroism,—“Saved,” by Landseer; “Grace Darling,” by Brooks, etc.

(e) Those showing child life at home and in other lands.—“Menagerie,” by Sollerland; “Frightened Bather,” by Breton; “On the Beach,” by Delobbe; “The Doll’s Bath,” by Iglar; “School in Brittany,” and “Composition Day,” by Geoffrey; “The Children’s Friend,” by Eberle; “A Helping Hand,” by Renouf; “Girl with Cat,” by Hoecker, etc.

II. We come now to the DIRECT teaching, the actual lessons in picture study. Let us suppose that we are to have a lesson on a certain picture. Some day about a week or two previous to the lesson I should hang the picture on the wall (if it were not already there), and tell the class that next week we would have our talk about this picture. During the week it would be the privilege of any child who had finished his other work to go quietly and look at the picture whenever he wished and without asking permission. A child cannot look at a picture for a moment or two, and then be expected to talk fluently about it. He must live with it, not that

its technical merit may impress him, (for that is beyond him) but that its sympathetic note may send out its appeal. Picture study in my room means a few moments now and then of "free and easy" time. Sometimes these moments are spent in observing the picture, as I have stated. Sometimes groups of three or four gather around the picture and talk about it. But at last comes the day when we may each talk *for some time*. We must have no stilted way of procedure, or cats will run away with little tongues. So teacher and children have a sort of "special recess." We gather around in one great group, and putting all formality aside, talk naturally with each other as we would if we were at home. No little one is pressed so hard that, for want of something better, he is compelled to say "The cat has two eyes," or the like. But all are encouraged to tell what they can. The teacher sometimes begins the conversation by simple, suggestive questions, and thus "gets the ball a-rolling." Perhaps after some have told their stories, she tells hers, and in this way helps to the true meaning of the picture. Children are free to ask questions, to tell what they like best about the picture, etc. Perhaps the teacher shows the artist's picture and tells how he came to make the painting for us, or gives two or three simple events of his life. Maybe the children remember some of his paintings which have been studied before, or maybe during that preparatory week some child has collected a fund of information and wishes to tell it. Some day we will have a review, when each child will select a picture, and, imagining his audience to be wholly ignorant of his chosen picture, he will tell all he can about it.

(It is interesting to note some of the children's sayings about pictures. One little girl said one day, "Isn't there a difference in our *cat* pictures? Landor's cats are all looking as though they were sitting still to have their pictures taken; Mnre. Ronner's cats are always into mischief; and Lambert's are very much 'at home,' and are so comfortable looking. Another little girl wrote, "I like 'A Helping Hand' because the little girl's father is so gentle looking. I think the little girl has been sick. She thinks she is helping her father, and he is so kind that he just lets her think so. Don't her little hands look soft and white beside her father's big, brown ones? She thinks he is the best man in all the world." One of my boys said, "I think I can always tell Von Bremen's pictures. There is a strange kind of misty light in them.")

Sometimes our picture lesson is taken in the form of a guessing game. One pupil describes some picture that all know, while the others try to guess the name and the artist. The one who guesses correctly may name the next one to be IT, or may be IT himself.

Another part of our work is to make collections of pictures, pasting them either on picture charts or in books for the purpose. (See foot-note to Primary Dept. of *May Journal*, 1902.)

Children sometimes bring a picture from home and lend it to the class to study, and sometimes a child borrows a school picture and takes it home "to show to mother." On a pupil's birthday, a suitable and sure-to-please little remembrance is a small print of some favorite picture that has been studied. These little things all tend to foster a love for pictures.

May I add just a few words more? Two helpful magazines for teachers are "The Perry Magazine" (Malden, Mass.), and "Art Study" (26 West 23rd Street, New York). And, if you have not already read them, two helpful books are "Art and Formation of Taste," by Crane, and "How to Study Pictures," by Emery.

## TIME TABLE FOR A PRIMARY ROOM.

TIME.	GRADE I JR.	GRADE I SR.	GRADE II.
9 to 9.15	Opening Exercises, Assigning Work, etc.		
9.15 to 9.25	Number.	Copy words.	Composition.
9.25 to 9.40	Copy Words.	Number	Composition.
9.40 to 9.55	Building with Blocks, or Paper Cutting.	Drawing.	Number,
9.55 to 10	Physical Exercise.	Physical Exercise.	Physical Exercise.
10 to 10.15	Reading or Word Study.	Composition	Supplementary Reading or
10.15 to 10.35	Ticket Work.	Reading or Word Study.	Making Scrap Books.
10.35 to 10.45	Looking over practice books, examining work or giving individual help.		
11 to 11.20	Nature Study, or	Drawing, or	Picture Study.
11.20 to 11.40	{ Looking at Scrap or Picture Books, or } { Supplementary Readings. }		Reading.
11.40 to 12	Reading to the three classes.		
1.30 to 1.40	Singing, assigning work, etc.		
1.40 to 1.55	Writing.	Writing.	Writing.
1.55 to 2 10	Reading.	Ticket Work.	Number.
2.10 to 2.15	Marching.	Marching,	Marching.
2.15 to 2.30	Illustrating Reading lesson or other story.	Reading.	Looking at picture books or scrap books.
2.30 to 2.45	Illustrating Reading lesson or other story.	Written work based on the reading.	Spelling.
3 to 3.15	Music.	Music.	Music.
3.15 to 3.35	Games or	Memory Gems or	Talks by Pupils.
3.35 to 3.50	Reading to the three classes.		
3.50 to 4	Closing exercises and getting ready for home.		

N. B.—Without check mark denotes seat work.

\* \* \*

Is this time-table an ideal one? Or what are its defects, and how can we remedy them? The following quotations and questions may help in a criticism: "Thought subjects should be taken when the pupils are brightest (preferably in the morning), and should be followed by subjects which bring the presentative or representative powers into activity. Subjects which do not require the exercising of the thought powers may be left until later in the day." Does this time-table bring that change which is "as good as a rest?" "Writing should never be taken just after violent exercise." "Music is best after a recess in the open air." "In small children, the presentative and representative powers should have more attention paid to their development than is paid to the thought powers."

\* \* \*

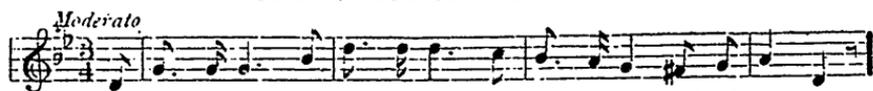
"All around me every bush and tree  
Says 'Autumn's here, and winter soon will be,  
Who snows his soft, white sleep and silence over all.'"

—Lowell.

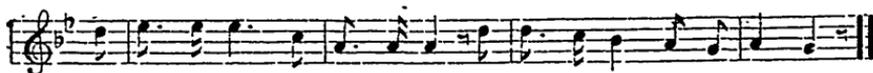
# In the School Room.

## PRIMARY SONGS.

### CHILL AUTUMN'S HERE



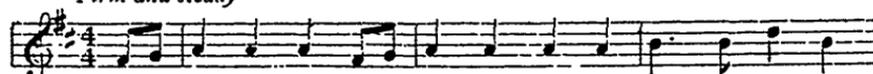
1. Chill Autumn's here, the trees are bare, The winds are howling in madness;
2. The herdsman lone in mournful tone For joys de-part-ed is griev-ing.



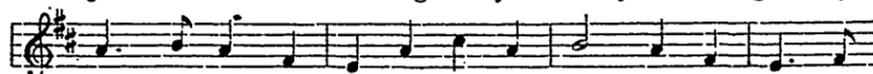
The storks are fled, The swallows sped, The cricket's song hush'd in sad-ness.  
With pit-eous cry the herds re-ply, Their pastures green sadly leav-ing

### BEFORE ALL LANDS IN EAST OR WEST

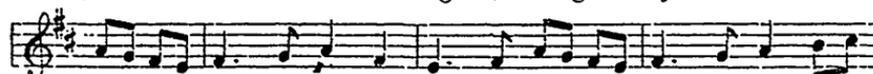
*Firm and steady*



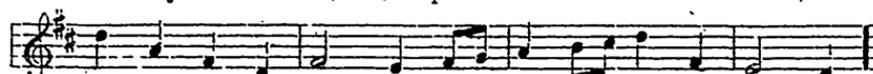
1. Be - fore all lands in east or west, I love my na - tive
2. Be - fore all peo - ple, east or west, I love my coun - try -
3. To all the world I give my hand; My heart I give my



land the best: With God's best gifts 'tis deem - ing; For gold and  
men the best; A race of no - ble spir - it: A so - ber  
na - tive land, I seek her good, her glo - ry; I hon - or



jew - els here are found; And men of no - ble worth a - bound, And  
mind, a gen - erous heart, To vir - tue trained, yet free from art, They  
ev - 'ry na - tion's name, Respect their for - tune and their fame, — But



eyes of joy are beam - ing, And eyes of joy are beam - ing.  
from their sires in - her - it, They from their sires in - her - it.  
love the land that bore me, But love the land that bore me.

From "Primary Songs"—Ginn & Co. A very attractive little book for the junior grades. Better than any other book of the kind that we have seen.

"The JOURNAL is a great help to me in my primary work."

M. I. MORISON.

## LANGUAGE TEACHING.

Following the article of last month we here present an outline of the language work that could be attempted in Grade II.

*Oral Expression—*

1. Narration and description based on personal experience. (Spontaneous but orderly expression desirable.)
2. Conversation based on ordinary studies. Attention to manner—posture, speech, attitude, etc.
3. Reproduction of stories read and told by teacher.
  - (a) Stories of Old Testament—Joshua, Gideon, Samuel, Saul, David and Jonathan.
  - (b) Stories of primitive life.
  - (c) Stories of animals and pets.
  - (d) Fairy tale and myth.
4. Memory Gems in prose and verse. To include the memorizing of at least two verses per week from Scripture.
5. Correction of the more common errors of speech as in Grade I., with particular attention to individual faults.
6. Special lessons on the use of *see, lie, sit, go*, the conjunction *and*, the personal pronoun, and the other prevailing errors of pupils.
7. Study of synonyms—adjectives and adverbs. The language and reading of pupils the basis of study.
8. Continued attention to the etiquette of conversation.
9. Phonétic analysis, or slow pronunciation of words.
10. Listening to prose and poetry as read by the teacher.
11. Recitation—including dramatic action.
12. Learning the letters of the alphabet in order.

*Written Expression—*

1. The work of Grade I. continued.
2. Copying accurately the lessons in the Reader.
3. Writing sentences—attention to spelling, punctuation, penmanship and general form.
4. Uses of capitals—beginning of sentences, proper names, days of the week.
5. Instruction as to the form of letters.
6. Daily exercises in spelling—special attention to words as *hear, here; to, too, two*.
7. Neat work at all times. Special care in placing work on the page.

\* \* \* \* \*

*Other Forms of Expression—*

1. Attention to gestures, facial expression, dramatic action. Thought and expression should harmonize.
2. Making objects with paper, card-board, sand-board, splints, thread and needle, etc.
3. Drawing as related to all school studies.
4. Rote songs.

*Reading—*

1. From text-books.
2. Sight reading.

*Music—*

Singing of songs.

Drill in scale and intervals.

First Chart in Normal music course; children should be trained to understand the key denoted by each signature in the nine keys given, also the meaning of the time signatures and corresponding time names.

The following observations, with regard to method may be suggestive.

1. The personal experiences most suitable as a basis for language work, are those in which pupils are most interested.

2. Every lesson should be a language lesson. If a boy is only measuring a room, and states the result in the best manner possible it is for him a good exercise in expression.

3. For stories of primitive life, Seven Little Sisters, Hiawatha, Robinson Crusoe, suggest methods of presentation. Material is found in the regular texts in history.

4. Such attention should be given to the etiquette of conversation as would make it impossible for people to demand private schools.

5. The slow pronunciation of a word is in reality a rough spelling of the word. It is also a help to clear articulation.

6. Dramatic action is best carried on in the form of games. Children will play Cinderella, The Three Bears, etc. Full advantage should be taken of this instinct for imitation. It leads to free living expression.

7. The accurate copying of lessons, with thought as to the meaning of the marks, is the best way to learn the mechanics of composition.

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### AN EDUCATIONAL SERMONET.

"And He said unto him, Follow me. And he arose and followed Him."

If you will read the chapters preceding my text you will find that the Teacher had, a short time before, delivered a great sermon, in which principles were expounded and rules of conduct were proclaimed that raised the standard of individual morality to the height hitherto undreamed of. It was after this sermon that the Teacher said, "Follow me." In other words, "Come and see me live out every word I have spoken."

It is easy, my brethren and sisters, to preach, but it is hard to practice. Could you, to-morrow morning, go before your pupils and say, "Follow me"? And yet you act as if you were infallible, and while your lips do not frame the expression, your whole life in the schoolroom is shouting out in unmistakable tones those two words of my text.

Can you blame a boy for slamming his slate upon his desk in a fit of anger when hardly a day passes that does not see you lose your temper? Can you blame him for being impudent and disrespectful, when you take advantage of your position to browbeat and ridicule him and his companions? Can you blame him for not preparing his lessons when he knows from the way you teach that you do not prepare them either? Can you blame him for deception when you get off the little black lie of giving him another day to think about that example when he knows that you yourself cannot do it, and that you are merely playing upon his credulity to gain time? Remember my brethren and sisters, my text says, "Follow me. And he arose and followed him."

Some time ago I was watching some carters hauling dirt. The horses in two of the carts were about the same size and strength, and the carts loaded to the same level. One man got behind his horse and tried to drive him, laying on a stick with a right good will. His horse balked and he had to put dirt into the horse's mouth and swear some fearful oaths before the horse would start.

The other man took his horse by the bridle, and, walking a little ahead, said, "Come on, old boy, you can start the load all right. Now!" The horse leaned forward, the harness back of the saddle arose, and off they went. My dear brethren and sisters, if you would drive less, yell less, scold less, ridicule less, and nag less, and lead more, the load of school duties would start easily and move along gracefully and more pleasantly. Remember, then, the lesson of my text, "And he said unto him, Follow me. And he arose and followed him."

—A. T. EACHER in *The Teacher*.

## SUGGESTIONS FOR LIBRARY.

So many requests are coming in for names of the books suitable for school libraries that we are compelled to publish a modified list of what appeared earlier in the year.

## PRIMARY GRADES.

(To be read to or by the pupils.)

Alice in Wonderland	Carroll	Abbott	Scott
Through the Looking Glass	Carroll	Lady of the Lake	Scott
In Mythland	Beckwith	Marmion	Scott
Fairy Tales	Andersen	Tales from Shakespeare	Lamb
The Birds' Christmas Carol	Wiggin	History of a Mouthful of Bread	Mace
Garden of Verses	Stevenson	Prisoner of Chillon	Byron
Lord Fauntleroy	Burnett	Autocrat of the Breakfast Table	Holmes
Black Beauty	Sewell	Jackalopes	Ewin
Beautiful Joe	Saunders	Magellan	Fowle
Seed Babies	Morley	Sir Francis Drake	Fowle
Water Babies	Kingsley	Historic Boys	Brooks
Wilderness Ways	W. J. Long	Historic Girls	Brooks
Ways of Wood Folks	W. J. Long	Brief Biographies	Miller
Secrets of the Woods	W. J. Long	Stories of the Greeks and Romans	Guerber
Jungle Books	Kipling	Myths of Greece and Rome	Guerber
Wild Animals I Have Known	Thompson	Geographical Readers	Carpenter
Each and All	Andrews	The Pilot	Cooper
Seven Little Sisters	Andrews	Kenilworth	Scott
Ten Boys on the Road	Andrews	David Copperfield	Dickens
Adventures of a Brownie	Craik	Westward Ho	Kingsley
Aunt Martha's Corner Cupboard	A. L. O. E.	Piccola	Saintine
Little Men	Alcott	Book of Golden Deeds	Yonge
Little Women	Alcott	Treasure Island	Stevenson
Voyage in the Sunbeam	Brassy	Heroes of Invention	Towle
Uncle Tom's Cabin	Stowe	Greek Heroes	Kingsley
Johannot Series (4)		Boyhood of Lincoln	Butterworth
Seaside and Wayside (3)	Wright	Captains of Industry	Parton
Stories for Children	Lane	General History	Myers
Stories of the Maple Land	Young	History of Canada	Roberts
Robinson Crusoe	DeFoe	Stories from Canadian History	Marquis
Old Stories of the East	Baldwin	Stories from English History	Creighton
Fifty Famous Stories Retold	Baldwin	Geography of the British Colonies	Dawson
Fairy Tale and Fable	Thompson	Geographical Reader	Shober
Bird Ways, I and II	Miller	Geographical Reader	Johannot
Old Greek Stories	Baldwin	Story of Our Continent	Shaler
Pilgrim's Progress	Bunyan	Footprints of Travel	Bullou
Five Little Peppers	Sidney	Due West, North, South, etc	Bullou
Brooks and Brook Basins	Lrye	Voyage in the Ship Beagle	Darwin
Fairy Frisket	A. L. O. E.	Little Flower Folks	Fratt
The Gold Thread	McLeod	Story of the Stars	Chambers
Haas Brinker	Dodge	Flower Fables	Alcott
Jessica's First Prayer	Stratton	Stories of the Illad	Church
King of the Golden River	Ruskin	The Rollo Books	Abbott
Kindergarten Stories	Wiltse	Bird Life	Chapman
All the Year Round, I, II, III, IV	Strong	Biography of a Grizzly	Thompson
The Little Lame Prince	Mulock	Pepacton	Burroughs
Among the Meadow People	Pierson	Deeds that Won the Empire	Fitchett
Among the Farmyard People	Pierson	Fights for the Flag	Fitchett
Among the Forest People	Pierson	Life of Livingstone	Murhes
Young Folks' Book of Poetry	Campbell	Life of General Gordon	Butler
Little Wanderers	Morley	The Graphic Story Books	
Little Flower People	Hale	Parkman's Works	
Stories of Insect Life	Weed	Prescott's Works	
Swiss Family Robinson	Wyss	Farthest North	Nansen
Poetry for Children	Elliot	Child's History of England	Dickens
Six Stories from Arabian Nights		Prue and I	Curtis
		Forge in the Forest	Roberts
		Treasury of Canadian Verse	Rand
		Pathfinder	Cooper
		Christmas Stories	Dickens
		Scottish Chiefs	Porter
		My Saturday Bird Class	Miller
		Charles O'Malley	Lever
		Stories of the Old World	Church
		Cricket on the Hearth	Dickens
		The Story of the Hills	Hutchison
		Julius Caesar	Shakespeare
		Merchant of Venice	Shakespeare
		Idylls of the King	Tennyson
		Two Years Before the Mast	Uana
		Child's History of England	Dickens
		Last of the Saxons	Lytton
		Twice Told Tales	Hawthorne
		The Iron Star	True
		Wonder Book	Hawthorne
		Wood's Natural History	

## HIGHER GRADES.

Evangeline	Longfellow
Hiawatha	Longfellow
Miles Standish	Longfellow
Enoch Arden	Tennyson
Ancient Mariner	Coleridge
Snow Bound	Whittier
Sketch Book	Irving
Seats of the Mighty	Parker
Girls Who Became Famous	Bolton
Boys Who Became Famous	Bolton
Rab and His Friends	John Brown
Tom Brown at Rugby	Hughes
Ivanhoe	Scott
Chalisman	Scott

## METHOD.

That there is a general method in teaching which may be applied to all subjects has been the contention of the Herbartians. The following lesson plan from "Notes on Lessons on the Herbartian Method"—by M. Fennell (Longmans, Green & Co.)—will illustrate the general plan:

## PARTS OF A SIMPLE SENTENCE.

*Class*—Average age, 12. *Time*—Half an hour. *Previous Knowledge*—Subject, predicate and object (direct). *Aim*—To exercise pupils' understanding and teach them to generalize.

## MATTER.

## I. PREPARATION.

1. *Examples.* { (a) The boy skates.  
(b) The boy loves games.  
(c) The good boy desires to please his master.  
(d) Walking in the woods is pleasant.  
(e) "Alas!" said she
2. *Analyse* above examples under head of subject, predicate, and object.
3. *Define* sentence, subject, predicate, object.

## II. PRESENTATION.

- 1) *Essential Parts.* { (a) Subject.  
(b) Predicate.  
(c) Object if (b) is transitive.
- (2) *Non-essential Parts.* { (a) Enlargements of subject.  
(b) Indirect object.  
(c) *Extension.* { i. Time.  
ii. Place.  
iii. Manner.  
iv. Cause.

*Further examples to illustrate 2:*

- Diligent children receive their reward at the distribution of prizes.
- The kind master gave a holiday to his pupils yesterday.
- He took them to London by train, as a reward.

(2) *continued:*

- (a) *Enlargement* consists of adjective or phrase qualifying subject or object.
- (b) *Indirect object* denotes person or thing *indirectly* affected by the action, through medium of a proposition.
- (c) *Extension* or enlargement of predicate denotes circumstances of time, place, manner or cause.

## III. ASSOCIATION.

*Analysis of last Examples.* { *Subject:* The master  
*Enlargement:* kind  
*Predicate:* gave  
*Extension:* yesterday (time)  
*Object (direct):* a holiday  
*(indirect):* to his pupils.

## IV. RECAPITULATION.

What are the essential parts of a sentence? What are the non-essential? What does indirect object denote? How many kinds of extension? Give examples of each.

## V. APPLICATION.

Ask class to form a sentence with direct and indirect object; another with two kinds of extension; also make pupils analyse: "Grateful children make a return to their parents in their old age by their love and care".

PROCEDURE.

I. Begin lesson by asking the definition of a sentence. Ask for a few examples, and write some on blackboard, supplying some such as given in matter. Ask for the object in each case and what it denotes, and how found. Also for predicate. Draw from class whether predicate is complete or incomplete. If the latter, as in (a) and (c), how is it completed? What name is given to completion? Write analysis of one or two sentences.

II. Elicit now from class what are the necessary parts in every sentence; then refer to (c) and (d), and ask what unnecessary words are in the subject; what are their use? To *enlarge* or give us a *larger* knowledge of subject, therefore called *enlargement*. Next give further examples (1) and (3). Ask for enlargement of subject in (1). Get class to analyse sentence. Ask to what "At the distribution" refers, and thus elicit that it enlarges or *extends* the meaning of the predicate, therefore is called *extension*. Now analyse (3), elicit the kinds of extension, and ask for other examples of extension of time, place, etc.

III. Lastly, give sentence (2), and point out that the master cannot give a holiday without giving it to somebody. By comparison with *direct* object which completes the sense *directly*, show that "his pupils" completes it *indirectly* through a proposition. Some verbs need such a completion, e.g., give, send, take, etc. Ask examples of these, and which are the direct and which the indirect objects.

IV. To exercise class in enlargement, object and extension give sentences, and ask pupils to supply different parts.

V. Lastly, write sentence in application on blackboard, and analyse it with class.

Conclude lesson by questions in matter and examples given.

NOTES OF A LESSON ON THE CIVIL WAR IN REIGN OF CHARLES I.

Class--Age, 16 years. Time--Forty minutes. Aim--To exercise imagination of class in following fortunes of Charles during the Civil War.

MATTER.

I. PREPARATION.

Refer to Charles's Parliament and the mind of the nation after suffering so many wrongs.

Meaning of civil war. { One carried on between two parties of the same nation. In this case one party siding with, other against, king.

II. PRESENTATION.

1. Cause of war. { (a) Remote cause. { i. Tyranny of Tudors. ii. Misgovernment of James I. iii. Incapacity of Charles. (b) Immediate cause. { Refusal of Charles to give up all armed forces to the control of Parliament.

2. Leaders. { *Royalists*--Charles and his nephew, Prince Rupert. *Parliament*--Earl of Essex, Cromwell, John Hampden.

3. Object. { To take from Charles the power of which he made such bad use.

3. Battles fought. { (a) Edgehill, 1642; favorable to Charles. (b) Brentford, 1642; gained by Parliament. (c) Chalgrove, 1643; gained by Royalists. (d) Stratton, 1643; gained by Royalists. (e) Atherton Moor, 1643; gained by Royalists. (f) Lansdown, 1643; gained by Royalists. (g) Roundaway Down, 1643; gained by Royalists. (h) Newbury, 1643; gained by Parliament. (i) Corpredy Bridge, 1644; indecisive. (j) Marston Moor, 1644; gained by Parliament. (k) Naseby, 1645; gained by Parliament. (l) Tippermuir, 1644; gained by Royalists. (m) Philiphaugh, 1645; gained by Parliament.

Charles gives himself up to Scotch Parliament.

5. Result.                    } Royal power totally destroyed,  
                                  } King taken prisoner.

### III. ASSOCIATION.

Compare with Wars of Roses as to:—

- (a) Cause.  
(b) People engaged.  
(c) Results.

### IV. RECAPITULATION.

Question as in procedure.

### V. APPLICATION.

Map to be drawn by class marking districts which were for the king and those which were for the Parliament, and writing a short account of causes and results of the war.

### PROCEDURE.

I. Introduce lesson by a few questions on the Parliaments, and draw from class that the result of all Charles's injustice was a feeling of great indignation amongst his subjects. Looking back in history, what have we seen to be the result of oppression? Get examples from class: Barons' War, Wat Tyler's Insurrection, Pilgrimage of Grace, Ket's Rebellion. Human nature had not changed, therefore Charles's conduct brought about same results, rebellion in the hope of obtaining better things. What do we call a rebellion where two parties of a nation are at variance?

II. Draw from class the causes that led up to the war. What act on the part of Charles was the immediate cause of the war? Point out reason why nation feared to leave Charles in possession of the army, *viz.*, that he would use it for his own purposes. Point out which class of the nation sided with Charles, *viz.*, chiefly the nobles and aristocracy and the Catholics. Show reasons of this: (1) The middle classes had grievances on the subject of religion—greater part Puritans, who objected to the king's innovations. (2) The middle classes, too, knew Charles only as the tyrannical king, while the nobles and aristocracy knew more of him personally, and so could appreciate his good qualities. Tell of the loyalty of the Universities. St. John's College stripped its roof of the lead to make bullets for the king. Catholics sold their plate. Tell of Basing House called "Loyalty Castle". War began in 1642, the leaders being Charles and his nephew on one side, and Earl of Essex, John Hampden and Cromwell on other. Mark on sketch-map districts held by each party at the beginning of war; put in Edgehill as scene of the opening battle. In beginning of war Charles generally victorious. Draw from class the reason of this, *i.e.*, army of Parliamentarians composed chiefly of merchants and those unaccustomed to arms. Cavaliers, on contrary, skilled in horsemanship. Difficult to say how it would have turned out had not Cromwell seen necessity of training his "Ironsides". First appearance of these at Marston Moor, where Charles sustained a crushing defeat. Mark battles on sketch-map as lesson proceeds. Surrender of Charles to army after Naseby, 1645. War resulted in total defeat of king, and his capture.

III. Compare with the Civil Wars of the Roses, and draw from class how the Transvaal War differed from those.

*Summary:* Charles's tyranny and his refusal to give up the command of the army led to the Civil War in 1642. The nobles and aristocracy for the most part sided with the king, whilst the middle classes were against him. First battle fought at Edgehill, 1642—indecisive, yet somewhat favorable to the king. In the beginning the king's army was successful, because better trained and disciplined than that of Parliamentarians. Cromwell perceived reason of king's success, and trained his Ironsides, whom he first used at Marston Moor, 1644, with disastrous results to the king and Royalist cause. Several battles fought with varying success until that of Naseby, 1645, after which Charles surrendered to Scotch army. This closed first period of the war.

IV. What paved the way for the Civil War? What was the immediate cause? What was the object of the war? Who were the two parties engaged?

Why was Charles successful at the outset? Who discovered the secret of his success? What use did Cromwell make of this knowledge? What was the result of this training of the Parliamentary army? What battle closes the first period of the Civil War?

V. *Application*: As in matter.

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## Selected.

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### THE IDEAL TEACHER.

(By Prin. Anna F. Doerfler, Eighth District Primary School, Milwaukee)

We all have our ideals. They are the embodiment of our highest thoughts, and they differ as widely as do we as individuals differ in character and thought. The nearer we approach perfection, the dimmer grow our ideals, since we ourselves are then nearly identical with this embodiment of our noblest thoughts. I am sorry to be obliged to confess my remoteness from this state. In consequence my ideal stands before me, strong, distinct, in clear outline. 'Tis not so high as to be ethereal, phantom-like, but it stands before me in the body, tangible, attainable, practical. In appearance:—fair to look upon! Did this fairness consist of a goodly form, a rose and cream complexion, combined with violet eyes, cherry lips, and billowy hair, many of our present force might "fold their tents like the Arabs, and as silently steal away." But no:—A short time since I was perusing some educational journals, when I came upon the picture of a woman connected in some way with the subject of education. I knew from the size of the picture that hers must be a prominent position. Is it possible, thought I, that anyone with such repulsive features could be placed as a model before the child? I fully realize my own deficiency in this respect, and am therefore a little sensitive about discussing this subject, but I could not help but candidly confess that in the lack of beauty this picture offered me a superior. My curiosity was aroused. I looked for the name. Imagine my surprise, when I found the name, that dear old name, which has hundreds of times given me an inspiration to better work, and not only interested, but enthused my children through story and poem. Never has a writer lived closer to a child's heart and mind, than has this self-same woman. Such plainness of countenance, such beauty of the soul!

'Tis the impress of the innermost soul that remains with us, and we pronounce that friend fairest, whose goodly spirit shines through his eye, whose kindly heart guides his willing hand to loving deeds, and whose lips betray good-will to all. When we call to mind the teacher who was dearest to our childhood, who at the time embodied to our minds all that was beautiful, would we *now* pronounce that teacher fair in appearance? The value lies in the kernel, not the shell.

#### IN DRESS:

Always up to date and in fashion?—no—it denotes frivolity. Frequent change of dress, constant renewal of ribbons, flowers in the hair—to attract the little child? (you all have read and heard these statements). *No*:—The teacher who relies upon her dress to attract her pupils, had better hie herself to Paris, and serve as a model at the *Bon Marche*. Neatness, tidiness, coinciding with fashion as far as good common sense will allow, and a display of *good taste* in the combination of colors,—that is all.

#### IN MANNER:

When good manners are the outward manifestation of a great and noble heart, then I say—hats off—but let them be genuine. No one judges so quickly and keenly in this respect as does the child, and you cannot deceive the child. His untainted soul is most sensitive in its distinction between manners used as an adornment, and those which involuntarily gush from the life-spring of a good heart. Every refined teacher must be well-mannered. She must be able

to teach politeness by example as well as precept. But she must remember that manners alone do not make men, and that it is only when good manners are the result of good and noble thoughts, that they will make an indelible impression on the child's mind.

I have heard of a Lincoln—plain of countenance, coarse of manner; but who will describe the beauty of that pure soul, whose impress shall not be erased to the end of existence?

Thoughts and deeds are the bricks with which we build the temple, character. Nobility of thought and action—what a foundation on which to build character; and its corner stone is truth.

John has been mischievous during the past three hours. He has been whispering, playing, doing everything in his power to disturb the class, and annoy the teacher. She, being human, has anger in her heart. She calls for the work John should have done during the time of his misdemeanors. He reports his work *in*. The class has been dismissed, but John does not go home. He places and replaces his books, tightens the strap, loosens it again, tugs at it once more only to open it again;—and with a sudden impulse he starts toward the teacher, and amidst hesitations and stutterings confesses that his work is *no!* in, and that he has been guilty of a lie. Is our teacher noble minded enough to recognize the struggle it must have cost that boy to make that confession, and to shout his praises for the victory won, in spite of anger and provocation?

“Who by repentance is not satisfied, is not of Heaven or earth.”

Truthfulness is the foundation of character. I do care how mischievous a child may be, if it is truthful, it will of necessity develop into a noble character. The road to our prisons is paved with deceit, sneakiness, *lies*.

If I were asked, “What is the best and grandest quality a child can be taught and a teacher should possess?” I would say and repeat a thousand times o'er—truthfulness, and again truthfulness.

But first let her to herself be true, and to her trust, then, according to Shakespeare, she must be true to her children.

One of the most important qualities in a model teacher is her sense of *order*.

A superintendent of a country district once said, “As I approach a school-house, the windows and shades tell me what nature of spirit rules within. It is the privilege of woman, in particular, to possess a keen sense of order in little things. The school-room strewn with papers, dust pan on the floor, blackboards never washed, chalk troughs never dusted, will show an equal lack of knowledge in the multiplication tables as well as in good behavior.

The child who has before his eyes continually a neat teacher, an orderly school-room, who is required to keep his own desk and his own portion of the floor in order, will, in the course of time, even though he may come from a slovenly home, be inculcated with a sense of order, and led to a state of self-respect.

Our teacher must not be afraid to commend for earnest effort. Give the horse that pulls, more oats. We are all children—hopefully looking forward to a little praise for our efforts. Are we to be rewarded in the world hereafter for what we have accomplished in this? I am very much afraid that the seats of many of us will be low and humble. But we are trusting in an all-merciful Father who will judge us according to the efforts we have put forth. John's work may not in any way compare with Mary's. If it is the result of laziness and carelessness, John should receive my severest censure; but if, though the results are poor, I know that John has tried hard, *why* should I not encourage him? Stinginess is repugnant in any form; but if you dare show it in the awarding of praise for honest effort in the school-room, who knows but what your meagre crop of good work will not bring you to an untimely miser's end?

It is the privilege of the teacher, and a high privilege it is, to study the nature of the child. She must look for the *good* in the child, though she must needs make use of the magnifying glass in some cases. How difficult this sometimes is, only the teacher knows; but would she develop a shining character, she must, though it take hours of study, yea, nights of thinking, she must find the end of the silken thread. It may mean only, “Johnny, will you please stop

after school and clean my board?" Johnny is not a very amiable boy. Or, "That is excellent, Tom (not in reality but in comparison), I always knew you could do well?" or it may mean severity—Who knows? It depends entirely upon *where* the end of the silken thread is lodged.

Robert is tall, uncomely, overgrown—in consequence, extremely sensitive. He perhaps shows his sensitiveness by awkward twistings of the body and bobbing of the head. Has she insight enough to trace the cause of his performance, and heart enough to feel with him?

I have seen a teacher turn aside and exclaim at the rags, dirt, disheveled hair of the neglected child. I have seen *the* teacher take the poor, begrimed Willie to the sink, superintend the washing of his face and the combing of his hair! I have seen her canvassing among her rich acquaintances for a coat for Willie. I have seen Willie creep out of his cocoon, a dear, sweet butterfly—shining shoes, clean waist, entire trousers, proud of his wealth, proud of his cleanliness. Nay, I have seen more. I have seen *the* teacher sending Tom, whose curious toes were peeping forth from their encasements, to the nearest shoemaker, and footing the bill herself. Great-hearted, noble-minded girl, who was willing to deny herself the newest fashion of ribbon in order to *materially* show her sympathy. And oh, such a never-to-be-forgotten example of a great heart!

The sublimest creature on earth is an ideal teacher. I have seen her. She has taught me. She has attempted to teach me how to teach. She stands before my mind to-day as she stood personally before me some years ago:—dignified, earnest, active, simple, yet elegant in dress, noble in thought, refined in manner, great in mind, rich in sympathy—Charlotte S. Bergwall,—and methinks she, so great, so noble, her self, is pointing upward to Him, the Great Teacher, who suffered the children to come unto Him; and amidst the breaking clouds are writ in letters of pure gold—"Lead, Kindly Light."

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# DEPARTMENT OF EDUCATION, MANITOBA.

## Professional Examination of Teachers.

The professional examination for first and second class teachers, for those now in attendance at Normal School, will be held December 15-19.

The professional examination for first class teachers, for those not attending Normal School, but only writing on the qualifying examination, will be held on Dec. 22nd and 23rd. Notice should be given to the Department of Education.

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

REVISED JULY 30TH, 1902.

Grades I to VIII.

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

### ADDITIONAL TEXT BOOKS FOR USE IN INTERMEDIATE DEPARTMENTS.

- |                                                                      |                         |
|----------------------------------------------------------------------|-------------------------|
| Prescribed Selections, McIntyre & Saul—Copp. Clark Co.               | West's Grammar.         |
| Practical Rhetoric, Quackenbos. (American Book Co.)                  |                         |
| Buckley's History of England.                                        |                         |
| Thompson Ballard and McKay's High School Arithmetic.                 |                         |
| Hamblin Smith's Arithmetic—20th Century Edition, Gage & Co.          |                         |
| Spotton's High School Botany (Manitoba Edition.)                     |                         |
| High School Book-keeping.                                            |                         |
| Robertson and Birchard's High School Algebra (Supplementary.)        |                         |
| The Human Body—Martin, W. J. Gage & Co.                              |                         |
| Barrett-Wendell's English Composition.                               |                         |
| Crown of Wild Olives. Ruskin, authorized edition.                    | Copp. Clark Co.         |
| Selections from Wordsworth and Coleridge.                            |                         |
| High School Physical Science. Part I.                                | High School Chemistry.  |
| Electric Physical Geography, American Book Co.                       | Myer's General History. |
| Merchant of Venice. Shakespeare, Globe, Temple or Cambridge Edition. |                         |

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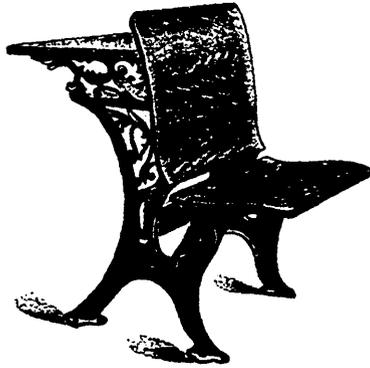
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