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# **EDUCATIONAL JOURNAL**

## **OF WESTERN CANADA.**

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Edited by G. D. Wilson

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### A Practical Suggestion

The first condition of government is the cultivation of good citizenship, and for the fulfilment of this supremely important function the principal medium is the school, and the prime agent the school teacher. The home and the church have an important share in the work, but they are really secondary to the school. The school teacher accordingly is more nearly related to the well being of the state than either the parent or the minister; and a country which realizes the importance of having good citizens, that is to say, one which has an intelligent regard for its own best interests, ought to be willing to make any reasonable sacrifice to secure good schools and good teachers.

Now in my view a good teacher is more than a competent scholar well versed in pedagogic methods. From the standpoint of the state the moral influence he exerts in forming the characters of the pupils is even of more importance than all he does in the training of their intellects. The ideal to be aimed at is to have a Dr. Arnold or a Drumtochty "Domsie" in every school, even from the humblest country section up to the greatest collegiate institute. As a Canadian who appreciates the work of the teaching profession I would like to see this ideal approached if not ultimately realized in all the provinces of the Dominion.

And why should it not be? What is there impracticable or impossible about it? The only real question seems to me to be this: Can we have a sufficient supply of such heaven inspired teachers? Is the material available to make it possible for us to have in every teacher a man or woman whose whole soul is in the work of training the young; who is not merely competent to perform the scholastic duties of the position, but who is moved by a love and zeal which impels him or her to choose school teaching as a life work?

I believe it is. Not a few such are already in our schools; others would be glad to respond to the call they feel if they could only afford to do so. Here is the difficulty. The teaching profession is at present too poorly paid; it does not rank fairly in point of remuneration with other intellectual callings. Hence many a man and woman who is a potential Arnold or "Domsie" is kept out altogether, while the places that need them are filled by those who are conscious of no "call," but simply use a teaching certificate as a convenient stepping stone to medicine, the law, the ministry, or—in the case of young women—to matrimony. This is the long standing and oft discussed grievance—it is the real and permanent "school question."

I have a practical suggestion to make for the solution of it. My proposal is, in short, to make the profession in all respects possible and desirable for every truly gifted teacher, and then to remorselessly weed out all who fall short of the standard. How is this to be done? It seems to me to be a plain matter of practical statesmanship.

First of all the teaching profession should be endowed in such a way that in no case would the salary fall below a fair figure, while as the rewards of special efficiency handsome stipends would be available. In addition to good pay during the working years, there should be provision made for retiring allowances fairly proportioned to length of service, and amounting in cases of retirement through old age, or after a lengthened period of service, to an ample annuity. The lowest salary anywhere should be at least \$500; and from that minimum, salaries should range up to \$5,000 and \$10,000. This is merely saying that the man or woman who has genius for the most vital of all callings, should have material prospects as good as now exist in the other learned professions. Under such conditions we might reasonably hope to attract the best minds and natures to our school rooms great and small.

Further, as an incentive to high effort, especially in the direction of character building, the moral influence of the teacher should be noted and recognized by the bestowment of honorary rewards—something in the nature of the Victoria Cross—just as achievements in scholarship are now rewarded by honorary degrees. These marks of distinction should be bestowed by the provincial government through the Governor-General as representative of the Crown, upon the reports made from time to time by the inspectors. Such honors, bestowed only in cases of great desert, would excite as noble an ambition as that which urged the ancient Greek to strive for the golden crown, and the presentations from time to time would afford opportunities—now too rare—in which the public mind would be directed to the work of the teachers.

There should certainly be no lowering of the standard of scholarship and culture, but we want our schools conducted not merely by competent educationists but by men and women born to the work of moulding and guiding the young. My belief is that these conditions would bring forth in due time the desired result.

And now for the practical plan of doing this. We are constantly assured that the Dominion possesses illimitable resources—an inexhaustible public domain on which each province has a due proportion. Let each province, then, set aside a liberal block of its lands or other natural assets for the purpose of establishing a school fund to be used exclusively for the payment of salaries and superannuation allowances. Let each provincial government assume the duty of paying the teachers, taking that matter altogether out of the hands of the local boards, who would, however, retain the power of appointment and dismissal. This would at once abolish the evil of over-economy practised by school boards in general, and we would be distressed by no more advertisements of "Teacher Wanted—Salary \$175 per year." The school revenue raised by local taxation would be applied exclusively to the equipment and maintenance of the school buildings and property.

Can a sufficient annual revenue be obtained by each province in this way to pay all the teachers within its bounds and to pay them well? That is really the only practical question involved.

It can it should be done. Surely a portion of our "illimitable resources" could not be more usefully invested than in the production of good citizens through the agency of the school room?

J. W. BENGOUGH.

## The Study of History.

My definition of the subject is:—History is looking backward, that we may intelligently look forward.

We are permitted to "step out of line" for a moment and note the long procession of events out of which our present environment is evolved. To what end? That we may recognize men in the 19th century as the outcome of barbarous progenitors and as the lower types of more advanced generations yet to come. History, intelligently studied, sheds light on the past, modifies our views of the present, and makes us able to forecast, no, to form the future.

History deals with events, with facts, and facts (notwithstanding the experience of the greedy little gradgrinds) need not of necessity be a dry unpalatable diet. Theories are for the day, facts are for all time. Facts form the bases of all fabrics, are woven into theories, finely spun and coarsely spun, which wear out with time, become old, fade or else remain. Like that prettily-told story of King Edwin and Paulinus and the swallow passing swiftly through the lighted room out of darkness into darkness again, so we stand with an eternity behind us and an eternity before. And it is only by a study of the immensity of the past that we can know of the future. From this standpoint nothing in the past history of the race can be called unimportant. History is not a tale with a moral—it is all moral. Every fact is co-related with every other fact—is part of the great whole. Facts are the only means we possess of investigating the motives of human conduct and of getting a true knowledge of men. And back of each fact is its cause, and beyond it all down through the ages stretches the effect; and back of it all is the First Great Cause. So history is the message which all mankind delivers to every man. Can we spend our time in a more profitable study?

I know of no subject taught in our schools, the success of which depends so largely upon the personal characteristics of the teacher. If a teacher ever teaches himself into a subject, he teaches himself into his history lesson; he can no more be kept out of it than could the unfortunate Charles I from Mr. Dick's memorial. The teacher's views of life, his political bias, his general reading, his pet theories will out.

What equipment does the teacher need? I should say:—A knowledge of the facts, keen sympathy, graphic descriptive power, good judgement, personal force.

There are, I think, four things which a study of history should do for the child:

1st. It should make him acquainted with the great events which have made the nation what it is.

2nd. It should correct the otherwise narrowing influence of personal experience.

3rd. It should teach him that the law of cause and effect acts upon all planes.

And last but yet foremost:— It should teach him his duty to the great whole of which he forms a part.

### UNDER THE FIRST HEAD.

The study of history may begin with the present and work back—or it may begin with Adam and Eve and the garden and come on down to modern times. Each method has its advantages. I've tried both. If one has any considerable time at one's disposal 'tis better to begin at the beginning. Teach causes first, and then effects, thus following the natural sequence. Another reason for this course is that the past in its setting becomes more and more romantic and picturesque as we widen the distance of our point of view. It is well to have the first



lessons fascinating. First impressions mean so much. In teaching English history I would not begin with Julius Cæsar and the eagle bearer of the tenth legion, nor would I go to the forests of Germany as Green does—but would begin at the beginning, the cradle of the race, with the Mosaic account of the creation. I would perhaps take a week in following the rise and fall of the great history-making nations—the Egyptians and the Babylonians, the state of the Persian monarchy, the elevation and character of Philip of Macedon, his tragical death, the establishment of the Greek kingdom of Egypt by Ptolemy Lagres; the gradual advancement of the Roman power, touching upon the powerful effects of ancient eloquence: the promulgation of Christianity: the reign of Constantine which exerted such a powerful influence in succeeding ages: the general state of the empire and of the imperial city just previous to its final overthrow: the state of Europe after the subversion of the empire: then to the Jutes, Angles and Saxons and kindred tribes on the shores of the Baltic. These topics are merely suggestive. These daily pen pictures preceding the study of English history proper, I might call the picture and story stage. The pupils should learn how these peoples in successive ages lived, dressed, travelled, fought; the lecturer should have vividness of presentment and vivacity of manner. The sketch should be COHERENT; and the teacher should learn the art of leaving out all details which do not heighten the one central MOTIVE of each picture. As an aid to this end we should remember that all children love ACTION better than ABSTRACTION. Every child is born a hero-worshipper, and the happy man or woman is the man or woman who clings closely to his ideals. Let us early put our children under the magnetism of the fine and noble in history. It is mainly through its exercise in biography and history that imagination builds the moral character (and this, I take it, is the highest function of the imagination). Character depends upon ideals, and the material out of which our ideals are formed we get from the lives of those around us and from what we read. It is not true that children love fiction better than fact. Let the pupils see with you the striking pictures that crowd thick and fast on the page of early English history. The fair-haired boys in the slave-market at Rome, who were not "Angles but angels," will ever after be the prelude to them of Augustine's mission and the preaching of the Cross in Britain. Hengist and Horsa leaving boars to hunt, instead, Britons, will tell that might crushes out right for a time only. The dewy daisies of Runnymede crushed by the feet of the determined barons on that June morning of 1215, will come up before the eager youth on the day when he casts his first ballot—it stands to him for so much. May he feel that he is linked to the past and has a duty to the future, "man joined to man, that they are brothers!" No event is merely of to-day: its root is yesterday; its result, tomorrow.

#### UNDER THE SECOND HEAD.

The study of history should correct the narrowing influence of personal experience. The more I think, the more firmly am I convinced, unless we create a literary atmosphere to correct it, that ENVIRONMENT IS ALMOST EVERYTHING. It is only by widening our horizon and seeing the progress of the race through the ages that we can escape in a measure from the full binding force of the present actual.

#### THIRDLY.

There is no separate code of ethics for the individual and for the nation: the one great law of cause and effect acts on all planes. If the pupils learn truly in the small things, they apply the same principles afterwards in the great things. The Divine fiat, "as ye sow, ye reap," they see to be true from the first page of history—they will by-and-by see that it no less surely applies to the whole complex construction of the cosmos.

## FOURTHLY.

The study of history should teach the pupil his duty to the whole. Lead him up from the desolation and narrowness of the meagre lives of the early Saxons in their woods and wildernesses to see how by successive stages the arts of necessity were supplemented by those of comfort and convenience, and these in turn by the complex arts of 19th century luxury. Show him how men in communities first agreed to abide by law. Incidentally notice that there is such a thing as righteous wrath that peace may ensue. To those of us who recognize that there is a point where forbearance ceases to be a virtue, what a comfort lies in the saving clause of the mandate "IN SO FAR AS IT IS POSSIBLE WITH YOU, live at peace with all men." All history shows that anger against oppression and tyranny has been one of the main incentives in man's many struggles for freedom and development. Through a right conception of patriotism the pupil will be filled with an intense eagerness to protect his country not only from armed forces but from the not less dangerous because far more insidious foe which would attack the foundation of good government. Let him see that a shot fired at or for the Union Jack may have less of patriotism or of treason in it than has a vote cast at the polls. History rightly presented must teach love of home, love of country, love of humanity, the unity and solidarity of the race. It must create a sense of duty to the weak whose lives touching our lives at numberless points press upon us the claims of a common humanity. Out of this and upon this must each evolve for himself his system of social ethics.

Children don't form a system of youthful theology? Oh, yes they do—and they stick to it better than we too often do to ours. To the child, the teacher in his daily dealings with his class is a living epistle. And it is the teacher who is largely responsible if Love and Sympathy are not the bases of the child's first system of ethics.

Complaint may be made that this paper is not practical enough. Well, I can't tell anyone how he should teach history or anything else. Each class is a new entity, and every pupil is a separate problem. Still I may suggest a few things. First, widen your own knowledge and get broad ideas of great principles. Teach a little at a time. Review often, taking all the old and adding a little new which must be carefully cemented to the last. Don't teach isolated facts, for facts are not, cannot be isolated. Try to be broad. Prepare pupils for citizenship by teaching how taxes are levied, how laws are made, how justice is administered. Trace the progress of national industries, and with it the rise of big cities. Show how the growth of individual liberty brings with it the duties, rights and responsibilities of citizenship. Tell of discoverers and inventors, of the development of the army, the navy and of the volunteer services. Show the effects of the subjugation of a savage race by one more civilized, with the changes inseparable from the amalgamation of races which will follow. Look into the facilities of international intercourse. Show how oceans no longer separate, but join continents: how steam transit by sea and on land promotes the spread of comforts, equalizes prices and so prevents local famine. Touch upon the government ownership of railroads and telegraph systems. Altruism should be steadily creating a more wholesome environment, something better, brighter, truer and more helpful for those who follow us.

Of each historical fact impress the five "w's"—when? where? who? what? and back of all, why? And not only this. If a life is being studied, see that its value is felt, or its loss, and it is not too daring to look into the "might have been."

In teaching a battle and its causes, try to find out if the causes were just and sufficient. Note the result of the struggle on both conqueror and conquered. Dwell

on the true, the good, the noble. Wouldn't it be a good plan to get our pupils to bring in once a week, the story of some good deed, something kindly, thoughtful and unselfish which actually did occur under their own observation, or of which they have read? We find what we look for, and I always did pity Bunyan's man with the muck-rake. Supplement the history proper with the reading of historical plays, poems, novels and ballads. Read together the lays of Macaulay and Aytoun; "Chevy Chase," Tennyson's "Ballad of the Fleet," and "Charge of the Light Brigade," Campbell's "Battle of the Baltic," Kipling's "Native Born." In short, if you teach only a little history, teach it profoundly, philosophically, livingly and lovingly—remembering that history should teach hope to the discouraged and patience to those that have it not. I think it is Professor Blackie who says, "No sermon is so effective as the example of a great man."

"Evil swells the debt to pay.  
 Good delivers and acquits.  
 Shun evil, follow good.  
 Hold sway over thyself.  
 That is the way."

Victoria, B.C.

AGNES DEANS CAMERON.

## Music.

It is pretty generally acknowledged that this western country possesses a large number of good things, and among the best is an excellent system of schools and education, and it is only in accordance with the enlightened policy on which our school studies are regulated that music is given an important position in the curriculum. Music however is comparatively a new subject, and is still rather a stumbling block to some teachers, so a few remarks on general lines may possibly be of interest. In the first place as to the object of school music; it may be taken as generally acknowledged that there are two results to be aimed at, and they must both be obtained if any good is to be done; the one is to teach the pupil to be able to read music with moderate facility, and the other, which is no less important but unfortunately sometimes liable to be overlooked, is to cultivate in the pupil a love for music and a taste that will appreciate what is best in it. To take the first part of the subject, the study of reading music, or reading music at sight; the subject is still a comparatively new one, and there are many methods in use, which are still on probation. These methods may be divided into three systems, the Tonic Sol Fa, the Fixed Do and the Moveable Do.

The Tonic Sol Fa is open to a strong objection in that a different notation is used, and the ordinary staff notation is so all but universal that the Tonic Sol Fa student is much in the position of a person taught to read English in Greek characters, though of course it is possible to obtain quite a large range of music in the Tonic Sol Fa notation; still the system is not of general service. The Fixed Do system entails a knowledge of the various musical intervals, taken independently, without reference to the key note; the nomenclature is technical and confusing, and in spite of Hallah's efforts to do something with it, it is not in any general use at the present time. The third and most practical system is the Moveable Do, to which class the Normal system of School Music in use in Manitoba belongs. The general **idea** of this system is that the key note is taken for Do, and then any note in the scale

can be obtained with reference to Do ; this result is obtained by first learning the scale perfectly and all the intervals in it, always with reference to Do, and applying the knowledge to music written in the ordinary staff notation. The Normal Method by Messrs Tufts and Hott, which has proved very successful in our Manitoba schools, takes up the work in this order:—First, the knowledge of the scale and intervals, next music taken on the staff and in different keys, and at the same time the subject of rhythm with an undivided beat ; then the divided beat is introduced, the chromatic scale and use of accidentals, singing in two and three parts, and lastly the minor scale and the study of modulation is taken.

After the pupils have once learned the scale, either from the teacher or a musical instrument, the rest of the work is all done by the pupils themselves, and not only is it unnecessary to sing with the class, but it is harmful.

The other result looked for from our school music calls for different work ; in the earlier stages of the work a taste and love for music can only be inculcated and fostered by the free use of rote songs. Of course rote songs should be carefully chosen, carefully taught, and carefully sung, but they are indispensable in the junior grades, and songs other than those in the reader are very helpful in the higher grades.

Rote songs should be good music, and touching on subjects that the class can understand and take an interest in, and the greatest attention should be paid to the expression.

The use of action songs in primary grades can scarcely be objected to, as the actions, if properly done, should aid considerably in the cultivation of a perception of rhythm ; the objection arises when the movements are not rhythmic, or so violent as to interfere with easy and natural breathing.

The greatest need that our Manitoba Schools have in the way of music is some facility for the children hearing good music ; surely it is not too much to hope that before very long a piano may have its place in at all events every town school, and concerts by the best musicians available be given at regular intervals for the children. The hearing of good music is the highest education there is.

LAWRENCE H. J. MINCHIN,

Supervisor of Music, Winnipeg Schools.

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## Nature Study for Primary Grades.

We all know that the prime object of Nature Study is to create within the child's heart a love for Nature and a desire to find out the hidden beauties, not only in the most beautiful flowers and animals, but also in the tiniest works; for often in these small and apparently insignificant objects we see more wonderful and beautiful things than in the more imposing ones. But before we can hope for any results from this work there must be a desire in the child's mind to find out these things for himself; and this can be accomplished only by the teacher bringing into the lessons a freshness of spirit and a real, genuine love for the work.

Begin the work by simple talks with the child about his own surroundings, the plants and animals of his own neighborhood. Kingsley says "He is a thoroughly good naturalist who knows his own parish thoroughly." But in order to get the best results from this work without loss of time, the lessons must be carefully plan-

ned and arranged beforehand in order that they may be kept entirely within the child's power of comprehension and interest.

A good opening for study is to find out the plants of each special month, and a very good starting point is the child's own observations. Let him discover which color each special month prefers, which are the brave flowers, which the ones that dare not venture forth before they are sure that nothing but warmth and sunshine will greet them. A simple and I think a good way is to trace the whole life history of a plant, and as one of the great secrets for arousing interest is in the child being able to put himself in the place of the seed, plant or bird, that method should be followed as much as possible, as for instance: "Let us look at this funny little plant: when the sun and the rain came coaxing it out it put its two hands right up over its head (b.b. illustrations) and sent its hundred funny little feet down into the earth so that it might be able to stand firmly, then after a great deal more coaxing it began to stretch itself." And so on throughout the whole history let him watch the gradual unfolding of the sticky bud and notice how carefully it is protected by the leaf which puts its arms around it to keep it warm and to protect it from harmful insects. Next watch the unfolding of the flower leaves which enclose and protect the more important organs. When these leaves have finished their work they fall off, and in the heart of the flower is the partly formed fruit which when ripe splits open and lets fall the little seeds which await the coming spring to form a new plant. Thus in a very simple way the life history of the plant has been observed by the child, and what he sees in the one case he will find out to be, in a general way, the history of all plants.

In adopting this method we lead the child to see the close relationship existing between himself and the plant—the attention necessary for growth, the provision made for the tiny plant, and the clothing or covering it has for warmth and protection.

Some teachers object to the use of myths or any figurative language in teaching, but to shut out this imaginative work in Nature Study is doing a wrong to the child, for child life is really a dream life, all his thoughts assume an imaginative form in early life. It would be rather a flat study if he were bound down to what is manifest to the senses; he can't SEE the plant grow, and besides it is on this poetic and imaginative side that Nature makes her strongest appeal to the child. It does not detract from his real knowledge of the plant because he looks into the heart of a harebell or rose for the fairy artist who does Nature's painting, or is asked to listen to the little voices of the brooks; but in so doing he will be better able to appreciate the words of the poet who sang:

"Laughed the brook for my delight,  
Through the day and through the night,  
Whispering at the garden wall,  
Talked with me from fall to fall."

So in taking up the study of animal life, very much the same method can be followed. It is not only the appearance, habits and organs of an animal that are to be studied, but, as in the case of the plant, its whole life history must be touched upon. The animals of the home neighborhood are, of course, the best for beginners and one of the first requisites is the careful selection of types. It is better to make a full and careful study of one type with descriptive details as to its home, habits, food, rearing of the young, its enemies and means of escaping them; then the parts, covering, uses, and lastly its kinship with other animals of the same kind. For instance, taking as an example a lesson on a gopher, since it is one of the common neighborhood types. We are to make a study of its whole career, and not

a few points of external appearance. Beginning with its home, then its family life, how it obtains its food, its organs as specially adapted to its own surroundings, its instincts, how it spends the winter and stores up its food, and lastly, its uses to man. When all the facts are brought before the child, or better still, are observed by him, then these little animals become very real to him, with wants and difficulties, having at times a hard fight for food and home but generously endowed with organs for these special purposes.

After the type form has been studied the next step would be the comparative one, for example: the robin may be studied by comparison with a chicken which before has been taken as the type of birds. The cow by comparison with a sheep—how they eat their food, their teeth, methods of chewing, hoofs, covering, horns, and uses.

This Nature Study besides strengthening the child's power of observation and widening his knowledge, will be found to be an excellent aid in obtaining correct forms of expression. Of course the real object is not to get the child to observe in order to describe, but as description must necessarily follow it will be a very valuable help.

If the plans I have mentioned were carefully carried out in the lower forms there would be no necessity for repetition in the higher grades, and in that case the child would not lose his interest in the work, but instead, as he advances, so will his love and reverence be increased for the wonderful works of creation, and as he goes through life he will be able to see

Tongues in trees, books in the running brooks,  
Sermons in stones and good in everything.

Regina.

MINNIE McLACHLAN.

## History for Book Three.

N. W. T. PROGRAMME.

### II.

The values of historical study in the school may be elaborated under three heads: (1) **PSYCHOLOGICAL**—Its value in mind training; (2) **PRACTICAL**—Its apparent value to the student in the present and future; (3) **SPIRITUAL**—Its value in the formation of character. A consideration of these values necessarily takes into view the methods and manner of the presentation of historical facts, for the facts will arrange themselves in the teacher's presentation in accordance with his aim at the outset. "History serves to broaden and cultivate the mind when studied by true methods. It counteracts a narrow and provincial spirit—one of its best advantages—prepares the pupil for enlightened intellectual enjoyment in after years, and assists to some extent in preparing the pupil to take an intelligent part in the civil institutions among which he is brought up. Historical facts may be means to be used for the training of the mind. They have little value to the ordinary individual in themselves. The land-marks in history, however, are an adjunct to the intelligence and become useful as reference points." It is pre-eminently the study for the development of the judgment, and when the training of the mind is in the teacher's view the lesson should conform itself to this governing principle.

Third-book history is the beginning of this process of judgment training—an invaluable process. The second-book pupils are to some extent blinded by the new-

ness of the matter or are deficient in historical conceptions. Chronological sequence is easier for them than the abstractions of the reasoning faculty and comparison of characters in biography than comparison of the relative importance of historical events in view of an underlying philosophical motive. "Being a study of the relation between cause and effect among things which readily catch the imagination it (history) is unequalled in the opportunities it gives for comparison. As a further training of the mind history develops both philosophical and scientific judgment. It concerns itself on the one hand with the human mind and on the other marshals an array of facts of more or less relevance, and expects the induction of some underlying truth." Not much of this work can be done with third-book pupils, the teacher's own method, however, will so accustom the mind to it that subsequently the pupil will readily adopt it. A pupil becomes wonderfully interested in making his own generalizations and with the aid of abundant reading and the teachers' guidance is quite wise in making his selection of material. A pupil works in his imagination with historical facts as a scientist in his laboratory, but a teacher needs a deep-rooted wisdom to guide him. Often and often in the presence of some historical character it is best to present both sides with equal fervor, and leave the pupil in doubt, taking care that subsequently he comes out on the side of truth. This is a lesson for life, and the pupil is getting ready for what every thoughtful man and woman experiences, distrust and darkness and haply if all goes well, final spiritual visions of light. It is not too early to begin such work with third book pupils, the larger the class the better, and the teacher will find "irony and humor" strange but useful aids in his presentation of the lesson.

It is true that historical study enlarges the sympathies and interests. Here too, lessons for life are learned. Extend a pupil's sympathies and you have given him increased intellectual and emotional power. Above all, history is the study of the characters of men and of nations. The unconscious introspection that is necessary for acute comparison develops personal character in both teacher and pupils alike. The story of humanity is a series of tragedies and it is a fact that we learn life lessons more often and intensely in the contemplation of sorrow than from joy. Hand in hand with literature—history presenting the actual and literature the ideal—moral lessons are learnt as surely as unconsciously, the facts impressing their own lesson as the imagination supplies material for meditation. Intellectually, history should give useful facts, and train the powers of discrimination and judgment. Morally, it should estimate character, discover mistakes and suggest ideals. So much of historical detail as is necessary for an intellectual conception of the world's progress will be absorbed as the discussion of characters and topics progresses. "With regard to the chronological order, wholes should be presented in epochs with chronological pegs in order that satisfactory relations may follow. There must be some basis of grouping knowledge and this is an easy and satisfactory method and is the truest preparation for the subsequent teaching of history under topics." The whole here for third book pupils is our country, our empire; the parts, epochs of progress and details of same. Lessons are best presented to third-book pupils—the subject having been previously assigned by a brief suggestion of the relations of the facts about to be studied, by working from wholes to parts, in order that they may be able to feel and see the relative importance of the subject under study. Give them power to read and arrange their facts by directing them definitely to accessible sources of information. This habit of a pupil finding out things for himself cannot be formed too soon. Notes should be given during a second presentation of the lesson in order that a pupil may have something definite to refer to. These notes may be selected and arranged under guidance by the pupils. All notes should be

examined by the teacher, and it is a good plan to get the pupils to keep them distinct from other work. Some day when teachers have more courage, the conviction that the moral life of the pupil is best worth cultivating—his tastes, habits, and manners, and his attitude to truth, they will turn their attention to such subjects as literature and history, and away from some of the abstractions that now harass the juvenile intelligence but satisfy our programs.

Maple Creek, N. W. T.

AUGUSTUS H. BALL.

For a large amount of the above I am indebted to the "Correlation Report," the Report of the Committee of Ten, and to Mr. W. A. McIntyre, B.A. A.H.B.

## An Educational Allegory

A long time ago, when the animal creation was being differentiated into swimmers, climbers, flyers and runners, there was a school for the development of the animals. The theory of the school was that the best animals should be able to do one thing as well as another; and if there was an apparent aptitude in a given animal for doing one thing and an apparent inaptitude for doing other things, the time and effort should be spent upon the latter instead of the former. If one had short legs and good wings, the attention should be given to running so as to even up the qualities as much as possible. So the duck was kept waddling instead of swimming, the pelican was kept wagging his short wings in the attempt to fly. The eagle was made to run and allowed to fly only for recreation, while maturing tadpoles were unmercifully gayed for being neither one thing nor another.

All this in the name of Education.

Nature was not to be trusted in her make up of individuals, for individuals should be symmetrically developed and similar for their own welfare as well as for the welfare of the community. The animals that would not submit to such training, but persisted in developing the best gifts they had, were dishonored, called narrow-minded and specialists, and special difficulties were placed in their way when they attempted to ignore the theory of education recognized by the school.

No one was allowed to graduate from that school unless he could climb, swim, run, and fly at a certain prescribed rate. So it happened that the time taken by the duck in learning to run the prescribed rate had so hindered him from swimming that he was scarcely able to swim at the prescribed rate, and in addition he had been scolded, threatened, punished, and ill-treated in many ways so as to make his life a burden, and he left school humiliated, and the ornithorhynchus could beat him either running or swimming. Indeed, the latter carried off the prize in two departments.

The eagle made no headway in climbing to the top of a tree. Though he showed he could get there just the same, the performance was counted a demerit, as it had not been done in the prescribed way.

An abnormal eel with large pectoral fins proved he could run, swim, climb trees, and fly a little; he was made valedictorian.—Journal of Education.

## Lesson Notes

The two contributions under this heading come from Inspector Maguire's teachers at his request. Each is doing effective work in the subject on which she



writes, and other teachers may obtain useful suggestions from the notes contributed. The editor would be glad to have inspectors and teachers send lessons and lesson notes which they deem likely to prove helpful.

#### READING.

How to succeed in transforming a lot of wretched readers into readers it is a pleasure to hear, and who understand what is meant when an error is pointed out, is the question I have been requested to answer.

After having ascertained that the children are suffering from no physical defects, the problem confronting the teacher is:—"Why do these children not read well?" and right here it will be well for the teacher to ask himself some questions. "Do these children understand what is meant by reading? Is the material selected such as will appeal to the emotion of the children, and is it suited to the capabilities of the child?"

In many cases the prevailing idea—not only among the children, but among the parents, is that the children read well if they can repeat the words fluently, consequently this idea must be dispelled. Again, it required great effort on the part of the children to recognize the words, and all attention was necessarily directed to word naming. To remedy this, exercises must be given in word naming, grouping, etc.

In the meantime our main object must be kept in view, i.e. of impressing upon the pupils the idea that reading is picture-getting and picture-giving, and to this end it will be found advisable to select very simple extracts, even resorting to nursery rhymes, with the words of which all are familiar.

As all attention can now be directed to picture-getting, a few questions as to pictures seen may be of value, or it may be necessary in the beginning of the work for the teacher to tell the children the pictures he sees, and in this way lead them to understand what is required.

Another interesting as well as valuable exercise is to select extracts from which several meanings may be taken.

Encourage children to criticize their own reading, supply supplementary reading, and never dwell on any lesson long enough to tire your pupils. Rather leave the lesson for a time, then some day return to it, and the scholars will in almost every case work with renewed interest, and, noting their own progress, will in time ask if they may "please read some of the old lessons for review."

Portage la Prairie.

LILLIAN BERRY.

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#### ARITHMETIC.

Inspector Maguire liked the way that the children of Grade IV in my room reasoned out a problem, and asked me to send an example with reasoning to the Journal.

This is an example of problem given to be solved :

Fred had  $2\frac{1}{2}$  miles to walk, but he has already walked 19 rods. How far has he still to walk?

REASONING:—

In 1 mile there are 320 rods,  
 $\therefore$  In  $2\frac{1}{2}$  miles there are  $320 \text{ rods} \times 2\frac{1}{2} = 800 \text{ rods}$ .  
 Fred had 800 rods to walk.  
 But he has walked 19 rods,  
 $\therefore$  he has  $800 \text{ rods} - 19 \text{ rods} = 781 \text{ rods}$  to walk.

Of course each child does not word his reasoning exactly as this is worded, for I am careful while guiding his thoughts, from the known, step by step to the un-

known, that the originality of the child's expression is still retained. I would send you examples of problems solved by children themselves, but the class do their work on slates and I did not think of it during school hours.

First, the child saw that the man had a certain distance to walk.

Second, that he had gone part of it—this is known.

The difference between these distances would be the distance he had still to go and that was what he was asked to find—or what is not known.

But he saw at once that rods could not be taken from miles, and would say that the miles must be brought to rods. Then the difference could be found at once.

In training the children to reason out problems for themselves, get the child to find what he knows to be a fact, and then what he is asked to find from what is stated as fact in the problem. That is, train the child to READ a problem and the greatest difficulty is overcome.

Minnedosa.

MAGGIE J. HICKIE.

## Inspection Notes

### THE TEACHER AT WORK.

Sketches of actual lessons taught in the presence of the Inspector are given this month. Similar contributions are invited, and also criticisms of the lessons. The Journal is indebted to Inspector Best for securing the following lessons, and our readers will be interested by Mr. Best's note which accompanied the manuscript:

"You asked me for some snap shots of lessons actually taught during inspection. Never until I tried this experiment did I realize the extent to which the vitality of an oral lesson vanishes at the pen point. Few of the many worthy lessons jotted down in the act will bear perusal on paper. In order that our purpose might be the better served I asked the teachers to repeat the lesson and forward the work of the actual recitation. Some misunderstood me and sent in place of a live exercise a petrified normal school plan. The samples enclosed are not supposed to be faultless. It is better that they are not perfect; they will thus serve a double purpose."

### READING.

#### GRADE III.—SECOND READER. PAGE 70. SUBJECT—LETTERS OF RECOMMENDATION.

Who can tell me what letters of recommendation are?

(Ans.)—"Letters written by some one telling all the good points about a boy, that is if he is clean, careful, quick and polite."

Who can tell me in their own words the meaning of the first paragraph?

(Ans.)—"A gentleman wrote a letter to a newspaper in which he said that he wanted a boy to assist him in his office. Fifty boys answered the letter and the gentlemen saw only one that would do."

You used the word 'assist,' can you explain the meaning of the word?

(Ans.)—"It means to help. The man wanted a boy to help him."

What is the meaning of that long word advertisement?

(Ans.)—"Putting a few lines in the newspaper, which told the people who read it that a boy was wanted."

Tommy, give me the meaning of the next paragraph.

(Ans.)—"The friend wanted to know why he chose the boy who had no letters of recommendation with him."

"I should like to know on what ground you chose that boy."

What do you understand by the word ground?

(Ans.)—"The gentleman wanted to know what reason he had for taking that boy—ground means reason in that sentence."

Who can tell me then some of the reasons he had for choosing the boy?

(Ans.)—"He wiped his feet before coming in and closed the door after him, showing that he was a tidy and orderly boy."

What else did the gentleman notice that he did?

(Ans.)—"He gave up his seat to the lame old man and answered questions promptly and respectfully."

What do these things show?

(Ans.)—"It showed that he was a kind hearted boy to give up his seat to the poor old man. No, We should not remain seated when older people have no seats."

What did you mean by saying that he answered questions promptly and respectfully?

(Ans.)—"He answered as soon as spoken to and not roughly but in a quiet nice voice."

Had the gentleman any other reasons for taking the boy?

(Ans.)—"Yes. He showed that he was a careful boy by lifting a book up from the floor, and that he was not bold, as he waited quietly for his turn. The gentleman noticed that his clothes and hair were carefully brushed, his teeth white as milk and his finger nails not tipped with jet."

All these things you have been telling me about are what?

(Ans.)—"Letters of recommendation."

Can we all have these letters of recommendation?

(Ans.)—"Yes."

Who will try to show me that you will also try to possess the same letters? They all promised to try and be tidy, polite, clean, etc.

### HISTORY.

I.—"Freedom of the Press."—Wilkes. What do we mean by the expression?

This expression means that it was in Wilkes' time that newspapers first gained the liberty of printing and criticizing the Parliamentary Speeches in spite of both King and Parliament, and this not only meant the freedom of the Press at this time, but ever afterwards.

II.—What charge was laid against Wilkes?

He was accused of libel and arrested.

(a) What is meant by the King's Speech?

A speech that is read by the King at the opening of Parliament.

(b) In Manitoba and Canada is such a speech delivered, if so, by whom?

Yes, in Manitoba by the Lieutenant-Governor, and in Canada by the Governor General.

(c) Who prepares this speech?

The Cabinet or Executive Council.

(d) If there are false statements, whose fault is it?

It is the fault of the party that prepares it.

(e) Do our papers criticise this speech; if so, is the Governor-General offended?

Yes; but he does not get offended because he is aware the people know who wrote it, and if there are mistakes they will not blame him.

III.—What was done about it?

Wilkes was arrested and imprisoned.

(a) If a man strikes me in the dark, and I wish to have him arrested, what must I do?

You must go to the magistrate, and swear you have good reason to suspect whoever it is, and then the magistrate issues a warrant to have him arrested.

(b) Must the name appear in the warrant?

The name must appear in the warrant.

(c) Was Wilkes arrested?

He was, but not in the proper way.

(d) Why was he set free again?

The warrant was faulty.

(e) What was the trouble with Wilkes' warrant?

It was a general warrant, and no names were mentioned.

(f) Have they been used since?

Never since; they are considered illegal.

(g) By use of what Act was he set free?

By use of the "Habeas Corpus Act."

IV.—How did the people show their good will for him?

Wilkes was elected member for Middlesex, and the mob obliged everyone in London to celebrate it by lighting up their windows. He was elected four times but was not allowed to sit. The king was offended and closed parliament. Wilkes was released from prison, and the word "Liberty" blazed in front of the Mansion House three feet high, and then he was elected alderman of London.

(a) What course did the king and his advisors then take?

They imprisoned Wilkes on the old charge of libel, and declared him incapable of sitting in parliament.

(b) What did the people then do?

They elected him four times.

(c) What outrage on the rights of the people was now committed by parliament?

They declared the rival candidate duly elected. This was a direct infringement of the rights of the electors, and if parliament could choose the members the people would soon have no voice in the laws.

(d) Were the people justified in acting as they did?

Yes, they were. The same rights might have been gained by more peaceable means, but it saved time.

(e) Would we give up these rights?

No, indeed we would not.

(f) What position did Wilkes occupy in the eyes of the people?

He was a hero suffering for their liberty.

V.—How often does parliament meet?

Once every year.

(a) How do we know what takes place in parliament?

Through the newspapers reporting the speeches and criticizing the proceedings.

(b) Had newspapers always this right?

No, it was gained in Wilkes' time.

(c) What rights did the people gain in the struggle with the king?

1.—The right to print the speeches of parliament. 2.—The right to criticize the proceedings of parliament. 3.—The right to abolish general warrants. 4.—Usefulness and liberty of newspapers increased,

## Notes from the Field.

## BRITISH COLUMBIA.

Mr. Moscrop, late teacher of South Vancouver public school, volunteered for active service, and joined the B.C. force for the Transvaal.

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The South African Volunteer Contingent from British Columbia was well received at Revelstoke on their eastward way. The public school children under Principal Sullivan paraded, singing patriotic songs, and presented the volunteers with flowers.

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Canada is the largest part of the Empire. If London be called "the centre of the land hemisphere," with equal justice should Canada be called "the centre of the Empire," for it lies about midway between Great Britain, Australia and India. England's most direct way of reaching either India or Australia is by taking advantage of the C.P.R., and thence by steamboat from Vancouver. In view of these three facts, and keeping in sight the scheme for Imperial Federation, Canadians will readily agree that their place is no mean one among the sons and daughters of the Empire.

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## EDMONTON.

The teachers of Northern Alberta held a very successful convention in Edmonton on Thursday and Friday, Oct. 12th and 13th. There were present about fifty teachers. Mr. G. J. Bryan, B.A., of Edmonton, presided.

The following is the programme: THURSDAY. Morning, 9 to 12—"Aims in the Teaching of History,"—J. McVicar; "Number Work,"—Miss Kate Chegwin. Afternoon, 1.30 to 4.30—Paper, "Teachers' Obligations,"—Inspector Perrett; Address, "Character Building,"—Rev. H. A. Gray; Business Meeting. Evening, 8 to 10—Social Gathering of Teachers. FRIDAY. Morning, 9 to 12—"How best to teach Nature Study in the Public School,"—A. Hartley; "A Lesson in Literature,"—F. R. F. McKittrick; "The Indians of the North-West,"—J. A. Youmans. Afternoon, 1.30 to 4.30—Paper, "The School as a Preparation for Intelligent Citizenship,"—D. S. McKenzie; "Methods of Teaching Composition,"—Mr. Bavis.

The following are the officers elected for the year:—Pres., Mr. J. M. Moran, of Josephsburg; Vice-Presidents—Messrs. W. C. Ryckman, W. E. Bartlett, F. R. F. McKittrick and Miss M. D. McIntyre; Sec.-Treas.—Miss Kate Chegwin, Belmont.

The topics for discussion at next year's convention will be made known to the teachers in a few weeks. The Association decided to make a study of "Hypatia" as a novel and the poetry of Wordsworth, and to have discussions on these at their next meeting.

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## SOURIS

As no large teachers' conventions are being held in the Province this fall, a series of smaller ones is being held in a few of the towns to discuss questions of interest to the local teachers. The freer discussion and greater attention to practical details is said to make up for the lack of outside speakers. Souris teachers held one of this kind Saturday, Oct. 7th. Mr. Forrest was elected president and

Miss Slater secretary for the coming year. Mr. Beynon read a paper on Arithmetic in grades III and IV, impressing the importance of basing all number work in these grades on the number ten. He showed the importance of getting the fractional idea before proceeding to figures. Problems are to be tests of thought and exercises in expression.

Mr. Newcombe dealt with primary composition. He quoted Alexander's remark "All literary skill is based on imitation," and showed the great importance of surrounding the child with good models in speech and literature. The expression of thought in words begins before written symbols are mastered. An outline of work for the various grades was given, and a plan for teaching a lesson.

Mr. Forrest discussed composition in the higher classes. Emphasis was laid on the principle of unity as the greatest one in composition. Pupils can write good essays only when they express their own thought and experiences. Critical work deals with the less important aspects of expression and the pupil can seldom get the really important part. Rhetorical rules are valuable only as they are the explicit statement of principles implicit in the pupils own composition.

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#### MOOSOMIN.

The Eastern Assiniboia Teachers' Association met at Moosomin on September 21st and 22nd.

The first subject taken was "Difficulties in Primary Work" by Miss Swanston, Moosomin. Miss Swanston mentioned several difficulties and gave ways of overcoming such. The first difficulty was in regard to seat work, first to get enough of a suitable kind, and second how to get it done properly. She laid stress on getting pupils to be exact in everything, such as the stating of the simple problems that juniors have. Truthfulness is taught through exactness. The seat work for little ones should be made simple and have great variety.

Mr. Branion, Whitewood, presented some practical hints on Part II work. In regard to reading he emphasized the use of dialogue. By several examples from the readers, he showed how lessons could be changed to the dialogue form. By the use of this plan we have less drony reading. With regard to number work Mr. Branion gave methods of simplifying work to enable the teacher to give the pupils plenty of seat work, yet taking a short time to supply that work. He also showed how the number ten should be made a permanent one, as it is a basis to work on in more advanced work in numbers. Mr. Branion's method of teaching composition is to get the little ones to tell about what they are most interested in, and have them make use of their own simple words.

After some discussion on this topic, a lesson in Canadian History was taught to a class in the Fourth Standard by Mr. F. Hilts, Hillburn. Mr. Hilts took for his lesson the war of 1812-13-14. He had members of the class read paragraphs from the history and by questioning drew from the boys and girls the contents of each paragraph, such as the causes of war and the Americans plan of attacking Canada. By writing the main facts on the board he kept the important points before the pupils, thus impressing them on their memories.

Miss Cameron, of Cambridge, next taught a lesson in Spelling to a class in the Second Reader. Miss Cameron showed that spelling can be taught and need not be simply learned by hard grind on the part of the scholar. By associating such words as eight, treight, weight, she showed how easy spelling could be made. During the discussion on this subject, lack of time was again brought forward as the main difficulty.

The first order of business on Friday morning was the election of officers for the

current year. The following officers were elected: Pres., Mr. C. H. Lee, Moosomin; Vice-Pres., Miss Callaghan, Whitewood; Sec.-Treas., Miss McCallum, Moosomin; Committee, Mr. Branion, Miss Buchanan, Miss Millar. Following the election of officers, a lesson on the preposition was taught by Mr. Wasson, Fleming, to a Standard III class. Through questioning and many examples the class was led to make its own definition of a preposition. Mr. Wasson's manner of questioning interested the pupils, thus he gained their attention.

Canadian History was the next subject under consideration. Mr. Smith opened this topic by giving some of his ideas on the teaching of this subject. Some points he dealt with were these: To teach Canadian History there are two essentials of nearly equal value, first know the subject, second know how to present the subject. To know the subject there must be wide reading on the part of the teacher. Arouse the interest of the pupils by means of stories on any phase of the subject that may suggest itself, then pour in the facts. Do not ask your pupils to study from text books; when interest is gained they will read history without being compelled to.

Another lesson ended Friday morning's work. This was a lesson in Nature Study to a Standard II Class taught by Miss McNeice, Wapella. The lesson chosen was on the leaf, its parts and its uses. The attention of the little ones was held by original yet simple experiments. Miss McNeice showed how sap flowed through the veins by allowing the stalks of the leaves to rest for a time in water that had been colored. By another experiment she showed that moisture passes through the blades of leaves into the air. By the use of the board, through drill and principally through the interest aroused, a lesson taught in such a manner would not soon be forgotten.

Friday afternoon. Mr. Burke, of Wapella, was asked to teach a class in cubic measure. Mr. Burke made use of the cube to show the cubic inch and cubic foot. When these were thoroughly understood it was not difficult to teach the cubic yard and the cord without objects.

"The North-West Teachers' Association" was the next item on the programme. Mr. Lee who was in Regina at the time this Association was formed, explained the nature of this Association. Mr. Lee, Moosomin, Mr. Burke, Wapella, and Mr. Hudson, Whitewood, were appointed to represent this Association next year at Regina.

Another lesson was now taught by Miss A. Young, Stanley, to a Part II Class, this time a lesson in reading. Miss Young had a list of the difficult words written on the board. After a thorough drill on these, the pupils were asked to read each sentence silently then give the story each sentence contained, when the class had the story they were prepared to read intelligently.

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### WOLSELEY.

The regular annual meeting of the Central Assiniboia Teachers' Association was held in Wolseley on October 12th and 13th, with a good attendance of teachers in spite of very unfavorable weather. The snow storm prevented many off the line of railway from attending. Inspector Rothwell represented the department of Education.

The President and Vice-president being absent, the meeting was called to order by Mr. Middlemiss, the able Principal of the Wolseley school. After the minutes of the last meeting had been read by the Secretary, W. J. Orchard, they were approved by the Association and new business was taken up.

Inspector Rothwell and Mr. Middlemiss, as delegates to the North-West Teachers' Association, at Regina, then presented their reports.

After the appointment of Inspector Rothwell as critic, and election of a resolu-

tion committee composed of Messrs. Law, Currie, Wilson and McGuire, the Association listened to an able paper, read by Miss Stevens, of Indian Head, on the subject of School-room Drills, embracing the training in morals, physical exercises, language and vocal music. This paper met with hearty approval.

Mr. Currie followed with an address on "Patriotism in Our Schools." This met with a good deal of criticism, but certainly was followed by a very spirited discussion. Mr. Currie held the opinion that training for good citizenship is sufficient without attempting to develop the patriotic spirit by flag-raising on every possible occasion as our neighbors to the south make so much use of in their schools. He considered it likely to cause selfishness and deceit in children.

Mr. J. J. Smith, B. A., of Lebrét, followed with a paper on the subject of written examinations. Mr. Smith advanced the view that such examinations were useful for reviews, but not essential as a test of the fitness of promotion. Inspector Rothwell held that, while the written examination had many faults, there was no other available test.

Rev. Mr. McKechnie, of Wolseley, who has taken a deep interest in the Association, gave a practical and interesting talk on constructing apparatus for teaching physical science in the schools. He showed that with a little skill on the part of the teacher, there was no need of expending large sums for costly apparatus. Mr. McKechnie received the thanks of the Association for the assistance his illustrations and remarks had given towards the solution of a problem that presents a good deal of difficulty in many rural schools.

On the evening of the 13th, a largely attended meeting of the citizens of Wolseley and visiting teachers was held in the Court House. Mayor McGee gave a neatly-worded address of welcome to the members of the Association and Mr. Elliott, M. L. A., who occupied the chair, spoke forcibly and flatteringly of the aims of the visitors.

A quartette rendered a musical selection; Mrs. McKechnie gave a recitation and W. J. Orchard a solo. There were also instrumentals. Inspector Rothwell gave an address on the "Progress of Education in the North-West Territories." After a hearty vote of thanks had been passed by the visitors to the citizens of Wolseley and to those assisting in the entertainment, and to the members of the orchestra, whose services were given free, the meeting broke up.

On the second day a larger number of members were in attendance. The following officers were elected: President, W. J. Orchard; vice-president, A. Willson; secretary-treasurer, Miss Violet Kyle; committee, Miss Bray, Messrs. Law, Reilly, Pye and Currie.

The newly-elected President gave a paper on "Reading as a Help to the Teacher," in which he showed the great advantage of pupils being readers of good books, magazines and newspapers, as a means of improving the mind and gaining a knowledge of the world and events outside the school-room. The value of school libraries and newspapers was especially brought forward. The paper contained many good points and was very carefully prepared.

Mr. Harvey, who is a taxidermist of no mean order, read a paper on "Birds and their Habits," illustrated by means of specimens which he had himself prepared. The paper was a great help to those interested in nature study. Mr. Harvey handled his subject well and received a hearty vote of thanks for his trouble.

Mr. Williams, B. A., of Saltoun, gave an excellent paper on "Training for Citizenship," which was much appreciated by all. The paper will soon be printed in a number of Territorial papers.



E. E. Law, B. A., of Qu'Appelle, and J. J. Currie, of Indian Head, were chosen by the Association to represent them at the next meeting of the Territorial Association, which meets next July at Regina. Grenfell was chosen as the next place of meeting of the Central Assiniboia Teachers' Association.

Mr. Williams gave an excellent recitation, "Saunders McGlashan's Courtship," which fairly brought down the house.

The proceedings closed with the singing of the National Anthem.

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### BALDUR.

A meeting of the Argyle Teachers' Association was held in Baldur on Oct. 5th & 6th and was well attended. There were a number of visitors present, among them being Inspectors Best and Rose, Dr. Cleghorn, Dr. Tyndal, Mr. Denike and others.

The Convention opened on Thursday, at 10 a.m., the President, Mr. Parker, of Baldur, in the chair, who opened by reading a short but admirable paper entitled "An Introduction to the Convention." This paper gave a brief synopsis of the various subjects it was hoped would be discussed and led to varied and animated remarks on a variety of subjects.

Mr. Buttress, of Huntley, then gave a paper on "Drawing," showing its place in school work and its utility if properly handled. The writer was of opinion that "nature drawing" should be introduced from the first. A very interesting discussion followed, causing many comments to be made regarding "Prang's Drawing Books," and it was the opinion of the writer and others that no drawing books were more useful in school than the plain ones. Inspector Rose gave several good suggestions and remarked that the natural course seemed to be from Nature to type forms.

Inspector Rose followed with a condensed but clear address on "Primary Arithmetic." The rational method of arithmetic described as being anything but a new method was fully explained, giving many new ideas. The Inspector showed that it was entirely a thought subject and was of opinion that it should not be introduced into either the first or second grades. Its subsequent course was plainly laid down and caused much discussion, which was led by Mr. Denike and followed by many others. The multiplication table appeared a bone of contention.

The second day's proceedings opened with a paper by Mr. Denike on "Things that are, that should not be." This paper was listened to with much interest. It treated of many subjects, especially reading, writing and arithmetic. Mr. Denike advised the use of Helps in arithmetic and was supported by Miss Irvine, but they were objected to by others. Inspector Rose made several remarks on the paper and stated that he thought the time of a child in working problems should not be limited, but that the thought should have its natural time. With regard to reading, Inspector Best and others described the lack of expression and proposed remedies for it. Mr. Best stated that impression came first and expression followed so that a child needed the impression before it could give the expression. The school tone in reading was then attacked, many remarks were made and Inspector Best stated that it must be broken up and the best way he thought to do it was to have the mind fixed on the sentence.

Mr. Laird, of Belmont, gave the next paper entitled "Physical Training," in which the writer showed that the physical man was not to be neglected and that bad habits in standing, sitting, walking, etc., which are so prevalent should be corrected, and that physical exercises under the supervision of the teacher should be encouraged in every way, and that every city and town in the country should be supplied with a gymnasium. Inspector Best remarked that physical culture was

essential and he advised the forming of a club for the progress of physical culture there and then. A motion was then carried that this should be done and later on in the session the appointment of members was made.

Next was a paper on "Hygiene and Diseases Incidental to School Life," by Dr. Cleghorn. After a brief introduction the Doctor explained that the diseases incidental to school life were Short-sightedness, Spinal Deformities, Nervous and Digestive Diseases, Pulmonary Disorders and Infectious Diseases, but owing to lack of time the first two only were given. This paper drew forth remarks and suggestions respecting improper lighting of schools, arrangements of windows, small type in readers, gloss on paper, sitting position, etc., and was very interesting.

By request Inspector Rose then gave a short address on "Grammar," showing it to be an inductive science: that we acquire it from our home life, associates, and the literature we read, and that the child commences the analysis of the sentence as soon as it begins to read.

Then followed a short address on "Writing," by Inspector Best, treating on neatness, arrangement of words in copy-books, ideas on teaching the subject, etc. Many remarks were made by those present as to their success with various devices.

This brought the programme to a close.

A committee was formed for the progress of Physical Science, Mr. Denike was appointed representative to the Provincial Association, and the Convention then adjourned.

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#### PORTAGE LA PRAIRIE.

The Central Teachers' Convention, held in Portage on October 12th & 13th was probably one of the most successful gatherings of its kind in the history of the organization. About a hundred teachers from the central district of the Province were present. Neepawa, Carberry, and intermediate towns sending their contingents.

The proceedings opened with the reading of a paper by the President of the Association, Mr. Newcombe, of Westbourne, on the subject "Trees." A more appropriate title for the matter of his paper would have been "Forestry," Mr. Newcombe pointed out the magnificent forest area and wealth of Canada, and urged the importance and necessity of having the forests protected against the ravages of fire and other destructive agencies. He then outlined a method of taking up the study of native Manitoba trees in the school room with the object of interesting the citizens of the future in the general subject of forestry.

The first paper on Thursday afternoon was by J.C. Saul, of Winnipeg Collegiate. The subject of the paper was "Literature and Reading," and the speaker impressed upon his hearers the necessity of inculcating in the young the desire for good, wholesome literature. The teacher should be able to advise parents as well as scholars, as to what they should read.

Inspector Rose, of Brandon, read a paper on "Number Work," and suggested some new ideas on the teaching of this subject.

Friday morning's session was brought to a close by Mr. W.A. McIntyre, principal of the provincial normal school at Winnipeg. His remarks were along the same line as those of Mr. Saul and dealt with literature. He dwelt on the important place occupied by literature in general educational work, showing that its great importance was becoming more fully recognized. It was necessary that the proper emotional spirit should be aroused in the child, so that the young mind would be

enabled to give expression naturally. The child should be made to understand thoroughly.

In the afternoon Miss N. Moore, of Beaver Creek, read a paper on "How Shall we get Larger Pupils to Attend School?" This dealt with plans to be adopted to induce their attendance, and methods of securing and holding their interest. The question drawer was conducted by Mr. Maguire, and intricate problems that confront the teachers were satisfactorily explained by him.

After the reading of each paper a discussion ensued in which many valuable hints were given. The papers were all intensely practical, and cannot fail to be of benefit to the teachers.

The nominating committee presented their report, which was adopted, and following are the officers for the ensuing year:—Hon.-Pres., T. M. Maguire; Pres., G. H. Ross; Sec.-Treas., T. H. Boothe; Executive Committee, A. C. Williams, J. Newcombe, Westbourne; Miss Berry, Prospect.

NOTES—W. C. Lusk took a photograph of the teachers after the morning session. Two young men drove from Miami to attend the convention. The round trip would make a drive of 130 miles.

\* \* \*

Quite a change has recently taken place in the teaching staff of the Carberry school. During the holidays Mr. Thos Laidlaw, who had for many years filled the position of Principal most satisfactorily, received a well deserved recognition of his faithful services and conscientious work, by his selection for the principalship of the Mulvey school, Winnipeg—a position rendered vacant by the resignation of Mr. J. H. McCarthy. Mr. Geo. Young, of Oak Lake, was appointed successor to Mr. Laidlaw, and now, owing to the crowded condition of all the forms, an extra teacher, Mr. McMillan, has been appointed to assist with the intermediate work.

\* \* \*

The war in South Africa has, for a time, robbed the "Journal" of two of its most valued readers, viz.: Mr. S. L. Jones, of Morden, Man., and Mr. Hugh MacKenzie, of Portage la Prairie. Both gentlemen left with the Manitoba contingent, and carry with them the best wishes of their Manitoba friends for a pleasant journey, laurels won and safe return.

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The Neepawa schoolboard has opened a kindergarten class in the central school, under the supervision of Miss Walker, of Guelph, Ont. Over twenty children were in attendance the first day and the number is steadily increasing.

\* \* \*

Miss Jessie Lee, of Brandon, succeeds Miss M. McKinnon as supervisor of music, in the public schools of that city.

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A report of the recent convention at Birtle is unavoidably crowded out. It will appear in next issue.

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## In the School Room,

EDITED BY W. A. MCINTYRE, WINNIPEG.

We are fortunate this month in the contributions to this column. To our contributors, thanks. We are sorry that some lesson criticisms came in too late for the

competition of last month. Our next competition is "SEAT WORK FOR GRADE I PUPILS." To the one sending the best by Dec. 15, a free copy of the Journal for one year. Contributors who are a little late with their articles, may expect to find an acknowledgement of the same in a future issue.

Miss McGill has sent us the following timely article. There is much in school work that is profitless, because the pupils feel that it is the teacher's work they are doing, rather than their own. If by means of Miss McGill's device pupils feel that there is in school such thing as individual work, and if they form the habit of becoming acquainted day by day with world news, and if in the matter of general intelligence they are growing, then the exercise is surely a profitable one. An article on the relation of study of this kind to systematic study would be in place. Who will write such article?

### QUESTION GAME.

We have a very interesting game for Friday afternoons. It is called the "Question Game."

The whole school is divided into two or three classes, each class having a separate set of questions. The class in which the lowest grades are placed has easier questions than the next above it, while their questions are much easier than those of the highest class.

We choose a certain subject for each Friday, such as: Great Men, Great Women, Books, or Current Events, and each pupil brings about three questions on that subject.

The questions are such as: "Who was Bismarck? Who won the battle of Waterloo? Who is the great poet of the present day?--Name one of his poems? Who wrote the Waverley novels? Who is President of the U.S.A.? Who is Premier of Canada? Name the great American admiral who destroyed the Spanish fleet at Manila? and, Who is President of the Transvaal ?

Each question is written on a slip of paper and so that the game may be played without any hitch, a pin is placed in each slip.

The questions are placed in boxes and passed around the respective classes, each pupil taking one.

The first pupil then stands and reads his question aloud. If he knows the answer he gives it and pins the paper on like a badge. If he cannot give the answer the question is passed on to the next and so on till it is answered. Sometimes no one knows the answer, then the question is kept over till the next Friday. When the questions have been gone over and pinned on to the persons giving the correct answers, the boxes are passed around again and the same process gone through till all the questions are used. Then the pupil having the greatest number of badges has won the game.

I find that the children are very much interested in this game. They read the newspapers in search of questions and are always on the lookout for any information that may help them in answering.

Bridge Creek, Man.

EDITH MCGILL.

\* \* \*

We are pleased to publish the following article on "Supplementary Geography" by Mr. Van Dusen. That both teacher and pupils require information outside the regular text goes without saying. In addition to the books mentioned in the article we might suggest;— Darwin's Voyage in the Beagle; Ballou's Due East, West, South, etc.; Carpenter's Geographical Readers; Longman's Geographical Readers;

the Encyclopædia Britannica, which is best of all; a scrap album containing articles from newspapers and magazines and pictures from railway guides, etc.; stories, such as Swiss Family Robinson, Dog Crusoe; poetry, such as Scott. Will some teacher send us a complete reference list along this line, suited to the grades? Here is an opportunity for some one to distinguish himself.

### SUPPLEMENTAL GEOGRAPHY FOR HIGHER GRADES.

Geography is or at least should be, one of the most interesting and profitable studies in the school curriculum. Mere book work, map study and "sailor" geography prove at best extremely jejune if not connected with and related to the human side of the subject. The Klondyke region has now a living interest owing to its relations, value and importance. The same with the Transvaal. It is the human side of geography that inspires interest and awakens thought. The Public School Geography is excellent in its notes "to the teacher," but the rest, expressly intended for pupils, is a collection of "dry bones" and must be supplemented and developed by the progressive instructor. One instance: Civilization in Japan: England's protectorate over Egypt; Mohammedanism in Arabia; The Resources of Canada; are topics not very definite or significant to the average pupil unless extra assistance is given. No one book contains universal knowledge. The more phases we can show the better. We can know a truth by its relations only. I have used the following as helps and found them most admirable for the purpose: Humboldt, Clarke's Wonders; Russell's Cabinet Library. A concise summary of almost any country can be obtained, dealing with its civilization, its relations to other countries, its contributions to the market of the world, characteristics peculiar to the country. After the teacher has read one of these lessons the pupils are allowed to ask any question, in order to clear any misunderstanding, to correct any mis-conception, or erroneous ideas that may arise. Let the explanations be pointed; with a multitude of words we darken counsel. The next step is the reproduction of the lesson by pupils in their own words. After this the best answers might be read aloud by the class. Time permitting answers could be written on the blackboard for criticism and discussion. The painstaking teacher would find time to review every pupil's work. If this method be followed, say, once or twice a week, the pupils' grasp of the subject will become stronger, and in many cases they would not be satisfied with their present knowledge. How many young teachers will try it?

Morden, Man.

W. VAN DUSEN.

## The Natural History Department.

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

In undertaking to conduct this department and answer questions of interest upon Natural History subjects which from time to time present themselves to the teacher or other reader of the Journal, I trust that any desiring information may not hesitate to forward their questions since so little practical information upon the subject is possessed by the majority of teachers compared with what should be known by every intelligent person of our day. I ask that these questions be forwarded to me and be accompanied by the name of writer as a sign of good faith and not necessarily for publication.

The following are a few questions received:—

Q. What is the name of the small greyish bird which has lately appeared about

the fields and roadside feeding on weeds and which has a call somewhat resembling that of the canary?

(A) These birds may be either Pine siskins or Redpolls, the former being a resident species with us, the latter a winter visitor breeding far north. The birds can be distinguished by the greenish tinge in the siskin and the red on top of head of Redpoll. Both are closely related to our Goldfinch or Wild Canary.

Q. How many species or varieties of wild canaries have we in Manitoba?

A. One. The American goldfinch is the common wild canary, with yellow body, black cap, wings and tail. The other species commonly called a canary is the little summer yellow bird or yellow warbler, which breeds about our lawns and gardens and is entirely yellow. The canary is a finch, while the warbler is insectivorous.

Q. What is the difference between the red head and canvas-back ducks?

A. In mature plumage the canvas back is browner on the back than the red head, while the canvas band about the bird is much lighter in color. In the immature birds, however, the plumage is the same in both species, but the thick, long neck, the long, flattened head and bill of the canvas-back will always distinguish him from the rounder headed, short billed and slender necked red head.

## Reviews.

Appleton's Popular Science Monthly contains, this month, most interesting matter for teachers. The illustrated article on "Spider Bites and Kissing Bugs," by L. A. Howard, introduces the reader to much that is new on a subject which, of late, has been receiving much investigation from entomological students. "Wireless Telegraphy," by Prof. John Trowbridge, of Harvard, deals with this most wonderful result of scientific investigation and experiment, and in a clear concise manner explains the recently discovered Marconi system. The other articles are all of current interest, and should be read by lovers of scientific study.

"School Education," Minneapolis, one of the brightest and most helpful educational publications that reach us, is this month a "Thanksgiving number," and abounds with seasonable hints for the celebration of this yearly festival.

"The musical opportunities of the Kindergarten," "Autumn Stories, Study and Books," and "Kindergarten Lessons for Mothers," in the November issue of the Kindergarten Magazine, appeal forcibly to not only kindergarten and primary teachers, but mothers who realize the many opportunities that are presented for utilizing kindergarten methods, songs and games in the everyday life of children.

"An Educational Allegory," on page 207 of this issue, is taken from a recent issue of the New England Journal of Education. There are many equally interesting articles in each number of this publication. The symposium idea as carried out by the Journal is meeting with the recognition and co-operation of the majority of leading American educationists.

## Editorial Notes,

Readers of the Journal will be pleased to hear of the appointment of Miss Agnes Deans Cameron, the well-known Principal of the South Park School, Victoria, B.C., as Associate Editor for British Columbia. Miss Cameron is familiar with B.C. educational work and is widely known as an earnest scholar, forcible thinker and the wielder of a most facile pen. Miss Cameron will have full control of the B.C. field. All contributions and subscriptions in that province will be sent directly to her. As will be noticed on page 224 of this issue we publish the first instalment of B.C. Education Department news. This official information will appear each month and will keep teachers not only of B.C., but of the other provinces, in touch with education in the Pacific province.

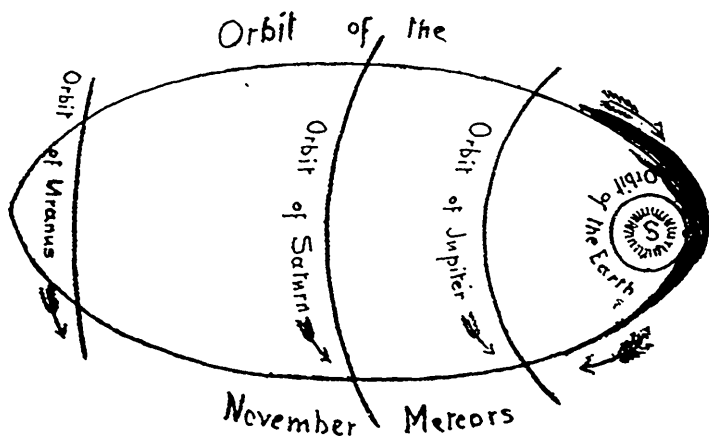
We feel an apology is due Mr. H. S. MacLean, Assistant Principal of the Manitoba Normal School, for the shape in which his timely contribution appears in the present issue. The MS. was unfortunately delayed and did not reach us until the forms were partially made up. Under these circumstances we were compelled to publish extracts only from what when complete is undoubtedly one of the most seasonable articles yet sent us.

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## November Meteors

When shooting stars are exceptionally large and brilliant, or when they appear in rapid succession as if grouped together in large numbers, they are usually called METEORS. It must be noted, however, that no well-defined distinction can be made between these two classes of bodies. Such is the opinion of the late Professor Newton, whose researches have thrown much light on the whole subject of shooting stars.

At times these bodies appear not singly but in thousands, presenting phenomena inexpressibly magnificent and awe-inspiring. On such occasions they do not move at random, but in courses which are nearly parallel to one another. The evidence of the parallelism of their paths lies in the fact that they all seem to radiate from a small spot in the sky. This spot is called the RADIANT and it represents the "vanishing point" of the paths of the meteors as seen in perspective. The shower



is named according to the position of the radiant in the sky. Thus when the radiant is in the constellation of Leo, the meteors are called Leonids; so there are Lyrids, Perseids, Orinoids, Geminids, etc. Meteors belonging to the same group have characteristics of their own which are more or less distinct: thus the Leonids are of a

bluish green color, and they move with great velocity—leaving behind them bright trains; the Perseids are yellow, and move at a medium rate.

The meteors belonging to a group taken as a whole travel in an elliptical belt around the sun as shown by the diagram. Although they are to be found throughout the entire belt yet they are not evenly distributed in it; rather, they are aggregated along a considerable portion of it, known as the "gem of the ring." Here millions of meteors travel closely together, if interplanetary distances may be spoken of in such terms. Now when the earth in its annual revolution enters this region its atmosphere is pelted by these bodies which, on becoming vaporized owing to the heat caused by the impact and by friction, produce the grand display of heaven's fireworks called a METEORIC SHOWER.

Astronomers have predicted that the Leonids of this year will present a scene of dazzling splendor provided the sky is clear. This will occur at some time between the 12th and 15th days of the month, but the exact time is not known. It is thought however that the appearance of the Leonids which usually takes place about the 15th may be delayed for a day owing to the retarding influence of Saturn and Jupiter, to which they made a close approach in 1870 and 1898 respectively. The best time for observation will be between 2 o'clock a.m. and daylight. By repeated observations of the paths of the Leonids astronomers are enabled to locate their position throughout their period of revolution with considerable precision. After investigating the facts relating to the showers of 1799 and 1833, Professor Newton foretold the occurrence of the shower of 1866 with so great a degree of exactness as to both time and place, that the determination of the orbit of the Leonids as well as of their period of revolution—about  $33\frac{1}{4}$  years—is no longer a matter of uncertainty. Professor Adams also arrived at practically the same conclusions.

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



## Departmental News.

[BRITISH COLUMBIA].

Official Departmental News from the office of the Superintendent of Education for the Province of British Columbia.

The next examination for candidates for certificates to teach in the public schools of British Columbia will be held in July, 1900, in the four centres, Victoria, Vancouver, Kamloops and Nelson. Each applicants' notice of intention to submit himself for examination must be accompanied by a fee of five dollars.

In determining the government per capita grant to the cities Victoria, Vancouver, Nanaimo and New Westminster, no holidays will be recognized by the Department of Education except the statutory ones named in the School Act. Special provision will be made in the event of any school being closed on account of prevalent epidemic disease.

In December, 1899, and thereafter, regular written examinations for Entrance to the high schools will be held half-yearly.

The government salary-grant to "Assisted Schools" will now be at the rate of \$40 for teachers of such schools, and \$30 for monitors.

### REGULATIONS FOR ENTRANCE TO COLLEGIATE INSTITUTES.

[MANITOBA]

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 will 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) from page 228 to end of book with special reference to the following selections :

- (1) The Vision of Sir Launfal.
- (2) Burial March of Dundee.
- (3) The Skylark; Hogg, Wordsworth and Shelley.
- (4) Cotter's Saturday Night.
- (5) Fight with a Dragon.
- (6) Tempest.
- (7) The Great Carbuncle.
- (8) The Battle of Lake Regilus.
- (9) Perseus.
- (10) From Dawn to Dawn in the Alps.

2. At such examination candidates from various Public Schools of the Province may present themselves as follows: Those pupils who present a certificate from the Principal of Grade VIII of having done successfully the work of such Department.

3. Candidates who have not been attending the Public Schools of the Province may be admitted to the examination at the discretion of the Presiding Examiner but all such shall be specially reported to the Department.

4. When at any time during the interval between Entrance Examinations it is considered advisable to admit a pupil provisionally until next examination, the Superintendent of City Schools, or the Inspector, and the Principal of the Collegiate Institute, shall at once report in detail upon the case to the Department of Education, without whose approval no provisional admission may be made.

5. Holders of second and third class teachers' certificates may be admitted without examination to such place in the Collegiate Schools as their standing may justify.