

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
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- 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
- 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.

- Coloured pages/
Pages de couleur
 - Pages damaged/
Pages endommagées
 - Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
 - Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
 - Pages detached/
Pages détachées
 - Showthrough/
Transparence
 - Quality of print varies/
Qualité inégale de l'impression
 - Continuous pagination/
Pagination continue
 - Includes index(es)/
Comprend un (des) index
- Title on header taken from: /
Le titre de l'en-tête provient:
- 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: / Title page, pages [1-4] are photoreproductions.
Commentaires supplémentaires:

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

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

EDUCATIONAL JOURNAL

OF WESTERN CANADA.

EDITORS:

W. A. MCINTYRE, - - - - Principal Normal School, Winnipeg.
 D. MCINTYRE, - - - - Superintendent of Schools, Winnipeg.

ASSOCIATE EDITOR:

MISS AGNES DEANS CAMERON, - - - - - Victoria, B. C.

EDITORS OF DEPARTMENTS:

Inspection Notes, - - - - A. S. ROSE, Brandon.
 Primary Work, - - - - Miss E. CLARA BASTEDO, Winnipeg.
 Natural History, - - - - GEO. E. ATKINSON, Portage la Prairie.

Contents for March, 1901.

CONTRIBUTIONS.—

Observations on Teaching of Arithmetic.....	<i>W. A. McIntyre.</i>	5
A Case of Discipline	<i>An Enquirer.</i>	11
Writing	<i>G. E. Becton.</i>	12

PRIMARY DEPARTMENT.—

Music: The Scale; "Lullaby Song".....		13-14
Poetry: "Baby's Asleep"; "March"		14
Story: The Lily Bulb	<i>A Kindergartner.</i>	15
Selections		17

IN THE SCHOOL ROOM.—

The Righteous <i>Must</i> in Discipline.....	<i>Wisconsin Journal.</i>	18
How to Read.....	<i>Clarence M. Chase.</i>	18
Memory Gems for March		19

EDITORIAL.—

An Educational Misfit.....		20
Optional and Partial Courses		21
Obituary.—John Beaufort Somerset		22

BOOK REVIEWS.....

23

INSPECTORAL NOTES.—

Inspectors' Reports.....		23
--------------------------	--	----

COMMUNICATIONS.—

A Teacher's Excursion.....		26
----------------------------	--	----

NEWS NOTES

26

SELECTED.—

Basket Ball.....	<i>Dr. Sargent.</i>	27
From Composite to Simple	<i>Dr. W. T. Harris.</i>	28
The Weather.....	<i>H. M. Watts.</i>	29

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

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

EDUCATIONAL JOURNAL OF WESTERN CANADA.

BOX 324, WINNIPEG, MANITOBA



Hyloplate

THE BEST
BLACKBOARD
FOR RURAL
SCHOOLS.

Perfect Satisfaction. Unbreakable. No Repairing.

Send for Sample and Price.

• • •

SCHOOL DESKS.

SCHOOL MAPS.

SCHOOL GLOBES.

If you want lowest prices write us. Send for our new School Supply Catalogue.

Christie's Bookstore, BRANDON, MAN.

E. L. CHRISTIE, PROPRIETOR.

*Winnipeg
Business College,*

Portage Ave.

Phone 45.

WE have increased our seating capacity to 240 and have now accommodation for 50 more students than last year. Our NORTH END BRANCH has accommodation for 60, making a total of 300 in both schools. We can find room for you if you decide upon a course with us. The best of instruction given by TEN COMPETENT AND EXPERIENCED TEACHERS. New announcement ready.

G. W. DONALD, Secretary.

Two New Maps!

CANADA and the BRITISH EMPIRE.

Our new Steel-Engraved

Map of Canada,

Size 84x50 inches, is pronounced by all critics the best and most correct MAP to-day on the market, and has been adopted by all of the leading School Boards of the Dominion. A handbook is furnished with this map gratis.

Sir Howard Vincent's

Map of the British Empire,

Size 72x63 inches, now in course of preparation shows for the first time Great Britain's acquisition in South Africa, colored red as the other parts of the Empire are. The **Transvaal** is given in place of the South African Republic, and the **Orange River Colony** in place of the Orange Free State.

Our Stock of

School Supplies

Is the largest and most complete in Canada.
Write to us direct for any supplies, and save agents' commissions, and get your money's worth.

The Steinberger, Hendry Co. Limited.

37 RICHMOND ST. WEST.

TORONTO, ONT.

When writing mention The Journal.

EDUCATIONAL JOURNAL

OF WESTERN CANADA.

VOL. III.

WINNIPEG, MARCH, 1901.

No. 1.

Contributions.

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

SOME OBSERVATIONS ON THE TEACHING OF ARITHMETIC.

Abstract of an Address delivered before the Pedagogy Club, Winnipeg.
By W. A. McIntyre.

INTRODUCTORY.

Suppose we take a problem such as this:—

At what time will John Brown, who was born Sept. 3, 1897, be as old as his father now is, if his father was born June 17, 1854? There may be three difficulties to a pupil who attempts a solution, and these are typical of the difficulties to be found in all arithmetical problems.

I. THE DIFFICULTY OF CALCULATION. The pupil may not be able to make the necessary additions or subtractions. It is a long step from that first counting by ones to the ready and accurate calculation which seems to be mechanical and automatic.

II. THE DIFFICULTY OF LANGUAGE. The pupil may be unable to gather the thought of the problem—that is, may be unable to read. This is a very common failure. Some teachers say “My pupils cannot think.” They should say “My pupils cannot read or picture.”

III. THE DIFFICULTY OF THOUGHT. The pupil may be unable to make the relations that determine the calculations to be performed.

We shall now consider the principles or rules that should guide us in assisting pupils to overcome these difficulties.

CALCULATION.

1. *In the life-experience of every pupil a non-systematic study of number precedes the systematic study.* The actual knowledge possessed by pupils when they reach us, is not the same in any two cases. Home life, with its division of candies into portions numerically or quantitatively equal, its separation of buttons, beads and blocks into groups of the same number or size, its fights over counters in “crokinole” and “cuckoo,” has put the pupil in possession of a number of truths of number and quantity that should be the starting-point for what is sometimes termed scientific school-room study. Recently a class was working to get a scientific knowledge of the number two, by solving such ques-

tions as: *One is what part of two? Two is how many times one? One and one make how many?* At the close of the lesson they were asked, *How many do nine and six make? How much do two fives make? Two tens? Two eights? Four fives? Four fours?* They knew in every case, and in the last two questions told how they arrived at the results. Of all the curious illustrations of arrested development, the most curious is that of a pupil struggling to get an exhaustive knowledge of three when he is able to think out the relations up to twenty. The only thing that is exhausted, properly speaking, is the unfortunate victim of scientific method. The first thought in number teaching would seem to be this, that a pupil should proceed from what he knows to what he does not know by a process of relation. Our first duty is to find out what he knows when he reaches us, and to have him relate to that; we shall not bring him into bondage to any hard and fast system we may devise. A gentleman in the city had a son, aged seven, with whom he played *crokinole* every evening. In two months the boy knew all the additions and separations in the number twelve, and in every number below twelve. It may not have been *number* he was studying. It may be that this operation with little blocks of wood was most unfortunate, damaging and unscientific. Nevertheless he knew the facts with regard to twelve crokinole counters, and twelve anything else. More than this, when he went to school his teacher had the good sense to recognize the fact and put him in a senior class in number. It would seem that the great French mathematician was right in urging that, if proper games and plays were provided for young children, they would learn most of the facts of number unconsciously, thus rendering unnecessary that awful drill on the numbers below ten. This unmethodical study, as a natural and necessary preparation for systematic study, is common to all scientific subjects. To put a child at systematic botany before he had familiarized himself by personal research with the structure, life-history and properties of common plants, would be on a par with an attempt to study number scientifically before a ground-work was laid in actual experience with such counters as his daily occupations might supply.

2. *When the formal study of number begins pupils should think relations rather than count objects.*

Dr. Harris somewhere says that all calculation is but a short form of counting. The statement has some truth in it. A pupil's ingenuity and his perception of the nature of our system of number—a decimal system—should save him from much laborious counting. Thus if a child were asked: *How many in three and four?* He should not place three objects to his right and four to his left and count them one by one, but by relating to knowledge already possessed should say in effect "three and three are six, therefore three and four are seven" or perhaps "two fours make eight, therefore three and four make seven." Or if asked, *how many fives in twenty?* he should say "Two fives make ten, and twenty is two tens, therefore four fives make twenty," (or, perhaps, "Three fives make fifteen, and therefore four fives make twenty) because twenty is five more than fifteen." Or if asked, *how much is seventy-five less seven?* should think "six tens and fifteen less seven, that is, six and nine." There are after all very few relating points in calculation. If a pupil knows the additions and subtractions to twenty, and *knows*, really *knows*, the multiplication table, he can calculate anything quite readily and accurately. Nor are objects necessary. Numerical relations, and quantitative relations which are dependent on numerical relations, are not discovered through perception, but by thought.

A teacher stood before a class and asked, "How much do eight and seven make? Like a flash one child said "thirteen." The teacher said "Now think." The child "thanked" and said "fifteen." A question arose as to what the child "thanked." Some said he thought the figure 8 and the figure 7 and the total 15 as associated with these. This was, of course, entirely wrong, for the child did not know figures. Others said he pictured the group seven and then eight and the group fifteen—a more absurd answer than the first. Yet it is in accord with a commonly accepted theory that a number is first *perceived* as composed of other numbers, then *pictured in imagination* as composed of these numbers, and finally remembered in some unknown and mysterious manner. It was further suggested that perhaps the child remembered the sounds seven, eight and fifteen as associated in previous experience. If so how did his memory deceive him for the minute? Last of all some one was bold enough to hazard the suggestion that perhaps the pupil thought it out. Certainly this is what he should have done, if he did not know it without thought. The exact manner of thinking it out does not concern us just here. He may have said "eight and seven is equal to eight and two and five, or ten and five"; or he may have said "eight and seven is equal to two sevens and one, that is fourteen and one."

3. *The order of teaching is from simple to complex, and speaking generally this means (a) small numbers before large numbers, (b) how many more or less before how many times more or less.* The former part of this statement if taken in connection with what has been said under rule 1, needs no elaboration. The second part asserts that questions necessitating the conscious use of a ratio are more difficult than those where ratio does not come into prominence. Personal experience would seem to indicate that wherever pupils have had a wide non-systematic experience with magnitudes that have had to be compared numerically, it is immaterial which of the operations is demanded of them when they begin the formal study of Arithmetic.

4. *In advanced calculation the errors of pupils should be considered as particular rather than as general.* For example, if a pupil is inaccurate in multiplication, it is the teacher's duty to locate the error, if it is a habitual error, and then to concentrate effort in the removal of the difficulty in the pupil's way. That is to say, the pupil may not know his tables, or may be weak in his additions, or may fail in carrying (either making a wrong addition of amounts or confusing his tens in adding because of the inability of his mind to think one thing and hold another in memory), or he may not know how to place units under units, tens under tens, etc. As a rule, there is always a definite point at which pupils fail. A drill in "multiplication generally" is about as valuable as the habit of "firing at a bear generally" when you wish to kill him. In Arithmetic as in every other branch of study, the teacher who can analyze a process so as to locate a pupil's difficulty, is the one who is likely to succeed.

LANGUAGE.

1. *An effort should be put forth by teachers to word problems for young people in the simplest form.* It is better to ask "If James has five marbles and John has four more than James, how many have they together?" than to ask "How many marbles will James and John together have if John has four more than James, and James has five?"

2. *Problems should at first be given orally, even if a written solution is demanded.* Yesterday a boy worked for ten minutes at a problem which was written on the board. When the problem was read for him, he solved it immediately. The effort of reading was too much for him.

3. *Pupils should form the habit of picturing conditions of a problem.* A class to-day was asked the following problem: "If it costs \$12 to cut a pile of wood, each stick into two pieces, what will it cost to cut the pile, each stick in three pieces?" Only one child said \$24. All the rest said \$18. They failed because they did not picture the conditions. It is a too common practice in Arithmetic—that of "running at a question before one knows where he is heading."

4. *Towards this end (clear picturing) pupils should practise the re-statement of problems in their own words.* They cannot do this unless the problem as proposed to them has called up a picture in their own minds. One can rarely think as well in another's language as his own.

5. *In solving problems, oral statement should precede written.* This follows from what was said in rule 2.

6. *In every case logical demonstration should be demanded.* The following problem was proposed to a class, "If 12 boys do a piece of work in 6 days, in what time will 9 boys do it?" The following solutions were handed in :

$$\begin{array}{r} \text{A.} \quad \frac{12}{6} \\ 9 \overline{) 72} \\ \underline{ 8} \end{array}$$

$$\begin{array}{r} \text{B.} \quad \frac{12 \text{ boys.}}{6 \text{ days.}} \\ 9 \text{ boys } \overline{) 72 \text{ days.}} \\ \underline{ 8 \text{ days.}} \end{array}$$

C. If 12 boys do the work in 6 days, 9 boys will do it in as many days as 9 is contained in $12 \times 6 = 72 \div 9 = 8$ days.

D. 12 boys do it in 6 days,
 \therefore 1 boy would do it in 12 times 6 or 72 days,
 \therefore 9 boys would do it in $\frac{1}{9}$ of 72 days or 8 days.

E. 12 boys do it in 6 days,
 \therefore 9 boys will do it in $1\frac{2}{3}$ of 6 days or 8 days.

F. 12 boys do it in 6 days,
 \therefore 9 boys will take $\frac{1}{2}$ longer, or 8 days.

G. $9:12 :: 6 \text{ days} : x \text{ days}$ or $x = \frac{12 \times 6}{9} = 8 \text{ days.}$

Now it is evident that B and C indicate confused thought; A may have thought correctly but he does not show it; D, E and F have all thought logically and the form parallels the thought. All pupils need not think in the same way, but they must all think clearly and the expression must conform to the thinking. Incidentally it may be remarked that working every problem in proportion in three lines as in D, when it ought to be thought and worked as in E, is another case of arrested development altogether too common. A boy is said to have solved in his own way a problem similar to that just given, and then to have remarked that he knew he was wrong for he hadn't three lines. This is formalism in the extreme.

It is probable that problems under A. S. and D. are for most pupils simpler than those under M. and P., especially when they recur in two-step and three-step questions. A teacher who is careful to get problems of every type and to make application in all possible fields, *e.g.*, agriculture, chemistry, physics, buying and selling wood, grain, vegetables, etc., measuring by weights, lineal and surface units, will have no difficulty in keeping his pupils well employed during the arithmetic hour. Text-books as a rule are narrow, leaving out many types of problems, and seeking applications in very limited fields.

4. *Problem making should accompany problem solving.* Teachers know that there is as much mental development secured through making up a series of problems, to illustrate a principle, as through solving the problems proposed by another. But it will not suffice to ask pupils simply to bring in something; the problems must be made to illustrate something definite.

5. *In teaching, problems should be classified according to the principles involved.* There is no mathematical gain in having separate chapters on insurance, taxes, percentage, etc. Some of the problems naturally find a place under simple multiplication and division, others under multiplication and division of decimals, others under the general heading percentage.

GENERAL OBSERVATIONS.

There are two or three points not touched upon that demand a word of attention:

1. In early work in calculation results are arrived at by a process of thought. Later on these results appear to be known instantaneously. How has a slowly-reasoned result become an immediately known result? If it be borne in mind that the abiding results of psychical activity are power and tendency rather than knowledge, it is clear that the teacher will strive to get repetition of thought rather than repetition of sounds. For example, when a pupil reasons that 7 and 8 make 15, the teacher will not ask him to write out or say over this result fifty times, in the hope that the sounds of 7, 8 and 15, may be associated for all time, but will some time afterwards come back to the same problem, and the pupil will give the result more readily than the first time. Practice in relating will develop such skill that results will be known almost at once, and memory, without being helped by repetition of sounds will naturally fulfil its function. Let familiarity come about through use.

2. Without entering upon a discussion as to whether *number* or *quantity* should be studied the first school year, and therefore without touching upon the question of the use of objects in teaching elementary arithmetic, it can be said without any contradiction that objects have a place in developing concepts that are continually employed in the study of number. For example, the terms of greater than, less than, times, fraction of, multiple of, etc., apply to everything that can be increased or decreased—that is to such ideas as weight, value, size, distance, volume, time, number, intensity, etc. The first use of these terms is not generally made in the field of number, but in defining quantity. If the term has not a meaning as derived from the study of quantity—that is, from the study of objects—it will not have a meaning for the purposes of number. Remember, this is not saying that we are to give a pupil objects to count or perceive, in order that he may have no thinking to do, it is but urging that the words a pupil uses in number, should mean something to him.

A CASE OF DISCIPLINE.

By an Enquirer.

Why will the children be bad? It isn't like them. They've been so good all spring, not a case needing punishment. But this hot weather makes them restless and fretful and thoughtless. Poor little folks! I must make all allowance possible, at the same time that I try to teach them gentleness toward one another. And yet what did I see this evening?

School had been dismissed and the children were separating for home. But Phil and Georgey had not disappeared over the hill before I saw them cuffing and slapping one another. I called them back resolving to whip them. But I could see nothing about with which to carry it out. So I took out my knife and handed it to Georgey.

"Take this away down to the Silver Berry bushes and bring me a switch. Phil, you can sit down here and wait till he comes back. It's nice and cool here out of the sun."

Oh how mean, I then thought, to send a boy for a stick to whip himself with. "No, Phil, you run down too, and bring me one."

They were gone quite a while. I never knew but one, a little girl, who could hurry on such an errand. But while they were gone (I could watch them through the door) I pitied them, and resolved to experiment. Also I saw Charlie, whom I had forbidden to go to the swimming pond, apparently making his way toward it with a couple more boys. I called to him. He turned about and came back. The other boys came slowly in, but Charley was passing by.

"Tell Charlie to come in."

He came in. I was reading. All three stood there. Phil was seven, Georgey a year and a half older, and Charlie ten. I read away. It cost an effort to control my gravity.

"You had better take your butter-fly net home and get it mended if you can, Charlie."

"The coast is clear," thought Charlie, and he went with alacrity to get the net.

"I want you to see me whip these other two boys, Charlie."

He looked vacantly about, ending with the two boys, and for lack of something else, said "Which?"

"Phil and Georgey," I said. "Here, Phil, Georgey!"

They came to the desk. "Is this the stick you cut, Phil? Alright, I'll use it to whip Georgey."

"And is this the one you cut, Georgey? Very well, I'll remember Phil with this one."

Then I looked at them a moment. They had nothing to say.

"But Charlie comes first! Here Charlie!"

He came from the back of the room. Tears came to his eyes immediately. He had the family monopoly of *fons lacrymarum*.

"Please, sir, I didn't hit Phil. I saw a bit of something on the back of his neck and I went to pick it off."

"That isn't what I'm going to whip you for. It's because you're going to tell as soon as you get home that Phil and Georgey were whipped." It was a weakness of his.

"Please, sir, I ain't going to tell."

I looked at him a moment.

"No, it's because you were on your way to the swimming pond when I told you not to."

"Please, sir, I wasn't going to swim. Bert just asked me to come with him down to the corner, and that's all the distance I was going."

"Well, hold out your hand, any way. I'm wanting to get a whack at you."

He held it out. I brought the switch down vigorously but just touched his hand with it. He looked up surprised.

"Did it hurt?" I asked.

He hung his head and said "No, sir." I laid down the switch.

"Now away you go, all three of you, and be good boys. I don't want to whip you. It isn't nice."

They got as far as the door.

"Phil and Georgey, come here again! You're not gone yet." They came slowly back.

"Which stick did you cut, Phil? And you, Georgey?" I gave each his own. "Take them away out doors and break them up. Then go home and be good boys, and don't hit one another any more. They are cats and dogs that fight."

They went, all glad at the turn events had taken, and probably understanding less than ever the teacher to whom they were answerable. O that one lesson were enough to imprint a principle in the bones of the unprincipled.—*Extract from my School Diary, July, 1900.*

And yet, perhaps, I was the most unprincipled of the four in the school that afternoon. Who will reply and tell me what living principles I recognized or violated? Every word in the story is true. You can coolly criticize because you can think impersonally, and I will be pleased to read your criticism.

WRITING.

We hear of and see the drawing teacher, the music teacher, the teacher of calisthenics, etc.—persons who are particularly qualified to instruct in certain branches, and are engaged in cities and towns to go from room to room and supervise the work. No one will for a moment argue that this method, where practicable, (and it is practicable in far more localities than the few who adopt it) does not show a great improvement in results. Why not writing teachers also? Surely to write well is as valuable an accomplishment as to draw or sing well. Surely it is as difficult an art (to judge by the writing in our schools). And just as surely is it impossible for the average teacher to teach writing well by example or precept. Few of us ever heard of any method to adopt, except the old one of spending twenty minutes or so writing in a copy book each day—a method which is an obvious failure.

I venture to say that 95 per cent of the scholars in Manitoba write by finger movement, slow, tedious, perhaps good in the copies, or in special exercises for "marks," but in general work simply wretched.

And what is the remedy? In cities and towns, at least, a special writing master would help, but for ungraded or village schools most of us are badly in need of help. Can not some teachers who make a success of this branch give us the benefit of their ideas? Each has probably an idea to give, even amongst those who, like myself, are not over pleased with their results.

I have found best work done in primary work by having the children do all their writing, at first and much of it later, on the blackboard, and all their written work at the seats on "practice paper," writing being at least half an inch in height. In senior classes I have tried this method.

I obtained from a store in town a roll of 16 inch wrapping paper (white manilla, best quality, such as druggists use) cut into suitable lengths, and gave to each pupil. By instructions they ruled lines to govern the different heights of letters, and practised simple forms for twenty minutes. I gave only the simplest movements and required quick, smooth movement rather than accuracy. After a while I used the other side of the sheet for writing on one line only. All letters were an inch in height at first, then less until an average height was reached. The scribbler and composition work is improved since I adopted this but the copies are the same painstaking, slow, correct finger work.

Should it not be our object to make the general, every-day handwriting of our pupils, neat, legible, smooth and swift? Certainly the copies do not tend towards this object. Old countrymen write better than we do. Why is it? Can not some one suggest a remedy?

G. E. BRETON.

Primary Department.

KEY C. $\frac{4}{4}$

1. 2. 3. 4. | 5. 6. 7. 8. | 7. 6. 5. 4. | 3. 1. 2. .
 3. 3. 4. 4. | 5. 5. 6. —. | 7. 8. 7. 6. | 5. 4s. 5. 5. |
 8. 5. 3. 5. | 8. 5.3 1. —. | 3. 4. 5. 6. | 5. 4.3 2. .!
 1. 2. 3. 4. | 5. 6. 7. 8. | 7. 6. 5. 4. | 3. 2. 1. —.

Do, re, mi, fa, sol, la, ti, do.
 Up and down the scale we go,
 Singing softly every step.
 Keeping time and pitch quite true;
 Then lightly step from do to do.
 Gaily as the song-birds do.
 Up and down the scale we go,
 Do, ti, la, sol, fa, mi, re, do.

BABY'S ASLEEP.

Drop the shade lower,	Still are the fingers,
Speak softly, go slower,	O'er which mother lingers
Baby is sleeping now.	With love's tender sigh.
Damp curls are pressing	An angel caressing
Close and caressing	The soft lips are pressing,
The little white brow.	And smiles, passing by.
	—Trained Motherhood.

LULLABY SONG.

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

Lullaby, lullaby,	Lullaby, lullaby,
Do not wake and weep,	Loving watch we keep,
Softly in the cradle lie,	Softly in the cradle lie
Sleep, oh, sleep,	Sleep, oh, sleep,
Softly in the cradle lie,	Softly in the cradle lie,
Sleep, oh, sleep.	Sleep, oh, sleep.

Though the days be cold, and the earth be white,
 And the flowers be hidden from our sight,
 When the Spring says "Grow!" and the sun says "Blow,"
 They will not forget to blossom I know.

MARCH.

I'm merry, breezy, little March;
 Dear children gathered here,
 I hope you all are glad to greet
 The third month of the year.
 There's so much work for me to do;
 Old Winter's stayed so long;
 And I must blow him north again
 With breezes swift and strong.
 Then I must melt the snow and ice,
 And waken little Spring,
 And from the warm and sunny South
 Must call the birds to sing.

THE LILY BULB.

The Great Gardener loved his flowers as a mother loves her children. He also loved the seeds; no matter how small or how brown they looked he loved them dearly. He would look at them every day and call them by name, and talk to them as if they were children. He knew just what each needed to make it grow, and often the merry Sunshine would look in upon the Great Gardener and say: "What can I do to help you and your seeds?" And the Clouds would send messages to him, begging to know when he wanted rain for his seeds.

The Wind family—all the brothers and sisters—were his helpers also. The North Wind and the South Wind, the East Wind and West Wind, with all their little breezes, were always ready to do whatever he had for them to do.

One day he was in his seed-house, choosing the seeds and bulbs that were to blossom for the blessed Easter time, and among the bulbs was a very large brown bulb, looking something like a vegetable. The little boy, Roy, that helped the Great Gardener, looked at the brown bulb, and wondered what it was good for; and he wondered still more when he saw the Gardener take it in his hands so gently, and look at it so lovingly.

At last little Roy said: "What are you going to do with that ugly brown thing?"

"'Ugly brown thing'—is that what you call it? Why, my dear little boy, that is my beautiful Easter lily."

The little Roy laughed and laughed, for he could not see anything but the ugly brown bulb, and he thought the Great Gardener did not know what he was talking about. That dead, brown thing an Easter lily! and as he thought about it he laughed right out loud.

The Great Gardener turned about and said: "Why do you laugh so, my little friend? Is it because I call this brown bulb an Easter lily? You shall see what will happen if you will only love and trust me," and the Gardener smiled such a sunshiny smile that little Roy thought he saw the Easter lily already in bloom.

"Come with me," said the Great Gardener, "and we will start the life of the Easter lily."

So Roy followed him from the seed-house into the long glass house where the garden beds were ready for the seeds. Here he dug a place for the brown bulb and put it in and covered it over with the warm earth, and whispered to Mother Earth to keep the lily snug and warm, and to let it sleep until the warm sun should wake it up.

Little Roy watched the Gardener all the time, and when the lily was put away in the ground he felt very sad, for he could not understand about it. At last he said to the Gardener: "Why do you put it in that dark hole? You have buried it away from the light, and how can it ever be an Easter lily?"

Again the loving Gardener smiled, and the little boy thought he saw the beautifully lily, until he forgot to be sad and said: "Yes, I will trust you, dear Gardener; I will wait and see."

He took the Gardener's hand and walked about among the flowers, and everywhere the Gardener stopped he touched them lovingly, and spoke to them by name. He would say: "This is my cheerful Pansy family; they are always laughing! It makes no difference about the weather, they are always full of fun whether the sun shines or not." "And here is my noble Rose, that is always kind to everyone, whether they are rich or poor." "And here are my Daisies—see how they hold up their heads."

The next week Roy came again to see the lily bulb, but he could not find anything, only the brown earth, and then he would ask the Gardener if it was not nearly time for the lily to wake up.

"After a while; you must trust and wait," and the loving Gardener would smile, and again Roy thought he saw the beautiful white lily; so he went away happy, but came again and again to see if it had waked up yet. All the time the sun kept shining down warm and true, and the loving Gardener watered the ground where the lily bulb was buried.

One day Roy found a tiny green leaf coming up through the brown earth, so he ran for the Gardener and brought him to see it. When the Gardener saw it he said: "Well, you have waked up, my beautiful Lily, and by Easter you will be ready for the service at the church."

Roy clapped his hands, for now he knew that the ugly brown bulb had to be put under the brown Earth, or it would never have waked up at all. He watched the little leaf grow larger and then the stem grew up straight and tall. More leaves came, and the plant grew taller and taller, until it was up to his head, and then he saw something rolled up lying close to the stock. And he watched this day after day, until one day the green rolls began to unroll, and out of the green came the wonderful flower—the White Easter Lily! Its face was turned towards the sun, and out of its beautiful, pure white cup came a fragrance so sweet that Roy thought the flower gardens in Heaven must smell like the lily.

One day, when all the blossoms were out, and in a few days would come Easter Sunday, the day that the lily was to be carried to the church, Roy put his mouth very near the beautiful blossom and whispered, "Tell me, beautiful Lily, how you felt when the Gardener put you down in the earth?"

And this is what the lily answered back: "Why, at first I could not understand it at all. I was living in the seed-house, with all the other seeds, until one day the loving Gardener came through the seed-house, and said, half aloud: 'It is time to choose my Easter flowers, and only the best and the most beautiful must be chosen, for they must tell the story of Christ to the people—how the angel came and awoke Him up from His sleep in the grave, and took Him to His heavenly home, where we shall one day know Him.' This I heard the Gardener say, and oh, you do not know how I wished to be beautiful and good that I might tell the Easter story to the people? But I knew I was only an ugly brown bulb, and could never hope to be beautiful, when I was surprised by finding myself in the dear Gardener's hands, and he was smiling at me, yet I could not tell what was coming."

"You know how he buried me in the earth, away down from the light, and oh, I was so frightened at first, until one day, down through the brown earth I felt the warm sunshine, though I could not see it. How happy I was—I knew all was right, and something would happen, and I could not keep still; and one

day I pushed myself up, up, until I saw the light; and then I never stopped a minute, but kept on growing towards the light, up, up, until you see me to-day ready for that blessed day when I shall go to church and tell the Easter story to all the people. The Gardener says that if you love the flowers you can hear them sing on Easter morn, "Good people bless this holy day," for 'Christ is risen,' the angels say, 'This holy, holy Easter day.'

"Now, good-bye, little Roy. Come to church and hear the story."

A KINDERGARTNER.

A PAIR OF THEM!

A little boy was very fond of driving with his parents. Of course, it was not always convenient or wise to take him with them. Instead of having the child understand this fairly and squarely, having a little cry over it, if necessary until he could realize that crying did not avail, as it never should, these wicked parents—I *will* call them so—would tell the little trusting fellow that they were not going to ride, that they were going to stay at home, and that he might go with his nurse. Then when he was out of sight, they would sneak off. How could they help feeling mean? Well, this worked successfully, as they thought, for several times, until one day during his walk the child saw his father and mother driving, whereupon he doubled up his little fists, and his little face grew very red, as with tears in his eyes, he exclaimed with deep feeling: "There go the two biggest liars in this town!"

ONE TEACHER'S WAY.

By Lola C. Hine.

What teacher is there who does not sigh as spring comes on, "O, if I only knew how to keep this room clean?"

With little folks, leaves and buds *will* drop; paper scraps will *not* stay on the desk, and with the returning life of spring, the door-mat has not attractions strong enough to counteract with the desire to be out as long as possible in the open air.

We do not wish to keep continually talking about cleanliness, which means, in the abstract, nothing to a child.

I suggest a device I found helpful: One morning I said to a little boy, "You live on Washington Street in 'Our Town,'" and to another, "You live on Main Street." To each aisle I gave a name, and then said, "Main Street is the cleanest of them all." I then spoke of those houses we like so much to look at, where not only the house, but the lawns were kept in order, making a pretty street. Each child thought of his seat as his house, and the floor as his lawn, and now I have only to suggest that the street cleaner might be necessary on Main Street, and the children, enjoying the play, see that it does *not* need any, the next day.



Tit-Bits—Old Gentleman—"Do you mean to say that your teachers never thrash you?" Little boy—"Never! we have moral sausion at our school." Old gentlemen—"What's that?" Boy—"Oh, we get kep' in, and stood up in corners, and locked out, and locked in, and made to write one word a thousand times, and scowled at and jawed at, and that's all."

In the School Room.

THE RIGHTEOUS "MUST" IN DISCIPLINE.

In a recent article by L. B. R. Briggs in the *Atlantic Monthly* this is found: "No imaginative device, however feeble, will take away the manliness of a boy who knows that work is work, and makes play of it when he honestly can; but nothing debilitates a boy more effectively than the notion that the teachers exist for his amusement, and that if education does not allure him, so much the worse for education."

No greater harm can be done to the pupil than to allow him to form habits of inattention, incorrect position, irregularity at school, and tardiness in the keeping of appointments.

It was not necessary for the right development of the little Pilgrim children that they were forced to attend church, to use all their time in work—"profitable employment"—or to sit in straight-back chairs; yet if we were compelled to choose for our children even *that* extreme of a rigid life, or the loose methods and hap-hazard ways in which, I fear, some of our children of to-day are being educated, which should it be? Our danger for a few years back, though we are rapidly choosing a "golden mean," has been to err on the side of removing all difficulties from the path of the children. Is it not wholesome for the child to obey sometimes because requested by parents or teachers, when no reason is given? Should not the child obey because *Right is Right?*—*Wisconsin Journal of Education.*

HOW TO READ.

By Clarence M. Chase.

The way to learn to read with true appreciation is to read intelligently and often. Literary taste is a thing of intuition and not a matter of rules; a sensitiveness to the forms and content of literature. Like all aesthetic feeling it must largely come by absorption through long familiarity with art creations. In order to appreciate good literature in a soulful way one needs to be immersed and thoroughly soaked in such environment as early as possible.

Too much time is sometimes wasted in talking about the beauty in literature or making tedious dissections and expositions, while the children are impatient to be reading it. The treasures of the new reader are long being devoured by hungry minds too eager to await the slow doling out of the regular lessons. The so-called "bad" boy is the very one who spends most time in thus covertly regaling himself. This shows how naturally children reject formal interpretation and simply desire to live between the lids of their readers. By this expression is meant their aptness for entering into and living over the scenes and experiences presented; not with conscious effort to interpret or even appreciate, but in the same spirit of abandon that blesses every one of their elders when reading solely for pleasure and profit.

MEMORY GEMS FOR MARCH.

Annetta F. Armes, Boston.

Who said that March was a scold and a shrew ?
 Who said she had nothing on earth to do
 But tempest and furies and rages to brew ?
 Oh, March that blusters and March that blows,
 What color under your footsteps glows !—*Celia Thaxter.*

The cock is crowing,
 The stream is flowing,
 The small birds twitter,
 The lake doth glitter,
 The green field sleeps in the sun.

—*March, Wordsworth.*

Come the tumult whence it will
 Voice of sport or rush of wings,
 It is a sound, it is a token,
 That the marble sleep has broken,
 And a change has passed on things.

—*Emerson.*

Ah, March ! we know thou art
 Kind-hearted, spite of ugly looks and threats,
 And, out of sight, art nursing April's violets.—*H. H. Jackson.*

Dip down upon the northern shore,
 On, sweet new year, delaying long ;
 Thou doest expectant nature wrong,
 Delaying long ; delay no more.

—*Tennyson.*

Now fades the last long streak of snow,
 Now burgeons every maze of quick
 About the flowering squares and thick
 By ashen roots the violets blow.

—*Tennyson.*

For thick the emerald blades shall grow,
 When first the March winds melt the snow,
 And to the sleeping flowers below,
 The early bluebirds sing.—*Bryant.*

For now the Heavenly Father
 Makes all things new ;
 And thaws the cold, and fills
 The flower with dew ;
 The blackbirds have their wills,
 The poets too.

—*Tennyson.*

Hark ! 'tis the bluebird's venturesome strain
 High on the old fringed elm at the gate—
 Sweet-voiced, valiant on the swaying bough,
 Alert, elate,
 Dodging the fitful spits of snow,
 New England's poet-laureate
 Telling us Spring has come again.—*Aldrich.*



An eight year old lad was asked to write out what he considered a good dinner bill of fare for Thanksgiving, and here it is:—

“Furst corse—Mince pie. Sekund corse—Pumpkin pie and terkey. Third corse—Lemon pie, turkey, cranberries. Fourth corse—Custard pie, apple pie, mince pie, chocolate cake, ice cream, and plum pudding. Desert—Pie.”

An accomplishment should be the expression of a real gift, and that there isn't much use in a girl's anxiety to be able to do a lot of things, or any one thing, unless she has some natural inclination toward it, some desire to take it up for its own sake, and not simply because she sees in it a way to gratify her personal vanity or her social ambition.—*Helen Watterson Moody, in the March Ladies' Home Journal.*

The Atchison (Kas.) Globe says that it is a grandmotherly notion that a man should be tucked in his bed at home every night until the day he marries and goes to a home of his own. Such hot-house treatment, it says, puts him in poor condition for the cold blasts he is bound to encounter later in life. A man gets training away from home that he needs in after life.

Editorial.

AN EDUCATIONAL MISFIT.

In a certain district in Asia there was born a little girl. Her father was a person of the ruder type—a man who knew the value of his oxen and his hogs, but who had never placed a value on a human soul. He was what people without thinking call a brute. His natural inclinations were towards dirt—and this was manifest in language, clothing, manners and conduct. He champed his food. He chewed tobacco. He swore. He kicked the dogs. He yelled at his wife and children. As for his wife, she was a woman who had known better days, but who through harshness, cruelty, and the crushing out of lofty ambitions, had been reduced to the rank of slave. Her only thought was to obey her man. She no longer dreamed of pleasing him. Fear was the one impelling motive in her life. Because of this she never cared to spend. Indeed, she never had the means supplied her. She did not dare to love her little ones too much, for it would seem like wasting time. She did not dress like other women. The very love of beauty seemed to have died out of her nature. Crushed, downcast, half-dazed, she continued to drag out her miserable existence, waiting for the hour when death should claim her or the one to whom she had yoked herself in youth.

In course of time the little girl born into this home was sent to school. She came with dirty hands and face, and "toozled" hair. Her clothes were rent, her shoes were coarse and shapeless. She was awkward, shy, treacherous and dishonest, and before long it was known that she could steal. Worse than this, she was cruel, and when angered swore like her father.

Now, it happened that the teacher of the school to which this child was sent was wise in pedagogical lore. He had succeeded in dividing the human mind into compartments or pigeon-holes, and knew to a nicety just what was meant by fundamental laws of thought. Most men are a little too humble to claim complete familiarity with fundamental principles, but not so this teacher. He saw right down to the beginnings of mental movements, and could trace the growth of intellectual power from birth to death without making an error once. Mind had to move as he said, for it had to move according to law, and he knew the law.

It was because of this knowledge of intellectual development (he never mentioned emotional or volitional development, nor even that harmonious development of all one's being known as life), that he laid out with precision and with no allowance for alteration, a programme of study for the little unfortunate committed to his care.

He gave Arithmetic beginning with the numbers one and two, in order to develop power, though the little girl knew nearly everything to fifty and could tell just how she knew it. It was in harmony with fundamental law that she should proceed after a fixed manner, and no allowance was to be made for exceptions. So she was plainly told that she didn't know that two fives make ten, and that she had no business to think so, till she had formally stated that two is two-thirds of three, and seven is seven-tenths of ten. Law means order, therefore order must be followed. In addition to Arithmetic she was given lessons in Reading

according to a method by which she was supposed to be getting and giving thoughts, but in reality she was playing permutations with a small stock of selected words. And in composition her time was spent in filling in blanks, or in juggling with words and sentences to get them in proper order. Added to this, she was whipped or scolded thrice daily for disobedience or laziness. *Yet never once had a loving sympathetic soul come into touch with hers to lift her out of her loneliness and misery and wretchedness. Never once had she a glimpse of that unknown world of feeling in which it is the children's right at times to dwell, and never once was her will touched to generous resolve because the heavens had opened to her view.*

And yet we sometimes call it teaching to heap a few more burdens on a child in the name of study, under the plea that "there was never a soul yet who amounted to anything without work" and "the great thing in education is the development of power." Let us get away from any such absurdity as this. There is in the case of every child only one problem. *How shall the life be bettered?* And in the answer to that problem the teacher needs to get deeper than subjects and methods. It is a matter of touching the will, of kindling feeling, as well as a matter of giving light. All true teaching is spiritual service; it is soul acting upon soul.

Or to put it more plainly. The little girl—rude, unawakened, un-cared for—needed not the number work and reading and the formal composition, nearly so much as a fresh sympathetic soul to reach down to hers and lift her into a brighter world. Such a soul can not be told how to live or act, *feels* rather than *knows* what to do, and under his ministering care the life of the little one will blossom into loveliness and beauty, until perhaps even her wretched home is irradiated with the glory of the new possession, and coarseness and despair give way to self-respect and family pride and joy.

OPTIONAL AND PARTIAL COURSES OF STUDY.

Mr. Arthur I. Hadley, of Yale University, has thus expressed a thought that must have crossed the mind of many a teacher both in rural and city schools, "I believe that we may delay the advent of a reform in our schools which is of vital importance to us all. That reform will consist in the separation of our classes, both in the grammar schools and in the high schools, into groups that are about to finish their school days, and groups that are preparing to advance further. In almost all our previous groupings, we have tried to classify pupils on the lines of their different tastes, real or supposed. There is a great deal to be said in favor of a different system, which should classify them on the basis of the probable duration of the studies." Because a pupil reads with the seventh or eighth grade, it is no reason why he should study all the subjects of that grade. Especially in rural schools, would it seem to be desirable during the last school year of a pupil, to give him such instruction and to perfect in him such tastes and habits, as will be most necessary when he goes forth into the world. As a matter of fact, we are in danger of running daft, if we keep adding to our programme of studies everything that can be converted into a study, and then insist that each and every pupil shall cover the whole ground. There would be some wisdom in such a course, if encyclopædic knowledge rather than power were the great end in view. It is, perhaps, no

overstatement to say that as much mental discipline can be secured from the study of five subjects during a school term as from the study of fifteen, and the probabilities are that at the end of the session there would be something to show for it in the former case, and next to nothing in the latter case.

OBITUARY.

The late JOHN BEAUFORT SOMERSET, who died at Peachland, B.C., on the 6th inst., was a man whose name was closely identified with the development and progress of education in this province. His earlier educational work was done in Ontario where for ten years, from 1861 to 1871, he taught in the public schools, and from the latter date until the end of 1881 he was Inspector of Schools for the County of Lincoln. His work in this latter field pointed him out as a suitable man to direct the organization of the schools of this city and he was chosen Inspector of Schools for Winnipeg, his duties beginning in February, 1882, and continuing until his appointment as Chief Superintendent of Education for the Province towards the close of 1883. During these two years the schools of the city were organized on the lines on which they are conducted to-day, and many of the men and women still in the service of the Winnipeg schools look back gratefully to Mr. Somerset's memory for help and encouragement given them when they were beginning their work.

The sound knowledge of educational principles and the remarkable executive ability shown by Mr. Somerset in so admirably organizing the Winnipeg Schools at a time when the system increased threefold in two years led to his appointment as Chief Superintendent of Education for the province, and this position he held until 1890 when the office was abolished. Under his wise and capable administration over 400 schools were organized, a well considered course of study was authorized, systematic inspection of the schools by men with professional training was provided for and the province divided into inspectorial districts, while a well conceived course of professional training for teachers was established and provision made for the establishment and support of intermediate schools. The foresight and wisdom of Mr. Somerset's policy may be gathered from the fact that in all their essential features the schools of to-day do not differ from those established by him, but are working steadily for the realization of aims that he had in view.

After the advection of the office of chief superintendent, Mr. Somerset was engaged in newspaper work, and in this connection was able by his pen to serve the cause of public education. As a member of the Board of Wesley College and also of the University Council, he kept up his connection with educational work, although, owing to ill health, he often did so at great personal sacrifice.

As a man he was kind and affectionate, and those who had the privilege of knowing him intimately and sharing his friendship, knew that they had in him a friend on whose loyalty they could always rely. The JOURNAL extends to his bereaved family its sincerest sympathy in their deep sorrow.

A boy used to crush the flowers to get their color, and painted the white side of his father's cottage in Tyrol with all sorts of pictures, which the mountaineers gazed on as wonderful. He was the great artist Titian.

Book Notes.

"CANADA UNDER BRITISH RULE"—by Sir John G. Bourinot, K. C. M. G., (Copp, Clark Co., Toronto). A timely volume, by one who is in a position to know whereof he speaks. As might be expected it is particularly full in dealing with all constitutional questions. To realize this one has but to look at the maps or at the treatment of such a topic as the Manitoba School Question. The book might properly be entitled a short account of our national growth. It is not overloaded with detail, but facts and figures are given when they serve an important purpose. Every man who is interested in the political history of Canada must have this volume, and it would be well if every teacher could secure it as a reference volume. Perhaps in the description of political characters it would have been just as well, in some cases, to have omitted the adjectives. They convey personal opinions only, and in some cases are open for discussion.

Messrs. Houghton, Mifflin & Co., of Boston, New York and Chicago, announce, for immediate publication, a *School Edition* of John Burroughs' "SQUIRRELS AND OTHER FUR-BEARERS," at 60 cents, *net*. The great popularity of the regular one-dollar edition of this book has led to the issue of this school edition in unabridged form, with a specially designed cover, at a reduced price.

In this book the author has gathered most of his scattered notes on the smaller, more common mammals—the squirrel, the wood-chuck, the rabbit and hare, the skunk, the fox, the weasel, etc., together with some interesting new matter. The book is not a formal natural history, but gives more or less complete life histories of the various animals, and many interesting facts about the lives of these little-known neighbors of ours are brought out, all told in Mr. Burroughs' own charming style.

The book is illustrated by reproductions of 15 of Audubon's famous pictures, and there is a very good frontispiece of a red fox from life.

Inspectoral Notes.

It is impossible to print in one issue the Departmental Reports of the Inspectors of the province as laid on the table in the Legislature last week, but an effort will be made in this and the next two issues to publish such portions as are of most direct interest to teachers. The full reports will of course appear later on in pamphlet form.

FROM INSPECTOR ROSE'S REPORT.

READING.

The teaching of this the most important subject on the program is generally satisfactory. Regarding the most important principles which underlie the teaching of the subject there is pretty general agreement among teachers. It is generally conceded that any method of teaching reading which does not develop a refined taste in literature and a desire to read good books must be essentially weak. This is the final test of the teacher's work. Realizing this the best and most successful teachers lay the foundation of their work by saturating the mind of the child with good literature suitable to the stage of development. During the first few months of the child's school life the time is

mainly spent, not in formal reading lessons, but in listening to stories read or told by the teacher and in retelling these stories, in pleasant conversations dealing with subjects of special interest to the pupils. Such exercises tend to put the child in sympathy with his new and strange surroundings. They tend toward the preservation and development of that charming naturalness of expression which belongs to childhood and thereby shut out that ancient monstrosity the school tone. And further, they tend to develop such a love for good literature and such a desire to unlock the mysteries of books that the mechanical difficulties inherent in the subject appear to vanish as by magic so great is the power of interest.

COMPOSITION.

The results in the teaching of composition may be described as fairly satisfactory. There is, in my opinion, no important subject in the course of studies the underlying principles of which are so little understood. The difficulty would appear to arise mainly from a failure to understand and to preserve the true relation between thought and expression. One teacher states that his pupils are unable to write more than a few sentences on a given topic.

Another complains of the inability of pupils to get to the heart of a question. "They deal with trifling details and miss or obscure the main point." These are roundabout ways of saying that pupils cannot think clearly. The teachers who are reaching the best results are the few who systematically train pupils to think logically in all subjects and who insist upon a clear expression of such thinking rather than the many who are engaged in the hopeless attempt to make clear in expression that which is obscure in thought.

FROM INSPECTOR EWERT'S REPORT.

Bi-lingual instruction is given in all schools. The best schools devote about three-fourths of the day to English, and one-fourth a day to German, and this is found to be about the right proportion to secure a satisfactory degree of proficiency in the use of both languages. Some schools begin the bi-lingual work with pupils of the first year, others put it off to the second or third year. It does not seem to make much difference which plan is followed. For economizing work the latter plan would be preferable, at least in schools where only one nationality is represented; but the little ones are usually so anxious for "the cat and the rat," or the more modern "Duke and daisy," that the teachers yield to their wishes in order not to discourage them. A few schools are rather backward yet in their study of English, but no opportunity is lost on the part of the inspector to make them more ambitious in this direction.

FROM INSPECTOR BEST'S REPORT.

The general quality of the work done has been relatively satisfactory. Oral reading, now taught with subjective aims rather than as a dictionary exercise, is producing increasingly superior results. The methods employed in teaching spelling are not all regular or systematic, but will doubtless prove more or less effective if continued long enough. Composition, though brilliant in spots, would be more effective if less critical and more expressive. Grammar is taught

according to the regulations and modern theory in the upper grades only, and is limited strictly to the mother tongue, and not permitted to interfere with the liberties of the tongue Canadian. The study of history as a day book of past happenings real or imaginary, is becoming, not too rapidly, an historical fact. The trend of geography is toward the study of the great world facts, their relations to each other and to man, and very satisfactory results are frequently met with. The development of the power and habit of clear thinking is now the goal in arithmetic, and in the more elementary stages the work improves each year; the little primers on elementary arithmetic, well known in the province, have done a good work and should be more closely read. Nature study flourishes in the warm weather, and includes the observation of butterflies, birds and plants. In some way unaccountable, many of the pupils write a fair hand, but the amount of care exercised by the average teacher in regard to this branch is not in proportion to the value of the subject. Fair work is done in many instances in drawing, but where the best results are had, the teacher herself has some taste in that line. When the aims are better understood, the work will probably become more general. There is sweet music here and there that softer falls than petals from blown roses on the grass, but good teaching in music is not the rule.

FROM INSPECTOR MAGUIRE'S REPORT.

One result of school training should be skill in the mechanical school arts—reading, writing, arithmetic and spelling. Any child who has reached Grade V or VI in our schools, should be able to read intelligently, write legibly, calculate rapidly and accurately, spell correctly any expression of his own thought, and write an ordinary business or social letter in good form. He should be able to keep simple accounts and should have a knowledge of simple business forms. Those who pay for the schools have a right to expect this, and if they do not find that the pupils of our schools are skilled in these arts they have a right to ask why.

I would not be understood to mean that skill in these school arts should be the chief aim of the teacher's work or the chief business of the school. The real work of the school is much higher and more difficult. The development of high ideals and the formation of right habits is a nobler and more delicate task than mere drill in reading and writing, but "these ought ye to have done and not to leave the other undone." The reality of results in the higher work may be questioned if something tangible is not accomplished in the lower.

"JUVENAL"--Edited, with introduction, notes and indices, by Henry Parks Wright, of Yale College. This volume, coming from the Athenæum Press (Ginn & Co., Boston) is fully up to the high standard set by this publishing house. The editor knows and appreciates his subject. The introduction is remarkably clear and instructive, the notes full without being unnecessary, and the appendices useful both for student and critic. As stated in the preface—"In the text edition will be found all that has come down to us from Juvenal, including the new verses of Satire 6, discovered in 1899 by Mr. Winstedt, in the Bodleian Library. It did not seem best to include in the annotated edition, Satires 2, 6 and 9, which, from the nature of their subjects, are not generally read with under-graduate students."

Communications.

TEACHERS' EXCURSION.

It is but a few months now to the summer holidays, and the question of where to spend vacation will soon be engaging the attention of teachers throughout the province. Are we to have a teachers' excursion this summer? It is certainly to be regretted if the experiment made last year does not result in the excursion becoming an annual affair. Last year's trip was no doubt not the success that many anticipated, but this was largely due to the fact that so few of the teachers knew about it in time to make arrangements. Undoubtedly it would have been more largely availed of had it been announced sooner. As it was a majority of the teachers did not hear of it until a week or so before the dates fixed. If there is to be an excursion this year, now is the time to discuss the matter and make necessary arrangements with the railway companies. As to routes, would it not be a good plan to arrange for a visit to Buffalo? The proximity to Niagara Falls and Southern Ontario, in addition to the Pan-American Exposition to be held there this summer, make it a most desirable place to spend a portion of the vacation. Perhaps the Secretary of the Provincial Teachers' Association can inform the readers of the JOURNAL what was done in this regard at the meeting last July, and whether the committee who had charge of the matter last year are still acting as such. I have looked over the files of the JOURNAL but can find no record of the meeting.

ARTHUR E. HEARN, Glenboro.

The JOURNAL is a welcome visitor and I look forward to its coming. The question about the combination of 9+7 is one of interest to me, for I find the same thing in my own class, and have often wondered if I had any right to have them leave their own way, which seems so natural, and come to mine of making a "10" out of it. Is there not a danger of making a machine out of tens system?
S. C.

NEWS NOTES.

At the last meeting of the Advisory Board a regulation was passed, according to which, teachers holding Second-Class Professional Certificates and wishing to proceed to First-Class Certificates, will have to pass an examination only in the theoretical subjects. The subjects of examination will be:

(1) Philosophy Education. (2) History of Education. (3) Psychology. (4) School Management, School Organization, School Law.

The texts are, Rosenkranz. Parts I and II with exception of chapters on religious education, and Part III. Sully's Handbook of Psychology; Tuck's Educational Reformers; Reports of Committees of ten and fifteen; Logic (classification, Definition and Method, Inductive, Deductive).

The examination on these subjects will be held May 7th and 8th.

A committee has been appointed by the Advisory Board to collate the suggestions of Inspectors as to conditions and requirements of rural and village school buildings. These suggestions it is understood are to be given to an architect to be appointed by the government, who is to prepare plans embodying these requirements, and the plans thus prepared are to be submitted to the inspectors before approval by the Board. When completed and approved these plans will be available for school boards who are about to build, and who wish their buildings to be adapted for the work to be carried on in them.

Selected.

BASKET BALL.

This game should be played only by boys known to be in good physical condition.

TEAMS.

Teams may consist of five, seven or nine members, according to the size of the field of play.

OFFICIALS.

The officials shall consist of a referee and a scorer.

REFEREE.

The referee shall put the ball into play by tossing it up in the centre of the field, and shall judge of the ball and the players during the progress of the game.

SCORER.

The scorer shall be appointed by the captain of the home team, and he should keep the record of the game in full view of the players and spectators.

CAPTAINS.

Captains shall be appointed by each team, to represent the team in any disputes and to toss for goals; he should be responsible for team discipline.

RULES FOR GAME.

1. The game is started by tossing the ball in the centre of the field, at the beginning of each half, after each goal, or at any time when the ball goes out of play. The ball must first be touched by one of the centre men, after it has been tossed by the referee.

2. The ball may be batted or thrown in any direction. It may be hit with the open hand only. To strike it with the fist or to kick it constitutes a foul. It may be thrown with one or both hands. The ball may be "dribbled," i.e., bounced on the floor and struck immediately with the hand. After "dribbling" the player must throw the ball to someone else to make a goal.

3. The ball may be batted with one open hand downward out of the hands of an opponent. To strike, pull or wrench the ball out of the hands of an opposing player constitutes a foul.

4. A player must intercept the ball when thrown from or to an opposing player, but he must not run with the ball if caught, or keep it in his possession over five seconds.

5. There shall be no tacking, holding, or pushing or interfering with the person of an opposing player in any way. To do so is a foul.

6. A goal is made when the ball is thrown or batted from the field into the basket.

7. A goal made from between the centre lines shall count three points; a goal made between the centre and end lines counts two points. When a foul is made and sustained by a referee, the offended side may claim one point, or a throw

follow pure science, nor can he be taught the methods of advanced and specialized science at his age without injury. Those authorities that are recommending the early introduction of specialization and advanced scientific methods do not consider that they are trying to demolish at one blow all that has been learned with regard to the methods of instruction in elementary schools, for they sacrifice the many-sided interest which is necessary for the best progress of the pupil. The child of four or five years of age has many interests, but he has no great stock of accumulations in any one direction. The good primary teacher ascertains these various elements of interest and brings them up into consciousness, and skillfully combines these isolated elements. Each lesson should bring the child's mind from these elements of his experience toward the seizing of some phase of an abstract scientific principle. If, however, the line of investigation which approaches a scientific principle is to be followed indefinitely, the second or third step would bring the pupil into a region beyond his experience, and it would not be possible for the teacher to retain his interest. Like Antaeus, the child's mind must be brought down and made to touch the ground of his experience again and again at every step, and this has to be done in many sciences rather than in the same science. But the child whose experience has been marshalled by the skillful teacher and made conscious, the child who has learned how to apply his experience as a key to the explanation of things just beyond the range of his immediate experience, is a child who has gained in power of apperception and who has taken the first essential step toward attaining a scientific mind.

THE WEATHER

By H. M. Watts, in *Popular Science Monthly*.

The synthesis of American weather, which can be given in two sentences, is within the understanding of any one, for American weather is the resultant of a west to east drift in the general circumpolar circulation of the north temperate zone, which drift is broken up into two great eddies, and only two, the cyclonic and the anti-cyclonic; the former, the cyclonic, the centre of general storm phenomena, and the condition and cause of local storm disturbances (tornadoes, squalls, thunder-storms, etc., as local conditions and the seasons determine); the latter, the anti-cyclonic, the centre of clear weather phenomena. Into this circumpolar system intrude the tropical anti-cyclonic and the tropical cyclone, and play their part in the proper season and region. That is all.

The great circumpolar drift moves in ceaseless round from the Pacific to the Mississippi Valley, from the Mississippi Valley to the Atlantic, from the Atlantic to Europe, to Asia, to the Pacific, and back again. In it appears the two great atmospheric eddies, oftentimes over a thousand miles in diameter, and covering 1,000,000 squares miles of the earth's surface. These two type eddies, the cyclonic and the anti-cyclonic, are the real distributors of the weather, as we know it. They can be seen to shift as a whole from west to east, not necessarily along a straight line, however, for they have a way of bellying down, or sidling from the northwest to the southeast, and from the southwest to the northeast, or from all points in the west between north and south to all points in the east between north and south, making all sorts of combinations, accelerations in speed, slowing up, sometimes standing still seemingly, but yet progressing surely, certainly, inevitable to the east.

The anti-cyclone, judging it wholly from the invariable surface effects, which can be seen day after day on the United States Weather Bureau's daily maps, is essentially a down-draught eddy or centre of dispersion for the winds; an area where the barometric pressure is above the normal. The cyclone, also invariably, so far as the surface levels of the atmosphere go, is an up-draught eddy, a centre of wind concentration; an area where the barometric pressure is below the normal. When it is remembered that the winds circulate outward from the high pressure centre of an anti-cyclone spiral, from left to right, clockwise, while the winds move into the low pressure of a cyclone spirally, from right to left, counter clockwise, some idea of the simplicity of weather causation is gained. Remembering also that, by reason of the descent of relatively cool, dry air and its dispersion, the polar anti-cyclone is the cause of the clear and cool weather phenomena, while by reason of the rushing in of warm, moist air on one side, its expansion and cooling as it rises, and cool, dry air on the other, the cyclone is the seat of storm phenomena, the first primary lesson in American weather is over.

Department of Education, Manitoba.

KINDERGARTEN ASSISTANTS' CERTIFICATES.

REGULATIONS.

1. Candidates to be eligible for the course of training leading up to the Examination for Kindergarten Assistants' Certificates, must be at least seventeen years of age, and must hold at least a Third Class Teachers' Certificate or have attended a High School or Collegiate Institute for at least three years.

2. Any person who attends for one year a kindergarten conducted by a director whose certificate is recognized by the Advisory Board, shall be eligible to write on the examination for Assistants' Certificates, and on passing the same shall be entitled to an Assistant's Certificate.

PROFESSIONAL EXAMINATIONS.

An examination for First and Second Class Professional Certificates will be held in the Provincial Normal School, Winnipeg, May 6th to 10th.

REGULATIONS FOR ENTRANCE TO COLLEGIATE INSTITUTES FOR 1901.

An Entrance Examination to the Collegiate Institutes of the Province shall be held by the Department of Education, along with the examination for teachers, in July of each year. Due notice of this examination shall be given to all Collegiate Institutes and Intermediate Schools, and diplomas shall be issued to those successful in this examination.

1. The examination shall cover the work of Grade VIII and preceding grades. Pupils from Rural Schools shall be permitted to take the English prescribed for third-class certificates, instead of the English here prescribed.

ORAL READING.

SPELLING AND WRITING on all papers.

LITERATURE.—The Fifth Reader (Victorian), with special reference to the following selections :

Prose—

The Crusader.
Rip Van Winkle.
The Panthers.
The Archery Contest.
English Scenery.
Killiecrankie.
The Story Muhammad of Din.

Poetry—

The Red River Voyageur.
To the Dandelion.
The Chambered Nautilus.
Rosabelle.
The Vision of Sir Launfal.
The Isles of Greece.
The Birds of Killingworth.

FOR 30 DAYS

Anyone sending us \$2 00 within 30 days after the receipt of this paper will receive the

Students' Standard Dictionary.

This book is an abridgment of the well-known *Funk & Wagnall Standard Dictionary*. It contains nearly 1000 pages,

\$2⁰⁰ Big Offer \$2⁰⁰

is indexed and bound in cloth. It is a book that we can recommend to the teachers of Canada. The paper, presswork and binding are first class.

REGULAR PRICE, \$3.25.

Save \$1.25 by ordering at once. Address the

**Educational Publishing Company, Limited,
TORONTO.**



Teachers' Watches, School Clocks,

**ACCURATE
TIME**

Is most essential in either a watch or clock. The kind we keep are thoroughly reliable and carry our guarantee. We never lose interest in a watch or clock that we sell; it is just as much to our interest as yours to have them perform satisfactorily.

Write to us if you require anything in the Jewelry line.

The finest Stock of DIAMONDS in Western Canada, personally selected from the cutters

D. R. DINGWALL, Ltd.

P.O. DRAWER 1367.

WINNIPEG.

ROBINSON & CO.'S *Departmental Stores,*

400 and 402 Main St., WINNIPEG,

CARRY

General Dry Goods, Millinery, Furs, Mantles,

Ladies' and Children's Boots and Shoes.

SPECIALTIES — Dress Goods and Silks.

MAIL ORDERS receive prompt attention.

SCHOOL FURNITURE.

We invite Trustees and Teachers interested in the furnishing of Schools to write us for Prices and Catalogues of School Furnishings.

We are Sole Agents in Western Canada for the Celebrated

Canadian Office and School Furniture Co.'s Desks, "Prestons."

A. H. Andrews & Co.'s "Rugby" Desks.

Globe Furniture Co.'s "Globe" Desks.

We carry the above named Firms' goods in stock. and will be pleased to quote you lowest net prices

**JOHN LESLIE, 298 MAIN STREET,
WINNIPEG, MAN.**

"NOTED FOR HIGH GRADE FURNITURE."

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.

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). See "Key to French Sounds." Etc. Pamphlet free.

Académie De Brisay, Toronto.

When writing mention The Journal.