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# **EDUCATIONAL JOURNAL**

## **OF WESTERN CANADA.**

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EDITORS OF DEPARTMENTS :

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## Departmental News.

[MANITOBA].

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For first-class certificates (non-professional): Winnipeg, Brandon and Portage la Prairie, at the same time.

Each intending candidate is required to notify the Department before June 10th, enclosing the requisite certificate of character of recent date, stating the class in which he desires to be examined, and the place at which he will attend.

A fee of five dollars (\$5.00) will be charged all candidates writing for first, second or third class certificates at the examination in July, 1900. This fee shall be paid to the presiding examiner before the candidates shall be allowed to write on the examination.

All persons engaged in teaching before the examination, will, upon becoming candidates, have their licenses extended to the date of publication of the results.

**ENTRANCE EXAMINATION**—The examination for entrance to Collegiate Institutes will be held at the same time as the Teachers Examination and in the same places.

**NORMAL SCHOOL SESSION**—The next session of the Provincial Normal School for teachers holding second class certificates will be held in Winnipeg, commencing on Tuesday, August 21st, 1900. Persons who have taught successfully one year since attending a local Normal School session for teachers holding third class certificates, and who have passed the non-professional examination for second class certificates, are eligible for admission, and should apply to the Department of Education for the necessary card before August 1st, 1900. A session of the third class local Normal School will be held in Winnipeg, commencing August 13th. Teachers holding first and second class non-professional certificates will be admitted.

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NO. 4.

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### A Naturalist's Trip on the Assiniboine River.

BY GEO. E. ATKINSON, PORTAGE LA PRAIRIE.

Two hundred miles in a small boat would seem to many to be somewhat unusual in this prairie country, yet such was the trip which I, with two companions, set out upon in anticipation of much pleasure and some profit on May 12th. The course of the Assiniboine river is a very circuitous one and while it is only 55 miles, as the crow flies, between Portage la Prairie and Winnipeg, it is reported by surveyers to be 189 miles by this river from Pratt's Landing to Main St. bridge, while the distance we travelled on Long Lake, near Reaburn, makes the total length of our trip by boat over 210 miles. This, my third trip over this course, taken in the height of the bird migration, in a very dry season, with cool evenings and no flies, proved to be one of the most enjoyable and profitable collecting trips I ever undertook.

It was on Saturday afternoon about five o'clock that we shoved off from Pratt's Ferry, with four days provisions, jubilant spirits and everything favorable for a glorious outing. On our way many a lonely half-breed or French family, suddenly aroused from their reflections by shouts of "Ship ahoy," crept cautiously to the river bank to watch us drift past upon a current running about four miles an hour, and wondered to themselves where such an outfit had come from. They frequently had good cause to wonder, as we certainly presented at times a curious picture. We found the river unusually low, and almost every curve brought us upon a sandbar. It had lowered very recently, leaving a considerable depth of that slimy mud for which this river is noted, still upon the sand, necessitating considerable care in effecting a landing in order to prevent our disappearance in the direction of China. After continuous paddling for an hour and a half we came in sight of the Northern Pacific R'y bridge over the river, and were soon encamped for our first night, only four miles from Portage. My diary notes that in this distance we flushed occasional mallard, blue-bills, blue-wing teal and whistlers; the muddy bars offering no feeding ground for waders; spotted sandpipers, and an occasional solitary sandpiper, were all that we observed. On approaching the bridge we came upon four ruddy ducks in the river.

As night closed in the whip-poor-will took up the songs of the day and continued them all night. At daybreak on Sunday morning we took a walk to a near by slough, and there discovered large flocks of migrating waders, among them Wilson's phalaropes, yellow legs, godwits and kindred species. Walking over a dry

patch of ground I almost trod upon a mallard duck as she flushed off her nest. The breeding season seemed to have scarcely begun as these birds are the first to breed and this nest contained but one egg. Rose-breasted grosbeaks, early warblers and other songsters were everywhere to be heard.

About ten o'clock a number of the boys came down from town and took dinner with us, and at one o'clock we pushed off on the second stage of our journey. A couple of hours run brought us to a cut made across a narrow strip of about 300 yards to save a trip of eight miles around the curve. Landing at the old river bed I followed the course for about three miles but found no feeding ground for either ducks or waders as I expected. Here I was much surprised to see for the first time in Manitoba a fine mature bald eagle. Shortly afterwards we discovered a couple of nests of the red-tailed hawk, and secured three eggs from the first and two from the second. Continuing our course we soon arrived at the High Bluff ferry and were now just seven miles from Portage la Prairie, although we had travelled about thirty. Passing this we brought up at a second cut, only about 200 yards in length, but which saves a trip of over 10 miles around the old curve. Here we discovered another bald eagle with two other mature birds. All attempts to stalk these wary feathered tigers were unavailing and I had to be satisfied with shooting them with my field glasses. During the day we saw several cormorants and one broad-winged hawk, but only heard one crested fly-catcher, these birds seemingly not having arrived as yet.

At this second cut we camped for the night, and it closed upon us cold and raw, the very opposite to the extreme heat of the previous night, while the morning only found it more intensely cold and unpleasant, as a strong east wind drove the steam rising from the river upon us in a fine mist which compelled us to wear our water-proofs or be wet through.

Here I found flocks of warblers, small finches, kingbirds, etc., moving northward in compact and seemingly well organized flocks, resting only for an instant after quite lengthy flights from tree to tree. Crossing the river near our camp, they moved through the woods so rapidly that I had difficulty in securing specimens.

Among the warblers that day, I noticed the palm, magnolia, blackpoll, black and white, redstarts and water thrushes; mourning doves were numerous everywhere; partridges were heard drumming quite regularly along the course. We noted one flock of about twenty cormorants which seemed to be following the river's course: for the first time we heard towhees and golden crowned thrushes, discovered another nest of red-tailed hawk containing two eggs, and saw a few juncos which may possibly be breeding. Landing at an old crossing south of Poplar point, we camped for Monday night, remaining here until Wednesday morning, collecting a number of interesting specimens and noting many fresh arrivals. On one of our rambles here the boys discovered a great horned owl's nest containing one young owl and one broken egg, while in it were the remains of a gray ground squirrel. Pursuing our course on the morning of the 16th, we secured a male green-winged teal and a male shoveller with breast feathers much broken as though plucked to make a nest. At one landing place I took a winter wren, supposed to be rare in Manitoba. Arriving at the first ferry in Baie Saint Paul district, after considerable amusing conversation with two French boys, we managed to get directions to the entrance to Long Lake. A careful examination of the bank discovered to us a small creek just wide and deep enough to float our boat. Up this we pushed a few yards till we suddenly came upon a dam. Pulling the boat over this, we had clear sailing for nearly a mile up the creek bordered on each side with swamp elder swarming with water thrushes, warblers and other small birds. Suddenly pushing through a narrow opening in the

weeds we found ourselves in Long Lake with a winding stretch of open water and slough about 200 yds wide extending northward for miles. Paddling north we landed and camped for two nights beside the C. P. R. track near Reaburn, and on Thursday, May 17th, we paddled several miles further north in hopes of finding a feeding ground for waders, but failed. We, however, secured several marbled and Hudsonian godwits, lesser blue bill, blue-winged teal, ruddy ducks, canvas back and a pair of ring neck ducks, the first I have taken in Manitoba. We also noted red heads, mallard, widgeon, pintail; none of which, save the mallard, seem to be breeding as yet. I never saw so many horned grebes. These birds were careering all about the lake in immense flocks. We also noted many bartramian sandpipers, (upland plover) and flocks of bobolinks. While here, one of the boys had the unusual good luck to witness the bittern making his bumping cry and he describes it as an amusing scene. Standing erect, he inflated the long loose neck skin and suddenly spreading all his feathers threw his head forward with a jerk and literally spit out the wind with a gurgling bump, repeating the action several times. I may say that in the many years I have collected it has never been my privilege to see this performance and there are few naturalists who have had the pleasure of witnessing what this boy saw while casually roaming about the marsh.

Returning on Friday morning to the river we passed a large flock of male canvas backs flying high as though immigrating, also several flocks of Bonaparte's gulls from which I secured specimens. Dinner at the dam, we returned to the river and during the afternoon saw many ducks, whistlers, pintails, mallards, shovellers, blue and green winged teal, and blue-bills, all in mixed flocks of males and females, save mallards, which were nearly all males and were in flocks of from four to seven. It has been said that these birds leave the females to look after the eggs and young while they flock together and have a good time. Whether from choice of the female or indolence and inconstancy of the male, the mallard drakes certainly do not frequent the nesting sites very much. None of the other ducks seemed to be breeding as yet.

Another red-tailed hawk's nest was discovered containing two eggs. The continuous wooded country was now broken by strips of prairie for the first time and here, south of Marquette, we camped beside a small wooded creek. On Saturday morning I went up the creek and found numbers of water thrushes, warblers and other songsters mentioned above and discovered a mallard's nest with 9 fresh eggs in the bush, 30 feet from the water and up a 10 foot bank. The nest was loosely constructed of small twigs, bark strippings and leaves, lightly lined with small feathers and breast down. The bird on leaving endeavored to cover the eggs by throwing leaves over them. Among the new arrivals I noted black-throated green, Tennessee and palm warblers, blue-headed, warbling and Philadelphia vireos. Here I flushed a bittern and subsequently came upon him perched among the upper branches of a tall, slender poplar tree on the side of the ravine, with his head erect in the hiding attitude. If ever a ridiculous picture presented itself this was one. I watched him for some time and eventually approached close enough to hit him with a stick from the bank when he flew.

The open prairie extending for miles north, east and west seemed barren and uninviting, and as the morning was hot we again took to the river, paddling southward nearly all day into the wooded and scrub country, in some places as uninviting as the prairie. In these places the monotony was continually broken by the appearance of the mud huts of the French settlers. These and their occupants were in many cases marvels of wretched contentment, and save in one or two cases our calls were hailed with smiles as pleasant as could grace such faces, while our flag signals



were waved back with hats, hands or rags, the latter preponderating. It has for many years been a conundrum to me how these people live, and no one has ever enlightened me. Many cultivate no land and the fishing in the river is never very extensive. They are invariably surrounded by dense bush, yet they seem to be contented in their lonesome filth, as some of them look as though a good wash might remove considerable real estate. To-day we heard orioles for the first time, and by night were surrounded by them, and these, with the pursuit of a wounded ruddy duck, were all the life we had to interest us outside of the ever-present song-birds and the Frenchmen.

The French ferryman is sometimes cranky, and objects to being called lazy because he is in bed at nine in the morning. For this reason one of these worthy river navigators attempted to stone us and sink our boat, and only desisted when one of the boys threatened to shoot his dog with a gun which had not been loaded for two days. But then these people never see anyone but themselves, and are all too willing to scrap with a stranger, especially if he is a tormenting boy. Nothing serious overtook us, however, and after re-stocking our store of provisions at St. Francois Xavier, we dropped a couple of miles down the river and camped for the night, making by far the longest and least profitable run of the trip.

Early Sunday morning I was out and found the woods alive with birds, but only observed the Maryland yellow-throat and thrasher as new arrivals. Shifting camp about nine o'clock we paddled till noon, noting nothing new save that the banks for miles were covered with millions of small frogs, evidently the leopard frog. Landing at a favorable spot we rested for the afternoon, and I skinned my specimens while the boys had a sleep.

On the morning of the 21st, our last day, I was up with the sun, and found a pair of thrashers and secured one, also a nest of the logger-head shrike, containing one egg. Returning to this after breakfast we found the second egg and secured one bird. Starting on the river we found its changing character, widening and with steeper banks, afforded little feeding ground for ducks and none save a few mallards were seen.

The sixth nest of the red-tailed hawk was discovered, containing three eggs; we passed several more of these nests on the trip but did not stop to examine them as the bird breeds in the tops of large trees, usually 3 feet in diameter and from 40 to 100 feet high, with frequently a climb of 40 to 50 feet to the first branches, and as we already had 13 choice eggs we were content. I secured on this morning a fine female broad-winged hawk. We reached the Headingly bridge at noon and had dinner; here we found another shrike's nest completed but without eggs. Packing up our stuff, we set off on our last run and without excitement worthy of mention, save a wetting in running the rapids, reached Winnipeg about seven o'clock in the evening; returning via Northern Pacific on Tuesday evening from the most enjoyable as well as the most profitable trip I ever took. I reached home satisfied that I had worked the territory between here and Winnipeg about as thoroughly as it could be worked. The boys want to go again and probably we will next month, if not then, certainly next summer.

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## Science in the Public School.

BY H. S. MACLEAN, VICE-PRINCIPAL MANITOBA NORMAL SCHOOL, WINNIPEG.

### I.

At the present time there is everywhere to be found evidence of an increasing demand for the study of elementary science in the public school. This is not a temporary fad which has taken possession of a few restless minds disinclined to be satisfied with existing conditions, and eager for something new, rather it is the outcome of a settled conviction on the part of the most thoughtful educationists of the day that the study of the great world of Nature is so far-reaching in its consequences educationally, as to entitle it to a much more prominent place than has heretofore been given to it in the training of public school pupils.

In the past educationists were divided into two schools, one of which emphasized the importance of securing mental discipline, while the other laid stress on the practical bearing of what was taught—the subject matter—on the affairs of life. From these opposite poles of educational thought much good has come to the educator of today. Availing himself of what he has learned from these contending parties, he is enabled to take a new position from which he can see that both viewed “the same shield” from opposite sides, each giving a description of it, true as far as it went, but incomplete until supplemented by that given by the other. The harmonizing of these rival theories has led to two highly important results. It is now generally accepted (I) that the value of any branch of knowledge as a means of mental training depends not so much on the subject matter itself as on the way in which the study of it is pursued; (II) that the value of the acquired knowledge as a preparation for the performance of the duties of life should be a determining factor in the selection of subjects of study. These considerations have proved fruitful in directing attention to methods of presentation, and in eliminating from courses of study much useless material, or substituting for it what is more useful. But there is still a great deal to be done along these lines.

The study of nature when carried on in the proper way develops the intellectual powers in a high degree; stimulates a desire to search for truth, and teaches how to discover it; cultivates a love for the beautiful; creates centres of interest, broadening the sympathies and increasing the pleasures of life; affords opportunity for learning by doing; and stores the mind with information which can be turned to account practically in any sphere of activity. In an age when literature is permeated through and through with scientific thought, when every economic, social, political, or religious question is discussed on a scientific basis, when every industry is an outstanding illustration of the applications of scientific research to the requirements of mankind, surely no argument need be made in support of teaching elementary science as a means of bringing the pupils of public schools into touch with the civilization into which they are born, and fitting them for the proper performance of the duties which it demands.

#### AIMS OF SCIENCE-TEACHING.

The aims of science-teaching in the public school have already been indicated. They may be more definitely stated thus:

(1) TO INSPIRE THE PUPIL WITH A GENUINE LOVE FOR NATURE. That a love for nature is inherent in the child is a matter of every-day observation. No one accompanying children through the woods or fields can fail to notice the keen interest they manifest in the birds, the butterflies, the trees, the flowers, the blades of grass, the pebbles. Nor is the explanation of the child's attitude towards nature far to seek. The delight he takes in natural objects and phenomena is due to the fact

that in these he finds an environment adapted for calling forth the activities of his life. Further, the younger the child is the nearer should he be kept to nature. Remove a plant from its natural surroundings and it is immediately robbed of its power to tell the young child its most interesting story. This does not mean, of course, that objects of nature are not to be brought into the schoolroom for study, but it does mean that every schoolroom lesson on these should point to nature outside, intensifying the child's desire and increasing his power to search Nature's storehouse for new treasures. It is only by bringing the child into direct contact with the open book of nature and teaching him to interpret it intelligently and sympathetically, that a genuine love for nature can become to him a permanent possession.

(II) TO CONNECT THE PUPILS LIFE IN SCHOOL WITH HIS LIFE OUT OF SCHOOL, THUS MAKING EACH RICHER AND BETTER. The importance of taking account of the pupil's experiences out of school though universally admitted in theory is too frequently overlooked in practice. On this point McMurry says, "Ordinarily experiences that have occurred outside of the schoolroom are a surer apperceiving basis than those within the schoolroom—a proof that much school instruction is radically wrong. \* \* \* Her (the teacher's) strongest support will be found usually in the home experiences of the pupil, in the occupation of the parents, in the subjects of conversation among them and the children, in the games among the latter, in books of travel, and in fact any books that children have read of their own accord. All of these furnish ideas which become so thoroughly a part of the child's life that they are the surest foundations upon which new knowledge may rest." —Footnote, *The Method of the Recitation*, Chap. VI. While the application of these statements is not means limited to the teaching of elementary science, yet they have a very direct bearing upon it, inasmuch as the experiences of children outside of the schoolroom are closely associated with natural objects and phenomena, or with operations based upon the laws of nature. This is obviously true in the case of children living in the country; it is also true to an extent perhaps greater than is usually admitted in the case of children living in the city. Hence the school lessons in the study of nature will afford excellent opportunity for leading pupils to put meaning into their experiences out of school, thus making these a powerful factor in their education.

(III) TO TEACH THE PUPIL HOW TO SEARCH FOR TRUTH IN A SYSTEMATIC WAY. The pupil must be trained to see the things he looks at, to state clearly the facts observed, to arrange these facts systematically, and to interpret them according to principles of sound reasoning. These results cannot be attained without a carefully designed plan of work. The informal, go-as-you-please study of nature which all hear so much about nowadays has its place in the lowest grades of the public school but it should gradually give way to a more systematic study as the higher grades are reached. The importance of training pupils to discover truth in a scientific way and giving them an insight into experimental methods of research before leaving the public school should be emphasized, in view of the fact that a very large proportion of these pupils never enter any higher educational institution.

(IV) TO GIVE THE PUPIL INFORMATION WHICH WILL BE VALUABLE TO HIM IN PERFORMING THE DUTIES OF LIFE. This is sometimes referred to as the "bread and butter" view of education. To be able to do work which is of such value to the community that it will command a good price in the market is a thing not despised by any thoughtful person and certainly not likely to be despised by anyone who cannot take a broader view of the practical utility of knowledge than to regard it as referring merely to the means of earning a living or acquiring wealth. In every worthy occupation in which the individual is engaged the practical knowledge which

he brings to bear upon his work whether it is done on the farm, in the factory, in the counting house, or in the pulpit, is a source of direct benefit to the whole social organization of which he forms a part. Again there is another sense in which a knowledge of nature is of inestimable value to man. It brings to him pleasures of a refining and elevating kind; it suggests to him thoughts of himself as a spiritual being, and of his relations to his fellowmen and to God. Surely it is impossible for anyone to study the wonderful works of the Creator in the spirit of reverence becoming such study without being lifted up to a higher plain of life where he can now and then catch glimpses of the realities unseen by the eye of sense. Such thoughts were uppermost in the mind of Tennyson when writing the oft-quoted lines:

“Flower in crannied wall,  
I pluck you out of the crannies:—  
Hold you here, root and all, in my hand,  
Little flower. . . but if I could understand,  
What you are, root and all, and all in all,  
I should know what God and man is.”

#### SELECTION OF MATERIAL FOR STUDY.

The field of elementary science is wide, and it presents endless variety of material for study. It is therefore difficult to find a satisfactory basis for the selection and arrangement of topics best adapted to the needs of public school pupils. This question is so large that anything like an exhaustive discussion of it cannot be attempted here. As its importance, however, is very great a few suggestions upon it may prove helpful to some who are grappling with its difficulties.

Let us first consider some of the principles which are to guide us in the selection of topics:—

(I) THE THINGS STUDIED SHOULD BE SUCH AS LIE NEAR TO THE PUPIL'S EXPERIENCE, OR SUCH AS CAN BE CONVENIENTLY OBSERVED BY HIM FROM TIME TO TIME. The common things that come before the pupil's notice every day are the proper subjects to begin with; not the remote, uncommon, or curious things which are seldom seen except as represented in books. The pupil must be kept in close touch with nature. After the pupil has learned all he can learn about a subject by investigating it for himself, his desire to find out more about it may be intensified, and his view of it enlarged, by means of additional facts given by the teacher, or found in books. The complaint sometimes heard that certain localities do not furnish interesting material for study is simply nonsensical: the truth is that every schoolground and neighboring vicinity presents such an abundance of suitable subject-matter as to make it difficult for the discerning teacher to determine what should be taught, and what should be left untaught.

(II) FACTS WHICH EXPLAIN MANY OTHER FACTS, AND ABOUT WHICH KNOWLEDGE GATHERS SHOULD BE EMPHASIZED. For example, in the study of the leaf, the fact that it is an organ adapted to securing exposure to the air and sunlight is an important one, for it serves to explain many peculiarities of form and structure, which if considered apart from this dominating fact would necessarily be meaningless. Again suppose the pupil to have found out by a series of simple experiments that evaporation takes place from the leaves of plants, how easy it is for him to understand why plants are apt to “run to leaf” in a wet season, why plants growing on low ground have greater leaf surface than those on high ground. Why leaves of plants often curl up in dry weather. Why weeds rob the soil of moisture, etc. Stated briefly the aim should be to teach such facts as lead to principles which will in turn become centres of application for many other facts.

(III) A FEW GOOD TYPES OF A CLASS RATHER THAN A LARGE NUMBER OF INDIVIDUALS SHOULD BE SELECTED FOR STUDY. For example, in teaching forms of

crystallization such substances as represent the best types of crystals will be chosen. Indeed it is frequently necessary to take some trouble to prepare large, well-formed crystals in order to bring into view without waste of time the essential characteristics of a class. After type forms are well known, abnormal or distorted forms should be studied as modifications of them. It is a mistake to suppose that the value of a generalization is in proportion to the number of particular cases through which it is reached. Concrete individual instances are indispensable as a means of teaching principles, but it is not so much their number as their character that should be considered by the teacher. As a matter of fact, very frequently, so many particulars are presented as to cause pupils to lose their way among them and never to arrive at principles at all.

(IV) THE PRACTICAL VALUE OF THE KNOWLEDGE RESULTING FROM THE STUDY OF A TOPIC SHOULD DETERMINE THE PROMINENCE GIVEN TO IT IN THE COURSE. Nature presents so great a wealth of subject-matter closely connected with everyday affairs as to render it unnecessary for the most pronounced advocate of mental discipline to depart very far from what is here stated. What could be more conducive to securing mental training than the study of such subjects as "Noxious weeds and how to exterminate them" and "The Cultivation of the soil," as well as many others which have a direct bearing on farming operations. In the case of the dandelion, for example, the line of study would be somewhat as follows:

- (a) What means does the plant take to secure and maintain possession of the soil?
- (b) What devices does it make use of in order to expose its leaves to the air and sunlight when surrounded by taller plants?
- (c) In what ways does it secure cross-fertilization, or failing in this, self-fertilization?
- (d) How are its seeds protected during the period of ripening, and what provision is made for their distribution?
- (e) How does it store away nourishment for future use?
- (f) How does it economize plant material?
- (g) How does it defend itself against inclemencies of the weather and attacks of enemies?

Can it be doubted that a study of adaptation such as is here outlined can fail to secure close observation and vigorous thought; yet this is the very kind of study that will result in the acquisition of practical knowledge, and at the same time lead the pupil to form the habit of thinking of things worth thinking about.

## The English Language. Of what should our work consist?

BY AGNES DEANS CAMERON, VICTORIA, B. C.

(A Paper read at the Vancouver Teachers' Convention.)

In the old Norse myth, Thor, in his fight with the giants, finds himself confronted by a cat which he is told to lift. He bends over, grasps the animal by the back and begins to raise her. She firmly holds on by the ground; the higher Thor lifts, the more the cat stretches. Thor standing erect, she is still firmly rooted. "Marvel not," said Utgard's giant, "that you are unable to lift the cat—it is Jormundgartha herself, the great serpent that binds the world."

This story came very forcibly to my mind when, having in a weak moment yielded to the voice of the charmer, the president of this Institute, that I should prepare a paper on English, I took home to read carefully the subject as he placed it in my hands. "Our Work in English. Of what should it consist? How can it be made educative and interesting?"

De Quincey divided all literature into two classes, the literature of knowledge, i. e., that which treats of exact sciences; and the literature of power, that which makes and develops character.

When you buy a ticket at a railroad station, you do not say to the clerk that you want to travel in a certain direction—you specify a place. It is fitting that at the outset, we should have a clear idea of the goal we would reach.

Why do we teach English in our schools? What is our ultimate aim? That a child may use his mother-tongue fluently and with grace? That he may make a fortune or his living? That he may derive intellectual and aesthetic enjoyment from the rich stores of English thought? These at best are way stations. The goals set before us are beyond all these. We teach English that by it:—(1) The student is made acquainted with duty. (2) At the same time the emotional side of him is so developed that duty shall be made attractive. In a word, that he may know truth and desire it. The study of English strikes at the roots of things. We start out gaily pursuing man's ideas to find ourselves at last with God.

Johnson, in the preface of his dictionary, says: "I am not so lost in lexicography as to forget that words are the daughters of earth and that things are the sons of heaven. But Byron contends, "Words are things and a small drop of ink, falling like dew upon a thought produces that which makes thousands, perhaps millions, think.""

This paper may be attacked on the ground that it is not practical enough. It can at best be only suggestive. I can't presume to lay down hard and fast rules for the class-room teaching of reading, grammar, spelling and composition. I would with all power emphasize the wisdom of getting a clear idea of the goal sought: the folly of teaching these as separate subjects, at loose ends.

I would ask you to consider with me: (1) The relative importance of language study—failure here means a most fatal shortcoming in education. (2) The subjects included under English, with the definite aims to be reached in each, and the methods of realizing these aims.

The subjects of study in our common schools naturally arrange themselves in three divisions: (1) Arithmetic, a preparation for mathematics or the exact sciences. (2) What the Germans call "real studies," that is, physiology, geography, nature lessons—these teach of the individual and his surroundings. (3) English, including reading, grammar, composition, literature, and with the last, but yet foremost, the connecting link between "real studies" and English proper—history, which has been aptly defined as "the message which all mankind delivers to every man." In old days the tendency was to make classics the one thing needful—if a boy's Latin and Greek were respectable, the rest of his education might look after itself, "All the other graces would follow in their proper places." Then classical studies began to drop out of the public school course, and the great backbone of class work, and test of every grading examination was arithmetic. I use the past tense advisedly, for I feel that there is in the air, without knowing why it is so (one learns as one grows older to assign causes with more and more caution), a strong feeling which says: "Arithmetic has truly a two-fold value: it trains to definite and logical methods of thought, it prepares for actual business life—but, necessary and useful as the study of Arithmetic is, it makes but a small factor in true education."

The object of life is not to get a living. We must listen to the still small voice which cries from the deep heart of humanity itself, "Teach us how to live."

Not in the mathematics, not in the real "studies," do we find the humanities. These we seek in the rich literature of our mother-tongue—it is to this inheritance that the study of English should lead the pupil. He must realize that, born into an English-speaking nation, he is the heir to all the ages of written English thought. It is no dry bones of the valley that we have to offer him. English literature is the amplest, most various and most splendid literature which the world has seen; and it is enough to say of the English language that it is the language of that literature. English is the native tongue of nations which are pre-eminent by force of character, enterprise and wealth: a people whose political and social institutions have a higher moral interest and greater promise than any which mankind has hitherto evolved. And to the original creations of English genius are added translations into English of every masterpiece of other literatures sacred and profane.

Has English the foremost place on our school programmes? By no means: at best only a place subordinate to mathematics. And yet without degrading the value of other school subjects, all will admit that one man may have an excellent knowledge of mathematics, geography and physiology, and yet, without a mastery of language he will and must rank as illiterate; another, with doubtful ability to add correctly, will be known as widely cultivated and scholarly. Shakespeare's geography was limited, and more than shaky. No amount of other knowledge will excuse incorrect spelling, grammatical slips, mispronunciation, false accent, vulgarities of expression: in the man who would fain rank as educated, these are unpardonable sins. I contend that a knowledge of the English language (and by this I mean a familiar understanding knowledge and not a nodding acquaintance) must form the base of an English education. This, rather than arithmetic or geography or physiology, should receive our main efforts. This must be well done, whatever else is omitted or partially done.

To come to the second head: The subjects included under English with the definite aims to be reached in each, and the methods of realizing these aims. The simple classification here would be: (1) Words. (2) Sentences. But the names by common consent used are spelling, reading, grammar, composition.

(1) Spelling. The definite aim here is to be able to spell readily all words in common use and to have gained the habit of looking attentively at all new ones. How are we to escape the Scylla of mispronunciation and the Charybdis of mis-spelling? How often one hears the plaint, "I am naturally a poor speller, so was my father and Uncle John," as if spelling, like red hair, is inherited! If one is a poor speller, neither Providence nor his Uncle John is to blame: poor spelling means only poor observation. Watch your poor speller and you will find him inaccurate in other directions. The cure? The eye and the ear must both be trained. Let the young pupil copy every day from the printed page. Insist upon a transcript, that is an exact copy in every word and letter—let it not vary from the original by a misplaced comma. There is no better exercise for those careless pupils that we find in every grade. It is no small thing when you have succeeded in teaching these to tell the exact truth in their copy—it is a training equally moral and literary. This habit of verbatim transcribing should be supplemented by daily class and individual exercise in clear enunciation. The poor speller is the slipshod reader. To one whose whole life has been spent in the school room it is appalling to think of the accumulated time given to certain subjects. By a rough calculation I should think that if all the hours I have given to the teaching of spelling in my days were to be strung together they would make four whole years of three hundred and sixty-five days of twenty-four

hours each, a penitentiary hard-labor sentence of respectable length! But I have never yet encountered a case of bad spelling that would not yield to the transcribing and enunciating cure—and the confirmed bad speller who learned how to spell, learned something else, too, of deeper benefit; and so did I, for it was not a rapid cure and Patience had to have her perfect work.

Reading: By reading I mean the obtaining of thought from the printed page, with the ability to orally express that thought again so that others may grasp it—a two-fold operation with thought at the base of each. Time will not permit me to discuss the fine points of the different methods of teaching reading, the alphabetic, the phonic, the look-and-say, the phonetic; it is thought development we seek and that method which will best serve this end is the one to use. Good reading implies more than oral expression, however clear the tones and musical the voice—all this is mechanical, and reading is an intelligent, not a mechanical, process. If the child has a thought, the difficulty in expressing it will not be great, like "Sentimental Tommy," he will "find a w'y," a natural way.

I don't think that we can overestimate the importance of the school reading-book in the development of national character. A reader should be a model of the arts of printing, binding and illustrating; its selections should be models of literary excellence. Instead of the great literature which he will never forget, the average reading-book gives the child the little literature which he will never remember. Lessons on tea, iron, coffee, the manufacture of linen (De Quincey's literature of knowledge) might justly be subordinated to the literature of power—deep draughts from the well of English undefiled. To cultivate thought and its natural expression, in the earliest grades get children to tell stories and ask questions; have these written on the board, and let the class read them. The primer is a book designed to build up a vocabulary; it must be supplemented by much original matter. Indeed this is necessary in every grade. Great as is the importance of the reading book, there is a power back of it which is greater—the live teacher. Are our readers faulty? All the more necessity for our bringing into the class, bright, vigorous literature to supply the lack. In connection with reading cultivate the dictionary habit, the atlas habit, the encyclopedia and gazeteer habit. It must never be forgotten that the days of a child's life are precious; he has no choice inside the school-room. In his hours for reading he must take what we give him; and the standard of his school-reading in a large measure determines his standard of taste. The mere ability to read, with no developing ideas as to the difference between good and bad books and no growing desire for the best in literature is of questionable benefit.

Grammar and Composition:— These two are inseparable and must be studied together, with the two objects in view: (1) the correct expression, oral and written, of the ordinary thoughts of the people; (2) the forming of a healthy appetite for good literature. Grammar, although by no means to be eliminated from our work in English, must be subordinated to composition. Grammar is a useful standard of reference; its study by the advanced pupil furnishes a most valuable training in logic but we must never lose sight of the fact that it is but a means to an end and exists largely for the correction of errors.

I think it is Goethe who says, "To guard from error is not the instructor's duty, but to guide the erring pupil." We can never hope to remove all blemishes from a child's English—what we obtained would be splendidly null, a purely negative result. We want something positive. We want the student of English as soon as possible to get a view of the landscape from the mountain top, not to dissipate his energies altogether in clearing away the brambles on the road up the hill. In my own school days grammar, as presented to us, was a queer study. From the pages of Lennie



and Morell, Smith and Swinton we got a store of excellent definitions, we corrected page upon page of false syntax, (which Lennie, with questionable taste and to our mother's strong disapproval, drew largely from the Scottish dialect and from the Bible) we learned long alphabetical lists of prepositions and we waded knee-deep in "thou mightest, couldest, wouldest and shouldest have loved." But in spite of the imperative "Love or love thou, or be thou loved," grammar, somehow did not get the desired stronghold in our affections. After much thought, I am convinced that the great fault in the teaching of grammar is the divorcing it from composition. Grammar teaches the correct form of expression, but this form is a tool, and, like all other tools, valueless until put into use. How many children who can glibly give you set rule and full declension are hopelessly lost when asked to put into use what they have learned! We teach forms instead of thoughts, words instead of ideas. Here, as elsewhere in our course, we attempt too much; we need less ambition and more thoroughness: less of the "what" and more of the "why". I will be asked, "Would you do away with all formal parsing and analysis?" No, but I would not teach parsing and analysis by sentences culled from current literature chiefly for their crookedness. I distinctly question both the wisdom and the utility of this. What is the real use of analysis? Of parsing? Ask the average class of ten or twelve years why they learn these subjects, and not one in fifty honestly has the faintest idea. They have been taught so-called grammar, a lesson by itself—a separate limb torn off from the body corporate of English. All this is wrong. In the form of isolated members, dead and mutilated, formal parsing and analysis have no excuse for their existence; they can to a limited extent be made a live help, and as such we welcome them. Let us cry a halt, take time and let the reasoning faculties draw the breath of life. In the early reading and composition exercises, bearing in mind our two-fold object of thought and its expression, analysis is a help. The questions, "What is the subject of the sentence?" "What is said about the subject?" are inevitable. They naturally suggest themselves and are their own excuse for being asked, and just to the same limited extent are simple questions in parsing of help. In composition the necessity for a governing rule will crop up. When the pupil needs, seeks for it, asks for it, is the time for its presentation. Most points of parsing may do for the amusement of school masters or the squabbles of a superintendents meeting, but let us keep them out of the classroom and discuss there only live issues. A sentence exists only for the thought it contains, not for the latent controversy hidden in its depths.

The child learns to do by doing. To construct is the duty that lies nearest to us. Original work in composition beginning with the child's first year, and continuing on up the grades has a positive, an expanding, a truly educative value. And this work in expression must not be restricted to composition exercises so-called; accuracy and fluency in expression are not only means to an end, they are ends in themselves, and must be jealously looked after from the child's first day at school. It is object-lessons which in the first year give the material for language study: from these the child learns two things, to have clear thought and to express that thought with exactitude, a training which cannot begin too soon or be carried on too long. We are all familiar with the class of little people who when you ask them the color of Adrie's lions, hands waving wildly, frantically tumbling over their desks and one another, literally fall at your feet breathless with the information, "Onct I seen an elephant." Five minutes in any classroom will show if the teacher is training to clear thinking and clear expression. With all our modern innovations, we could not do better than turn back the clock to reinstate three wise devices of the time of our grandmothers. I refer to reading aloud to one another in the home circle, the

memorizing every day of gems of poetry and the practice of the good old custom of letter-writing, which in these days of the postcard, the stenographer, and the typist is rapidly disappearing, if not yet quite a lost art. Last year the pupils of my own class derived pleasure and profit from a series of letters which they exchanged with the pupils of a public school in Savannah, Ga.; they learned about cotton, its culture, manufacture and export, with many side-lights on negroes; in return they told about our timber, furs and fish, and for their southern cousins exploited Chinatown and took imaginary journeys to Skagway and White Pass. The materials for all composition work is what a pupil has seen, heard or read—we should try for originality of thought as well as of expression. Narrative composition is the easiest and most attractive; the very youngest pupils will reproduce for you, orally, at least, a story you have just told. We give him material or create thoughts in his mind through the object-lesson, the nature-study, by talking to him, by reading. Variety not only keeps up the interest but develops style and opens up latent mines of imagination and humor. Very good exercises for fostering the imagination are the autobiographic compositions told in the first person—autobiography of an acorn, a salmon, a dollar, a Klondike dog, etc. Historical descriptions teach a plan, a beginning, a middle, an end, the fact must be preceded by a cause and followed by an effect; it must be fixed in time and fixed in place, and instead of plunging in *media res* the narrator must follow a logical sequence. For the older pupils, it is not too ambitious to suggest a comparison of the characters most striking in history and fiction; this develops reason and is a plan as old as Plutarch. Imaginary conversations between teacher and child, policeman and thief, officer and soldier, are the best means I know of for teaching punctuation. The plan of giving headings, is a device not without its uses, but it may, like all good things, be abused. How far a conscientious child will try to follow on a hard road was beautifully illustrated by a child in one of the Victoria public schools. The examination paper set headings for a composition on an orange—the skin, the pulp, the seeds, etc., or, the paper said "Give a description of some animal." One little hero produced a cat composition on the fruit headings, "The skin of the cat is its fur; the pulp of the cat is its flesh; the seeds of the cat I do not know." Could willingness to oblige, to meet us on our own terms, although no doubt mentally protesting, go any further? "The seeds of the cat, I do not know," has a pathetic ring to me. The child's range of thought is limited to its own environment, actual and mental—it is for the widening of that mental environment that we as teachers exist. Happy the child who in his room-to-room peregrinations encounters one literary teacher among the literal ones. We might make the child's school life happier for him than we do, we carry to him a message from a mile-post farther along on a journey all of us are taking. Let the word we send back be one of good cheer. It is the feet of him who bringeth glad tidings that are beautiful. The church tells us about the chastening effects of sorrow, but I am a firm believer in the gospel of joy. Make a child happy and nine times out of ten you make him good, and if you don't succeed in making him good you at least make him happy and the fact remains that you can never get the best out of him by holding him at arm's length. The main feature of education is the sympathetic and inspiring contact of a fit teacher with young minds. So a lioness trains her whelps, a mother her children: it was in this way that Socrates and the Drumtochty Domsie educated boys. How shall we as Canadian teachers train our boys and girls so that they may conduct and develop the mighty enterprises of this great self-governing nation? Remembering that it is not knowledge that moves the world, but ideals, convictions, opinions, fancies (if you will) which men have held, and which have held men. I answer first by a spontaneous negative --not by training them in a special

way for special errands of a material industry, for the destinies of a nation do not lie there. Our nation is founded on morals, it rests on morals, and feeds on morals; nor does it live by any other bread—hence we teach ethics.

In conclusion: We cannot overestimate the possibilities of developing character through the medium of lessons in English. All other branches reach the result, if at all, indirectly. Here, however, there is direct contact between the thought of the author and that of the teacher, the rich and varied field of English thought lies before him—veneration, sublimity, love, wit, pathos, the strength and the subtleties of logic, all are here—the teacher has to choose and lead the pupil with him. To the traveler who is in accord with the Great Plan, green and beautiful are the pastures leading on to the still waters. In our hearts we echo the prayer of one “who kept the whiteness of his soul,” that true lover of children, Dickens: “And look upon us, angels of young children, with desires not quite estranged when the swift river bears us to the ocean.”

## Color Study in the Rural School.

BY MISS SINCLAIR, SUPERVISOR OF DRAWING, BRANDON PUBLIC SCHOOLS.

Color teaching in the public schools is recognized as being of value to the pupil not only because it refines and quickens his sensibilities, broadens his ideas and in many ways develops the higher or spiritual side of his being, but because it helps to prepare him for the practical side of his life as well.

A moment's thought will convince us that there are very few avocations in life in which it is not, to say the least, important. A large proportion of the boys in our schools will go into trades or business of some kind on leaving school, and most girls are destined to find their “career” either in the home or the shop.

To all of these a knowledge of color will be of great value. To many of them it will be an absolute necessity.

The merchant needs it in selecting his goods. The salesman needs it in order to help that very large class of customers who have, as it is said, “no taste” and never know what to buy. I have in mind one or two salesmen who are very popular with customers because, as they say, he “always suggests the right thing,” knows what colors will harmonize with each other and with the one who is to wear them.

The millinery of the past year or two has been a travesty on color harmony and would never have been accepted by those who have to wear ladies' hats, if they had been led in their youth to have a proper understanding of the laws that make for beauty in the arrangement of color.

To the dressmaker this cultivated color sense is equally as valuable as to the milliner, and to the home-maker it is indispensable.

I think it goes without saying that the atmosphere that surrounds a child in the home is largely responsible for the kind of a being he develops into in his maturer years.

Teachers in the schools can generally tell, by a child's manner, what kind of a home he has come from—whether peace and harmony or jar and discord are the ruling elements.

But how can peace and harmony exist when one's nerves are continually fretted by seeing such things as a bright red sofa blazing at a pallid blue-green carpet, or a

blue drape ready to fight with a green one across the same table, while a many colored wall-paper scornfully mimics them all. People go to the other extreme when they try to make their furniture match their complexions, but there is a happy medium, and the color course in the public school is designed to help our future men and women to reach it, and to avoid these and other extremes.

So necessary is accurate color perception for railroad men that they will not be accepted for service until they have passed a rigid examination in color perception. Sailors find it equally necessary for accuracy in signalling.

That house painters need it is evidenced very frequently by the miracles of color one sees displayed on some of our city mansions. In fact the need for an accurate color sense is all but universal.

In the short gray days of winter, color teaching is sometimes a little difficult. The more delicate shades and tints are hard to distinguish and even look different from what they really are.

But in the summer, when light is good, when sky and garden and prairie are resplendent with every imaginable color and shade and tint and hue, the difficulties disappear and the teacher who does not take real delight in the color lesson then must be "of the earth earthy" indeed. Fortunately such a teacher is a "rara avis" with us.

The solar spectrum makes a good introduction to color-study in the primary classes. The children all know the rainbow. It has appealed to them by its beauty and by its mystery, and when they see it reproduced in the spectrum their delight is unbounded, and they are all eager to know more about it.

We all know the oft-repeated maxim :

"To let the new life in,  
Desire must open the portal."

I know of a teacher who always hangs the prism in the window on bright days so that the children may have it as much as possible before their eyes and unconsciously take what it has to give them of color impression and color sense. And such a pleasure is it to them that they invariably ask her to place it there if she happens to forget it on a bright day.

Not much color theory is necessary in the primary and junior grades. It would hardly be wise to have them puzzle their young heads with theories that scientific brains have ached over without understanding them, yet even they might easily be shown that the effect of both prism and rain-shower is to break up the rays of white light into their component colors and so produce the beautiful many-tinted band they so like to see.

After the children have learned to recognize the six leading colors of the spectrum and to know their names they should be asked to find them elsewhere. Sometimes the objects in the room will furnish a complete "spectrum". Sometimes in grade I, I turn the lesson into a "color play" by calling out all the children who have the required colors in their dresses or ribbons and forming them into a boy and girl "spectrum". The children enjoy this and I think it helps them to remember the lesson.

The flowers, as they come, furnish abundant material for color-work and the children will gladly gather and bring all that are required for the purpose. Their natural love of flowers will make the study of color in connection with them very interesting.

The material in the color boxes of the Prang course is adapted not only for simple color-teaching but for a beginning in decorative color-work as well.

After observing and talking over the different borders and surface designs on

their aprons, dresses, handkerchiefs and elsewhere in the room, the class may be asked to take all the round or square tablets, or both together and arrange them in a border or any design suggested by the teacher. Afterward they should try their skill at inventing and arranging their own designs. Anyone who has watched the absorbed faces of the little ones as they bend over their color work, while borders and rosettes take form under their fingers, cannot doubt that here, at least, pleasure and work have been very happily combined.

When the resources of the color-boxes have been exhausted the next thing is to lead the children to apply the knowledge they have gained. For this purpose colored paper should be supplied to them. The paper should be in good color standards with their tints, shades and lines. By a standard color is meant one having no admixture of any other color. For instance, "standard red is the reddest red". Tints are lighter than the standard; shades are darker and hues or intermediate colors are those obtained by the admixture of two adjacent colors. For instance, red and orange blended give the intermediate red-orange.

So far the children have worked only with circles and squares. Now they might cut trefoils, quatrefoils, Greek and Maltese crosses and other simple decorative forms out of the colored paper and arrange them as single ornaments, or in borders or surface designs, as seems most suitable.

I have referred, in this paper, almost entirely to primary work, but I think that if possible, color-work should be carried on in all the grades.

Decoration and color are so nearly one that they should be studied together. Of course, in advanced classes, paper-work should be superseded by water-colors or pastels.

Paper is a poor subject for paint in the hands of those old enough to handle the latter efficiently. The trouble with all these color materials is that they are so expensive as to be practically beyond the reach of a great many schools—particularly those in the sparsely-settled outlying districts of the country, and cheap substitutes are often worse than valueless.

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## Primary Department

EDITED BY E. CLARA BASTEDO, BRANDON PUBLIC SCHOOLS.

### CHILD STUDY NUGGETS.

In the centre of our civilization is a little child. Take wise and loving care of that child, and all human interests are secure; neglect that child and all human interests are in jeopardy.—Dr. E. E. White.

The problem of the Republic is the problem of childhood. Christ placed a little child in the centre of priests, rulers, soldiers, philosophers, and found in the child's teachableness, trustfulness and innocency, a force that made the might of kings contemptible. The soul is a seed. In a world where nature can change a grain of wheat into a sheaf, an acorn into an acre covering oak, the great God asks the state to change a child into a scholar, a sage, a noble citizen.—Newell Dwight Hillis

I would have a child's manners, behavior, and bearing, cultivated at the same time with his mind. It is not the mind, it is not the body we are training; it is the man, and we must not divide him into two parts. Plato says we should not fashion

one without the other, but make them draw together like two horses harnessed to a coach.—Montaigne.

Whenever knowledge predominates over the development of the child in the mind of the teacher, and in the plans and methods of the school-room, the education is defective. Knowledge is of great importance, but if it is made the dominant ideal neither the development of the child, nor the communication of knowledge can reach its best limit.—Hughes.

We are so incrustated with prejudices and opinions, formed from without, in no sense the outcome of ourselves, our natural minds, that we have almost lost—for our children—the meaning of development and unfolding, and ought rather to speak of envelopment and infolding; what we really desire is to stamp and shape them to our mind from without.—Froebel.

The marrow of education is itself destroyed if the first fresh presentations become old without being perceived; if lifeless repetitions are tediously extended where interest should eagerly seize, if the form of speech, in which wealth of conviction can best love to express itself, are bereft of their spirit, and laid away as corpses in the caverns of memory.—Herbart.

Wholly new discoveries in the domain of child nature are scarcely to be looked for; but rather a more careful exploration, fresh points of view, better insight, juster emphasis, something like a new reading of an old and familiar book.—Russell.

He who helps a child helps humanity—with a distinctiveness, with an immediateness which no other help gives to human creatures in any other stage of human life can possibly give.—Phillips Brooks.

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#### THE TREE.

The tree's early leaf buds were bursting their brown.  
"Shall I take them away?" said the frost sweeping down.

"No; leave them alone  
Till the blossoms have grown,"  
Prayed the tree, while he trembled from rootlet to crown.

The tree bore his blossoms, and all the birds sung.  
"Shall I take them away?" said the wind as he swung.

"No; leave them alone  
Till the berries have grown,"  
Said the tree while his leaflets quivering hung.

The tree bore his fruit in the midsummer glow.  
Said the child, "May I gather thy berries now?"

"Yes; all thou canst see;  
Take them; all are for thee,"  
Said the tree, as he bent down his laden boughs low.

—BJORNSJERNE BJORNSEN.

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#### CHILDREN'S READING.

I think that perhaps the greatest fault in reading is that there is not enough of it. In the first two or three years of school life there should be a great deal of easy reading done at sight in addition to that prepared before coming to the class. In the third and fourth years, the children should be taught to read independently, to use a dictionary and to get the meaning of derivatives. By the sixth grade I think the child has usually acquired the habit of reading, either of close attention or careless-

ness in calling the words, the habit of grasping the thought or letting it loosely slip past the tongue and brain. Probably all further training will either emphasize or vary these traits; it will rarely change them, I fear. Again, then, I insist on the necessity of concentrating the work on reading in the lower grades. The German schools average an hour per day in reading, and if American schools did as well the outcome of our school life would be better than it is.—*Pennsylvania School Journal.*

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### UNDERSTANDING A CHILD,

Enjoying a child's presence and understanding a child's nature are different things. The capacity for the first is no necessary sign of a capacity for the second; but one who studies nature is pretty sure to enjoy the presence of nature. Failure to recognize this truth often results in appointing the wrong person to teach little children. A lady, who for years enjoyed being with little children and teaching them to be useful, would often entertain them, while they worked, by reading to them. But whether she knew enough of child-nature to have any discrimination in the selection of that reading, is quite another question. A father enjoys the presence of his boy when he tosses him in the air or tickles him with a straw. But that is no sign that he will exercise proper care about what he says or does in the boy's presence, or that he will not make demands upon him which his nature is quite incapable of responding to. To understand the weakness and strength of child nature is an acquirement quite apart from, and above, enjoying fun-making with the children.—*S. S. Times.*

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### THE CHILD'S WORLD.

Great, wide, beautiful, wonderful world,  
With the wonderful water around you curied,  
And the wonderful grass upon your breast  
World you are beautifully dressed.

The wonderful air is over me  
And the wonderful wind is shaking the tree  
It walks on the water and whirls the mills  
And talks to itself on the top of the hills.

You friendly Earth; how far do you go  
With wheat fields that nod and rivers that flow  
With cities and gardens and cliffs and isles  
And people upon you for thousands of miles?

Ah, you are so great and I am so small  
I tremble to think of you world at all.  
And yet when I said my Prayers today  
A whisper inside me seemed to say.

"You are more than the Earth though you are such a dot.  
You can love and think and the world cannot."

—WHITTIER.

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### TREAT CHILDREN RESPECTFULLY.

Never use at a pupil's expense satire, sarcasm, or any biting speech, or apply to him any opprobrious epithet. Shame on you if you do such a thing. It is an abuse of your superior position and will cause you to be despised as you deserve. But that is not the worst; it will lose you your moral and mental command over that pupil and perhaps over many. The boy or girl whose feelings you have injured will never again open heart or mind to you as you desire. Not only should we never

express contempt for backward or refractory children, but we ought, if possible, never to feel this. Try to respect all your pupils, the dullest and least hopeful with the rest. What a comfort to teachers to mark how often children who are very dull at first, in time distance the most precocious! We should respect all, even if they were sure to be permanently dull, but you can never know this. The backward boy, who spells ill and can never learn the multiplication table—he, too, is a product of the Divine Spirit. He may prove a Kepler or a Darwin. You will at any rate, probably, make him a good citizen, which is important enough. If you can feel this hopefulness about a slow pupil so as to impart it to him, it will immeasurably help both him and your efforts for him. Even in the rare cases where you can neither express nor entertain such hope, do not in any way make known to your pupil your despair. It would do more than almost anything else to blast him. —Superintendent Andrews, Chicago.

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THE SWING,

How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do.

Up in the air, and over the wall,  
Till I can see so wide,  
Rivers and trees and cattle and all,  
Over the country side.

Till I look down on the garden green,  
Down on the roof so brown,  
Up in the air I go flying again,  
Up in the air and down? —ROBERT LOUIS STEVENSON.

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We have a secret, just we three,  
The robin, and I, and the sweet cherry tree;  
The bird told the tree, and the tree told me—  
And nobody knows but just we three.

But of course the robin knows it best,  
Because he built the—I shan't tell the rest;  
And laid the four little—some things in it—  
I am afraid I shall tell it every minute.

But if the tree and the robin don't peep,  
I'll try my best the secret to keep:  
Though I know when the little birds fly about,  
Then the whole secret will be out.

—SELECTED.

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## Military Drill in Ungraded Schools.

BY FRANK BELTON, GRISWOLD, MAN.

Surely a most necessary feature of a well taught school is Good Discipline. By discipline is not meant a mechanical and slavish submission to a great I Am, whose motto is "Their's not to reason why." We teachers of to-day remember, with very little fondness, the hickory stick of our childhood and resolve to use more humane



treatment with our own pupils. But, in departing from one extreme, let us be careful not to run to the other. Is there not a danger to-day of the child becoming the tyrant over the teacher? There are cases where a teacher finds himself in a school which has been ruled by love unmingled with fear. He finds that the pupils expect to have their own way about seating, class-work, and even such matters as leaving school before the hour of closing. Upon their wishes being thwarted, they throw out dark threatening hints about giving up entrance work, going to another school, etc. I think that a teacher cannot be too prompt in showing such pupils that while he values and desires their friendship, he is not in any way dependent upon it for the conducting of the school. I believe also that most boys and girls are sensible enough to fall in readily with a reasonable and reasoning system of government which is mandatory rather than persuasive.

It is generally easy, even in cases of long standing, to establish good discipline without enforcing it at the point of the ruler. And in this connection we have, at hand a remedial measure which is gradually finding its way into our Manitoba schools, namely, Military Drill. In the hope that it may be helpful to some of my fellow teachers, I give herewith a few ideas, derived from three years experience, as to the use and value of the drill.

1. Prompt and unquestioning obedience becomes a fixed habit. The military spirit seems to be instinctive in our race; hence, even children take a pride in obeying commands when on drill.
2. Close attention is cultivated, and as a result, the child becomes quicker-witted and more self-possessed. The commands are loud, distinct and sharp. By the way, it is remarkable how many children there are, of even ten or twelve years, who cannot instantly tell which is the right hand. A good series of commands are as follows:— Right hands, up. Left, out. Right, down. Left, up. Right, out. Both down. etc.
3. Good order grows into a ruling principle which affects the whole school-life.
4. Good taste is developed. It is pleasing to note the attempt at soldierly bearing, the care in lifting the feet, the increasing tidiness in dress and appearance that directly result from military drill.
5. It is hygienic training. It is easy to get pupils into right habits of walking, standing and sitting when drill is introduced. Besides, the exercise itself is invigorating to both mind and body.
6. It is directly instructive. Some day these boys may be called on to make actual use of the training received at school. Boys and also girls are able to appreciate much more keenly the military affairs of their country and historical events dealt with in the school routine.
7. It is an excellent recreation and a rich source of entertainment. In rural communities people gathered at a school examination, concert, or picnic are always delighted to see a drill. A well disciplined school can easily be taught a number of fancy movements which, to the uninitiated, look very complex and even puzzling. A good one is the spiral motion. Line forms at intervals of one pace—Right turn; March in a circle—leading flank wheels inward till the spiral is 'wound.' Then "left wheel" and it unwinds.

I find that when once the children's minds have gained control of their muscular motions, they learn even a complicated movement in one lesson. The writer has thirty pupils now practicing battalion drill in three companies, each having a captain. This point of advancement has been reached in four months time, drilling a half-hour twice a week.

## Inspection Notes

EDITED BY INSPECTOR ROSE, BRANDON.

Once upon a time some "silly body," as Dr. Oliver Wendell Holmes would call him, undertook to expurgate the works of Robert Burns, and

"Ah, Tam! Ah, Tam! Thou'll get thy fairin!  
For now they'll roast thee like a herrin!"

is one of the monuments of his ingenious folly. Ruskin, in "Sesame and Lilies," says of the proper reading for a young girl that books "should be chosen, not for their freedom from evil, but for their possession of good." And again, "If she can have access to a good library of old and classical books, there need be no choosing at all. Keep the modern magazine and novel out of your girl's way; turn her loose into the old library every day, and let her alone." The other day a teacher showed me the following letter received from an over-anxious parent :

April 4, 1900.

Dear Mr. \_\_\_\_\_

Kindly excuse Elizabeth from the room during literature of Lancelot and Elaine, and oblige,

One is reminded of the story told by Macaulay in answer to someone who objected to the study of the ancient classics on account of the grossness occasionally to be found therein. The story ran to the effect that a man on his way to the gallows begged the sheriff to lend him a cloak, as he was afraid of catching cold! If the young person in question never reads or hears anything worse than Lancelot and Elaine, she will not come to any serious harm. To find anything dangerous in that poem one would almost need the assistance of Sam Weller's "patent double million magnifying gas microscope of hextra power."

—S. E. L.

At the recent convention of the South-Western Teacher's Association held in Killarney, a resolution was carried authorizing the executive of that association to co-operate with other associations throughout the province in securing the services of some prominent specialist for a series of meetings at leading points during the fall term of the present year. The only name mentioned was that of Professor S. H. Clark, of Chicago University, the well known elocutionist. Miss Gibson, of Pilot Mound, the president of the association, speaking from actual knowledge, referred in the highest terms to the work of Professor Clark. The teachers of Manitoba are by no means behind the age in a knowledge of methodology of this important subject. What we require is an object lesson in genuine expression—a model to imitate — an ideal to strive after. There is probably no person engaged in educational work who can help us more along this line than Professor Clark.

A. S. R.

## Natural History Department.

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

The absence of contributions in this department in last issue was due to two causes: first and chief of these was that there were no questions forthcoming, and secondly, my absence on a two weeks trip down the Assiniboine River from Portage la Prairie to Winnipeg. As I am preparing a description of this trip, and since a number of questions have been received during the past month, the interest will be renewed and possibly extended. Some of the questions received are still very vague, making it almost impossible to identify the species. If these questioners would read some of the other questions, they would learn what is required in order to make identification possible in many cases. They would also learn that there is more in life to learn than the COLORS of the clothes worn by birds, animals, or flowers and would find the study of LIFE the most interesting. Let your questions be more general on Natural History subjects and your descriptions more explicit. Learn to describe birds and animals as you would describe and identify your friends.

A letter from Mr. Sandercock contains some good material for discussion and some questions. In speaking of the suggestion offered some time ago relative to the division of the province into districts for systematic nature study, he notes very correctly how very local many forms are in their distribution, making a knowledge of our flora and fauna dependent upon our knowledge of the general character of the country and how this is only possible to the majority by the division of the country into districts and obtaining concise descriptions of the character of each district from its leader.

Mr. Sandercock says he would like to see other subjects besides birds given more prominence. In this he is not alone and if the birds have had a more prominent place in the past, it is because the questions almost all have been regarding them. If information is desired upon zoological, entomological, botanical or geological subjects, this department is open for the purpose of answering and giving information when the questions are forthcoming. Mr. Sandercock speaks of some parents objecting to so much time being taken up during school hours for nature study. I am sure with a little tact these studies can always be used to supplement the regular studies, making those now dry much more interesting: then again when the economic value of these studies to the art of agriculture, is more generally known and accepted, no objections will be raised to the amount of time devoted in the school to nature study and there is no surer way of establishing these truths than by teachers implanting the seed in the virgin soil of the juvenile mind. These seeds will grow in the child and their fruits will show in the man, ultimately resulting in what is now objected to, becoming recognised as a necessary study and related to every other necessary study in life. If every teacher would wake to the possibilities of the future and make an individual effort to work in concert towards the goal we would not be long in reaching it.

Q. Does the sea-gull ever come as far inland as our Manitoba lakes?

A. There is no species particularly named the sea-gull, but we have on our Manitoba lakes the large herring gull, Bonaparte's gull and Franklin's gull. These three breed on our lakes and there are only three Canadian species not found here, viz:—The great black-beaked gull, the ivory and the Iceland gulls. The former visits the great lakes, the latter being more northern, while the ivory is more strictly a sea bird. Our herring gull is the species commonly called the sea-gull.

Q. Please tell me the name of this bird? It is somewhat larger than a snow-bird: head, black; back, gray, darker toward the tail; breast, white, speckled with gray. It makes a whistling call.

A. Your description is very vague: no mention is made of the action, location of the bird on the ground or in tree, in fact you neglect the whole life of the bird and ask its identification from a very vague description of its colors. I judge, however, that you refer to Harris's sparrow, or as I have named him—the "Aristocratic Vagabond"—in December number of the Journal. Let your descriptions and questions be more explicit and include a description of surroundings and action of the bird.

Q. Could you tell me the name of a little bird that happened here about the first of the month? At first sight it appeared to be pure white, but on closer examination its breast was found to be a little darker—a light slate color. In size it was about that of the black juncos mentioned in your last issue. It seemed to like to pick about the wood-pile, which was of white poplar, and while in the bluff hopped about on the ground, giving utterance now and then to a lonesome "peep". It came in the evening and stayed in the morning. It is the only one of the kind that has been seen around here so far as I can discover.

A. From what I can make of your description, the bird was one of the small sparrows accompanying the juncos and was probably a light colored tree sparrow. Some of these are very much lighter in color than others.

Q. Will you kindly give me the name of the bird described below? About four or five inches long, very light tinted with yellow beneath, gray above. Song is a soft warble with, to my fancy, staccato note at the close. Though standing directly under the tree where it is singing, it is difficult to locate it by the sound. It builds a hanging nest at the top of a slender poplar and has three to five white eggs with black spot or spots on. So far as I have seen it frequents the bluffs only.

A. This bird is the warbling vireo, belonging to a group of fly-catchers allied to the shrikes, approaching the warblers in character. We have four resident species, but this species is the only one with the continuous warbling song.

Q. If I am not too late would you kindly answer the following questions through the Educational Journal.

- (1) What is the name of the grubs that are spoiling our trees?
- (2) Will they change to moths?
- (3) Are they general over Manitoba?
- (4) Is it the lack of rain that makes them so plentiful?
- (5) Are there more birds than usual in the town or country groves?
- (6) Do all birds eat all kinds of insects (in season)?

These questions I have heard discussed, but no conclusions reached.

A. (1) (2)—I submitted specimens of the caterpillar mentioned to Mr. James Fletcher, Entomologist of the Dept. of Agriculture, Ottawa, and to Mr. Boger, of Brandon, and have obtained the following information:— They are the canker-worm, which has been so very destructive in many districts. They turn to moths, as do all caterpillars, and the female is wingless. In order to prevent their ascending the trees again to deposit eggs, a band of tin should be placed, funnel shaped, about the tree, tight at the upper edge, or a band of cotton soaked in tar wrapped about the trees. Spraying the trees with paris green and lime solution is an effective remedy, but better still, according to Mr. Fletcher, is a solution of arsenate of lead: about 1 lb to 50 gallons of water.

(3) They have been reported generally in towns where maples and ashes are growing, from Winnipeg to Brandon.

(4) The dry season may have been favorable to them, but it would, in my opinion, have little effect upon their numbers. Continuous rain may wash off and drown a number of them before they pupate.

(5) The dismantling of trees has exposed the birds more this season than usual, but I do not find my material increase in their numbers.

(6) Birds, generally speaking, are insectivorous but certain insects are obnoxious to most birds, while winter visiting birds do not in some cases have any fancy, or do not seem to know what insects are. The cuckoo is about the only bird which will eat the hairy shagmoth caterpillar and the rose-breasted grosbeak is about the only bird that will eat the potato beetle. The majority of species, however, take any insects they come across and most all species will feed and are feeding regularly upon the canker worms.

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## Communications.

Winnipeg, Man., 13th June, 1900.

To the Editor of The Journal.

Dear Sir:—A letter appeared in a recent issue from Mr F. W. Andrew, of Waskada, enrolling himself among the "puzzled ones" in teaching music; I have read what Mr. Andrew has to say with some interest, and should be glad if I may possibly be able to clear the way for him a little.

Mr. Andrew finds two stumbling blocks, as far as I can make out; one is that he states it is impossible to cultivate the taste, and so the music is not a success; the other is the difficulty in giving children who have had no early training in music an idea of tone.

I am afraid I had some difficulty in following Mr. Andrew's line of argument, but I fancy he is under a somewhat mistaken idea of the aim of our school music; on the one hand, it is true, the endeavor is to give every child a fair knowledge of music, and the ability to read and sing at sight any piece of not more than average difficulty, but on the other hand there is an even more important object, namely that of cultivating the musical taste. This branch of the work should begin as soon as the child first comes to school and is principally carried out by the liberal use of well chosen songs which can be taught by rote till the children are far enough advanced to read from the notes; it is certainly unfortunate that there are not better opportunities, especially in the country, for the children to hear good music, but a great deal can be accomplished by the songs sung by the children themselves, in the same way that the selections in the Readers cultivate a taste for good literature. With regard to those who are physically unable to sing: the number of these is, as a rule, very small, and as the general surroundings are made more musical, should be smaller still; but even with these people, Mr. Andrew says himself that "they readily criticise other singing and appear to understand the theory," which is exactly what we wish to arrive at: we do not for a minute expect to make an accomplished musician of every boy and girl, but it is entirely possible to open the door for everyone to enter in and enjoy one of the greatest gifts of God.

LAURENCE H. J. MINCHIN,

Supervisor of Music, Winnipeg Public Schools.

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### A SPECIALIST IN READING.

The Western Teacher's Association of Manitoba has been in communication with Prof. S. H. Clark, of Chicago University, for a year past, with the view of securing him as a specialist in reading. The Association was not successful in secur-

ing Prof. Clark's services for the convention proposed for last fall. Next September, however, he is free to come, so the earliest opportunity has been taken to make sure of his services. The Executive of the "Western" has carried on the arrangements up to the present. The matter has now become a provincial one, and therefore has been placed in the hands of a committee appointed by the Provincial Teachers' Association at the annual meeting held last July, with Mr. D. McIntyre, of Winnipeg, as convener.

The teachers, who have met in convention this spring, unanimously supported the proposal to bring to our province a specialist in reading. Inspector Lang, speaking at the Elkhorn convention, said that the line of work proposed was the most important of all at the present time. A large number of teachers have full knowledge of the proposal. All are unanimous. Let the rest take this up as enthusiastically and unanimously and the success of the effort is ensured. The expenses will be heavy, but we must not miss the present opportunity of bringing before our teachers one who is Canadian-born, and who has expressed himself as especially desirous of meeting them.

JNO. P. WADGE, Secretary, "Western."

#### THE PROVINCIAL TEACHERS' ASSOCIATION.

The Provincial Teachers' Association has been in existence about ten years its meetings have been held annually; the work done has undoubtedly advanced educational interests in our province; but for the past few years it has been only too evident that this "work" has been steadily decreasing down to the meeting of last year when "nothing" was done. Has the association gone into a natural decline, or is there a reason to be given for the existing condition, and for the failure of the officers, executive and committees, to carry out their work? I prefer to think the latter. The association, naturally, did good work at first, under strict constitution, etc; but this was lost; everything became indefinite and it is small wonder that we have come to the present dire state. No one seems to know what the constitution or primary purpose of the association was, or who are the legal representatives; negative criticism has been permitted to supplant positive work; the dissatisfaction has become so general that at the last meeting a proposal was made to dissolve. Happily, or possibly unhappily, this was not followed, but the usual officers were hurriedly elected in order to keep up the "show". Many say that this latter was done as it best could be done, under the circumstances: the committees have been working and will report at the coming July meeting.

Now is there a place for a provincial organization? It is almost absurd to ask such a question. There is certainly a place and an increasing need for such an association as a link between the local associations and the Department of Education. The resolutions passed by local associations should be fully considered by the "provincial," for it is only on the recommendations and resolutions of a body fully representative of the province, that the Department of Education can be expected to act. We must by no means allow this organization to die. It needs resuscitation. This has been started. Let it be carried right on till we are on our feet again; let a definite constitution be formed: let the membership be strict; get into communication and touch with all the teacher's associations in the province, and above all let us adhere firmly to positive work. There are now committees dealing with some of these questions. These will report this year. The next meeting will be held during the reading of the papers in July, in Winnipeg. Notice of exact date will be given in the daily papers. All teachers are invited to attend this meeting, and to come prepared to discuss the questions before the meeting, and to advise as to what is needed in a "provincial". JOHN P. WADGE, President.

## Notes from the Field.

## VOCAL MUSIC.

A brief synopsis of an address by Mr. L. H. J. Minchin, before Killarney Teachers' Convention.

Mr. Minchin in his very interesting address began by referring to music as the highest method of expression, proving that when speech failed then music could step in. He next took up the point that before music could be taught it had to be reduced to some system; a note must be defined as to pitch and duration, which brings us to the components of music as generally accepted, melody and rhythm; the origin of the major scale was touched on, showing that though arrived at by graded development and being an arbitrary creation, it still was to a large extent scientifically correct. The object of school music is two-fold: to educate and develop the musical taste, and to teach the child to read music. The first object is attained by the use of songs, judiciously chosen and judiciously taught, and taught not necessarily with any reference to learning to read music but rather so that the song may be sung and appreciated as readily as possible. In this connection he urged very strongly the liberal use of well chosen rote songs in the junior grades where the regular music is not sufficiently advanced to be of so much interest.

With regard to reading music, there are three schools of methods, the Fixed Do, Tonic Sol Fa, and Moveable Do, to the last of which the Normal system, in Manitoba, belongs. The speaker touched shortly on the idea of this system, and those like it; that the scale is learnt, and the intervals in it, and then the knowledge is transferred to the staff, the key signature showing you the note to be taken as your starting point, or Do.

The question of teachers, themselves unmusical, being able to teach music, was also taken up. The peculiar success of several good teachers in this subject who were not musical themselves was quoted to the encouragement of many present.

## KILLARNEY CONVENTION.

The South-Western Teacher's Association held its annual convention in the Orange Hall, Killarney, on Thursday and Friday, May 31st and June 1st. At the business meeting on Thursday forenoon, the following officers were elected for the ensuing year:—Hon.-Pres., E. E. Best, Inspector of Schools, Manitoba; President, Miss Gibson, principal of Pilot Mound intermediate school; Vice-Pres. A. E. Slater, Napinka; Sec. Treas., H. A. Greenway, Clearwater; Executive Committee, to act with the President, Vice-President and Sec.-Treas., Miss Dowler, Killarney, and Mr. Lathwell, Crystal City. Delegate to Provincial Association, R. R. Earle.

The afternoon session was opened by Inspector Rose, of Brandon, who dealt with his special study, Grammar. He emphasized the fact that Grammar is a thought-study, not a matter relating only to language-forms; consequently, if the subject is to be taught rationally, it must be treated as an Inductive Science.

The second number was a practical talk on Music by Mr. L. H. Minchin, of Winnipeg. By means of a blackboard, Mr. Minchin illustrated his method of presenting this much-neglected subject, and threw new light on what is often considered a very difficult part of work in rural schools.

In the evening an open meeting was held, at which Mr. Bate, sec.-treas. of the Killarney School Board, presided. The most notable part of the programme was

the address, "Our Country," by Mr. J. D. Hunt, B. A., of Carberry. The hall was filled to overflowing, and large numbers were unable to gain admission.

Friday's proceedings were begun by a paper on Drawing, by Mrs. Lazier, of Winnipeg. This accomplished lady read her paper in a most pleasing manner and assisted in the discussion following it. She brought with her a number of samples of work done by pupils of Winnipeg schools, part of which was prepared for the Paris Exposition. This instructive exhibit was examined by all present and much appreciated.

This subject was followed by a talk on Nature Study, especially Birds, by Inspector McGuire, of Portage la Prairie. He contrasted the great usefulness of birds, with their insignificant destructive tendencies, and made a strong plea for their protection.

In the afternoon an ably-written paper on Literature, by Mr. E. Burgess, principal of the Intermediate school, Manitou, was read, in the absence of the writer, by Miss Coutts, another member of the Manitou teaching staff. This paper contained many excellent suggestions as to how proper appreciation of literary merit is to be attained, and was illustrated by references to the poetical literature prescribed for the teachers' examinations this year.

Some concluding items of business were then considered, among which the advisability of co-operating with other associations in the province, to secure the services of some specialist at future conventions, was discussed. In view of the approaching elections for members of the Advisory Board, Mr. J. D. Hunt was nominated as teachers' representative for another term of office. The meeting then adjourned to meet at the call of the Executive committee. This was one of the most successful conventions in the history of the association, and also one of the largest, as more than one hundred and twenty teachers registered with the Secretary during the two days.

W. TURNBULL. Boissevain.

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The Society for the Prevention of Cruelty to Animals, of Victoria, B. C., recognizing that all reform movements should begin with the children, has organized in the schools a City Band of Mercy with an initial membership roll of 800.

At midsummer, the S. P. C. A. will award two prizes in each Victoria City school for the best essays on "Kindness to Animals" more particularly with regard to domestic animals and pets.

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## Reviews.

"The Mother Tongue"\* is a collection of exercises "designed to guide children to an intelligent appreciation and enjoyment of good English, to help them to speak and write correctly, and to introduce them to the study of grammar." Book I opens with one of those one-sided conversations, heavy and full of platitudes, between a teacher and his pupils which sound so entertaining and convincing to the teacher, and so very dull and wise to the pupil. There are many exercises, some new and some old, some excellent and some the reverse. The best features, perhaps, are the selections to be copied and learned by heart, and the exercises in letter writing which are made to grow out of the pupil's experience. Book II "begins the definite



study of grammar," and will doubtless suit those who think that the study of English Grammar should lead directly along the line of Latin. The framework of the Latin is given here, and there is the usual exhibition of carpentering in trying to fit the material into it. The treatment is deductive.

If it is true that the history of every individual is that of an ever changing series of ideals, and that the constant factor in life is the effort to realize some ideal, we think that western teachers should become acquainted with the life of Thring, the great head-master of Uppingham, in order that some of the qualities which he possessed may become more pronounced than they are in the lives of those upon whom so much of our country's future depends. The Copp Clark Company, Toronto, are publishing an account of the life of Edward Thring \*\* as seen in his diary and letters. In the preface to the first edition Dr. Parkin says that the one object which he has kept in view in making the selections from the material at hand has been to elucidate the great principles on which his work was based. We are told later on that these principles rested upon and grew out of what can only be described as a passionate conviction that education was, in a special sense, a work for God; and that the essential element in his school beliefs was the recognition of the fact that "in the economy of God's world a dull boy had as much right to have his power, such as it is, as fully trained as a boy of talent, and that no school did honest work which did not recognize this truth as the basis of its working arrangements." Thring has been declared to be the first man in England to assert this openly; and the records of his difficulties and struggles and trials and successes are what we might expect of a man trying to put a new idea into practice. Between 1853 and 1875, Uppingham, under Thring's management, rose from a position of little importance to the grade and dignity of a great public school as that term is understood in England. When one reflects upon the matter one sees that the only difference between the old English grammar school which Thring took charge of, and any prairie school house, is the unimportant one of the number of pupils, and that the important difference between Thring and most western teachers is that the former dedicated his life to the service of education, whereas the latter do not think of such a thing. Perhaps the most interesting chapter in the book is that entitled "Methods and Ideals." One cannot of course agree with all the opinions that are expressed in the diary of this somewhat garrulous but always earnest and honest teacher, but no one can fail to profit by reading the book.

—S.E.L.

\* The Mother Tongue, Book I; Lessons in Speaking, Reading and Writing English. Book II; An Elementary English Grammar. By George Lyman Kittredge, Professor of English in Harvard, and Sarah Louise Arnold, Supervisor of Schools in Boston. Ginn & Co., 1900.

\*\* Edward Thring, Head-master of Uppingham School. Life, Diary and Letters; by G. R. Parkin, Principal of Upper Canada College. McMillan & Co. and The Copp Clark Co. Ltd.

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