

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- Additional comments:/
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index
- Title on header taken from: /
Le titre de l'en-tête provient:
- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

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

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

EDUCATIONAL JOURNAL

OF WESTERN CANADA.

EDITORS :

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

ASSOCIATE EDITOR :

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

EDITORS OF DEPARTMENTS :

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

Contents for February, 1900.

CONTRIBUTIONS.-

Written Exams.....	<i>J. J. Smith, Lebret, Assiniboia.</i>	617
Some Elements in the Ideal School.....	<i>W. Van Dusen, St. Andrews.</i>	618
Character and Education	<i>Agnes Deans Cameron, Victoria, B.C.</i>	621
Work and Play	<i>George P. Belton, Winkler.</i>	623
The School Savings' Bank.....	<i>Supt. D. McIntyre, Winnipeg.</i>	627

PRIMARY DEPARTMENT.-

Poetry: "February"	629	
Music: "Bell so High".....	629	
The Union Jack	629	
Poetry: "The Lost Kiss".....	630	
Essentials of a Primary Teacher.....	<i>Mary Gordon.</i>	631
Adaptation of Stories.....	<i>Flora J. Cooke.</i>	631

IN THE SCHOOL ROOM.-

Notes and Questions.....	634	
A Line of Study	<i>Ethel Somerset</i>	635

EDITORIAL.-

Trusting the Emotions.....	636
To Success	637
Brotherly Love	638

SELECTED.-

"Little Bell"	<i>Thomas Westwood.</i>	639
Text-Book and Teacher.....	<i>Minneapolis School Journal.</i>	639
The Element of Time.....		641

The subscription price of the EDUCATIONAL JOURNAL OF WESTERN CANADA is \$1.00 a year, 10 numbers, none being issued in July and August; single copies 15 cents. THE JOURNAL appears with the above exceptions, on the Fifteenth of every month. Subscriptions may be'n at any time. When so ordered the magazine is stopped at the expiration of the subscription. Without distinct orders to the contrary it is continued as it has been found that such is the wish of a large majority of subscribers. When subscribers fail to receive the magazine promptly they will confer a favor by notifying the publisher at once.

All British Columbia subscriptions and articles should be sent directly to MISS AGNES DEANS CAMERON, SOUTH PARK SCHOOL, VICTORIA, B.C.

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

EDUCATIONAL JOURNAL OF WESTERN CANADA,
 BOX 173, WINNIPEG, MAN.

Hyloplate

THE BEST
BLACKBOARD
FOR RURAL
SCHOOLS.

Perfect Satisfaction. Unbreakable. No Repairing.

Send for Sample and Price.

• • •

SCHOOL DESKS.

SCHOOL MAPS.

SCHOOL GLOBES.

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

Christie's Bookstore, BRANDON, MAN.

E. L. CHRISTIE, PROPRIETOR.

*Winnipeg
Business College,*

Portage Ave.

Phone 45.

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

G. W. DONALD, Secretary.

Two New Maps!

CANADA and the BRITISH EMPIRE.

Our new Steel-Engraved

Map of Canada,

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

Sir Howard Vincent's

Map of the British Empire,

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

Our Stock of

School Supplies

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

The Steinberger, Hendry Co. Limited.

37 RICHMOND ST. WEST.

TORONTO, ONT.

When writing mention The Journal.

J. J. H. McLEAN & CO.,



Largest Piano and Organ House in
the Canadian Northwest.

"HEINTZMAN & CO."
"BELL"
"DOMINION" **PIANOS**

Not Cheap Pianos.
But Good Pianos Cheap.

We sell on Easy Payments and
at Close Prices.

Catalogues and Lowest Cash Prices
Furnished on Application.

J. J. H. McLEAN & CO.,

(Successors to Meikle, McLean & Co.)

Importers and General Music Dealers.

530 Main St.

WINNIPEG, MAN.

When writing mention The Journal.

The Old Year

Is nearly done. We anticipate our needs for the New. Commence it right by ordering a Diary. We will mail you one any style or size, pocket or office, from 25c. to \$1.00.



BEAUTIFUL ILLUMINATED CALENDARS AND NEW YEAR'S CARDS, ETC. Also something decidedly new for use in social correspondence—a box of EMBOSSED STICKER SEALS, your own initial, only 15c. per box.

Order early and be the first.

The Winnipeg Stationery & Book Co.

364 Main Street,

P.O. Box 1307, WINNIPEG.

When writing mention The Journal.

EDUCATIONAL JOURNAL

OF WESTERN CANADA.

VOL. II.

WINNIPEG, FEBRUARY, 1901.

No. 10.

Contributions.

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

A FEW REMARKS ON WRITTEN EXAMINATIONS.

As the title of the paper indicates, it is not my intention to deal with the whole subject of written examinations, or even to enter into an exhaustive discussion of any one phase of the subject. I simply purpose making a few rambling remarks, in the hope that they may be the means of provoking a helpful discussion on the part of those, particularly, who have grown in wisdom and age in the profession.

In order to attain this end I have placed what I desire to say under two headings:—(1) Promotion Examinations proper; and (2) Written Examinations during the school term. In discussing the first part of the subject then permit me to say that I am firmly and uncompromisingly opposed to any system of uniform promotion examinations. I regard that system which compels pupils of vastly different opportunities, of different dispositions and different mental capacities, to pass a uniform written examination before being admitted to a higher grade, as one highly calculated to work irreparable harm to the truest and best interests of education. For in the first place such a system must inevitably tend to crush out that which is most sacred to the pupil, viz., his individuality, since it requires all to submit to a uniform standard. On the other hand, true education should give the fullest play to the pupil's individuality with freedom for each, as Wm. Hawley Smith says, to develop in his own way, and not after a pattern made and prepared by a pattern-maker.

Again, since the teacher's work is judged mainly by examination results, in other words, by the number of pupils he promotes, the pupil's memory is crammed with the mountain load of data which is needful to stand one of these crucial tests, while the power and inclination to use books and obtain knowledge for himself, is relegated to a position of much secondary importance. This system is and has been for several years the bane of education in Ontario, although, I am pleased to say, there are at present indications of an awakening to its perniciousness. China furnishes, probably, as striking an illustration as can be had of this system in its fullest development. Here the promotion examination is the only door through which the applicant can pass to preferment. It seems hardly necessary to draw attention to the remarkable lack of originality and self-reliance among the Chinese as a people. The teacher, I claim, is in the best position to judge of the fitness or unfitness of a pupil for promotion, since he alone knows the pupil's home advantages, his powers of physical endurance and his peculiar mental and moral endowments. With the

teacher the peculiar need of the individual pupil should be the first and only consideration, but in how many cases will it be, where the teacher is practically bound hand and foot by a pernicious system of promotion examinations?

Yet, coming to the second part of my paper, I recognize the fact that the written examination, properly conducted by a competent teacher, has a most important value. Examinations can do no harm where the teacher deals honestly with his pupils; that is to say, imparts from day to day just as much as the pupil can assimilate and no more. The evil of examinations consists in the fact that pupils are being prepared for them by short cuts and by efforts of memory rather than by methodical and carefully-articulated instruction. If such evil practices are avoided examinations will be of material advantage as a moderate and helpful stimulus to teacher and pupils. While placing myself on record then as opposed to examinations as final tests of the fitness of promotion, I am quite in favor of the giving, during the school term, of examinations suited to the varying mental needs of the pupils. So long as the teacher keeps constantly before his mind the fact that the ultimate aim of all education is the formation of character, so long as he directs all his energies toward the attainment of this one end, and seeks to develop in his pupils "those qualities of mind and heart, and those powers of being that are essential to noble existence," a judicious use of written examinations may lead to very valuable results.

As Wm. Hawley Smith says, it is character, it is individuality; it is men that alone are of value in the final resolution of things. "Self-reverence, self-knowledge, self-control, these three alone lead to sovereign power."

With regard to the conduct of such examinations, I would say, it is essential that the questions be explicitly and definitely stated, and be of such a character as to call forth the thinking powers of the pupil. Some of the questions asked at the recent teachers' examinations were not above criticism in this particular. Again, have the value assigned to each question placed on the paper. My experience in reading examination papers tends to convince me of its desirability. Written examinations may be made a most valuable exercise in composition and penmanship. Require from the pupil full, explicit answers in his choicest English and see that his penmanship is the very best he is capable of producing. Another important point in this connection is the order and neatness of the pupil's work. I would favor a maximum of five marks on each paper for neatness and penmanship.

Furthermore, let the teacher be careful that the examination covers the work that has been regularly taken up in the class and no more. In this way the examination is an aid to the teacher in learning where his work has been successful and where defective, while the pupil is made conscious of his own condition.

"Not how fared the soul through the trials it passed,
But what was the state of that soul at the last."

—*J. J. Smith, Lebret, Assa.*

SOME ELEMENTS IN THE IDEAL SCHOOL.

By W. Van Dusen. St. Andrew's. Man.

To the question "What constitutes a school"? a candidate in Ontario, we are told, ventured as his answer: "bricks and mortar." This person seems to have possessed the ability to create laughter, at least. He undoubtedly gave

promise, also, of a rising young materialist. We can fairly conclude, besides, that he was a firm believer in the theory that there is nothing in matter that is not matter. It would evidently avail but little to speak to this gentleman of the spiritual and unseen forces operating in school life.

Suppose two inspectors or two principals should discuss the ideal question, do you think they would arrive at exactly the same conclusions? We all have our own standards of perfection, which are chiefly determined by our limited knowledge, prejudices, insight, taste and fancy. It is clear therefore, that one person's ideal need not, and indeed often does not, totally agree with that of another's; and yet both ideals may be excellent.

In a general way it is highly probable, that we all have our own ideals, whether hazy, imperfect, inconsistent, possible, or impossible, high or low. How many of us try to frame in our minds the ideal, and if so is it definite, clear and satisfactory? It is my purpose to mention but a few of the prominent characteristics of all ideal schools; the order of importance of these features will be respected when arranging them for we all know much depends on the value we assign to each. No doubt many orders will suggest themselves.

(a) *In every ideal school the chief object is the development of character; the passing of candidates comes secondary.* By the development of character is usually meant the formation of good habits, the strengthening and training of will-power, as well as conscience, and the free scope for individuality. Of course character has to do with mental and spiritual forces. Difficulties, discouragements, even failures, we are told develop our character, for they call forth all our powers of endurance. The "Examination" phase of the subject is put in contrast here simply because many put it first. The man who does this has the "examination craze"; better leave him alone, he is dangerous. How can scholarship *per se* be put against character? It is ridiculous to divorce the two. What we all admire and look for in any one is character. Consider also some of the evils resulting from this lower ideal. Only two for the present we will notice. The "cramming" process—an educational blunder; the tendency to pass, by dishonest means—a moral blot. No one outside a lunatic asylum, would suppose, for a moment such a system would or could develop any one's character. Mr. John Miller, Deputy Minister of Education for Ontario, discussing the value of examinations, says, among other things: "The fact that character in the student does not count, is sufficient evidence that wrong ideals control educational systems." Again he says: "It will give the teacher great power in the matter of character building when his judgment will have more value than that of a board of examiners."

(b) *The motive powers in the ideal school should be love of truth and beauty together with a deep sense of our duty and responsibility.* It is not necessary for us to define these terms; we are all familiar with them. It is difficult to separate the one from the other, truth—beauty. One might say the fine arts for beauty; the sciences for truth. This sounds very well; but both exist *together* in nature. It will not be many years before it will dawn on the minds of the youth that the poet is the messenger of truth and beauty; he sees truth from a higher point of view than we and at longer ranges, and thus becomes a "Seer of the ages." No conscientious teacher will dispute the latter clause of this ideal; he cannot evade it, morally.

(c) *The ideal school is also characterized by a harmony, sympathy and confidence among teachers, trustees, pupils and parents.* These four are named, because, no doubt, they are the chief factors in any organized school. They have to do with

its material and intellectual progress; its moral and physical development. That every ideal school implies an ideal teacher, goes without saying; but after all will one factor however perfect carry on a system of machinery efficiently? It is not binding on us to dwell on the relation between teacher and pupil; between teacher and parent, etc., in this short article. I suppose our aim should be to avoid all extremes, and inconsistencies in order to reach the golden medium.

(d) *Where corporal punishments are reduced to a minimum—that is one sign of the ideal.* Of course a good deal here depends on motive or method. From the words alone we can get no clue to the ideal. That is, are punishments decreasing through fear and severity? This is scarcely ideal. Are they decreasing because of good discipline? This is approaching the ideal. What is our experience in this respect? Are we exerting a greater moral influence than heretofore; is our self control developing? If not let us look about and be on our guard.

(e) *Earnestness, neatness, industry, honesty, politeness, order, cheerfulness, regularity, punctuality, cleanliness, promptness, accuracy and sympathy are all necessary elements in the ideal school.* We need but to mention these to see their importance; nearly all of them can become habits by constant repetition. What a mighty array to enter into any character, and what a power would result. Supt. J. M. Greenwood in his remarks on judging a school says: "Was there an air of refinement about the room? This is indicated by the success in making the pupils prompt, punctual, quiet, orderly, sympathetic, polite, and not priggish. Genuine politeness, not excessive punctiliousness is better felt than described, and it manifests itself in securing cheerful quiet co-operation of the pupils in work and conduct through the agency of proper incentives and refined speech and actions and having due consideration for the rights and feelings of others. If the pupils stop their work when a visitor enters the room and stare at him, the teacher has not yet taught his pupils how to work. There is of course, a real business air that indicates the live school, and an artificial one that is put on for visitors. The school is a place for real work, a business establishment, a knowledge and thought shop.

Trust the children. Never doubt them;
Build a wall of love about them.
After sowing seeds of duty,
Trust them for the flowers of beauty.

Trust the children. Don't suspect them;
Let your confidence direct them.
At the hearth, or in the wild-wood,
Meet them on the plant of childhood,

Trust the little ones. Remember
May is not like chill December;
Let no words of rage or madness
Check their happy notes of gladness.

Trust the little ones. You guide them,
And above all ne'er deride them
Should they trip, or should they blunder,
Lest you snap love's cords asunder.

Trust the children. Let them treasure
Mother's faith in boundless measure.
Father's love in them confiding,
Then no secrets they'll be hiding.

Trust the children just as He did
Who for "such" once sweetly pleaded,
Trust and guide, but never doubt them,
Build a wall of love about them.

TO WHAT EXTENT CAN CHARACTER BE MODIFIED BY EDUCATION ?

A ten minute paper read before the "Tuesday Club" of Victoria, B.C.
by Agnes Deans Cameron.

1. What is Character ? It is that combination of properties, qualities or traits, which gives to a person his moral individuality. Character is what a man is.

2. What is Education ? Education is the sum total of the experiences of this life.

Then the question is—To what extent can the experiences of this life (education) change our moral individuality (character.)

Education in its true sense takes in everything in this world which affects us—the direct personal influence of those whose lives touch ours, the great thought-world, all animate and inanimate nature. Everything which affects us leaves its mark upon us.

And when we come to the term Character, we deal not only with this world but our thought reaches out to future eternity, that strange mystery—to past eternity, that even stranger mystery.

And I am asked to discuss all this in five or ten minutes. I can but give as simply as possible one or two leading thoughts. Each individual child is born with certain latent powers, certain tendencies, certain character-germs, if I may be allowed the term. It is useless (for the purposes of this discussion) to speculate how these got there: whether, as orthodoxy teaches, he inherited them from his parents or grand-parents, or from some remote uncle or 42nd cousin; or whether he brings them into the world with him as something really his, fairly earned in some previous life-experience.

Suffice it to say that the baby in his cradle has certain distinctive character-germs or tendencies. Let us note two things about them. First, at no time in his life are these characteristics immovably fixed; they are at all times capable of growth and direction. Second, no one at his birth, at the time of his death, or at any intervening period, is utterly bad or altogether good. The classification into sheep and goats, into black and white, is perhaps convenient, but it has the disadvantage of not being true. There is a Jekyll and a Hyde in every one of us. We are not black or white, but grey all of us; not sheep or goats, but rather what I might call *moral alpacas*—something between a sheep and a goat. The divine spark, the God-in-man is always there; we can crush or smother it towards but not to extinction; or we can fan it into a brighter, stronger, more heavenly fire—a fire so vivifying that it will burn up and destroy the baser part, the dross of ignoble desires.

Individual character is developed in precisely the same way that *national* character has been formed.

In the infancy of the race man slowly discovered by experience (*i. e. education*) that when he lived in harmony with natural laws, welfare and pleasure ensued; that when he broke them he suffered. Reaping ever as he sowed, primeval man did right because it was expedient. Continued practice in right doing and living had its natural result—the spiritual nature was vivified, and man as a race began to see the beauty as well as the expediency of virtue. The race had then a higher standard: virtue was practised for its own sake.

"Because right is right, to follow right were wisdom in the scorn of consequence," for "We needs must love the highest when we see it, not Launcelot or another."

In passing, we might notice that each nation has its own distinctive character as a nation. Taine says that the British character is now very artificial. The education of circumstances has made our nature restrained, proud, conventional, somewhat hard and stolid. But the real British temperament is one of great emotional sensibility. By the way, it is often pointed out that the American is much more emotional, more swayed by sentiment, than the Briton. May it not be that our real underlying character is having a chance to assert itself in the American, owing to the absence of conventional trammels?

But to come back to our infant. Man is the heir of all the ages. The infant of the present, in his short earth-life, epitomizes the experience which came to the race through the slow teaching of the centuries. In many respects, though, the human infant begins life with faculties far less developed than the young of the lower animals; he himself is largely animal; the moral faculties are still latent; by education they are brought out, and education begins in the cradle. Education acts first by authority. Some things are forbidden to the child and associated with pain; others are allowed and associated with pleasure. Thus the child's first ideas of right and wrong are actions which are allowed and actions which are not allowed. Hence the mother must be steadfast and not variable; a thing must not be allowed one day and disallowed the next, otherwise the child can never get fixed his standard of right and wrong. In these first and early years the mother represents to him the law of life. "God couldn't be everywhere so he made mothers." The mother must be a keen observer. She must find out what the child's good tendencies are and strengthen them; she must find out his undesirable tendencies and try to sidetrack them into the near-by virtues, transmuting cowardice into caution, avarice into economy, egotism into self-respect,

It seems to me that the most important work is to train the emotional nature first, (a child is almost wholly emotional) until you have given practice to the desirable, and prevented at least the manifestation of the undesirable feelings: and to develop will power; because it is on *right feeling* and *self-control* that all virtue is based.

Education is often narrowed down to mean intellectual growth. I very much question if the acquisition of any amount of positive literary knowledge does or can, of itself, affect character. A man is not made a better man by becoming proficient in foreign tongues, or by explaining the higher mathematics. You don't educate a man by telling him what he knew not, but by making him what he was not. Some of the grandest of characters in this world have been illiterate peasants. Simple folk in country villages radiating goodness in dark and obscure corners, making a little bit of heaven to the narrow circle around them, and adding positively to the sum-total of the world's goodness. Intellect is knowing the world; is not character knowing heaven? All honor to the world's salt and true leaven, its unnamed saints. I could say with Lowell, "One feast of holy days I, though no churchman, love to keep—*All Saints*, the bravely dumb that did the dead and scorned to blot it with a name."

A child is educated through his emotional nature, and men are but children of a larger growth. Of all educators love is the most potent: it is the strongest

lever in the world; all the world's great deeds can be traced to the master passion in the life of the doer. To be worthy of the one we love, we strive for better and nobler things.

While this is true, it is also true that although the incentive comes from without, the effort must come from within. No one can educate us, we must educate ourselves, and this we do by setting up high ideals. "The thing we long for that we are for one transcendent moment." The ideal we set up is that by which God judges us, and it is also that by which we influence others. As a man thinks in his heart so is he. Words and actions are but clumsy half-expressions of thought. Our thought, although impalpable, is our real self; character teaches above our wills. Our thoughts form an aura, a personal atmosphere which surrounds us. Is it not this which attracts or repels us in meeting a new person—a subtle, spiritual thought-odor, which delicately fashioned souls perceive?

We can't imprison our own thoughts. Nor can we imprison a great man; we can shut his body up and put restraint upon his actions, but his thought, his real self, is free as air. "Stone walls do not a prison make nor iron bars a cage." Bunyan laughed at the bodily shackles, while he lived in a purer world of his own, weaving for us his quaintly sweet and rugged message. Useless for us to say, then, that we are hindered by circumstances; held down from development by the binding force of the present actual. Every one has in himself continents of undeveloped character, and each must be the Columbus to his soul. And our region for development is the temperate zone of experience; we need not climb into the thin and cold polar regions of mere abstract science; fatal is it to drop into the warm tropics of sensuous enjoyment. Again, are we not too apt to ignore the character-making possibilities of the present, looking upon life as being made up largely of preparation, retrospection and routine?

Let us rather recognize a strong present tense: we are making character always. We can't say any development came to us on a special day of the calendar—"the Kingdom of Heaven cometh without observation." The years teach much which the days never knew, and the humblest life, if lived nobly, must have a living and growing influence.

George Eliot struck the key-note in the last sentence of *Middlemarch*:—"Dorothea's finely-touched spirit had still its fine issues, though they were not widely visible. Her full nature, like that river of which Cyrus broke the strength, spent itself in channels which had no great name on earth. But the effect of her being on those around her was incalculably diffusive; for the growing good of the world is partly dependent on unhistoric acts; and that things are not so ill with you and me as they might have been is half owing to the number who lived faithfully a hidden life, and rest in unvisited tombs."

Just one thought, last but yet foremost, *we make our own lives*. Our ancestors did not make them for us. "Say not thy evil instincts are inherited. Back of thy parents and thy grand-parents lies the Great Eternal Will—that, too, is thine inheritance."

WORK AND PLAY.

By George P. Belton Winkler.

I consider as play any form of recreation voluntarily undertaken with as primary object present amusement, without any view to any utility, present or future. It may be considered as the opposite of work which is any form of

occupation undertaken with a view to utility as its primary object, and is therefore not purely voluntary. To add that play may involve all the essentials of work, that work may have in it all the attractive features of play and that no boundary can be placed which will exactly define each, is to state a series of platitudes.

Both play and work have their place in life. The objects of work are too many and too complex to be dealt with here, but the object of play is apparent, and is easily denoted by the term often used as a synonym—recreation. It seems that work necessitates more than mere negative rest, it necessitates recreation—a building again of the material used up, a re-creating of the fibre destroyed. Thus recreation is usually an exercise of faculties which were idle when work was being done; and the need for it has produced the many kinds of play, and the importance attached to play in these days.

Great mistakes are made by many well intentioned people because they confuse these states of activity. Attempts are made to make work become play and to cause the underlying principle of play to be the same as that of work, and also other classes of people make play their work. It can not be denied that work may be presented in such a manner as to be as attractive as play; in fact to a perfectly healthy mind and body work should be always as attractive as play, if it be proper work and in its season. Also play may serve many of the best purposes of work, even of the so-called utilitarian purposes. But work should be work, and play, play, and confusion of these will surely lead to disaster.

In respect to the teaching profession attempts to supplant work with play are very common; in fact many of our texts, chiefly of the kindergarten style, directly advocate this. How often we see "number games," "geography games," etc., warmly advocated as a substitute for work by men apparently otherwise quite rational. In place of presenting the work itself in such a manner as to cause it to be interesting, yet presenting it as work, play is substituted and the child is supposed to be really working when he imagines he is playing, a mean kind of deception, even if it were effective, which it never is. As forms of play these games are no doubt quite desirable, but they can not take the place of work. Play is a recreation which pre-supposes work.

On every school curriculum and time-table play should have its place, even in the so-called working hours. But it should be play-recreation and should be considered as such by all concerned, even though it serves many of the purposes of work. The time to work should be a time of work—busy, healthful, enjoyable work, no play entering into it.

In the class is surely no time to play. If the lesson cannot be made interesting in itself it is not suited to the child's age or environment, and no amount of play can make it so. Meantly disguising the supposedly bitter pill of knowledge in a given ration of amusement jam, in order that the pupil may swallow it unaware, is a contemptible deception even if it served its supposed purpose. Causing the child to think he is playing and he to be really working is an absurdity. If there are not in the lesson itself features which are attractive enough to make it desirable to the pupil, then added interest, which is not subjective, will not help but hinder. There may be more interest evinced in the objective amusement, but not necessarily in the lesson. An interesting lesson is not necessarily a successful lesson. If a lesson cannot be made

subjectively interesting, it should be left until interest in it awakens at the proper stage in the education of the pupil, or interest as an incentive should be abandoned. This statement may horrify the modern school of child-pleasers but it is true. Interest as now interpreted and as now employed by many teachers, and advocated by many texts, is really amusement, entertainment—play.

Neither is this objective amusement, so freely used, at all necessary. It supposes a state of affairs which is not natural nor existing. To make a multiplication question a game of Dervishes killing British soldiers, or a lesson in phonic analysis, an imitation of a menagerie chorus, is as unnecessary as it is absurd. Any child (excepting possibly one who has been through the hands of some weak-kneed sycophant of the amusement class; such may still hunger for the leeks and garlic, even at the border of the land of their heritage) will take a ready and healthful interest in any form of school work, even the apparently dull routine work of the tabooed arithmetic, and may get as much soul-satisfaction out of it as out of a rhapsody upon flowers, birds or butterflies, or the next appearing fad, which I dimly suspect, by the signs of the times, will be mosquitoes; and as much also as from the same lesson filled out with precious minutes wasted in this so-called arousing of interest.

The feeling of conscious growth, the desire for increased knowledge and power, are incentives enough, while the interest may be added to by the desirable features of the lesson itself. We don't need to tell stories to children to beguile them into eating or exercising their bodies; if the food and exercise be properly suited for his age and environment he will take food and exercise because of his desire for them. Even so the hunger for mental food and desire for mental exercise are incentive enough, if allowed their full place. If these are not present to that extent, then the mental food and exercise presented are not suited to the age and environment of the child.

Interest has its place in obtaining attention without which no knowledge can be gained; but yet again I must shock the child-pleasing fraternity by saying that interest is not necessary, and that attention should be commanded by the teacher when interest fails to obtain. In our life-work we must often pay the closest attention to tasks in which we feel no interest—nay tasks which are distasteful to us. If the school is a place in which to prepare for life, no necessary task, however distasteful to the individual, should be shirked, nor any poor shift made to avoid it by substituting a "just as good as," or by trying to do it as a form of play. A child should be encouraged to face the task like a man. Interest will come after with knowledge and power gained, and an added attractiveness will come to these very tasks which require the utmost effort and the greatest ingenuity and self-reliance on the part of the pupil; the interest and pride of conquest over a disagreeable task; really a conquest over self, and a great gain of "back-bone."

There is too much help given our pupils; too much "gently leading"; clearing away of obstacles which the child should and must overcome, and the overcoming of which may be a source of greatest pleasure to him. The pupils should be let lead themselves; go without the teacher's hand sometimes; at times should be even forced to try their young wings. They will learn to like it better than so much nest coddling. Besides it is the natural instinct. Then by always directing and leading we spoil for him one of the greatest elements of attractiveness, the exercise of his own ingenuity, a healthful subjective

interest. A child likes best those things he has bought with toil, framed with his own hands, thought out with his own mind. The ferns from far off, the stones from the brook, are always found in the homely playhouse built by the child himself and finished by his own hands with articles valued exactly in proportion to his trouble in getting them.

This element of "back-bone," the power to take the initiative, to toil and weary not, to persevere to the end, is dying out of our schools. Yet it was this trait which made Britain great. Shall we, by our weak-kneed bowing to Baal, let it die out in our land? God forbid! Yet notice, ye who read "the signs of the times," is it not the German races who now exhibit this trait most decidedly? And is it not because their system of education does not allow shirking of necessary work, but demands in every pupil a steady application to work, however wearisome, and a prompt obedience to authority, even in a teacher whom "they do not like," if ever such thought, as to whether they like or dislike, or whether it matters whether they do or not, ever crosses their minds.

(It may mean social, popular, or even professional death to the teacher who follows the course indicated. It need not; but if it be so then so be it. There are other engagements open where such a one will be appreciated.)

Better far the old hickory stick method and the manly, self-reliant men it developed, than the pandering, time-serving, sweet-seeking methods of the present, and the helpless, nose-led pupils they are developing. Rather less knowledge and more power, less "enriching" and more thoroughness, less "attractiveness" and more grit, less "easy steps for little feet" and more self-reliance on the part of the pupil; and if we can play in such a manner as to better fit us for life, (and we can) let us do so. There is education in play, especially is there education in those common school games—peg-work, color work, "nature study," spelling matches, geography, games, music, drawing, (draw the line where you see fit).

On the play-ground also organized games educate; games in which a definite object is sought and which brings into play those desirable traits of courage, endurance, chivalry, courtesy, co-operation. A good game properly played brings into use these very qualities; the qualities which made Britain great. Waterloo was won on the play grounds of English schools.

A game of football played properly in a right spirit, is a means of fitting one for the battle of life; a game kicking it anywhere, using hands, etc., is to the same extent a detriment to the character of the pupils. The same may be said of any manly, organized game. Any healthy-minded child will enjoy a properly organized game far better once he is allowed, (forced if necessary) to appreciate the difference. Of course, there will always be some whose delight is in foolishness, but the majority should rule, and such pupils should be compelled to conform to the rules, if the popular sentiment is not strong enough to induce them, which it generally is. Any teacher who allows his pupils to spend their play hours in loitering, tripping each other, knocking off hats, running aimlessly about yelling like fiends, playing senseless games or playing good games foolishly, is doing incalculable harm. Any teacher can organize a good game, and fill his pupils with enthusiasm for it and with a love for proper play.

Let us work like men then, and play like men too, for we must play if we would work to our best strength. Let us present work as work, not with any

unnecessary harshness or needless piling up of toil, but as a thing enjoyable in itself yet imperative. Let us present play as play, not forgetting its value as recreation, and as a helper in educating.

All work and no play,
Makes Jack a dull boy;
All play and no work
Makes Jack———

Gentle or ferocious fellow-teacher finish to suit yourself.

THE SCHOOL SAVINGS-BANK.

Several correspondents have made inquiry about the operation of School Savings-Banks. The two great advocates for this department of school work, on the continent, are Mr. J. H. Thiry, Long Island City, and Mrs. Louisa Oberholster, of Philadelphia. They have both devoted time and energy and means, to educate the public to an appreciation of the value of this means of inculcating habits of thrift.

Page 4.

Page 1.

"Take care of the pennies and the pounds
will take care of themselves."

REGULATIONS.

Deposits will be received every THURSDAY ONLY, at the morning session, by the teachers of each school. The amount will be delivered to the Principal, who will deposit it in the Bank of Commerce Savings Bank, to the credit of the several depositors.

No money can be withdrawn from the Bank except upon a cheque duly signed by the pupil and having the approval, by signature, of the parent or guardian, and the teacher, save during vacation, when the teacher's signature can be dispensed with.

Deposits of three dollars and over will bear interest at 5 per cent. per annum.

It is to be understood that in all matters affecting School Savings Banks the officers and teachers of the schools act only as the agent of the depositor.

"The habit of saving is an essential part of a true practical education."

SCHOOL SAVINGS BANK

—OF—
WINNIPEG, CANADA.

ACCOUNT WITH

...SCHOOL,

TEACHER.

"Good principles and good habits are in themselves a fortune."

The argument advanced in favor of the school savings-bank is that it trains pupils to habits of self-denial, as for a remote good they give up a present indulgence, in this way acquiring habits of thrift and economy, as well as self-control.

During the past year it has found its way into many Canadian cities, among others into Winnipeg, where it has been authorized by vote of the School Board. In administration it is very simple. Deposits are received on one day only of each week, say Monday. Each depositor is supplied with a card, giving date of each Monday in the school year and ruled with money columns in which to set down the amount deposited opposite the date on which it is deposited. This card is the pupil's evidence that the money found its way to the school. The form of the card is given herewith. They cost about \$2.00 per thousand.

Pages 2 and 3.

Date of Deposit.	Amount.		Teachers' Initials.	Date of Deposit.	Amount.		Teachers' Initials.	Date of Deposit.	Amount.		Teachers' Initials.
	\$	cts.			\$	cts.			\$	cts.	
1900				1900				1901			
Sept. 6				Nov. 29				Feb. 28			May 23
Sept. 13				Dec. 6				Mar. 7			May 30
Etc.				Etc				Etc.			Etc.

(Privilege to print this card can be had on application to J. H. Thiry, Long Island City.)

On Monday morning of each week, as soon as work is provided for the class, the pupils who are going to deposit are asked to rise. Each book has on it a number corresponding with the number of the pupil's account in the bank. They file past the teacher's desk in the order of these numbers, each one handing his money and presenting his card to the teacher to be receipted. Each pupil looks at his card to see that his deposit is credited correctly opposite the proper date, as the card is returned to him. These sums are entered as received, in a small deposit ledger, and duplicate taken by means of a carbon sheet. The leaf on which the entry is made is perforated and being torn out becomes the deposit slip to be given to the bank, where the several sums are credited to the accounts of the depositors, each of whom is furnished by the bank with an ordinary savings-bank pass book. The whole operation where there are from ten to twenty depositors, takes from five to ten minutes when the teacher and pupils have become accustomed to it. In a large school some little time is taken up on deposit day in checking the returns of the grades that are sent up to him to be forwarded by a trusty messenger to the bank.

That the system should have any educational value it is essential that children should save their own money and deposit it, rather than spend what is given them as their own, and then call on their parents for something to put into the bank on banking day. How far the penny saving-bank will do what its advocates claim for it, can not yet be told, but it takes but little time to administer, and as thrift is not universal in Western Canada, whatever tends to increase it is worth trying.

Primary Department.

FEBRUARY.

I'm little February, the second of the year,
I bring a merry greeting to little children dear.
I'm shorter than my brother; the shortest month am I,
But if you'll only love me, to do my best I'll try.

* * *

On a cold, dark night, not long ago,
Came a little friend all clad in snow;
Small was he, as he hurried along,
Singing to himself this funny little song:
"Ho! ho! ho! does every one know,
I am little February, from the land of snow?"

BELL SO HIGH.

Key of G [$\frac{4}{4}$]

Ball Song.

1.	5.	1.	5.	1.	5.	1.	5.
2.	5.	2.	5.	2.	5.	2.	5.
1. 2.	3. 4.	5.	5.	1. 2.	3. 4.	5.	-
1.	5.	1.	5.	1.	5.	1.	-

Bell so high up in the steeple,
Calling, "Come to church, dear people!"
Loudly ring and sing your song:
Ding dong, ding, ding dong, ding dong.

To and fro my arm I'm swinging,
Like the church bell loudly ringing,
And whate'er the bell can do,
I can try, and so can you.

THE UNION JACK.

The derivation of the word "flag" is from an Anglo-Saxon word meaning to fly or float in the wind. From early times flags of various kinds have been used to distinguish individuals and their retainers. As the barons ceased to bring their own retainers to battle, the use of private banners disappeared, and the soldiers fought under the direct command of the king, or a commander appointed by him. Men fought for the cause of England, and adopted for their sign the cross of England's patron saint, St. George—a red cross on a white ground, shape +.

The cross of St. Andrew is the cross of the patron saint of Scotland, and is a white cross this shape, x, on a blue ground. The origin of the cross in this shape is probably derived from X being the first initial of the name of Christ in Greek.

In 1603, on the union of England and Scotland, a flag was devised in order to combine the two crosses on one flag.

St. Patrick is the patron saint of Ireland, and the cross is red on a white ground, similar in shape to the cross of Scotland.

When later, in 1801, the Parliaments of Great Britain and Ireland were united into one, our present national banner was devised so as to combine all the three crosses and show them in one ensign, and this is our well beloved flag, which we regard with pride and which all loyal citizens would defend with their lives.

THE LOST KISS.

I put by the half-written poem,
 While the pen idly trailed in my hand,
 Writes on, "Had I words to complete it,
 Who'd read it, and who'd understand?"

But the little bare feet on the stairway,
 And the faint, smothered laugh in the hall,
 And the eerie low lisp in the silence
 Cry up to me over it all.

So I gathered it up where was broken
 The tear-faded thread of my theme,
 Telling how, as one night I sat writing,
 A fairy broke in on my dream—

A little inquisitive fairy,
 My own little girl with the gold
 Of the sun in her hair and the dewy
 Blue eyes of the fairies of old.

'Twas the dear girl that I scolded,
 "For was it a moment like this,"
 I said when she knew I was busy,
 To come romping in for a kiss—

Come rowdying up from her mother,
 And clambering there on my knee,
 For one 'ittle kiss for my dolly,
 And one 'ittle uzzer for me."

God pity the heart that repelled her,
 And the cold hand that turned her away,
 And take from the lips that denied her
 This answerless prayer of to-day.

Take Lord, from my memory forever,
 That pitiful sob of despair,
 And the patter and trip of the little bare feet
 And the one piercing cry on the stair.

I put by the half-written poem,
 While the pen idly trailed in my hand,
 Writes on, "Had I words to complete it,
 Who'd read it, or who'd understand?"

But the little bare feet on the stairway,
 And the faint, smothered laugh in the hall,
 And the eerie low lisp in the silence
 Cry up to me over it all.

—James Whitcomb Riley.

ESSENTIALS OF A PRIMARY TEACHER.

The true primary teacher says, "Though I speak with the tongues of men and of angels, and have not love, I am become as sounding brass, or a tinkling cymbal."

And though I have much learning, and have read all text books on psychology and pedagogy; and though I have all knowledge of laboratory child-study, so that I can catalogue, classify and tabulate all children, and have not a sympathetic understanding of children, and cannot adapt my knowledge to their immature minds, it profiteth me nothing as a primary teacher.

She says of *her* teaching as Paul said of *his* preaching—"Yet I had rather speak five words with my understanding, that by my voice I might teach others also, than ten thousand words in an unknown tongue."

And though I am a member of the Herbartian Society, am secretary of the Froebel Club, treasurer of the Mothers' Club, a member of the Ohio State Teacher's Association, of the National Educational Association, am President of the Primary Sunday School Union, superintendent of the Primary Sunday School, and am on the executive committee of the Child-Study Club, and have not a genuine, sympathetic, loving understanding of children, I am not a primary teacher.

—Mary Gordon.

ADAPTION OF STORIES.

By Flora J. Cooke, Chicago.

The poets have, in many cases, adapted stories and given us ideas, nature observations, and truth in such simple and beautiful forms that our crude touch only mars them, and whenever it is possible to use it, the rhythm of the original always adds to the pleasure and value of the story. For example, in Longfellow's "The Birds of Killingworth" and "The Emperor's Bird's-Nest"; Whittier's "How the Robin's Breast Became Red" and "King Solomon and the Ants"; Lowell's "Rhoecus" and "The Finding of the Lyre"; the Carys' "The Legend of the Northland" and "Peter at the Dyke"; Browning's "The Cricket and the Poet" and "Two Poets at Avon"; Lanier's "The Song of the Chatta-

hoochee"; Saxe's "Robert Bruce and the Spider" and "King Solomon and the Bees"; Edwin Arnold's "How the Chipmunk got its Stripes" and "The Grateful Foxes."

And in many other poems we find the stories quite ready-made for our use with little children, yet there is much that they should have which is not so well adapted in form. The teacher should be able to go to every great artist and storehouse of beauty and truth, and select out and bring to the children that part of their inheritance which they are fitted to receive. She has *no right to change the treasure in its spirit*, but it is her privilege and responsibility to decide what they can appreciate—what she must omit and what emphasize.

For example, a little boy in the first grade once told the story of "Pearl-Feather" as follows:

ONE VERSION OF THE PEARL-FEATHER STORY.

"Once there was an Indian boy and his grandmother told him that there was a wicked giant called Pearl-Feather, and he must go and kill him. So he sailed away and came to the hissing serpents, and they told him to go back, but he killed them all and the water was all bloody, and then he came to Pearl-Feather and fought him all day, until at last he shot him in the head and then he put his blood on the woodpecker's head, and made that bird red-headed."

All this was certainly in the original story; revenge, bloodshed, etc., but when it was so emphasized that this was all the child remembered, the influence was surely not desirable.

Suppose the story had been given from another standpoint which is equally true to the original.

ANOTHER VERSION OF THE PEARL-FEATHER STORY.

"Once there was an Indian boy named Hiawatha. One evening his grandmother led him to the great sea water. She pointed eastward to a marshy island and said—'Hiawatha, you are now old enough and strong enough to help your people. Upon that island lives a cruel giant called Pearl-Feather and in the spring time he breathes out poison, and many people die each year. You must save your people from him—you must slay the giant.'

So Hiawatha sailed away with his mittens and his arrows and soon he came to the black pitch-water, and loud voices said—'Go back, coward, go back, faint-heart, go back to your people!' But Hiawatha sailed right on. Then he came to the hissing serpents and again the voices said—'Go back, coward, go back, faint-heart, go back to your people!' But Hiawatha sailed right on. At last he came to the island and the great Pearl-Feather rose up to meet him. When he saw him he laughed and said—'Go back, boy, go back, faint-heart, go back to your people!' But Hiawatha said—'I have come to save my people.' So all day long the contest lasted until at length Hiawatha had but one arrow left, and it was broken. Just then Hiawatha heard a bird sing, and whenever Hiawatha heard a bird sing he listened. Then the bird told him how to aim his arrow and the great giant fell to the earth, dead. Then Hiawatha knew that his people were saved, and he called the bird to him and stained its head red with the giant's blood.

Then he sailed home, and when the people saw him coming they made a great feast in his honor and praised him, and offered him gifts. But Hiawatha said: 'I could not have done it alone—the woodpecker helped me. I stained his

head red with the giant's blood and shall always wear two of his feathers in my pipe of peace.'"

This is the Indian story of how the woodpecker got his red head, and why they always called him "friend" and protected him from harm. This is the same story with the emphasis placed upon the motive for the action, and upon the courage and gratitude of Hiawatha. Many teachers are disturbed when the children ask, at the end of such a story, "Is it true?"

There is only one way of meeting such a question, that is with the simple truth. There must be some truth in the story if it is worthy of telling. The teacher should know what that truth is, before she attempts to tell the story. She would probably say in this case "Perhaps Hiawatha never lived but many Indians have been as brave as he was, and, it is true that it would be a fine thing if a boy could be that brave, isn't it. It is true that it was the right thing for him to remember that the bird helped him, and that he did not take all the praise for himself, isn't it? I should not force these influences upon the children unless the questions were asked, but if the motive for telling the story is *clear in the teacher's mind*, this question will always enhance rather than detract from the real value of the story.

Our best aid in the adaptation of stories has come to us from the children in the following manner:

It is a custom in our primary school to have a so-called party for twenty minutes each day. During this time some group in the room is responsible for the entertainment of the other children. They may sing a song, tell or act out a story, or play a game, but once during the week each child feels it his duty to see that everyone enjoys himself. All depend upon him and he cannot disappoint them. This is not only an excellent way to bring out the best in timid children, who often need encouragement and outside help, but through the stories selected we get at the independent taste of the different individuals.

The stories selected are not always the best, but by keeping a list of them from year to year and carefully analyzing them we are able, in almost every instance, to determine the reason for the choice and profit by it in our own selection of stories.

Strong action, vivid contrasts, musical or loud sounds, the rhythm of repetition, and personal experience, were the normal or average key notes of interest.

With these facts, and knowing the influence which we wished the children to receive, we have gone to all sources--to man, mythology and the Bible--and have sought and found without difficulty just the ideas or deeds needed for immediate use. With these points in mind the adaptation takes care of itself and the oldest story becomes fresh and attractive.

There is no pedagogical doctrine more common to-day than the doctrine of development through activity. It is well to emphasize it, but it is necessary to point out that it has its limits. The limit is pointedly set forth in these words: "That which is born of the flesh is flesh, and that which is born of the Spirit is Spirit." In other words the doctrine of development is right if there is something present to develop. The best corrective for over-application of the doctrine is to read the third chapter of Genesis, and compare it with our own personal experience. Some of our theorists never get past the first chapter. They admit no Fall.

In the School Room.

A correspondent puts the following question. Will some of our readers undertake to answer it?

"A class of pupils are asked to add 7 and 9. Some of the pupils arrive at the result by saying 7 and 3 make 10 and 6 more are 16; others say 7 and 2 are 9 and 7 more are 16; others say 7 and 9 is the same as 8 and 8 which is 16; others with the memory of a previous question say 7 and 8 make 15 and 9 make 16. The question is—Did this show good or bad reasoning? Give reasons for answer. Should all be required to get the result by the same method?"—A. B.

Allow me to thank you for the article on Spelling in last issue. It exactly agrees with my experience. Yet I had such emphasis laid on the necessity of clear writing that I thought you were about to say that the pronunciation of words is of secondary importance, and that the slow pronunciation is actually the actual spelling.

The matter of form in written composition can be readily taught from the reading books. Form is made up of paragraphs. First have the pupils take some lessons in paragraphing, and make out paragraph headings. Show them how the form parallels the thought, and that each paragraph form should be as each paragraph idea. This distinction is marked by the use of incomplete lines. Again subdivide a paragraph and get the idea how the form in this case also parallels the thought. The capital letter and the terminal mark may be explained. Again, have the sentence analyzed, and words separated into their natural groups. Here the necessary minor marks of distinction will be seen and appreciated. The guiding idea is *form parallels thought*. When a pupil once grasps this he will have no trouble. When he perceives thought-relations he can understand form-relations. And this is really all there is in the study of form in composition, excepting, of course, such forms as are already conventional. Perhaps it might be added that in very junior grades the use of the proper form precedes the reason for them, and that in all grades the practice is more than the preaching. To learn and understand is one thing. To observe and to do is another.

When you finish one sort of arithmetic, ask the pupils to bring original questions of that sort to school, with the answers. If you have five seniors and each bring two questions it will make eight questions for each pupil. Allow each to write his in turn on the board, then each to work all questions but his own. You will be surprised by the difficult and accurately worded problems they will bring; as each tries to puzzle the others they look into the subject thoroughly, to get scope for the questions.

If you hold your spelling class immediately before recess and then ask mistakes to be written out and immediately dismiss, the pupils will prepare their spelling well to avoid reproof. It is a mean trick, though, isn't it?

What time in the day is best for music lesson ?

Ask your pupils to correspond for the local papers and the Winnipeg weeklies. Let them bring the news to you for correction. Pupils will take interest in this who care for nothing else.

G. BELTON.

A LINE OF STUDY—THE SANDPIPER.

By Ethel Somerset

I. **INDIRECT STUDY.**—The teacher leads up to this selection by telling something of the lives of wreckers and people who make their living as the woman in the poem. She tells incidents and stories, and shows pictures of lonely stretches of sea-shore, of light-houses, etc. Then the children find out all they can about the sandpiper, and the teacher fills in what they cannot get.

This indirect preparatory study may or may not be connected with the poem in the children's minds.

II. **DIRECT STUDY.**—

(1) *Assignment*—In assigning the poem for preparation, the teacher, with all the sympathy and expression at her command, reads it aloud to the class, then asks them to prepare it, *i.e.* to get all the meaning they can out of the whole piece, to find the meanings of the separate unknown words, and to be prepared to read.

Recitation—The children read the whole poem through; tell the story; teach; describe the characters. Are they happy? What is their life? What their habits? Next the picture in each verse is considered and led to the first general notion.

Verse I. (A type for each following verse.) The children read through verse I and then close their eyes and get the complete picture. Then they tell separately to the teacher, its general character, the two characters, in detail. When they have the complete picture in feeling as well as in words, the teacher takes up the separate words or phrases, always keeping in mind bearing on the complete picture. Examples:—"flit"—who died?; what was said to have done it though one was a woman and one a bird?; "driftwood bleached and dry"—meaning of all three adjectives in relation to driftwood, how each is peculiarly applicable, where driftwood came from, why was gathered; "wild waves reach their hand for it"—have waves hands?; what are called its hands and why?; can they be wild or reach?; what do they can?; did the waves try to help the woman?; "wild wind raves"—what does raves mean?; how does the wind rave?; is it a pleasant sound?; "tide runs high" etc.

If the child gets the whole thought of the poem, he can not fail to get the feeling, also, granted that the teacher is sympathetic. So the child gains not only the experience by getting out of himself in the pictures, but also in power to feel.

The Canadian Teachers' Association meets this year in Ottawa. The dates are fixed for August 15th, 16th and 17th. Details are not yet furnished.

Editorial.

TRUSTING THE EMOTIONS.

Nothing could be more beautifully appropriate than the following from the pen of Alexander Sutherland, in his great work—"The Origin and Growth of the Moral Instincts"—:

"There are those who would condemn all such reliance upon emotional feeling, and make it their first principle to trust only in their intellects, forgetting that the world built up for us by intellect is in every way as illusory as that built up for us by our emotions. Why, one will ask, should a man love the country he happens to have been born in better than another country? Why should he love his own children more than the children of his neighbor? His country is much the same in itself as other countries; his children are, as a matter of bare fact, much the same as other children. But then, we reply, they are not so to him. He looks upon them with an emotional nature, and he projects into them the contents of his own emotional consciousness. He has the same reason for believing them to be different that he has for finding honey sweet and vinegar sour; for he feels that they differently affect his consciousness. The man who condemns the illusions of the emotions because he has tried them by the test of the intelligence and found them to fail, most certainly forgets that that intelligence itself, if similarly tested in its turn, would prove to be equally illusive.

"Nor does this somewhat cold comfort form the limit of what is reasonable. If it be true that the conception of the universe formed for us by our emotions is in its own way as faithful as that formed by our intellectual perceptions, then we may go much further. The child left to fall asleep by itself in the great, lonely rambling mansion, hears strange sounds in the long corridors; with beating heart and choking sobs it hides its face away from the darkness. What though some one come and reason that there is no danger? But if only the mother goes to sit in silence by the bedside; if the child can but grasp her by the hand; if he can only nestle his cheek on the pillow in a fold of her loving arm, all fears and sobs are forgotten. Little does the child care though the mother be slender and weak against possible danger. Its heart is satisfied, and all things seem secure amid that restful emotion.

"Poor feeble race of men, here inhabiting your chamber, remote and lonely in the awful realms of twilight space! What eerie voids lie between you and your nearest neighbors! And these neighbors, what utter strangers to you they are! Down those vast interstellar corridors, how chill, how remote, how cheerless, how mysterious, all extends! If your heart conceives a satisfaction in a soul of sympathy, ever watchful, ever kind, who shall chide you for being symbolic in that as in all else you know? If you yearn for loving touch: if faint and far you seem to hear the whisper of a friendly voice, to you it is as real as the mother's protection to the child. And if there comes to you the man who scorns your emotional intuitions, priding himself that his beliefs are everywhere founded on the solid rock of intellect, tell him that your conceptions come as near the basis of philosophic truth as ever his can come."

As teachers, surely we can gather something from this. There is with us, as Samuel Thurber has somewhere remarked, "a great danger of over-intellectualization, and a consequent sterilization of the feelings and the will."

TO SUCCESS.

The greatest hindrance to success is self-distrust, and a lack of originality. Men were not created in the mass. God's best gift to you is your individuality. Cherish it. Hear this message to you from some of the world's best thinkers, who themselves dared to be original, and would not stand in the world's bead roll as the echo of some one else :

"We pray to be conventional. But the wary heaven takes care you shall not be, if there is anything in you. Dante was very bad company and was never invited to dinner ; and Michael Angelo had a sad, sour time of it."--Emerson.

"I augur better of a youth who is wandering in a path of his own than of many who are walking aright on paths which are not theirs."--Goethe.

"I cannot hide what I am ; I must be sad when I have cause, and smile at no man's jests ; eat when I have stomach, and wait for no man's leisure : laugh when I am merry, and claw no man in his humor."--Shakespeare.

"I would rather make my name than inherit it."--Thackeray.

"I have too much indifference to the opinions of Mr. Smith and Mr. Brown --by no means am anxious to have his notions agree with mine."--Robert Browning (in a letter to Elizabeth Barrett).

"Live thou ! and of the grain and husk, the grape,
And ivy-berry, choose : and still depart
From death to death thro' life and find
Nearer and ever nearer Him, who wrought
Not matter, nor the finite--infinite,
But this main miracle, that thou art thou,
With power on thine own act and on the world."--Tennyson.

"I never schedule people into 'sorts,' as you do. The people I care about cannot be counted by 'sorts' : there is one made of each, and then the mold is broken."--Ellen Thorneycroft Fowler (in *The Farringdons*).

"Tom was one of those lads that grow everywhere in England and look as much alike as goslings : a lad with light brown hair, cheeks of cream and roses, full lips, indeterminate nose and eyebrows--a physiognomy in which it seems impossible to discern anything but the generic character of boyhood. But nature has deep cunning. Under these average boyish physiognomies that she seems to turn off by the gross, she conceals some of her most rigid, inflexible purposes, some of her most unmodifiable characters."--George Eliott (in "*The Mill on the Floss*").

"The merit of originality is not novelty, it is sincerity. The believing man is the original man : whatsoever he believes, he believes it for himself, not for another."--Carlyle.

"We move too much in platoons ; we march by sections : we do not live in our vital individuality enough."--Chapin.

To sum up, the grand, inspiring truth of it all is that if you ring true and stand for something, something worthy to build a life around, the world wants you even more than you want it, and if you modestly retire to a lodge in the desert, it will make a path to your door, eager for your message. As Emerson has it : "If the single man plant himself indomitably on his instincts, and there abide, the huge world will come around to him."

And, oh, if you are a parent or a teacher, don't strive to fashion your children into one stereotyped pattern. A child's individuality is the divine spark in him. Let it burn.

As Thoreau so beautifully voices it: "If a man does not keep pace with his companion, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."—*Agnes Deans Cameron.*

BROTHERLY LOVE.

"Let brotherly love continue." Good wholesome advice this to teachers as well as church-members. How is this brotherly love developed? By attendance at meetings, by visitations, by exchange of experiences through the journal, by a self-cultivation of the feeling that other teachers are thinking, hoping, praying, as well as ourselves, and by cherishing the idea that "Beyond the mountains there are men also." How is this brotherly love destroyed? By isolation, by moody meditation, by cultivation of the feeling of sectionalism, by recrimination, by misrepresentation, by listening to those who would speak evil of others rather than to those who would try to see the good in each one of the army of workers. Teachers, let us draw more closely together still. There is no west and no east; no higher education and lower education; no male and female; but there are thousands of young souls between the great lakes and the great ocean, and we have much to learn—every man and woman of us—if we would do them good. Let us gather together then in the spirit of trust and confidence, not mistrust and despair. If things are not quite what they should be, let us smile anyway, and to the best of our ability keep on thinking right, feeling right and doing right, knowing that in the end all will be well, for truth is mighty and will prevail. Above all let us try to help one another. We have but one life to live; it is valuable in proportion as it is truly useful. It is useful only as it is a positive force for good.

W.

It is impossible for us to say anything that has not already been said with regard to that great and noble soul that has passed away. We shall forget at this time that she was the queen on a throne, and delight to remember her as the woman, true, faithful and kind, who knew her mission in this world and performed it.

She will stand throughout the ages as a type of noble motherhood. Whether we think of her in relation to her own family, or in relation to that great empire over which she reigned, we can apply to her the beautiful thought contained in the old saying. "God could not be everywhere, therefore he made mothers."

She will forever be cited as an example for all teachers. For she perceived the ideal which she wished her people to attain: she set it forth in her own life: she permitted nothing to prevent its realization. May it be that all of us in our own little realms will display the same nobility of purpose, the same faithfulness of execution, the same wisdom, devotion and sincerity, as was shown in her who will go down the ages as Victoria the Good.

Selected.

LITTLE BELL.

Piped the blackbird on the beechwood spray.
"Pretty maid, slow wandering this way.

What's your name?" quoth he—
"What's your name? Oh, stop, and straight unfold,
Pretty maid, with showery curls of gold!"

Little Bell sat down beneath the rocks,
Tossed aside her gleaming golden locks.
"Bonnie bird," quoth she,
"Sing me your best song before I go."
"Here's the very finest song I know,
Little Bell," said he.

And the blackbird piped: you never heard
Half so gay a song from any bird—
Full of quips and wiles,
Now so round and rich, now soft and slow
All for love of that sweet face below,
Dimpled o'er with smiles.

And the while the bonny bird did pour
His full heart out freely, o'er and o'er,
"Neath the morning skies,
In the childish heart below
All the sweetness seemed to grow and grow
And shine forth in happy overflow
From the blue, bright eyes.

Down the dell she tripped, and through the glade
Peeped the squirrel from the hazel shade,
And from out the tree
Swung, and leaped, and frolicked, void of fear,
While bold blackbird piped, that all might hear
"Little Bell!" piped he.

Little Bell sat down amid the fern:
"Squirrel, squirrel, to your task return
Bring me nuts," quoth she.

"Up, away, the frisky squirrel hies—
Golden woodlights glancing in his eyes—
And adown the tree
Great ripe nuts, kissed brown by July sun,
In the little lap dropped one by one.
Hark! now blackbird pipes to see the fun"
"Happy Bell!" pipes he.

Little Bell looked up and down the glade:
"Squirrel, squirrel, if you're not afraid,
Come and share with me!"
Down came squirrel, eager for his fare—
Down came bonnie blackbird, I declare!
Little Bell gave each his honest share:
Ah, the merry three!

And the while these frolic playmates twain
Piped and frisked from bough to bough again,
"Neath the morning skies,
In the little childish heart below
All the sweetness seemed to grow and grow,
And shine out in happy overflow
From her blue, bright eyes.

By her snow-white cot, at close of day,
Kneelt sweet Bell, with folded palms, to pray
Very calm and clear
Rose the praying voice, to where, unseen,
In blue heaven, an angel shape serene
Paused awhile to hear.

"What good child is this?" the angel said,
"That, with happy heart, beside her bed
Prays so lovingly?"
Low and soft—O! very low and soft,
Crooned the blackbird in the orchardcroft
"Bell, dear Bell!" crooned he.

"Whom God's creatures love," the angel fair
Murmured, "God doth bless with angel's care:
Child, thy bed shall be
Folded safe from harm. Love, deep and kind,
Shall watch around, and leave good gifts behind.
Little Bell, for thee."

—Thomas Westwood.

TEXT-BOOK AND TEACHER.

In no other country, perhaps, have text-books occupied so large a place in the school as with us. Certain great advantages of the use of them appeal strongly to us. We recognize in them a perfect definite plan of instruction worked out in all its details, which even if not thoroughly satisfactory is certainly much better than the drifting about likely to follow with merely oral teaching. We feel also that the plan of work in text-books is usually made and worked out by persons of broader views than the ordinary teacher, and moreover that the rivalry of publishers is tending powerfully to develop the

best plans—the best text-books. Further, we see that the text-books provide definite work for the pupil to do, enables him to go over and over his task until he has mastered it, increases continually his power to get out of the books what is in them, which must be a great reliance for continuing to progress after he leaves school, and thus strengthens his powers of application, his self-reliance and his scholarly habits. These it must be admitted are very important advantages. Yet we must not fail to note in the whole statement the implied weakness and limitation of the teachers, and should therefore be prepared to find that as the teachers bring wider culture and more thorough training to their work they more and more dominate the school processes and subordinate the text-book to their own purposes.

It is worth while to dwell upon this for a moment. That broadening of school work which we see in the introduction and use of libraries is a manifestation of it. The text-book in history, for example, becomes merely a centre from which to push out into a larger field, or perhaps a plan on which to arrange the larger work. Laboratory methods again are ways for subordinating the text-book to the teacher. In Germany, where the training of teachers has been carried much further than with us, the elementary texts in arithmetic are little more than collections of problems designed to save the teacher's time; the geographies are mainly maps and pictures, and the language work makes the readers its chief text. The notes on notes piled up in editions of literary works prepared for schools are a temporary aid to help out incapable teachers, insufficient libraries and lazy students. They have their day and pass as soon as the teachers rise to doing the work they ought. Everywhere the strong teacher is the one who subordinates the text-book and makes it but a means to an end. On the other hand a weak teacher is usually a slave to the text-book, a mere lesson-hearer who can do little more than see to it that the pupils "have got their lessons," by which is usually meant that they are able to tell more or less successfully what is contained in the text. How formal and perfunctory such work becomes we all know. Such a teacher corresponds completely to Col. Higginson's humorous definition: "A teacher is one who makes you tell what some one else taught you."

The introduction of new studies is made difficult and sometimes quite impossible, by the text-book dependence of teachers. We have tried long and hard to bring teaching in civics into the grades. Children ten or twelve years of age can with ease and interest be made conversant with the general features of our government by one who understands them, can teach and is not hampered by a text. Moral instruction is possible and profitable if the teacher talks out of a full mind and with a genuine wish to instil sound principles into the hearts of the pupils and awaken them to moral thoughtfulness: but we all react from text-book teaching of this subject. Nature study fails because our elementary teachers must have a text-book, and we have none suited to every place and every teacher. Agriculture can hardly be got into elementary schools because of the same difficulty. Some of us are saying, "How wooden and worthless it will be after we get it," because we feel that it will so generally be mere text-book work. In these and other reforms the real difficulty is the text-bound teacher.

But the text-bound teacher is equally a misfortune in teaching grammar or arithmetic. English grammar should be taught directly from the reader and from current speech. The result desired is that pupils shall note and reflect upon common usage. They can be brought to do this by one who knows grammar and knows how to teach. We banished "formal grammar" for a time because we had come to feel how empty and time-consuming the text-book process is. We banished it but we had to bring it back again, having meantime made some progress in the art of teaching about speech from speech itself. We are cutting down the time given to arithmetic because we have awakened to the great waste of time resulting from text-book teaching of the subject. The text-book teacher, who did not recognize the ends or limitations of the subject, had perverted the study.

The text-book, then, must be wisely used. It is an instrument, valuable as contributing to the attainment of certain results, but when it becomes the master it ruins both teacher and school.—*Minneapolis School Journal*.

THE ELEMENT OF TIME.

It takes three years to make a three-year-old elm tree. Under glass, protected from the wind and storm, forced by artificial heat and light, nourished by scientifically prepared ingredients in the soil, the tree may be made to present the three-year-old appearance in two years, or even one. Taken from its hot-bed, placed in the world to meet the storms of nature, we know the forced breeding and training betrays itself, and the three-year-old elm tree is dead or maimed.

Is it so different with animals—human animals with the intellect? Cannot the twelve-year-old boy be crammed with Latin, Greek and mathematics, and be fitted for the standard college at that time?

The element of time receives too little consideration. Probably the wail that is lifelong as to the lack of knowledge in arithmetic in the grammar school is caused by undertaking to compel a twelve-year-old intellect to analyze and comprehend matter that should not be approached till later, when Father Time has had opportunity to get in his work lawfully, not forcefully.—*Supt. Aaron Gove, Denver.*

 REGULATIONS FOR ENTRANCE TO COLLEGIATE INSTITUTES
FOR 1901.

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

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

ORAL READING.

SPELLING AND WRITING on all papers.

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

Prose—

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

Poetry—

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

Rates for The Canadian Teacher

5 Issues,	40 cts.
10 "	75 cts.
15 "	\$1.00
19 " 1 year.....	1.25

ALL SUBSCRIPTIONS PAYABLE IN ADVANCE.

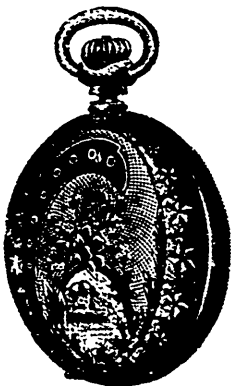
Rates for The Entrance.

From	}	5th Class Edition,	10c.
		4th " "	10c.
Feby 1st		3rd " "	8c.
to		2nd " "	5c.
Sept. 1st.		1st " "	5c.

Give these papers a trial. Thousands using them and finding them useful helps in the schoolroom. Address

The EDUCATIONAL PUBLISHING CO., Limited.
TORONTO.

Teachers' Watches, School Clocks.



**ACCURATE
 TIME**

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

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

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

D. R. DINGWALL, Ltd.

P.O. DRAWER 1367.

WINNIPEG.