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The School Times.

A MONTHLY JOURNAL.

DEVOTED TO THE INTERESTS OF EDUCATION

IN MANITOBA AND THE NORTHWEST.

Published by The School Times Co.

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WINNIPEG, AUGUST, 1888.

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The School Times.

VOL. I.

WINNIPEG, AUGUST, 1888.

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The * School * Times,

AN EDUCATIONAL JOURNAL, PUBLISHED MONTHLY

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SALUTATORY.

According to time-honored custom, in this our first issue we address a few prefatory remarks to our readers. It goes without saying that it is desirable to have a journal devoted entirely to the interests of education in this Province and the Northwest, and doubtless only monetary considerations have prevented the appearance in the field of journalism long ere this of an exponent of the teacher's profession. In undertaking the publication of such a journal we fully realize that for some time its circulation must be limited, we have therefore no anticipation of making THE SCHOOL TIMES a financial success from its inception, but its publication has been amply provided for by a few kind friends of education throughout the Province until the constituency to which it appeals becomes large enough to make it self-supporting. The work we have undertaken is one of love and the public may therefore expect to find us always promoting what we believe to be for the best interests of education, without fear or favor.

To the teachers of this Province and the Northwest we appeal for their hearty support; their interests are ours and we would ask them to make our interests, theirs. Our columns will be ever open to them for the discussion of educational subjects generally or for the presentation of their views on par-

ticular questions that may arise from time to time. In the past there has been no means by which the teachers of the Province could keep themselves in touch with one another or with the educational activity and progress of the outside world. The provincial press has eschewed the subject of education editorially, as though it were an evil thing, and even correspondence on educational subjects has been discouraged or positively declined. In short the press of this Province has exercised no influence whatever on the growth of our institutions. The people and especially the teachers have had no medium through which to express their views on our school system and that too at a time when the system was in a formative state and when it required comment and criticism at every step in order to make it truly reflect the educational instincts of the people.

We shall devote ourselves chiefly to the interests of our own Province, but at the request of a number of teachers we have determined to devote a portion of our space to educational matters in the Northwest.

This is the day of small things with us; we have resolved to begin in a very modest way that we may never have any step to retrace. We consequently feel free to promise our readers constant progress and we appeal to all friends of education for their support and co-operation.

The increase in the cost of administration of the Protestant Schools of the Province during the last seven years is out of proportion to the increase in the work to be done. The central

authority is year by year monopolizing more power, and leaving less in the hands of the trustees of the various districts, and this is pleaded as an excuse for the ever increasing expenditure. This might be viewed with comparative complacency were it not the settled and avowed policy of the authorities both to centralize power in themselves and to offer this as a sufficient justification for the growing expenditure. This is pointedly expressed in the report of the superintendent of education for Protestant Schools for the year ending January, 31st 1886, in the following words:—

“The cost of administration was about one-tenth of the whole expenditure, and this must be admitted to be large in comparison with the cost of management in the older provinces. But it is true economy to retain direct control over the organization of all new districts, and to maintain close supervision over their operations until the school system is fully established and school officers and teachers have become familiar with its working. To do this effectually the central authority must assume duties in relation to the schools that in the older provinces are assigned to local authorities. Confusion and embarrassment are thus avoided, but increased expense must be incurred.”

If the cost of administration were only one-tenth of the total expenditure as stated above, it would be very moderate indeed, but a reference to the comparative table given below will show that for the year referred to the expenditure other than the grant to schools was over one quarter of the total expenditure, and that is the real cost of administration. A further reference to the table will show that this theory is put into practice, for not only has the absolute expense of running the system increased but the comparative cost as well. The table shows the relation which the expenses bear to the actual grant to the schools throughout the Province for the last seven years.

YEAR ENDING JAN. 31.	GRANT TO SCHOOLS.	EXPENSES.	PERCENTAGE.
82	\$10915.91	\$ 3427.29	31 Per Cent.
83	14868.16	5692.97	38 “
84	22418.25	8448.39	37 “
85	28850.50	11832.12	41 “
86	33169.00	12818.20	38 “
87	38658.92	13524.38	34 “
88	44889.52	16992.33	37 “

The following table shows that the cost per school has increased during the same period:

YEAR ENDING JAN. 31.	NO. OF SCHOOLS.	EXPENSE PER SCHOOL.
82	128	\$ 26.67
83	182	31.28
84	271	31.19
85	359	30.17
86	426	30.09
87	496	27.26
88	522	32.56

Each increase in the legislative grant has brought a corresponding increase in the salaries of the officials, but the annual grant to each school was continued the same during all these years.

This year for the first time the Government has increased the grant to schools, making it \$15 instead of \$10 per month, but the authorities are again making a bold push to keep up the proportion going to salaries and other expenses. The time has come when retrenchment should be made in this enormous expenditure as in all the other departments of our Provincial Government.

For some months past a movement has been going on, to instil new life into Manitoba University. This movement has scarcely made a ripple on the surface of the educational tide of the Province and yet like the proverbial still water it runs deep. The conviction has been steadily growing that our University lacked many of the elements which have made the universities in the

eastern provinces so successful and popular. This feeling at last found expression in the columns of the press and the result has been to direct public attention in a very marked degree towards the University. Public meetings were held by the friends of the University and committees appointed to bring its claims before the graduates of other Universities and to formulate new legislation granting increased representation to the graduates. The University Council having unanimously agreed to the changes proposed, a bill was introduced into the legislature giving the graduates a representation of seven on the Council. This became law, and at the annual convocation rules were adopted for carrying out the election of these representatives. This advance is noteworthy because it is the first time that the University has responded to a popular demand. Whatever changes have been made in the past have come from within, this one from without the University.

Education is advancing on every hand, educational institutions to keep pace with this advance must constantly rise to a higher and ever higher plane, and while our Provincial University is in many respects a model one a number of changes is highly desirable to enable it to meet the requirements of a truly Provincial University. These needed changes may be briefly summarized as follows: first, changes in the constitution and government of the University; that the graduates of the University should be fairly represented on the Council, that the secrecy now maintained in the government of the University should be abolished, and that a University College should be established and maintained by the Province; second, changes in the curriculum and examinations in arts; that the course of study should not be so stereotyped as at present, that the pass course for the degree of B. A. should be made to represent a good liberal education, that at least four examinations should be required for that

degree; that every student should get a good substantial training in his own language; that the granting of degrees to non-collegiate candidates on merely nominal work should be abolished; that professors should not be examiners at the examination of their own pupils.

The subject of so-called mind reading which has been brought prominently before the public during the last decade suggests a broader question; to what extent can mind communicate with and control mind directly without the aid of external expression, and to what good end can this mode of communication be turned in the schoolroom? It is difficult to answer the first part of this question with any degree of accuracy, and yet it is not difficult to demonstrate that to some extent such communication is possible. There are no circumstances so favorable to its exercise as those arising out of the relation of teacher and pupil. The teacher is in constant communication with the pupil, his mind is more mature, and he stamps the mental activity of the pupil with his own ideas and his own mode of thought. Doubtless every teacher has realized that he could exert a certain power in governing his pupils by simple mental effort, and what teacher has not exercised this power to direct the pupil's attention towards him? But this inter-communication of thought is capable of considerable extension; it is clearly possible to direct the pupil's mind in certain accustomed channels of thought particularly when he is in a state of indecision. In an able article on this subject in a recent number of the *Weekly Medical Review* the matter is succinctly summed up in these words: "Nerve force can in some instances be transmitted from one to another. Simply by the exercise of will-power some men can control the actions of others."

We were in a schoolroom some time ago when a teacher as a test undertook by simple

mental effort to make a pupil correct an error in a problem which he had worked out from an examination paper upon which he was engaged. The pupil returned to the problem, the work of which he had completed, discovered his error, corrected it and solved the problem, obtaining the correct answer. In the case of a pupil engaged at the blackboard the teacher undertook to assist in answering a question, when the pupil actually incorporated in his work an error the teacher had made in his mental calculation. This was all done when the work of the pupils was in full view of the teacher so that the mind of the pupil could be directed as each step was about to be taken.

The cases we have cited may be exceptional but they are so because teachers are wholly unconscious of this influence; they do not realize the power they can exercise in the school-room by constant and conscious mental domination over their pupils. This subject has never been systematically treated or studied, and therefore many teachers will not find anything in the context of their own experience corroborative of it; but we can assure every teacher who directs his attention to the matter, that in a very short time he will find his influence in this way increasing. The peculiar position of the teacher may be again noted to show the special application of this to him. He not only supplies facts to the pupil expressed in his own words and clothed in his own imagery but he lays bare his very mode of thought, impresses it upon the pupil and moulds his mind in the image of his own. It is not strange then that, when a chain of thought is begun in the mind of the pupil, it should be affected by the dominant will of the teacher. A trial for a few months will convince the most incredulous teacher that he can thus exercise great influence especially in the government of his school.

The School Trustees of the City of Winnipeg have had a tilt with the City Council

over the amount of school taxes to be levied for the current year. The trustees have had rather the best of it, as they simply employ the Council as their agent to collect the taxes which they are quite at liberty to collect without the intervention of the Council if they so desire, so it is not likely that anything further will be heard of the matter. The Aldermen evidently feel that the levy is excessive, but so far they do not seem to have been able to locate the cause of the great expenditure for the city schools. The teachers are not too highly paid on the average, though the absurd principle prevail of paying the poorer teachers as high salaries as the better ones; nor does the staff of teachers appear to be too great for the number of pupils in attendance. But behind all this there is no question that the cost of the schools is too great and that because the work is not properly divided among the teachers. A proper grading of the schools would enable the trustees in a short time to dispense with several teachers and yet have the work more efficiently done than at present. A single example will show more clearly how this may be done. The work of preparing candidates for third-class-certificates at the recent examination was done in three forms, eight, nine and form one of the collegiate department. *Evangeline* is a very fine poem but it does not necessarily follow that three teachers should be engaged in teaching it when one teacher who devoted his attention to it could do it better than all three. It must be remembered that this is but one example of the manner in which the schools are graded, and not only has it the effect of increasing the expenditure but it decreases the efficiency of the schools. Diffusion rather than concentration seems to be the object aimed at by the trustees but the great number of teachers employed and the large amount of work covered by each teacher is a confession of weakness rather than a token of strength.

NOTES AND COMMENTS.

The Portage la Prairie schools will be reopened after the summer holidays with an efficient staff of six or seven teachers. Trustees have been elected and the people are to be congratulated on the selection they have made, almost all the trustees having had a large experience in school matters and being men of education and culture. The Trustees are W. R. Smart, W. E. Snider, W. W. Miller, W. A. Prest, T. A. Garland and W. Keyes.

There was a very large number of candidates in attendance on the examinations just held. The examination papers with one or two marked exceptions were easier than last year, and we trust that a larger percentage of the candidates may be successful in order that there may be a sufficient number of teachers, and that confidence in the examinations which was rudely shaken last year may be restored. The number of candidates is as follows:—Winnipeg, first, 13, second 37, third 59. Brandon, second 15, third 52. Minnedosa, second 3, third 27. Portage la Prairie, third 25. Virden, second 3, third 14. Deloraine, second 1, third 32. Birtle, second 4, third 20.

The head-line copy-book has disappeared from the business colleges of the United States and Canada, and it is dispensed with in a great number of public schools. Such a copy-book is simply an excuse for teachers who do not give penmanship the attention which it deserves. It certainly puts more life into the practice of penmanship to have the copy written in full view of the pupil. The practice upon the stereotyped copy-book is cold, stilted and mechanical, while copies suited to the varied wants of the pupils, and written by the teacher, give life and variety to the exercises. The mechanical model is produced with an eye to the beautiful solely, while legibility and speed are the real requisites for a good business penman, and these can be acquired only by constant and varied practice. The lithographed head-line is of use only when the teacher knows nothing whatever of the principles of penmanship. A teacher though he may not be able to do beautiful work will teach to better advantage by discarding the copy-book and using the black-board and pen more.

READING.

(Summary of an address given at Manitoba Teachers' Conventions, 1888, by D. J. Goggin, Principal, Manitoba Normal School.)

Reading is the correct expression, in the words of the book, of assimilated thought. It may be considered under two heads—thought-getting and thought-giving. The possession of the thought in a paragraph may be tested by (a) stating its central thought; (b) making an abstract of it; (c) paraphrasing it. The expression of the thought in a paragraph may be given (a) in the pupils own words; (b) in the words of the book.

Necessary preparatory knowledge for thought-getting includes, (1) a knowledge of words—their pronunciation, use and meaning, suitability, form; (2) a knowledge of phrases, clauses, allusions, figurative expressions.

WORDS.

Pronunciation. In the first stage, the teacher pronounces slowly and distinctly and the pupil imitates. In the second stage, the teacher leads the pupil to analyse words, to discover the powers of the letters, and by combination to master the pronunciation of regular words. In the third stage, the teacher shows the pupil how to use a dictionary and requires him to consult it when in doubt.

Use and meaning. The meaning of a word is best determined by its use. In the first stage, the pupil makes sentences containing words whose meaning he knows. In the second stage, the teacher makes sentences containing the difficult word. The pupil listens, compares, infers, and then uses it correctly in sentences of his own construction. In the third stage, when the pupil, from a consideration of the context, is unable to infer the meaning of a difficult word he consults a dictionary and by substitution, tests the fitness of the word or words selected. In advanced classes the pupil may be permitted to define a word after using it, care being taken that the word by which it is defined is its exact equivalent. Accuracy of definition, except as an act of memory, cannot be attained in primary classes.

Suitability. Very few words in our language are exactly alike in meaning. The study of synonyms compels a close scrutiny of meanings and while it makes the pupil's vo-

cabulary accurate it also enriches it. Usage too has reserved certain words for poetic diction. Words have not only use but beauty and music as well and the pupil should be led to appreciate this.

Form. For the purpose of reading this means such an acquaintance with the general appearance of the word as will enable the eye to recognize it promptly. An acquaintance with its several parts is spelling. Form is best learned by repeated transcription.

PHRASES, ETC.

Phrases and clauses. These word-groups are treated as words. The teacher by using them in sentences, or by suitable questions leads the pupil to discover and express their meaning.

Allusions. The teacher tells the pupil where to obtain the necessary explanation or, in the absence of the book referred to, he gives it.

Figurative expressions. To present an idea clearly, or to emphasize it, it is sometimes necessary to compare it with something else presumably well known, or to adopt some peculiar manner of expressing it. This involves an appeal to the pupil's imagination. He should be led to see the use of the figure and, later on, its aptness and beauty.

THOUGHT-GETTING. (Silent reading.)

Central thought. There is a central thought in each paragraph around which whatever is subordinate or illustrative arranges itself. The pupil having, under the teacher's guidance, obtained the necessary preparatory knowledge for thought-getting now endeavors to discover this central thought. For several lessons the teacher shows how to discover it, the pupil observing his method. Next he puts questions that will compel the pupil to discover this thought, and finally he requires him to discover it without assistance. The central thought of each paragraph is written on the blackboard so that the pupil may see, in proper order, the essential thoughts of the chapter.

Abstract. The abstract is a condensed reproduction of the paragraph in the pupil's own words. The central thought and the essential sub-ordinate thoughts are selected—illustrations, repetitions and amplifications being omitted. Words are put instead of

clauses, and general statements instead of particulars. The abstract may be oral or written.

Paraphrase. The paraphrase is a reproduction in the pupil's own words of the complete thought, central and subordinate, of the paragraph. It interprets the paragraph by re-stating it so clearly that every thought shall be caught. Every change is made for the sake of clearness and care is taken, as far as possible, not to weaken the original or impair its tone. The paraphrase may be oral or written; the former gives practice in ready speech, the latter in exact speech.

THOUGHT-GIVING. (Oral reading.)

Necessary preparatory knowledge for thought-giving includes (1) vocal culture, enunciation, pitch, force, rate, emphasis, inflection etc.; (2) a knowledge of the thought to be given.

Thought governs expression. A pupil cannot express a thought till he has it, till the right feeling has been kindled, till his voice has been trained. When the pupil has proved that he has the thought of the paragraph by giving its central idea and either an abstract or a paraphrase of it, when the teacher has by description, questions, or otherwise awakened the right emotions, then oral reading may begin. But an uncultivated voice cannot give proper expression to these thoughts and emotions. Voice culture is needed as preparation for all exercises that require speech.

VOICE CULTURE.

Before beginning oral reading there should be given a three-minute drill on sets of exercises arranged to secure accurate and energetic action of the speech organs. Lewis' *How to Read* or Monroe's *Manual* will be helpful to teachers undertaking this necessary work. The following hints are intended to be suggestive of what ought to be done.

Enunciation.—This may be considered under two heads, (1) purity of tone, (2) distinctness of articulation. There should be daily drill on sets of exercises selected from Lewis pp. 19-29, and arranged to correct faulty tones whether nasal, guttural or pectoral. The exercises in Lewis pp. 29-39 will afford suitable drill in articulation, but the pupil must be constantly watched till the habit of distinct articulation is formed.

Force, etc.—In teaching force, (v. Lewis pp. 51-57) pitch, (v. Lewis pp. 69-81) and the other voice qualities, the teacher should not give rules but rather present examples, and lead the pupil to deduce rules for himself. Then he may cause him to apply these rules in the rendering of the reading lesson. The following devices for teaching emphasis and inflection will illustrate what is meant.

Emphasis.—Faulty emphasis arises mainly from a failure to grasp the thought clearly, and should be corrected by questions that compel attention to the important idea in the phrase or sentence. The pupil may imitate the teacher's utterance without appreciating the thought or feeling expressed. The teacher writes on the blackboard "The old man walks slowly," and asks the pupil to read it so as to tell (1) how he walks, (2) who walks, (3) which man walks. From several similar examples the pupil infers that "words expressing important ideas are emphasized." The teacher next writes "John wrote letters," "James wrote letters," "We all wrote letters," and asks the pupil to read. From several similar examples, having observed on what words the emphasis falls, he infers that "words expressing new ideas are emphasized." From "The girl may go out and play, but the boys must remain in seats," "I said a better man, not a bitter man" and similar examples, he infers that "words expressing contrasted ideas are emphasized." He combines these inferences into "words expressing important, new, or contrasted ideas are emphasized." Having discovered this rule he is required henceforth to apply it in his reading.

Inflection.—The teacher, having privately requested several pupils in class to observe whether John's voice took the rising or falling slide in reading, gave him a slip of paper on which certain questions were written. John read these silently and then said to his teacher: "Were you at the concert?" "Is that knife yours?" "Shall we have a holiday?" As the teacher answered "Yes" or "No" he wrote down question and answer on the blackboard. From a second slip John asked "Who was at the concert?" "Who owns that knife?" "When shall we have a holiday?" The teacher wrote question and answer as before. The other pupils decided that in the first set John's voice took the upward slide, and in the second set the down-

ward slide. Attention was next directed to the answers, and the pupils inferred that (1) "questions that can be answered by "Yes" or "No" take the rising inflection," and (2) "questions that require a statement as answer take the falling inflection."

The vocal exercises having been given, the pupil is allowed to read. Corrections are made mainly by the teacher. Children's criticisms instead of drawing the pupil's attention more closely to the thought often distract it from the thought to the manner of expression. When each paragraph has been mastered in this way the whole lesson may be read over rapidly. The teacher, if he reads well, should frequently read selections for his pupils, but he should remember "that while good reading requires a clear expression of the thought, it does not require a *full* expression of the feeling." Reading is not acting.

Such a method of reading is slow, but it is thorough. Here as elsewhere the teacher must "learn to labor and to wait." The aim of this accurate analysis and careful interpretation is the formation of a habit of reading profoundly—reading to catch the deeper meanings that lie below the surface. It is intended to counteract the hurry and shallowness that characterize too much of the reading of today. The chapter or book read thus will, in Bacon's phrase be "chewed and digested—read wholly, and with diligence and attention." And the mental keenness and power that comes from this thorough reading is just what is needed for that rapid reading, in after life, of articles and books that "are to be tasted, to be read, but not curiously."

SIGHT READING.

Some teachers have frequent practice in sight reading from books or journals somewhat simpler than the readers. One pupil reads aloud; the others listen, and then one of the listeners states the substance of what has been read. This practice trains the ear as well as the eye,

WHAT TO READ.

When the pupil has been taught how to read, and there has been developed in him a growing appreciation of good literature there still remains the task of helping him to select what to read. Lists of "the one hundred best

books" may be suited to the teacher's mental status, but there is or ought to be a wide difference between him and his pupil, and the selection is for the pupil. "The end in selecting," says Stanley Hall, "should be first and chiefly a moral one. By this is not, of course, meant that direct exhortation or even moral precepts should find place here, but the best sentiments of the best writers, the great and heroic acts in history and in fiction, indirect teaching in terms of example and of action, which excites the muscles and does not bring a reaction of sedentary languor. Patriotism, reverence, self-respect, honesty, industry, contentment—these I hold to be the great ethical teachings which should be primarily sought by these selections. The more literary and other merits that can be secured along with these, of course, the better."

Mr. Goggin illustrated each topic in his address by a series of examples taken from actual school work.

THE NEW YORK CITY SUPERINTENDENCY.

The people of New York have been enjoying a sensation of late in the educational line, nothing less than the impeachment of the head of the school system in the city. A striking feature of this revolt is that it is first brought before the public by "Science," a high-toned scientific journal which opens the ball in the following style:—

"The present incumbent of this great post has held his position for nine years, and during the whole of that time the schools of New York City have been looked upon with contempt by all qualified students of public education. From the standpoint of organization and system, they are magnificent, but they are not educational. Rigid technical requirements and an awful dread of a preposterous marking system rule teachers and pupils alike. Every natural instinct, every activity of the pupil, is recognized only to be crushed and held in check. Superficial results such that they may be estimated in fractions of a per cent are the end and aim of the scholastic exercises. Examinations, inspections, and marks recur with fearful tirelessness; and above and behind them all sits the city superintendent,—a mere calculator of

results and percentages. He is unknown to the educators of the country; his face and voice are unfamiliar to every educational gathering. His teachers have no meetings or institutes worthy the name. At least two-thirds of his assistants are disqualified for their positions by age or incapacity. It is freely charged that base and unworthy motives find play in many official actions. More definite charges of other kinds, all turning upon the inefficiency and delinquency of the present administration, have been made in the Board of Education and elsewhere. For these reasons, vigorous and effective opposition is being made to the proposition to continue indefinitely this state of affairs."

In its next issue "Science" has the following, having reference to the investigation held before the Board of Education.

"In his examination of Mr. Jasper he brought out the fact that the latter did not attend educational meetings, did not write or speak on education, and for four years had made no attempt to visit and inspect the schools systematically. On being pressed for an explanation, Mr. Jasper said that he had no time for any of these things! In other words, he is so busy marking examination papers, computing percentages, and doing other trivial clerical work, that he could not be in any sense of the word a superintendent of schools. This admission should be a source of shame, both to the Board of Education that permitted such a state of affairs, and to the superintendent who did not protest against it. It proves exactly what has been charged; namely, that neither the majority of the Board of Education nor the city superintendent are fit for the positions they hold. In a series of interviews with four or five of the most prominent and respected educators in New York City, which a daily paper has published, substantially the same criticism that we made in these columns last week occurs. One said "our system does not properly educate, and is conducted too much on the principle that the teacher's work is to cram the pupil with hard facts." Another adds, "the theories of the Board of Education are on trial. . . The school system in this city is nothing more or less than a magnificent piece of machinery, crushing out, whether designedly or not, all individuality, and tending to repress all the natural activities of the

pupil. Uniformity is the thing aimed at, and the uniformity achieved is that of mediocrity."

The *New York Herald*, *Sun* and other leading metropolitan dailies joined the hunt, and even some of the respectable educational papers came in with piping note in time to show they had not slept through all the excitement.

The fact is, the respectable educational papers have been so fully taken up for some years back with discussing the multitudinous hobbies of the many new schools of education, that, somewhat like Superintendent Jasper, they don't know very well what goes on in the school-room.

In the United States, conservatism is what was in vogue last week; what is done to-day is radicalism.

Following we give the remarks of the "Journal of Education," certainly one of the best of its class:

"Fossilized conservatism is always a misfortune, but it is a saintly quality in a public servant as compared with that itching for newness which makes a perfect St. Vitus-dance, jumping-jack of a man. Such is the atmosphere in which teachers live; such the tone and temper of the press; such the multiplicity of books on methods; such the furor of popular institute lecturers that we have absolutely nothing to fear from conservatism, while there is inestimable danger from that craze for newness which leads the teacher to think that if she is only experimenting she must be inventing some great and glorious device for the benefit of the children. We think the term "New Education" the most vicious appellation ever attached to a departure in education. It is absolutely meaningless as relating to principle, it signifies nothing by way of method, has in it no hint of philosophy, indicates no end in view, is not directed to hand, eye, or brain—it simply announces loyalty to newness, and nothing could be more ridiculous from a philosophical standpoint, than to pay a premium on newness."

Superintendent Jasper was re-elected by a vote of twelve to nine. Whether this is a triumph of conservatism is not so certain; it is more likely a triumph of ward politicians. However, the matter has not, by any means, been finally settled, and we will hear more of it anon.—*A City Teacher.*

GEOGRAPHY.*

Geography, it has been observed, is the one subject in which the maximum of visible result may be attained with the minimum of intellectual effort. For this reason geography seems to be a favorite with most inexperienced teachers, because in the way in which it is usually taught it requires very little knowledge or preparation on the part of the teacher, and what is more satisfactory than all makes a good apparent show on public examination days and at the Inspector's annual visit. A greater mistake was never made than to suppose that the sole aim of geography is the acquiring of certain facts which it is disgraceful not to know, and the knowledge of which reflects no credit upon the possessor. As Colonel Parker remarks, "Higher than the mere acquisition of knowledge, geography is the very best means for developing the powers of imagination." It seems to me that if any faculty above another is divine it is that of the imagination, and the teacher who neglects any and every opportunity of cultivating that special faculty is guilty of almost criminal neglect if not of positive cruelty. Consider how vivid is the imagination of childhood. With what delight does it build a house of sticks and weave about it fancies more wonderful than all the lore of the fairy tales. Give the child a cultivated imagination and a foundation is formed on which to base even the profoundest mysteries of ethics and philosophy. But besides this the indirect mental discipline obtained from the study of geography when correctly taught is not inconsiderable, while the powers of observation and reason are also strengthened to no small extent. Looking at the matter in this light, if the teacher would only ponder for a moment the serious thought that it is in his power either to make or mar the intellectual future of those unformed minds committed to his charge, how often would he pause and consider more carefully than he does each step as it is taken, and ask himself, "Am I or am I not right in what I am doing?"

Before considering the correct method of teaching geography it might be well to look for a moment at a few wrong methods in or-

*This paper was read before the Teachers' Convention at Virden, June 22nd, 23rd, 1888.

der that that which is correct may be more thoroughly understood and appreciated.

One of the commonest methods of teaching geography is to burden the mind of the pupil with a great deal of unnecessary knowledge, knowledge which is of no present use to him and most probably never will be. This would not be so bad, if it were well taught, but the text-book is commonly used in connection with this cramming method. A certain amount of work is prescribed, and the pupil is commanded under penalty of the direct punishment to commit it to memory. He does so, but what has he gained? Absolutely nothing. Yes worse than nothing, because he has a jumble of confused sounds in his head, each of which when mentioned conveys no distinct idea to his brain, and by constant repetition confuses him still more. The pupil can also give the exact height of every mountain peak in South America, can tell the length to the fraction of a mile of every river on the globe. Now of what avails all this. True the memory is to a small extent cultivated, but is it not at the expense of the powers of reason and imagination. Passing of examinations is not the chief end of man, although to judge from several papers set at the last teachers examination, it would seem to be so. The fact is however patent to all that until examiners improve their methods of examining, the cramming method will continue in our public schools.

Again there is what Professor King designates as the no-study method. By this method, and sorry are we to say that it is a too common one, the teacher comes into class without preparation or forethought and expects to have a vigorous lively lesson. Picking up a text-book he communicates to or draws from the pupils the facts therein contained. Matter outside of the text-book is religiously tabooed, strictly prohibited. In defence of this it is urged that there are more facts in the text-book than the pupils will remember. Why then attempt to burden his mind with more? This however is an utter fallacy. A great teacher once said "out of the abundance of the heart the mouth speaketh." Let the teacher who believes in this method, take a good book on, say South America, and read it to his class and watch the heightened interest taken in the lesson; watch the brightening eye when the lesson

time draws near, watch his own ever increasing interest as the days pass on, and above all watch the immense progress which the class makes. Let him watch all these carefully and be convinced.

Again some teachers go to the opposite extreme. They come before the class laden with facts. They stand on the platform and pour forth a vast accumulation of facts. The pupils sit with open mouths and uplifted eyes and seem to be drinking in with avidity everything that is said. This is a case which Coleridge's famous comparison of the hour-glass is distinctly applicable. It runs in and runs out again. It was a good lecture but a poor lesson. This however is a fault on the right side and one easily remedied.

Another fault is paying too much attention to map work. Many pupils can point out at sight on the map, any place however small or unimportant, yet ask them for instance to describe the Great Central Plain of North America and they are utterly at a loss. The map is an important factor in good teaching, but it is a mistake to place reliance on it.

And now we arrive at a much disputed point in the teaching of geography. Two conflicting systems of teaching here come into prominence, each having its earnest supporters. These are the analytic and the synthetic. The former begins with the world as a whole and passes successively back through the continent, country and province to the home. The latter pursues the opposite course. It commences at home and gradually widens its horizon till the whole world is finally grasped. It is the former of these two methods which we shall here advocate.

(To be continued in our next.)

CORRESPONDENCE.

DILEMMA.—When I was at the Normal School I was taught to teach certain subjects in a particular way. Now the inspector wishes me to teach them another method. Which one should I follow?

Ans.—Neither. Have you not a mind of your own? If you have, get some standard works on these subjects, and work out a method for yourself. Take all the advice you can get from the inspector or any one else, but till you are able to think and decide for yourself you will never make a successful teacher except in the opinion of the person whom you imitate. Your question shows clearly that you are now only looking for some from whom you can copy. If you cannot think for yourself how can you expect to be able to teach a pupil to think for himself?

Literary.....

BELIEVE IN MAN.

Believe in man nor turn away,
Lo! man advances year by year;
Time hears him upward and his sphere
Of life must broaden day by day.

Believe in man with large belief;
The garnered grain each harvest time
Hath promise, roundness, and full prime
For all the empty chaff and sheaf.

Believe in man with proud belief,
Truth keeps the bottom of her well,
And when the thief peeps down, the thief
Peeps back at him perpetual.

Faint not that this or that man fell;
For one that falls a thousand rise
To lift white progress to the skies;
Truth keeps the bottom of her well.

Fear not for man nor cease to delve
For cool sweet truth with large belief.
Lo! Christ Himself chose only twelve,
Yet one of these turned out a thief.

Jouquin Miller.

WHAT IS ITS NAME?

To the subscriber who first sends us the name of the poem from which the following lines are adapted with the author's name, we will send an elegantly bound volume of the author's works.

She dwells by the Assiniboine's side
In valleys green and cool;
And all her hope and all her pride
Are in the village school.

Her soul, like the transparent air
That robes the prairie above
Though not of earth, encircles there
All things with arms of love.

And thus she walks among her girls
With praise and mild rebukes;
Subduing e'en rude village churls
By her angelic looks.

Lyrics on Freedom, Love and Death by George Frederick Cameron; Kingston, C. J. Cameron, 1888.

The author of these lyrics was cut off in early manhood, yet his verse indicates a maturity of mind and breadth of culture that would grace the poet of any age or clime. His poems are finished and artistic, but there is nothing stilted or mechanical in them. They are the spontaneous flow of a truly poetical soul. No other Canadian poet has written so much true poetry.

Addresses by Edward Thring, Head Master of Uppingham School, 1853-1887, London, 26 Paternoster Square, 1887.

Mr. Thring was one of the model teachers of the century. At the time of his decease in October last, he had been for thirty-four years principal of Uppingham School, and had over thirty assistants. In these addresses he has left us a noble monument of himself and his work; in them the very soul of the man is laid bare to us. In those doctrinal times it is an inspiration to get away from theories, methods and devices and hold communion with a practical teacher. Mr. Thring asserts that "The first law of teaching, the first article of the teacher's creed, is work from the inside outwards." The practical application of this doctrine of development tends first, last and always to "make every child master of the one instrument by which all human life moves, speech, the mother tongue." In these lectures he worked out the practicability of teaching on the lines of these principles. We can heartily recommend this book to teachers who wish to learn to think for themselves. Nothing equalling it for this purpose has appeared in print for years. In these days when good advice is so cheap and abundant it is refreshing to read a book by a practical teacher who recognizes how very easy it is to talk and yet how very hard it is to teach. The book may be ordered of G. C. Mortimore, Winnipeg.

Now is the time for teachers and all others interested in the cause of education to subscribe for the SCHOOL TIMES. If you have a \$1.00 worth of interest in education show it by subscribing for a journal devoted to the advancement of education. A series of papers by leading educationalists will be begun in a short time; also a course of lessons in penmanship, especially intended for teachers.

TEACHERS' CONVENTIONS.

The Birtle Convention, held on the 8th and 9th of June was well attended, there being about thirty-five teachers present. Both Normal School teachers and the local inspector, Mr. Sparling were in attendance. Mr. Thos. Young the retiring president occupied the chair. Friday was devoted to a paper on "Character Development," treating of the effect of environment upon the child nature, to Mr. Goggin's paper on "Reading," an abstract of which will be found in another column, and to Miss Hayes' paper on "Oral Reading." In the evening Mr. Goggin gave a public address on the "Relation of Education to the State," followed by speeches from Messrs. McIntyre, Morrison Wood and Crawford. Saturday was devoted to papers on "Reasoning in Arithmetic" and "Geography," by Mr. W. A. McIntyre and Mr. W. H. Cartmel respectively.

The following officers were elected:—Pres., J. H. Sparling, Local Inspector; Vice-Pres., Richard Hargreaves; Secretary, W. H. Cartmel; Treasurer, Miss Hayes.

The Emerson Convention was held on the 15th and 16th ultimo, Mr. McIntyre in the chair. The following is the programme.

FRIDAY.

Opening address.....The Chairman.
Address.....The Superintendent of Education.
Paper....."The Exterior Factor,".....Geo Burrell.
Paper...."Reasoning in Arithmetic," W. A. McIntyre.
Addresses..... } The Superintendent, and Messrs.
 } McIntyre, McCalman and Davis.

SATURDAY.

Word Lesson.....Miss McLeod.
Question Drawer.....
Lesson....."Evangeline," Mr. W. A. McIntyre
The officers elect are, Pres., D. H. McCalman, Local Inspector; Vice-Pres., Miss Cameron; Secy., A. S. Rose.

The Deloraine Convention was held on the 22nd and 23rd of June. Very little preparation was made by the teachers of the district for the Convention, so the chief feature of the meeting was Mr. Goggin's paper on "Reading" and the practical applications given by him, together with Mr. Hunt's notes on his work.

The Virden Convention was held on the same days, Mr. McIntyre presiding. The Convention was opened with a question drawer; this was followed by a paper on Reading by Mr. T. T. Grimmett. The subject of mathematics was then taken up and treated by Mr. Erskine in a paper on "Number," and by Mr. McIntyre in a paper on "Reasoning in Arithmetic." A public meeting in the evening with D. McLean, M. P. P., in the chair was addressed by Messrs. Sparling, McIntyre and Currie and the Superintendent of Education.

The programme on Saturday consisted of a paper by Mr. J. W. Peters on "History," a paper by Mr. J. C. Saul on "Geography," an address by Mr. Sparling on inspectors' work, and a lesson from "Evangeline" by Mr. McIntyre. The papers were all well discussed by the teachers present.

The Carberry Convention, June 29th and 30th, was the last and one of the best of the series. The papers read were all excellent. The programme was as follows:—

"Number".....Mr. Erskine, Virden.
"Composition".....E. W. Montgomery, B. A., Carberry.
"Reasoning in Arithmetic".....Mr. McIntyre.
"Botany".....Mr. Bodkin, Sidney.
"Utility of Drawing".....Mr. Pye, Burnside.
"Professional Training," G. Gahan, B. A., Poplar Pt.
"Literature,".....G. Grierson, Minnedosa.
"Reading,".....Mr. Goggin.

A public meeting was held on Friday evening, and addresses were delivered by Messrs. Goggin, McIntyre and Wellwood.

CANADIAN COLLEGES.

St. Boniface College swept all before it at the Previous Examination of Manitoba University.

W. J. Ashley, M. A. of Oxford, has been appointed to fill the new chair of Political Science in Toronto University. A Law Faculty is also to be established.

Ontario keeps in advance of the times in education. The Hon. G. W. Ross, Minister of Education, has been on a "search for ideas" among the schools of the United States. One of the first results is to be the appointment of a professor of architecture, etc., in Toronto University.

Sir John A. Macdonald was present at the convocation of conferring degrees of Trinity University, and delivered an address. He received such an ovation as only college students know how to give. He was also present at the closing of the Royal Military College, Kingston.

Queen's College is about to appoint two additional professors, one of English language and literature, the other of French and German languages and literature; two more tutors are also to be added and a science hall built. Queen's will then be the most efficiently equipped college in Canada.

Dr. Daniel Wilson, of Toronto University has declined the proffered honor of knighthood. He has decided wisely. Knighthood could confer no honor upon the President of Toronto University. His position is infinitely beyond that of a mere knight; he is sovereign of an empire, an empire of intellect; and a tawdry honor shared alike by the ignoramus and the educated might detract from the lustre of his name but it could never add to it.

MISCELLANEOUS.

The closing exercises of Brandon Convent were held on the 27th of June. An entertainment given by the pupils in the evening was so much appreciated that it was repeated the following evening.

The closing entertainment in connection with St. John's Ladies School took place on the 21st of June. The prizes awarded to the successful pupils were presented by His Honor Lieutenant-Governor Aikins. The school year just closed has been a most successful one, both as to the number of pupils in attendance and the character of the work done.

The closing exercises of St. Mary's Academy, Winnipeg, were held on the morning of Friday, the 22nd ultimo. A large number of parents and friends of the pupils were present. A pleasing musical programme was rendered, followed by the distribution of prizes to the successful pupils. The Academy will reopen the last week in August.

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