The Western School Journal

For the Fallen

(By Laurence Binyon)

With proud thanksgiving, a mother for her children
England mourns for her dead across the sea.
Flesh of her flesh, they were, spirit of her spirit,
Fallen in the cause of the free.

Solemn the drums thrill; Death august and royal
Sings sorrow up into immortal spheres.
There is music in the midst of desolation
And a glory that shines upon our tears.

They went with songs to the battle, they were young,
Straight of limb, true of eye, steady and aglow.
They were staunch to the end against odds uncounted;
They fell with their faces to the foe.

They shall grow not old, as we that are left grow old.
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.

They mingle not with their laughing comrades again;
They sit no more at familiar tables at home;
They have no lot in our labor of the daytime;
They sleep beyond Englands foam.

But where our desires are, and our hopes profound,
Felt as a well-spring that is hidden from sight,
To the innermost heart of their own land they are known
As the stars are known to the night.

As the stars that shall be bright when we are dust,
Moving in marches upon the heavenly plain,
As the stars that are starry in the time of our darkness,
To the end, to the end, they remain.

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The Western School Journal

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The Western School Journal

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Vol. X WINNIPEG, OCTOBER, 1915 No. 8

Editorial

Getting Into Harness

The Minister of Education is getting into harness. He began his work by visiting the western provinces to find out how they were attempting to solve their problems. There he met with the executive of the Trustees' Association and with the school inspectors. Following this he began to study the problem of teacher-training by visiting the Normal schools. It is evidently his intention to know things at first hand, and to be sure of his ground before taking action. It is gratifying to note that all his investigations had relation to the teaching body. He met with those who train teachers, those who supervise teachers, those who employ teachers. The success of an educational system depends upon securing and retaining properly-qualified teachers.

Co-Operation

At a meeting between the executive of the Trustees' Association and the School Inspectors of the Province one of the speakers uttered a sentence that should be heard by every teacher and every parent; in fact, by every adult in the Province. It was this: "In the education of youth there is no place for antagonism." The speaker at the time referred to the hearty co-operation between the trustees and the inspectors, but his remarks might be capable of a much wider application.

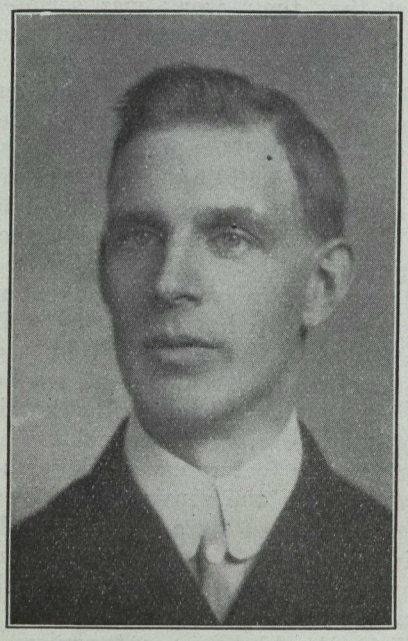
To begin with, there should be no antagonism between parents in a school district. If you take a body of fifty teachers, who have served in rural communities, you will find that from five to ten per cent. of them are forced to report that their work was seriously affected by family quarrels in the school districts. The most necessary thing in a school is a right spirit or sentiment. Where the right sentiment exists there will be a demand for the best teachers, and a proper building, and there will be no need for a compulsory attendance law, for pupils will all attend without compulsion. There will be no need to talk about a library, for the school and every home will have a library. The creation of a sentiment for education is one of the first duties of teachers and inspectors. Through the holding of public meetings and school examinations such a feeling can be developed. Once created, the sentiment will continue to grow of its own accord. Experience goes to show that this sentiment depends more upon the teacher than upon any other person.

There should be no antagonism between teachers and parents. The teacher who knows how to put the pupil between herself and the parent in every dispute will find it easy to keep on good terms with the parent. It is a good rule for a teacher to consider herself as beyond insult or criticism. A good, even temper and a supply of Christian patience are necessary qualifications for most teachers. A little visiting, a little mingling at church and at social gatherings, the wise use of the monthly report, the holding of receptions to parents in the school—all have a value in promoting the kindly co-operation which is essential to success.

Co-operation is also necessary among all the workers in the field of educa-

tion, and it is a fortunate thing that in Manitoba this co-operation exists. It is the most natural thing in the world when things are not satisfactory, to blame other parties for the unsatisfactory conditions. For example, a chain of complaint might run something like this: (1) The people of a community complain that the work of a school is very faulty. The fault may be very largely with the parents themselves, and in their attitude towards education, but they complain to the Department of Education, and to the Inspector. (2) The Inspector looks over the ground and, finding conditions very faulty, blames the teacher. Naturally enough he may get it into his mind that the teacher was badly trained, and the Normal School may come in for criticism. (3) The Normal School will admit the weakness and say that it is owing to the poor work of the Secondary Schools. Either the student should never have been headed for teaching, or should have had a different kind of preparation. (4) The Secondary School people will naturally place the blame on the work of the Elementary Schools, and finally it will be placed upon the parents and the home.

PROMINENT EDUCATORS



R. FLETCHER, B.A.
Deputy Minister of Education

All of this is most unfortunate. There is no institution and no class of men that can claim perfection. It is the duty of all those concerned with the education of children to forget the shortcomings of others, and to consider what they can accomplish themselves. It will require all the forces in the community, including the parents, teachers, trustees, normal schools, inspectors, and the Department of Education, to work in perfect harmony if the best results are to be obtained.

One of the best texts for all parties concerned is this, "He placed a little child in their midst." When people get thinking of the little child, rather than of themselves, and the shortcomings of others, things will go well. We have in Manitoba, on the whole, a fine body of parents, and those who have not been educated up to the proper standard can reach it by kindly persuasion. We have, on the whole, a very fine body of teachers. Scholarship and teaching ability, of course, still leave something to be desired. We have a most devoted body of inspectors, hard-working and capable. We have, for the money spent upon them, normal schools that are doing efficient work. We have trustees, among whom may be found many who would do credit to any community. And so it might be continued. We gain more by noting the good in each other than by finding fault. It is a matter of congratulation that in Manitoba friendly co-operation is so marked. May it long continue.

There always must be a few individuals who cannot think beyond themselves. There will be found those who find it impossible to put the little child in the midst. What they think of is magnifying their own importance. These people are so rare that they may be ignored. The great body of mankind, including the little army engaged in education, is right in heart, and that is the main thing.

The Municipal School Board

It is easy for anyone today to espouse the cause of consolidation, for it has grown to be somewhat popular. The time was in this province when a man was laughed at for advocating the principle. So today there are many who are exceedingly cautious in their advocacy of the larger unit for school administration, because there is so much opposition from the smaller boards, but the time is coming, and that shortly, when this and the other western provinces will accept the sane policy, and then everybody will be rushing to the front with the cry, "We did it!"

This Journal is not going to wait until public opinion is ready for a change. There are times when public opinion is wrong, and the present is an instance. The opposition to this most needed change in school administration is due to local jealousy or ambition and to the fear that in the adjustment of things the "other fellow" might get a few dollars ahead. These are the simple facts in the case. If that is not right, the columns of the Journal are open for correction.

It may be submitted that arguments in favor of a cause should be presented before a rejoinder is demanded. The main arguments might be summed up in this way:

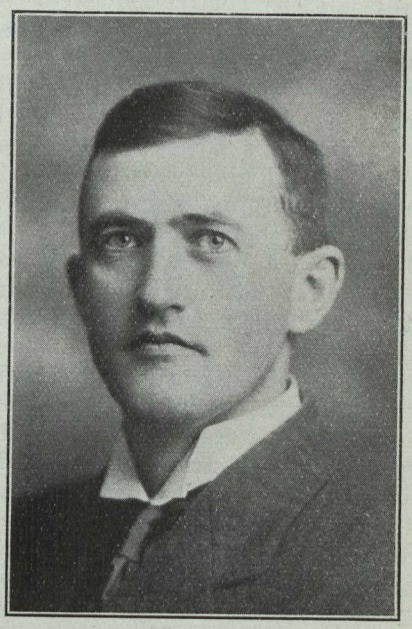
1. In all other matters the smallest unit of administration is the municipality. Is there any reason for the restricted area when it comes to the education of children?

2. Wherever the system is in force, as in towns, cities and in some rural communities, there is greater school efficiency.

3. The trustees would be better men —there being choice from a wider area.

4. Special officers could be chosen for the whole municipality, though the individual schools are unable to engage the services of anybody. For instance, one man might be engaged as principal of all the schools, or as supply agent, director of manual training, or of school gardening, or as supervisor of buildings and grounds. Or a lady might introduce into all the schools domestic science and household economy in all its branches. The individual teacher cannot be expected to know or do much more than is the case at present. New activities demand the services of specialists. The one-roomed rural schools will likely never be much better than they are until they combine their forces.

PROMINENT EDUCATORS



C. K. NEWCOMBE, B.A.
Superintendent of Education

5. Consolidation on a large scale would be possible. There is danger of carrying consolidation much farther on present lines, for every new district formed renders it impossible for some neighboring schools to consolidate. The only reasonable method of consolidation is one that will ensure that every district has at least an opportunity to join in the scheme. In other words, consolidation should not proceed on local initiative. If it is a good thing it should be made as general as possible. If it is not a good thing it should not be encouraged at all.

6. It would be easy to get free high schools for all children. A municipal school board could act for both elementary and high schools. If rural high schools are organized at present it will give rise to a very awkward antagonism in every municipality.

7. There would be greater economy in the purchasing of supplies and equipment of all kinds, and the schools would all be better stocked. The smaller schools would suffer no disadvantage.

8. There would be a better public spirit. All the people would feel they were a part of a larger system. Local interest would give way to municipal pride. Everything is in favor of increasing the social unity.

9. It would be possible to place teachers to better advantage. Some who fail in one school would serve admirably in another. One of the worst features of school work is the possibility of misfits. Under a municipal school board, a weak school could be helped out by a strong teacher. This is what is done in all cities and towns.

10. The tendency in education today is towards the municipal board. The success of the system has made it necessary for people to move forward. Why should we be last? Here is a recommendation from the National Educational Association:

"A county unit of organization, administration and finance: the election of a lay county board of education, analogous to a city board of education."

If the way to efficiency is the appointment of larger boards, why not adopt the principle?

The Boy Scouts

The school is not the only agency that educates.

One of the greatest educative forces is companionship. "We send the boys to school and they educate each other." Exploring, collecting, camping out, living in the open air, doing things which call for the use of hands, heart and head, acting in co-operation with others, are things that appeal to all normal boys. It is a recognition of these facts that led to the organization of the boy scouts.

When boys are left to themselves, without direction and supervision, the education may be harmful rather than helpful. This is especially true when they are living intensely, as in play or in outdoor activities. Therefore the very first essential in boy scout work is a good leader. As the leader so is the company or the brigade.

There is no reason why every male teacher should not be a scout-master. There is no reason why the activity of any teacher should be confined to the schoolroom. If he can do better work, give more efficient direction, get more willing activity of a helpful nature on Saturday morning than on week days, in the fields than in the classroom, there seems to be every reason why the period of greater opportunity should be seized. It is not a healthy sign that there is so little companionship between teachers and pupils out of school. The children need it, and the teacher needs it, for two reasons, both of which are apparent.

Where there is no male teacher, a young man in the district can always be found capable of directing the activities of growing boys. The boys of a village naturally fall into associative groups, and any wide-awake village will be as anxious to have every group under wise supervision, as to have its members in school. Every time boys get together they are being educated. All that the boy scout work hopes for is that during the period boys are following their natural activities in the open air they be carefully supervised, assisted and directed. This is but common sense. It is a poor community indeed which cannot provide enough leaders for all the groups of boys that present themselves. The best leadership in a village, however poor it is, is better than none, or better than the worst. Under ordinary conditions, the very worst element in the village, the

most forceful character, even though most objectionable, may become leader.

It is very evident that the whole success or failure of the movement centres in leadership. I have seen a man acting as leader who evidently had an idea in his mind that his first qualification was his ability to rail at the "molly-coddling effects of the Sunday-school." With his swagger, his nine-inch pipe ever in use, his boastful excesses, he was the last man in the world to act as leader of small boys. On the other hand, I have seen leaders who were ideal, even though they were not Sunday-school men, and even if they did smoke. They knew how to lead the boys out of the lower into the higher life—in action, thought and speech. And they succeeded.

It may be that owing to the scarcity of young men for this work, especially since so many have left for the war, young ladies may be pressed into service. This is more than an idle suggestion. If any teacher can take the young lads of a community and organize them for scout work, she may do a most valuable service for the young scouts and for the community, to say nothing about her work for herself.

Those ignorant of the scout movement may be interested to know that it encourages every kind of helpful activity. A scout-master or mistress can lead effort in almost any line. If she knows nothing of one activity she can encourage another. Think of this for a choice—learning to telegraph, to make kites, to know the birds, to cook meals, to make camp, to care for dogs, to care for gardens, to build nests for birds, to use tools, to run long-distance races, to drill—and, if there is anything else, just supply it. Anyone who writes Mr. McIntosh, at the Industrial Bureau, Winnipeg, or the Governor-General, who is Chief Scout-master for Canada, will get helpful suggestions and the necessary directions for organizing.

Here is a movement that may help the schools. If the wrong leaders are appointed, the schools may suffer. Let us remember the golden text, "In the education of children there is no room for antagonism." If a teacher can see an opportunity in the scout movement to get boys doing in a manly way things in which they are keenly interested, she should try to be a partner in the enterprise, or she should take the keenest interest in what is going on. A good teacher envies every opportunity to influence growing life, and she knows that the greatest development is taking place when life is at a white-heat, that is when young people are doing things in which their hearts are interested. Let every teacher look upon the scout movement as a natural movement towards a wider curriculum.

THE ASTER

The Autumn woods the aster knows,
The empty nest, the wind that grieves,
The sunlight breaking thro' the shade,
The squirrel chattering thro' the shade,
The timid rabbit's lighter tread.

Among the rustling trees
And still beside the shadowy glen
She holds the color of the skies,
Along the purpling wayside steep,
She hangs her fringes passing deep,
And meadows drowned in happy state
And lit by starry eyes.

Special Articles

A LOST OPPORTUNITY

By W. A. McINTYRE

I met an old friend yesterday, and as nearly as I can repeat it this is what he had to say:

"I have not one unkind word to utter with regard to my teachers—the teachers of a past generation. Their faithfulness to duty, their belief in the virtue of honest effort, their willingness to attempt brick-making when straw was denied them, make me ashamed of my own work in these days of greater opportunity. If they were in any way narrow or bookish, it was not a personal failing. They faithfully and maybe fearlessly reflected the spirit of the times.

"Yet, as I look back upon what we received then and place it over against what we might have received, as I balance the gains against lost opportunities, I can but regret that the spirit of the times did not make it possible for the teachers to have a broader and more generous outlook on life. Indeed, I can but think that the words of the prayer book were intended for them—'We have done those things which we ought not to have done, and left undone the things which ought to be done, and there is no health in us.' And again let me say that the teachers are not to be censured unduly. Teaching at best seems to me to be a somewhat thankless task, and in those days it must have been particularly irksome.

"On the whole, my school experience might well be described as uninteresting. In it there were few thrills—excepting such as were induced by the slippery-elm twig. Things were painted drab or brown. There were no rainbows, no golden lights, no dazzling splendor. If there were kings and queens who, in the guise of lowly men and women walked the earth, we met them not; if there were wonders on sea and land, we observed them not. Our imaginations were not kindled through the reading of good literature, our souls were not delighted with sweet songs, we missed the joy of creative effort. This is, perhaps, not overstating it, and it is not a heartless criticism of the men and women who taught the schools some forty years ago. They were victims of the system.

"You look as if you did not understand me. Let me explain myself by means of an illustration. You know how strenuous life was on the old Ontario farms, and how unrelieved was the monotony of work. Then you can imagine how sweet were the hours on Sunday mornings in summer when we were free to walk to the woods and explore to our hearts' content. It was then that there came into our lives a sense of freedom. We loved the trees and grass and flowers. We breathed the open air and gazed upon the blue sky; we looked and wondered, and wondered again—but the tragedy of it all was that there was no one to interpret and to inform. Though we yearned to know the stories of the rocks, there was no one to explain them. They lie there yet with their fossils and their ridges of granite, great, immovable, useless bodies, and each one held a secret that should have been revealed to us. And the soil had a story, but we never heard it. The birds we slew because no one taught us to love them. Poor, timid ground hogs, that might have been tamed, were ruthlessly destroyed. All nature was calling us to worship in those days, but nobody taught us to sing and pray. We entered into the sanctuary to destroy. No! let me take that back. There was the restraining, refining influence which nature always exerts, and it was silently

working on our sluggard souls. We became poets while we were in the woods. Then we saw visions and dreamed dreams. Then, and only then, our souls came near to heaven. But, the people of that age could not know this, and there was no one to help us. Oh! if there had been one, only one man, to lead, to inspire, to interpret—to break a little earth and show us how it came to be earth, to take a drop of water and explain its mysteries, to tell us the story of the skies, to read us what the poets have said about God's beautiful world, and to make us familiar with the rhythmic flow of their language.

"Remember this, that there was in our hearts a natural longing for knowledge and for beauty. Why, we surreptitiously climbed the old beech trees and carved our names and the names of others in the soft, green bark. What a feeling of conquest as our knives shaped the letters. Above all what a sensation of delight when we found ourselves able to connect with the activity the words of the only literature we knew— that of the red-backed reading-book:

"Nearby the spring upon the elm,
You know I cut your name—
Your sweetheart's just beneath it, Tom,
And you did mine the same.

"Yes, we missed the man, for the man was a teacher of books in a school room, not a leader of boys in their hopes and yearnings. It is only fair to say that one man varied a little from the rest. He was at least human, but nevertheless a victim of the system. One of your writers has said that education should make the soul conscious of needs and able to fulfil them. If only instead of so much arithmetic and grammar and spelling, some one had developed in us a passion or craving for knowledge and beauty and goodness, as it existed in the world of men and things, our lives might have been more profitable today. Sometimes I feel we must write over against it all 'Lost Opportunity.'"

This and much more said my good friend, and I let him say it. For it contained some truth, though not the whole of it. The old teachers insisted on hard work and right habits and personal responsibility, and that is an education in itself. But they missed something, too, and it is for you and me, fellow teachers, to make sure we do not miss it. While we shall not neglect the teaching of the three R's, in any particular, we shall not think of the teaching of these as ends, but as means. The ends will be the opening of lives to a fuller appreciation of truth and loveliness and righteousness; the broadening of human sympathy and sympathy for every growing thing. And we shall not forget that a being reaches his highest in culture and in usefulness through the joy of carefully directed work, and the freedom of carefully-supervised play. So there will be time in our work for that which our good friend so sadly missed—companionship, leadership, the upward and inward look, the desire to create. In our schools children shall be children, not mere machines; they shall not only prepare for life, they shall participate in it. Yes, there is no way out of it but one—to consider books and studies and all the rest as but incidental, though always necessary. The teacher's real mission can be summed up in only one phrase, that which was coined and lived by the Teacher of all teachers, "I have come that they might have life, and that they might have it more abundantly."

A READING LESSON—THE GOOD SAMARITAN

In teaching a reading lesson there are naturally four parts—introduction, pupil's preparation, recitation, afterwork. In some cases the introduction is reduced to zero, in some cases the afterwork is unnecessary. Often the

first three steps are taken as one—presentation and elaboration going on concurrently.

In the case of this selection there must of necessity be a long introduction, since the pictures are unusual with children and the terms are foreign to them. It is in reality a story for children of another land and another age, but it teaches such a beautiful lesson that all our children should have it. More than this, it is of the highest value for children of today to reproduce sympathetically the happenings of a bye-gone age. "The study of history and literature lifts the individual to the species."

One of the easiest ways to introduce a lesson such as this, is for the teacher to begin by reviving knowledge the pupils already have and then to proceed onward from that. Have you heard of Jesus? Where did He live? In what city? In what country? Let us draw a picture of the country. Here is Judea. Here is Samaria. This dot is for Jerusalem. This dot is for another city called Jericho. Here is a road leading from one city to the other.

Now let us hear something about the Jewish people and their teachers. Here the words Levite, priest, are introduced. Care will be taken to create no false impression, such as that all priests and Levites were heartless.

Next Samaritans are described—their separation from the Jewish people. Are there any such class distinctions here?

Next the modes of travel in that land may be given, and the general character of the road between Jerusalem and Jericho may be stated. It was a road infested with robbers.

More than this could be given, but it is well to stop when the children have enough to help themselves. It may be good policy to be sure that the word compassion has a meaning for the children before they are asked to get the story for themselves, and doubtless it would be proper to say, "Jesus once told this story to one who asked him, 'Who is my neighbor?'" Can you tell who your neighbors are? Do you think your answer will agree with that of Jesus?

(Note that this assignment gives knowledge, power and motive.)

Now the pupils can read the story so as to get it as a whole, and so as to see the successive pictures, and finally to get somewhat familiar with the wording.

After the preparation has been made the recitation can begin. What did you see? Jesus telling a story. What was the story about? A man who was robbed. Where did it happen? Draw a map. Describe the treatment of the man. Tell what took place next. And so on. Then the children give the story in their own words by pictures: (1) The man on the road; (2) the man attacked; (3) the coming of the priest; (4) the coming of the Levite. And so on. At the close of this picturing the teacher may ask: Why did Jesus tell the story? How did the questioner answer Jesus' question? How would you answer it? What people must we love today? How many people do you call neighbors?

Now let there be reading by pictures, and of the selection as a whole. Nothing is easier than to get good reading here, if the introductory work has been well done.

This reading does not complete the study. After a few days it will be read again. Then one pupil can prepare and read the little poem:

"Thy neighbor? It is he whom thou
Hast power to aid and bless,
Whose weary head and aching brow
Thy weary hand may press."

Another may bring post-cards or pictures of life in New Testament times. Another may tell another parable of Jesus.

ON LEARNING TO STUDY: A FEW SUGGESTIONS

By H. B. WILSON

Through my association with preparatory students the past several years, I have been strongly impressed with the fact that these young people have little or no idea of how to study. Nor is this ignorance limited to the lower classmen; their elder brothers too frequently manifest something of the same lack. Learning to read, as Carlyle puts it, is the chief business of the beginner and of the graduate in the university. In fact, when young people acquire the art of self-education, when they have truly learned to read or to study, they are then ready for their diplomas. The teacher can be of no greater service to the mental life of his students than to train and inspire them to become independent of him. The teachers who can most easily accomplish this are doubtless the most efficient.

It might be well to observe that the processes of learning and teaching are largely the same. The difference is not so much one of kind as one of degree. The mental attitude of the learner should be such that he is both teacher and student. As far as the ability lies within him, he should undertake his assignment of study with the sole view not only of making it clear to himself, but also of making it part of his mental equipment. As a rule, he will pass through practically the same steps in this process that he would in his endeavor to impart the same material to another. The main difference lies in the fact that as teacher his viewpoint should be vastly larger.

The negative side of learning and of teaching is largely the same. The weak points of one are the weak points of the other. Learning without plan is as ineffectual as teaching without plan. Cloudy, approximating notions on the part of the learner arrive at the same results as do similar notions in the mind of the teacher. In a lecture, Freeman, the well-known historian, aptly touched the subject by saying, "The difference between good and bad teaching mainly consists in this, whether the words used are really clothed with a meaning or not." The same comment may be fittingly applied to learning.

The motive on the part of the student is as necessary as it is on the part of the teacher. It should be well-defined and genuine. There are students who are Blimbers, Gradgrinds and Squeerses; who see just as little of the purpose of study and its value in the economy of life as did these celebrated schoolmasters with their distorted visions. Perhaps it will be years before the meaning of the opportunity of study dawns upon the student. Yet he is not a student until this revelation comes to him. He must experience his intellectual re-birth, or renaissance. Until he is intellectually introduced to himself, he may remain indefinitely in the college or university and yet not deserve to be designated a student. Until he can connect the matter in hand with life, can detect the relationship between the lifeless, listless statement of the printed page or the demonstration in the laboratory with human destiny, the name "student" should be held in abeyance. He must train himself to see the objects of his study bristling with suggestion and proposing in a highly thought-provoking manner problems with an intimate bearing upon the condition of real men and women.

In the preparation of a lesson there stand out rather saliently four guiding principles. These are not to be followed with the same deadening regularity with which some urge the Procrustean "five steps" of the recitation. They are modified and varied in accordance with the kind of lesson studied. Anyone readily appreciates that the student should really enjoy the preparation of a lesson in literature and that this enjoyment should be of a different kind

from that stimulated in the preparation of a lesson in bacteriology, cement study, or in the comparative values of fertilizers. He should enjoy each, but in a different manner. Consequently, the principles involved in the preparation of diverse types of lessons will not receive the same emphasis.

First of all, a student should seek to understand. There is no superstructure without this foundation. "Understandest thou what thou readest?" is an old, but ever-pertinent question. William Harvey comments on the idea in these words: "Those who, reading the words of authors, do not form sensible images of the things referred to, obtain no true ideas, but conceive false imaginations and inane phantasms."

The student should be encouraged to be honest with himself. He must be taught the habit of attempting to discriminate between what he knows, what he thinks he knows, and what he is sure he does not know. Such a mental attitude will be of great value to him. In one of his papers on higher education, the late President Harper deplored the lack of accuracy in the thinking of young people. Haziness of understanding leads to guessing and approximating, but not to clean-cut intellectual insight that will eventually be fruitful.

Life demands people who have formed habits of accuracy. In my judgment it is reckless pedagogy which tells a child that the answer to a problem is of little consequence as long as he has the principle. Inaccuracy on the part of the lawyer, the physician, the pharmacist, the train dispatcher, is fatal. These men not only should be accurate, but must be so. The social efficiency of the schools will never be enhanced by a spirit that allows and encourages the young people to acquire habits of carelessness and slovenliness in the workmanship done by either mind or hand.

The second step in studying is to systematize the material, or to give proper relationship to it. To illustrate: Everyone knows the difference between reading a solid, closely written page of history and reading a page properly paragraphed, with the paragraphs given a marginal heading. One page lacks perspective; the other clearly shows it. One shows what events stand out as primary and what follow as secondary; the other puts all facts and historic data on a par. It is imperative for the historian, whether he be teacher or writer, to set forth his subject in such an incisive and orderly manner that the reader easily and instantly sees what facts, what ethical laws, what sociological principles should be given prominence and what ones subordination.

So it is in studying a lesson. The true student is dissatisfied until he has brought order out of chaos and has given system and perspective to what at first seemed a somewhat unrelated mass of facts. To do this is an extremely exacting business, yet one unusually rich in its mental reward. It is an exercise that tests the student's sense of relationship, proportion and values. It cultivates in him decided habits of reflection. This will at once set him above his fellows who look upon studying and reciting as affairs of memory only.

After understanding and systematization comes association. In order to enrich his knowledge, the student should be taught to bring the newly acquired material into a large and vital relationship with other matter of a similar kind. If the assignment is The Rime of the Ancient Mariner, the teacher should not lose the opportunity of calling up other great "psalms of life," whose informing spirit is the music of charity. The Vision of Sir Launfal, A Christmas Carol, Marsh Song at Sunset, My Triumph, Ten Times One is Ten, and many other compositions of kindred themes, when associated with Coleridge's famous Rime, form a cluster that will result in increased pleasure and profit to the youth. Again, when one reads Bryant's The Poet, one finds interest in recalling Merlin, Saadi, A Vision of Poets, The Lady of Shalott, Popularity, A Musical Instrument, all

of which present the same informing idea. Then, there are the clusters of elegies, of nature-poems, of poetical expressions of the idea of pre-existence, and groups of other innumerable notions, which different poets have given their individualistic setting. The essay, the novel, the drama, the oration offer endless opportunities for building up vast resources by association.

In fields of work other than that of literature the possibilities for mental growth by association are no more limited. If the assignment is in the period of the Renaissance, one great book lover should recall another; Gutenberg's name should bring up Fust's; Rembrandt should suggest Rubens; Michelangelo, Titian, Correggio, Raphael should not be thought of as so many isolated names. The same principle likewise should be carried into questions of science. In fact, whatever the subject, the teacher should make the student see that knowledge without proper relationship to other knowledge is generally sterile and useless.

Last of all, there should be the remembering, or appropriating. After understanding, systematizing, associating, remembering will not be an impossibility. The first three processes will easily pave the way. It is well enough in this day when teachers are absorbed with the notion of developing intelligence by so-called problem questions not to lose entire sight of the memory. A well-cultivated memory, made flexible through wide associations, is one of the best allies a student may have. History is rich in the names of men whose greatness may have been due in a measure to remarkable memories. Certainly one cannot say just what Gladstone, Disraeli, von Helmholtz, Scott, Macaulay, Coleridge and others may have owed to the blessings of a good memory, nor would one be so unwise as to say that their work would have been equally prolific without this blessing. Possibly the popular advertisement is right in saying that one may have half the letters of the alphabet after his name and, because of his inability to remember, still remain a dunce. Let the intelligence-development lesson receive its proper credit, but no less let the memory have its share of attention. The world of affairs not only wishes men who can think, but it also wishes men who can remember.

Let the student, then, in his preparation of work feel the importance of understanding, systematizing, associating and remembering, and he will soon find his mental efforts taking on a new interest and himself rapidly growing independent of his teachers.

COLLECTING AND MOUNTING SEED

Farmers' Bulletin No. 586, U.S. Department of Agriculture

A collection of weed seeds should include those seeds of economic importance to the farmer. One of the first collections to be made should be samples of seeds of local weeds, especially those weed seeds such as clover or small grains and difficult to distinguish from them. Careful study of such weed seeds will help the pupils to detect adulterations and impurities of commercial seeds. Another collection should be made of the seeds of various crop producing plants, showing different species and types. Care must be taken to see that these samples are pure and true to type if they are to be any help.

A good plan for collecting seeds in the field is to place the seeds, as gathered, in ordinary paper envelopes, writing upon each envelope the name of the plant from which the sample is taken, with such other data as may be desired, such as date, locality, etc. Small cloth bags, such as those in which salt is sold, may be used instead of

envelopes, if desired, and they are less likely to become torn. If cloth bags are used, a slip of paper on which is written the necessary data concerning each specimen should go into each bag with the seeds. It will also be found convenient to have along a botanical collecting case, hand satchel, or box of some sort in which to carry the envelopes or bags containing the samples of seed.

All seed specimens should be carefully cleaned of all chaff and impurities before they are put into the receptacles in which they are to be finally kept. After being cleaned they should be treated with carbon bisulphide or formaldehyde, in order to kill any injurious insects or larvae which may be concealed upon them. This may be done by placing the seeds in a receptacle and pouring upon a piece of cotton placed on a saucer in this receptacle enough of the carbon bisulphide or formaldehyde to wet the cotton thoroughly, then closing the cover of the receptacle tightly so as to keep in the fumes. Great care should be taken not to use the carbon bisulphide near a fire, or to strike a match while it is being used, since it is very inflammable and may explode if not properly handled. The fumes of both carbon bisulphide and formaldehyde are very disagreeable and inhaling them should be avoided.

There are numerous methods by which seeds may be stored for use. The best method will depend upon the purpose for which the samples are to be used and the quantity of seed.

One of the simplest and most convenient methods of mounting samples of small seeds for study and display is to place the samples in small glass vials of 2 or 3 dram size, these vials being placed in a strong cardboard box arranged with a separate compartment for each vial. Vials with screw tops are better for this purpose than those with ordinary corks, since they protect the seeds more securely from insects. The vials should be labeled, each with the name of the kind of seed it contains, the place and date of collection and any other data desired.

If the cardboard box with compartments as suggested cannot be obtained, simple cases or holders of various kinds can be easily made which will serve the purpose very well. In one such holder the vials are held in place by means of shoe laces passed alternately over, then under, the vials and through the back of the box. Another holder which is especially convenient for use in carrying vials of this sort from place to place, but not so satisfactory for displaying them, can be made of cloth. In this holder strips are sewed upon a rectangular piece of cloth so as to form rows of pockets, each pocket being just large enough to receive one of the vials containing the seed samples.

When it is desired to preserve larger quantities of seed for future study or grains for experimental planting, larger glass bottles or jars with screw tops or ordinary fruit jars may be used. Of the different kinds of fruit jars those with glass tops which seal with wires will probably be best. However, the square glass bottles take up less space. A rack is convenient for holding these jars, but they may be placed upon tables or shelves if desired.

Another good scheme for making attractive displays of seeds is to place the samples under glass in boxes. Such a plan has also the advantage of affording good opportunity for the close examination of the sample without the necessity of handling it. The boxes for this purpose may be made in the manned described below.

When only small quantities of seeds are available for mounting, and it is desired to display the samples to better advantage than by use of vials, a convenient mounting rack is easily made as follows: Get a pane of clear glass about 10 by 12 inches in size (or any other size that may be desired) and two pieces of half-inch board of some soft light wood, such as poplar or basswood, of the same dimensions as the pane of glass or slightly larger. On one of these boards rule lines both ways, spacing

them about 1½ inches apart. At each of the intersections of these lines bore 1-inch holes through the board. Now nail or glue this board to the other one. Each of the holes in the upper board will then form a pocket in which a sample of seed or grain may be placed. A label with the name of the kind of seed and the place and date of collection should be pasted beneath each pocket. By arranging them in a form and color series, comparison and identification are facilitated. The pane of glass should now be put on to form a cover for all the pockets, thus holding the seeds securely in place. The glass may be held tightly over the pockets by placing the whole mount in an ordinary picture frame and fastening it in with nails. In the case of small seeds, sheets of heavy cardboard may be substituted for the pieces of board and the cardboard and glass may be held together by binding the edges with gummed paper, such as the ordinary passepartout binding, instead of putting the mount into a frame. By using smaller panes of glass, such as discarded photographic plates, numerous small mounts may be made which may be handed about in class. This method of mounting has another great advantage in that when mounted in this way the seeds may be easily examined under a microscope.

Seeds treated as previously directed and mounted in tightly closed vials, jars, or in the tight frames described will not be very likely to suffer damages from insects or other sources. As a further precaution, however, in the case of jars that are opened frequently, it may be well to drop into each receptacle a few moth balls. This will prevent insect attack for some time.

THE SOCIAL SURVEY BY SCHOOL DISTRICTS

A recent bulletin from the Wisconsin Experiment Station describes the unique idea of making social surveys of rural school districts; in other words, using the school children of the state to gather valuable information about agriculture. In Sauk County, Wisconsin, this work has been carried out quite completely and for the past two years every country school in that county has been making annual surveys of its school district. The results of these surveys are said to be most interesting from the standpoint of information gathered, and decidedly helpful not only to the school children, but to all the people of the county, who, from a study of agriculture in this way, become better posted as to its problems and needs.

A social survey simply means making a careful analysis of the interesting features about a locality, including a description of its resources, advantages and opportunities. It usually includes an inventory of the farms, the crops raised, live stock kept, industries such as creameries or cheese factories, churches and school buildings, silos and in fact any information that would be valuable to the people of that community. For instance, in Sauk County, the survey reports received showed that in 1913 there were 24 creameries, 29 cheese factories, 530 silos, 850 acres of alfalfa on 325 farms, 391 rented farms, 92 herds of pure-bred cattle, 404 automobiles owned by farmers, 32 rural clubs, 635 farm homes with pianos, 270 kitchens supplied with running water, 146 homes lighted with gas or electricity, 20 schools in the county supplied with Babcock milk testers, and 100 schools made ear tests of seed corn. These are just a few of the facts that the social survey discloses.

The idea of a social survey is not new. In fact, such surveys are very common where there is some means of providing for the expense of such a survey by state officials. The Wisconsin idea of utilizing the school for the gathering of this information is unique, however, and in our estimation decid-

edly practical. By the preparation of maps and the gathering of statistics, every pupil in that school learns to study the farm conditions in that school district; and it is a conceded fact that, when we interest children in any work, we interest also the parents and the teachers. It is only by studying the present conditions of agriculture that we learn to improve them.

We would like to see this idea of a social survey by school districts carried out by all the states in the Northwest. Proper co-operation of county superintendents and rural school teachers could easily bring this about, as the expense is slight and the work not difficult. If this mass of information could be collected it would be of tremendous value not only to the various localities but to the state at large. Comparison of farm with farm, district with district and county with county, such comparison based on the facts of a social survey is one of the quickest and easiest ways of improving agricultural conditions, for, as some one has said, the real need of agriculture today is to transfer the methods of the successful farm to the poor farm.

SCHOOL POETRY

The Western School Journal has more than once advocated that ornate expression by children be encouraged, rather than repressed, and has gone so far as to advocate the writing of poetry to develop in pupils an ear for rhythm, and a feeling for effective form of expression. It is with great pleasure we note that something of real value is being done in some of the schools of the province in this direction. In the St. John's Technical School a number of the young people have taken to writing poetry, and the result has been a surprise and a delight to both the friends of the school and the teachers. Below we present two little poems written by Regis McQuirk. It is an evidence of feeling and culture that pupils of the public schools should be able to write such poetry as this. The prize poems from the same school have already been published.

Realization

(A Sonnet)

We only know how precious are those days
  Of sunlight, when a white speck at the pane
  Wafts back the thought to nights of summer rain
And soft dawns breaking through a dewy haze.
When powerless are heaven's frost-flecked rays
  To pierce its icy mantle, once again
  The stream's low, softly soothing voice we fain
Would hear, and trace its wonder-hidden way.

Why is it that the lost note seems so sweet?
The golden morning best at afternoon?
  We scatter roses round a fallen head,
The poor grave shield from childhood's careless feet,
A grey stone raise—a ghost hand in the moon—
  And know how much we loved,—when he is dead!

Regis McQuirk, St. John's Technical H. S.

When I Was Young

(A Rondeau)

When I was young, the sun's full gleam
Was softer, and the grass did seem
To grow more beauteous at the morn;
And diamond dewdrops in the corn
Dripped till they made a fairy stream.

Oh! that I could but sleep and dream
A fleeting hour! Mem'ries teem
Through my old mind—Those days I mourn
When I was young.

Now, through the smoke, the day's first beam
Can hardly pass; and gold we deem
More lovely, though our faith is torn,
And from our lives the beauty shorn
That made earth's song an angel's theme
When I was young.

Regis McQuirk, St. John's Technical H. S.

CENSUS COMMITTEE REPORT

Your special committee, which in April last was authorized to arrange for and to supervise the taking of a census of all children between the ages of five and seventeen years, both inclusive, residing in the school district of Winnipeg Number One, as required under the provisions of the "Public Schools Act," and of the "Children's Act," beg to report the results of such census, with the figures for 1914 also given for comparison, as follows:—

School Census, 1915

Census of children between the ages of five and seventeen years, both inclusive:—

Males	17,334
Females	16,946
Total census for 1915	34,280
Total census for 1914	34,548
Decrease	268

Summary

	1915	1914
Age 5 years	3,199	3,186
Age 6 years	3,813	3,841
Age 7-13 years	20,056	19,780
Age 14-17 years	7,212	7,741
	34,280	34,548
Enrolled in Public Schools	24,750	23,463
Enrolled in Private Schools or other educational institutions	3,497	3,441

Not enrolled in any Public or Private or other educational institution:—

	1915	1914	1915	1914
Age 5	2,288	2,450		
Age 6	612	937		
Age 7-13	303	833		
Age 14-17	2,830	3,424		
	6,033	7,644	6,033	7,644
			34,280	34,548

The census was taken during the first week in May, seventy-three enumerators being appointed for this purpose. These enumerators were carefully instructed as to their duties and sworn to faithfully discharge the same, and each enumerator upon the completion of his return was required to take a declaration as to its correctness. Every child returned as a registered pupil in the public schools was ascertained to be so registered by the examination of the school registers.

In the case of children returned as registered in private schools or other educational institutions, the names of such children, together with the names of the private schools in which it was claimed they were registered, were forwarded to the Department of Education to be checked with the records of attendance as given by such schools. In regard to children of the ages of seven to thirteen years returned as not attending any public or private school or other educational institutions, the correctness of such returns were verified in each case by a second visit to the home. The details given indicate the completeness and accuracy in which the taking of the census was carried out.

While the census for 1915 indicates that the number of children enumerated is slightly less than the number enumerated for the year 1914, it is gratifying indeed to note that notwithstanding such decrease, there was a substantial increase in the number of children registered in the public schools.

Another gratifying feature as shown by the census returns is the substantial decrease as compared with the census returns for 1914 in the number of children of from seven to thirteen years of age returned as not attending any public or private school.

The total cost of taking the census and of checking and compiling the returns was $2,322.75, being slightly less than the cost of the census of the preceding year.

The Summer Science School

Who would not join the Summer School,
Where nature study is the rule?
Good-bye to books, farewell to man:
We follow good old Wordsworth's plan.
Her secrets Nature doth unfold,
While we trudge round by "wood and wold."
We chase the creatures scorpioid,
Likewise the ptylagonatoid,
And Cecidomyiidae,
That make the galls upon the tree,
And dainty fly with wings of lace,
That succumbs in the cheesecloth chase.
We try to figure out the law
By which the Lepidoptera
Love, some, to flutter in the sun,
While others flit when daylight's done.
We study all the things we see
On pond, on bank, on shrub, or tree—
The Thyreonoti, Bees, and Bugs,
The metamorphosis of Frogs,
The shards of Coleoptera,
The straight wings of Orthoptera,
Proboscis of the Diptera,
And half-wings of Hemiptera.

Trochanters, tarsi, tibiae
Of the domesticated flea,
Antennae, palpi, wings, and fins,
And Makers, Hosts, and Inquilins.

Nor in our search do we forget
The calamistrum, spinneret
Of the Arachnid poised on high,
Building his parlor for the fly.
And to our ken comes not amiss
The Hexapodian chrysalis;
Nor midge, nor mite, nor wasp, nor fly
Escapes the pedagogic eye.

The Meadow Sweet, the Meadow Rue,
Basidiomycetes, too,
Symphoricarpus, Clematis,
Erysimum, and Oxalis,
The Geum, and the Blazing Star,
Whose purple head attracts from far,
The Petalostemon, Galium,
The stoutly armored Xanthium,
Gailliardia, with its face so bold,
And Solidayo's head of gold,—
All things upon the ground that grow
We strive to find, we seek to know.

We learn the songs of things we hunt:
The locust's stridulation stunt,
The creaking cricket's scrannel song,
With rasping wings made all night long;
The rough song the cicada sings,
By rapid thrashing of his wings;
The cheerful chant of katydid,
The breathing hum of ciculid.

In science' interest, we are told,
Our maidens have grown wondrous bold:
Cynipidae they bravely grasp,
(They're second cousins to the wasp);
Now toadie dear deserts the sand
For Sadie's sympathetic hand;
The snake performs his loving twist
About fair Margaret's genteel wrist;
See how success in beetle chase
Brings smiles to Minnie's placid face.

When we have reached our home, sweet home,
And days of strenuous struggle come,
To wondering pupils gathered round,
With ponderous words of "thundering sound,"
We'll talk, and talk, and talk to show
How much we pedagogs think we know.

— J. Houston, M.A.

Methods

TEACHING MEASURES

By ELIZABETH C. WHITE

4 gills make one pint.
2 pints make one quart.
4 quarts make one gallon.

How many of us can read the above table aloud, without dropping into the singsong tone in which the relations of the above measures were learned? I remember the pride I experienced when I had mastered the tables of long, square and cubic measure; and could say them with a rapidity only equalled by my ability to recite the alphabet.

Our tables of measures were classed with the multiplication tables, and like them were abstractions pure and simple —at least to the greater part of us. A mile was a word, and presented no more definite idea of distance than one of the three hundred and sixty degrees that made that circumference.

Things have changed since then. These tables are no longer taught as we teach a song or a stanza of poetry. Each statement is presented as far as it is possible as a whole; and its relations to its companions are dwelt upon. The children of today will not be surprised at the number of their paces it takes to make a mile, as I was when a pupil in the normal school.

They will not gaze upon a series of measures, quart, half-peck, peck and bushel, and vainly try to choose the required measure, as I have seen young ladies in our normal schools do.

I think we will all agree in the fact that the teaching of measures can be made of great interest to children. Here they can indulge in their much loved activity. It admits of variety of action both by pupils and teacher. They can make their own tables to a certain limit by performing the actual measuring.

Of all childish play that of keeping store has the most attractions. We are a nation of merchants, and barter is dear even to the childish heart. This love of play can be utilized to advantage in the teaching of weights, long, dry and liquid measure.

There was a time when the scholar had to reach the dignity of the grammar school before he made the acquaintance of these tables. Now the work is started in lowest grade primary. Here the inch, foot, yard, quart and pint are taught, and many of the little ones become very expert in their calculations.

Plan of Lessons

I. Idea of measuring developed.
1. Use of measures.
2. Necessity for the use of measures.
II. General idea of the manner in which things or distances are measured.
1. Imaginary purchases in all the various tables.
III. Material for class.
1. Long measure.
(a) Enough wooden, or pasteboard square inches to supply class.
(b) Strips of a ribbon paper, a foot long, or wooden or pasteboard foot rulers with the inches marked.
(c) Yard tape measures, if convenient, one yard stick. Waste paper from ribbon rolls can be cut into strips a yard long, and marked with the inches to take the place of tape measures.
(d) Various strips of paper twine, ribbon, etc., of no definite length.
2. Liquid measure.
(a) Water.
(b) Pint and quart measure.
(c) Other vessels of larger size.

Lesson

"Children, I am going to keep a grocery store; you may come and buy from me. Who is ready?".

May—"I want a pound of sugar."

Harry—"I would like a barrel of flour."

Jane—"Please, Miss W., I want a half pound of tea." "I have other things that are not sold by the pound."

Ralph—"I want a gallon of oil."

Kate—"Please give me a quart of milk."

Sarah—"Mamma wants a pint of molasses."

"Just think, little ones, no one has bought any potatoes or apples, and my barrels are full."

Ida—"Please, Miss W., I want a peck of potatoes."

Willie—"Mother wants a bushel of apples."

"I am not going to be a grocer any longer. See, my store is changed. Here I have pretty cloth for dresses, aprons and coats, bright buttons and pretty ribbons. Who will buy from me now?"

A host of little purchasers are ready; they buy with eager eyes and moneyless hands yards of dress goods, flannels, ribbons and dozens of bright buttons.

"Mr. K., children, has built a new house; he also has a garden, but it is so near the street he wants to fence it off. How shall he know how much fencing to buy?"

"He would have to measure round his land," one little one volunteers.

"Now, children, you may be the storekeepers, and I shall buy from you. Please give me some tea." "How much?" asks my little merchant; "you must tell me how much you want." "Oh, yes; that is the reason we have to have pounds, so that the storekeepers will know how much we need. I would like some milk." Here again the puzzled child laughs at my stupidity and explains I must tell him how much I wish.

"I see, that is the reason we have quarts and pints."

By this time when I ask for cloth without giving the quantity the entire class are ready to tell me I must have a measure or else they cannot supply me.

We are now ready for the definite lesson.

"Suppose I wanted a piece of ribbon for Artie's new tie, how much should I buy?" "A yard." "Yes. But suppose I wanted only a small piece for Dolly's sash,—" "A half yard." "That would do, but suppose I wanted even a smaller piece than that, just enough to tie around my bell or make a mark for my book, how much shall I need?"

No one knows; yards and half yards they have heard about, but smaller quantities are unknown. "A piece as big as this," some one ventures, holding the little hands apart. "Ah! but I want to know just how much. This yard stick is too long; we must have something smaller. I will walk across the room. How shall I find out how far I walked?" "Measure it," says Eddie. "With what?" "With that stick," pointing to my yard stick. I measure and give the result.

"This morning I saw a fly walk across the book. I wonder how far he walked? See (taking up a small inch square), I have something here, a little measure, with which I can find just how far he walked."

Distribute inch squares to the class.

Each child may take the little measure he has on his desk. We call it an inch. Have class pronounce it. Take your inches. Look at them, see how long they are. See how wide they are. James, how long is that little piece of wood? Bessie may tell me. If I should give you a piece of ribbon just as long as that piece of wood, how much ribbon would you have? Place your inch on your slate. Draw a line just as long as your inch. How long is your line?

Draw a line without measuring, just as long as your inch. Test it. Is it too short? Too long? Make it just right.

Who will draw a line on the blackboard an inch long?

Deliver strips of paper to be measured. Care must be taken here, that the measuring is done correctly, and to insure this have a mark placed at the end of each inch, as your measure moves along the paper.

Have the number of inches in the

edge of a book, a card, slate, or piece of paper, estimated by the class. Then measure and have the answers tested.

Draw lines on the board of various lengths and have class estimate their length, each time correcting or verifying the answers by actual measuring by yourself or pupils.

You will find that your class will delight in measuring.

Require children to bring in pieces of twine, ribbon or paper, a certain number of inches in length.

The work on foot and yard may be carried out in a similar manner. Present the foot as a whole first, and not as a collection of inches. The same may be done with the yard. One thing, however, may be done as preparation for the foot and yard lesson. Ask the class to bring pieces of wood, paper or ribbon, that will just measure twelve inches, or that will contain just three feet or thirty-six inches.

Then they will see that they are learning a simpler name for a length already known.

Have spaces a yard, and also a foot and an inch long, marked on your blackboard, to remain during the year as reference.

Pint and Quart

The class will probably recognize the quart when first presented. There will be but little difficulty in teaching that.

Then teach the pint. Fill it with water before the class, and then fill your quart. It will take but few experiments to have the class see that two of the pints are required to fill the well-known quart.

With the lowest grade children, the practical questions must of necessity be limited to small numbers; but even then, if the above relations of measures are well learned and applied the work to follow will be much easier.

HOW TO TEACH LANGUAGE

By HELEN V. JORDAN

If our need of language is for the expression of thought, and thought is the result of observation and reflection, ought not language culture to mean something more than the study of words?

It is true that words are as necessary to the growth of thought as the brush or colors to the artist who would give distinct and visible form to the fancies which flit through his brain; and just as his ability to realize his conceptions is limited by his skill with the brush, so is our power to impress others with the truths which we see and feel measured by our mastery of words. But how is this mastery to be attained, of what is it the result?

Is not discrimination in the use of words merely an evidence of clearness of perception and fineness of insight? Is not every verbal distinction an index of some difference of thought or of feeling? Are not words the product of the thought with which they come and which calls them forth? Is not beautiful and forcible expression dependent upon one's power to see, to compare, to deduce conclusions? Is it not the result of delicacy of sentiment and depth of thought?

If it be, is not the primary purpose of a language lesson, as well as of any other, to call into action the mind of the child, to arouse and stimulate his powers of observation, attention and reflection?

Pleasure being one of the strongest incentives to effort, the first thing necessary to carry out this purpose is to give the child something about which it will care to talk or write, something which will arouse those faculties whose action must precede expression. If there is no interest in the subject there will be no motive for inquiry, nothing to induce mental activity or demand expression. If a child be given an object which it cares to examine, its curiosity will lead to close observation, this will result in

vivid impressions, and these in the ability to give a graphic description. A child will see much more in a picture which attracts its attention and awakens its imagination than in one at which it looks because it must. To choose subjects wisely we must forget ourselves and enter into the feelings of the children. We may like to study a picture of soft-toned harmonies and shadowy suggestions, but they will probably prefer one distinctly outlined and brilliantly colored.

When we give pupils a story to reproduce, let it be one which they will receive gladly and think of as a good gift worthy of being preserved. Mechanical skill will result more surely than if they feel that they are writing because they must have something upon which to practice spelling and capitalization.

Thought and expression are inseparable means we have of judging of the progress of a pupil, the only key by which we obtain an insight into his mind, should be carefully noted and considered. To fancy that we are making our pupils thoughtful because we wish them to be so, without any reason for "the hope which is within us," is but deceiving ourselves. If pupils have ideas they will be able to express them intelligibly. It will be a pleasure to them to do so. Vague, incoherent, disconnected statements are the sure indices of confusion of thought.

Some suggestions as to form of work may be needed occasionally, but when one or two neatly executed papers have been secured, the matter may usually be trusted to the pupil's appreciation of the beautiful in his own work.

Reading is indispensable in language work. Those who read, not for the sake of reading, or to fill their minds with facts according to the Gradgrind method, but to make the conceptions of the author their own, will acquire a command of language which would never result from direct word study. Lead pupils to realize that they must see what the words they read or hear read are intended to portray. Train them to form distinct mental pictures.

I may, perhaps, make my meaning clearer by describing briefly a lesson given to a class of primary pupils as an attempt in this direction.

Children, if I wished you to make me a picture of a school-house, in how many ways could you do it? Various answers were given, all of which could be included under drawing and painting. When they made no more suggestions, the teacher said: I have a picture of a school-house which looks very much like the one in which I learned to read when a little girl. The man who made it did so without using pencil, brush or colors. "Show it to us!" "How did he do it?" asked the children. Whittier's "In School Days" was then recited to the eager listeners. The instant it was finished one pupil exclaimed, "I know how he made the picture, he wrote a poem!" another said, "He used words instead of colors!" another, "He described the school-house." The impressions they had received were then tested and fixed by questions. How did the floor look? What was on the wall? What kind of seats did they have? What color were the little girl's eyes and hair? Why did the boy pull his cap low over his face? What made the little girl sorry? As the boy grew older did he find that those who got above him pitied him as the little girl did? Why not?

Their stories in prose upon the next day showed that what is clearly outlined in the mind can be reproduced without difficulty.

The practice of asking pupils to form sentences of words not associated with the subjects under investigation differs but little from the memorizing of definitions which need themselves to be defined. Suppose, however, a poem has been selected for a class to read, which contains some words they might not comprehend. You wish them to see and feel the beauty of the scene which the poet has painted. Let there be, then, some study of the words previous

to the reading, just as you would remove a curtain from the window before asking one to look at the view beyond.

Drawing is an important adjunct of good language work. That which we attempt to draw or make we observe most carefully, and can describe most accurately. History, geography, drawing and language are closely related, and the teaching of one makes easier the teaching of the other.

Suppose the subject of study to be the Indians. Let Whittier's "Funeral Tree of the Sokokis" be the reading lesson of one day. Have the places named in the poem pointed out on outline maps. In cost classes there will be one or two pupils who will have sufficient skill in drawing to place on the blackboard a sketch to illustrate the following stanzas:

"Around Sebago's lonely lake
There lingers not a breeze to break
The mirror which its waters make.

The solemn pines along its shore,
The firs which hang its gray rocks o'er
Are painted on its glassy shore.

The sun looks o'er with hazy eye
The snowy mountain tops which lie
Piled coldly up against the sky."

After the reading of the poem let the other pupils criticize or commend the sketch, their remarks being a test of the mind-pictures formed as they listened to the reading. Sometimes let different pupils illustrate parts of the same story, or all take the same subject and compare their work. The object is not to secure fine drawings. The effort to illustrate will result in more careful study of the author's conceptions. Pupils, whose hands have not been trained, may be asked to state what they think should be placed in a drawing to illustrate a given paragraph.

Prof. Osborn says, "When we begin to exercise our will-power upon our visualizing faculty, we take the first step toward gaining what may become an invaluable ally of study."

Let pupils tell or write the poem in their own words. Every effort to state clearly what we perceive results in making our own perceptions more vivid and lasting. In a class trained to habits of exact thought, and hence able to express themselves concisely, oral work may take precedence of written. With intermediate grades, who have little critical power, vague and hazy ideas will become clearer through the effort to state them on paper. With their written statements to refer to, they will detect errors in their own reasoning or inaccuracies of expression more readily than if you question their oral statements.

FIGURES IN ARITHMETIC

By THOS. M. BALLIETT

The mind grows by acting upon proper objects of thought. It is, therefore, of the utmost importance that the teacher should know at every step, while before his class, what the object of thought is, and what processes are going on in the minds of his pupils. If he has not the power of looking into the child's mind, and seeing what is going on there, while he is teaching, his work must necessarily be done in a blind and haphazard way.

Whilst this is very clear, it is not an uncommon thing at all, in the average school, for pupils' minds to be occupied with one thing, whilst the teacher assumes that they are thinking of something quite different. In geography, the children may be thinking of the map, whilst the teacher assumes that they are thinking of the country; or of a black spot on colored paper, whilst he assumes that they are thinking of London or New York. They may be

thinking of the word island, whilst he imagines they are thinking of the thing; or of the word cape, whilst he takes it for granted in his teaching that their minds are occupied with the thing. Now the word island, as an object of thought, is quite different from the thing. It is neither land, nor is it necessarily surrounded by water, and, therefore, is not very accurately described by the definition which the pupil is obliged to memorize. All children like geography, if the teaching makes them think of the surface of the earth.

Figures are arbitrary symbols representing numbers. They bear the same relation to numbers that words bear to the things they signify. There is no more resemblance between the number three and the figure 3 than there is between a turnip and the word turnip, or between a man and his name. The word oak is neither tall nor made of wood, and, by itself, would give a child a very inadequate idea of the tree. As the child cannot get a concept of an object by learning its name, so it cannot get a knowledge of numbers by studying the figures which represent them.

A child cannot possibly think of number unless he thinks of a number of things (using the word things in its widest sense). If the reader wishes to know what is in a child's mind, when he is supposed to be thinking of an abstract number, let him (the reader) try to think of the number five, without thinking of the word five, or any symbol of five, and without thinking of five particular things of any sort; what is then in his own mind may be the object of thought in the child's mind, when he tries to think of the same number in the abstract. In point of fact, however, children think of figures, and figures only, when they are supposed to be thinking of abstract numbers.

The proper objects of thought, then, for little children in arithmetic are numbers, not figures; and as they cannot think of numbers in the abstract, they must think of numbers of things. All children like arithmetic in a greater or less degree if the teaching makes them think of numbers, and it is to their credit that they all dislike it when they are made to think of figures merely.

After the pupil has thoroughly learned numbers there comes a time when he can think by means of the symbols of numbers (as he must in algebra) and need no longer think of numbers of things, but this time comes much later than is assumed in a good deal of the teaching in many primary schools, and in the construction of some of our courses of study, as well as in the make-up of many of our text-books on arithmetic. Objects are used at present in the majority of schools not so much to teach number as to explain figures, and after this is accomplished, their use is discontinued and figures and rules are taught instead of numbers and principles.

We heard a man of fine intellectual culture assert, not many months ago, that it was unnecessary "quibbling" to speak of a distinction between figures and numbers, that no teacher ever confounded the two. No one who is thoroughly familiar with what is done today in the average school could seriously make such a statement. We have seen not a few primary schools in which arithmetic (?) was taught as a game with figures rather than as a science of number. We have seen schools in which children of the second and third year's grade could not illustrate with objects all of the four fundamental "rules."

To such an extent have figures and numbers been confounded practically by teachers who theoretically clearly see the difference, that many of the "rules" put into primary arithmetics are based not on numbers, but on the symbols of numbers. If we should change from the Arabic to the Roman notation in our arithmetics, the language of the "rules" for addition, subtraction, multiplication and division would have to be materially altered. Let the reader make the experiment of multiplying or dividing numbers by means of the Roman notation and applying the rules as they are worded in our arithme-

tics, and see of how much direct help they will be. If the rules must change with the notation, it looks very much as if they were largely based on the language of number instead of on number itself. Whilst for practical purposes in business this is probably correct, for educational purposes it makes them valueless. From the extent to which they are made use of, as well as from the mechanical manner in which they are used in not a few schools still, it might be a legitimate inference that teachers even now at times confound figures with numbers.

A fraction is one or more of the equal parts of a unit. The language of figures in which fractions are expressed is no more to be confounded with fractions than figures are to be confounded with whole numbers. A child cannot think of a fraction except as he thinks of a part, or parts, of a thing. If fractions should be taught as means of thought-development, the proper object of thought is the fraction, and not its arbitrary symbol. If children are taught to perform operations with the symbols of fractions, "according to rule," without being able to show with objects what the processes mean, they are taught to play a game with figures that may at first perhaps, from its novelty, be interesting to a few, but that has very little connection with arithmetic as a science of number. If a teacher has been doing work of this kind, let him give his pupils apples, or pieces of paper, and ask them to cut them into parts to illustrate the following operations: $\frac{1}{2}—\frac{1}{5}$; $\frac{2}{3}\times\frac{3}{5}$; $\frac{3}{4}\div\frac{2}{3}$. If they can not do this, let him ask himself the question, what the object of thought is with his pupils when he teaches fractions, and whether they understand the above processes, if they can "go through with the analysis," but cannot illustrate the reasoning concretely. Let him ask himself the question whether he has not been confounding figures with numbers in his teaching, and whether he has not taught arithmetic on the principle that a child can learn the fragrance of a rose by exercising its sense of smell on the word rose.

If the reader wishes to see to what extent the rules for fractions in arithmetic are based on the mere language of fractions, let him cut an apple into two equal parts, then show that each half is the same as two-fourths by cutting it according to the rule that "multiplying both numerator and denominator by the same number does not alter the value of the fraction." Let him take one-fourth of an apple and multiply it by two by dividing the denominator. Let him take two-thirds of an apple and multiply it by three-fourths, by multiplying the numerators together for a new numerator and the denominators for a new denominator. Let him add one-third, one-fourth and one-half of an apple, according to the rule in his arithmetic for reducing fractions to their least common denominator and adding them, cutting the parts into smaller parts, showing the application of his rule, and looking up his numerators and denominators, both old and new, as he performs the operation. Let him also take two-thirds of an apple and divide it by two-fifths of an apple, according to the rule for division of fractions, i.e., let him cut two apples of equal size into parts, so that from the one he gets two-thirds, and from the other two-fifths; then let him take the two-fifths, invert it, "and proceed as in multiplication of fractions."

Let the reader now imagine the notation changed, so that instead of writing one-half in figures, with a numerator and denominator, we should have one-half denoted by the letter a, one-fourth by b, one-third by c, etc. Now let him multiply one-half by one-fourth with these symbols, by multiplying "the numerators together for a new numerator, and the denominators for a new denominator"; or let him divide one-half by one-third with these symbols, by inverting the divisor and proceeding as in multiplication of fractions.

All this shows that the statement of the rules for fractions in our arithmetics is not based on fractions, but on

the language of fractions. If we were to adopt a different notation, their mode of statement would have to be materially changed, and some of them would probably drop away entirely.

For practical purposes in life these rules are perhaps what they should be, giving us, as they do, directions as to how to obtain a result, without reasoning with things, by means of a trick with figures. But in education, where the primary motive is to develop thought, and where the proper object of thought is the thing itself, and not the symbol which denotes it, they are, to say the least, of very little value. They are so widely abused by injudicious teachers that they do positive harm in many schools. After children have been thoroughly taught fractions concretely, so that they can illustrate any process readily with objects, then these rules could be given to them as devices by which results can be reached without thinking of things. But as long as children must think in things (which means, as long as they do not understand fractions thoroughly), such devices, based on the mere language of fractions, stand in the way of thought-development. They prevent a large number of children today in our schools from getting a clear, thorough knowledge of fractions, and produce in them a dislike for arithmetic.

Experience has shown that children can learn fractions just as early, and with as much ease and facility, as whole numbers. As soon as they know two and three they can be taught halves and thirds. There is no reason why the teaching of fractions should be postponed as long as is assumed in some of our text-books on arithmetic. Nearly all the difficulties that teachers meet with in teaching fractions do not properly pertain to fractions as such, but grow out of the language of fractions, and are greatly enhanced by the fact that teachers often attempt to begin the teaching of fractions by teaching the language in which they are expressed before they teach the fractions themselves.

In nearly all the schools objects are used to illustrate the idea of a fraction, and the meaning of the terms numerator and denominator, but not to teach the processes of addition, subtraction, multiplication, division, and reduction. The consequence is that the processes are performed, for the most part, mechanically, "according to rule." The popular notion that fractions are more difficult to understand than whole numbers, and that children must study whole numbers for a year or two before their minds are sufficiently mature to understand fractions—a notion that has crept into many of our text-books on arithmetic—shows to how great an extent, by common confession, it is practically admitted that the language of fractions, and the rules based on it, stand in the way of the children's thinking.

HOW TO PRONOUNCE

The following rules are taken from How Should I Pronounce?

General Rules

1. Learn to distinguish the elementary sounds so as to easily recognize them when heard.
2. Practice upon each elementary sound until it can be easily produced.
3. Practice upon the more difficult combinations of sounds.
4. Practice upon words difficult of articulation.
5. Learn to spell words by sound or phonetically.
6. Become thoroughly acquainted with the diacritical marks in the dictionary that you are in the habit of using.
7. Form the habit of consulting the dictionary in all cases of doubt.
8. Carefully study some manual upon the subject.
9. Habitually observe the pronunciation of others.

Specific Rules

1. Observe that c and g are generally soft before e, i, and y, and hard elsewhere.

2. Observe that the combinations ch, gh, ph, th, must generally be regarded as single consonants.

3. Observe that ci, si, ti, before a vowel, generally have the sound of sh.

4. Observe that a vowel, followed by a consonant in the same syllable, is generally short.

5. Observe than n before k and g hard generally equals ng.

6. Observe that the sub-vocal th and the aspirate th are to be carefully distinguished, as in thy, thigh; with, withe.

7. Observe that e in ed final is often silent, as in famed; but in many adjectives it is pronounced, as in learned, beloved, winged, blessed, aged. The e is silent, if these words are used as verbs or participles.

8. Observe that some words of two syllables are used both as nouns and as adjectives, and that to distinguish between these we accent the nouns upon the first syllable, and the adjectives upon the last, as in in'stinct (n.), instinct' (adj.). (Exceptions: a-dept' (n. and adj.), Web. and Wor., and ex-pert', Wor.

9. Observe that in quite a number of words of two syllables the same word is used as a noun or adjective on the one hand, and as a verb on the other. To distinguish between them, it is the custom to accent the nouns and adjectives upon the first syllable and the verbs upon the last, as con'-vert. (n.), con-vert' (v.).

10. Observe that the vowel sounds in unaccented syllables are apt to degenerate into the sound u. This is a very common tendency, especially with uncultivated speakers, and should be carefully guarded against.

In regard to unfamiliar words the author says: "Divide the word into as many syllables as there are vowels. A single consonant between two vowels should generally be placed before the second vowel, but in accented pre-penultimate syllables it is often placed after the first. Two or more consonants, occurring between two vowels, should be distributed between them. As to accent, one will seldom err if he places it upon the syllable that will render the word easiest of utterance."

THE CHILD AND THE BIRD

"Oh, where are you going, my dear little bird?
And why do you hurry away?
Not a leaf on the pretty red maple has stirred,
In the sweet golden sunshine to-day."

"I know, little maiden, the sunshine is bright,
And the leaves are asleep on the tree,
But three times the dream of a cold winter's night
Has come to my children and me.

"So, good-bye to you, darling, for off we must go,
To the land where the oranges bloom,
For we birdies would freeze in the storms and the snow,
And forget how to sing in the gloom."

"Will you ever come back to your own little nest?"
"Ah, yes, when the blossoms are here,
We'll return to the orchard we all love the best,
And then we will sing to you, dear."

—Margaret Sangster.

For the Month

Memory Gems

Thanksgiving makes a crust sweet; the absence of it makes even turkey taste bitter.

If gratitude is due from children to their earthly parents, how much more is the gratitude of the great family of man due to our Father in heaven!—Hosea Ballow.

Some hae meat that canna eat,
And some would eat that want it,
But we hae meat and we can eat
So let the Lord be thankit.
—Burns.

He who thanks but with his lips
Thanks but in part,
The full, the true Thanksgiving,
Comes from the heart.
—J. A. Shedd.

THANKSGIVING DAY

When the first settlers came to this great continent of ours, they faced the known dangers of cold and starvation, and the unknown dangers from hostile Indians and wild animals. With the courage that had brought them from the homes where they suffered persecution for their religion, they fought and overcame these difficulties, and the November after their first harvest they decided to hold a great public thanksgiving and invite to it all the friendly Indians who surrounded them. A certain Thursday was set for the feast, and the day broke cool and hazy, with a warm, bright sun mounting into the heavens. Long tables were spread under the trees, and at these the settlers and their guests breakfasted, and then attended the service at their rude little log church. It was a service with a sermon three hours long, so you may see that these people felt that Thanksgiving for their blessings could not be celebrated only at the table as many people seem to think now, but that before the feast thanks should be given to God, who had blessed them in this great undertaking, and had given them crops and helped them to endure. After their heartfelt and sincere thanks had been reverently rendered the great harvest feast took place. The long tables were loaded with wild turkey, pots of stew, made of wild birds; puddings and pies, nuts, fruit, and vegetables, and popped corn, a delicacy presented by the Indians.

In memory of this first Thanksgiving festival in America the American President appoints a certain Thursday in November to be kept as a National Thanksgiving. This is the great American holiday of the year, rivaling Christmas as a day of family re-unions.

In Canada the national Thanksgiving

Day for the blessings of the harvest is appointed by the Dominion Government in October. This year the date being Monday, the 11th, giving people a pleasant week-end holiday. And surely today in Canada we have many causes for thankfulness. Only yesterday, walking down the street, I noticed a large sign in a florist's window, "Britannia Rules the Waves. And because of this we have now our regular stock of bulbs from France and Holland." What a wonderful commentary on England's greatness! The high seas open to the neutral nations and to Britain's Allies, not only for necessities, but for the beauties and luxuries of life! Freedom in thought and action under the British flag, protected by millions of loyal sons. Have we not a country whose towns and elevators are filled to overflowing with the greatest factor of the world's wealth—grain? A country of people saddened by war's ravages in their hearts, but whose homes stand untouched in the sunshine of the prairies, and whose people pass unscathed on their daily occupations. Surely we can be thankful for the chance to help and the power to give to the Old Land, that has mothered us all these years! Surely we are thankful for the smiling peace of the autumn landscape, and for the sure hope that rises insistent over every seeming trouble that though "the end is not yet," peace will soon come to our land, and the troublous kingdoms of Europe through all the smoke of battle. Then will be the great Thanksgiving of the world. But even while we wait in the shadow of war for peace again, waiting, let us work, and working let us pray, not alone for the things to come, but prayers of thankfulness for the things that have gone and the blessings we have enjoyed.

THE STORY OF MRS. COCKLE BURR AND FAMILY

By ENID N. GRIFFIS

Once there was a lady called Mrs. Cockle Burr. She was one of a large family, and lived with her relatives a little distance from a large city. She was not a pretty woman, in fact, was, most people thought, a very ugly one. She had long, thin arms and very large, rough hands. She had not only one pair of arms as we have, but not less than six pairs, and each arm, instead of having only one hand, had often more than ten.

Mrs. Cockle Burr had a very large family of little Cockle Burrs, who loved her very dearly. They did not mind that their mother was not as pretty as some other mothers. They knew the more long arms their mother had, the more cuddling they would get; and the more hands the more good food they would get, as it is these large hands Mrs. Cockle Burr uses to gather food for the babies. Mrs. Cockle Burr loved her children dearly, too, and was always seen holding the little ones in her arms. She sometimes had as many as twenty on one arm.

These little Cockle Burrs were fat, healthy looking children, but instead of having soft, smooth skin as you have, they were covered with sharp hooked bristles. On the top of each little head was a pair of larger, stouter bristles, which kept the city children from annoying the Cockle Burr babies.

As the long summer days passed the Burrs grew taller and stronger, and when autumn came the children were full grown, each being about one inch high. With the coming of fall the children became restless and showed signs of wanting to leave home and mother, and venture out into the world. Some did break away and sat patiently waiting until something should happen which would help them to begin their journey.

Meanwhile, the sun had turned the children's bright green cloaks to a brownish color, and the bristles on their

skin became very sharp and stiff. One of the little Cockle Burrs turned much browner than the rest, so she was named Brownie. One day Brownie (who was very mischievous and fond of adventure) saw a large shaggy-looking dog coming down the path near their house, and thought to herself, "Now, if he will only come this way I will catch on to his rough coat with my little hooked bristles and oh what a lovely ride I shall have. I will see another part of the world altogether." Sure enough, Collie passed that way, and little Brownie barely managed to get a firm hold when away went the dog after a cat which crossed the path at that moment. Little Cockle Burr's heart beat quickly and her hair stood straight up on her head with fright. The chase soon ended, however, as pussy quickly climbed a tree, and Collie, in a very bad temper, and panting from his hard run, walked down to the edge of a small pond and began to drink.

Brownie was now very much afraid that she was going to be drowned, so stuck her hooks farther into the dog's coat and clung on tightly. Collie soon felt this and, seating himself a little distance from the edge of the water, scratched so hard that Brownie's hold was loosened and down she fell into the cool, moist earth. At first she was frightened, but she soon became used to the darkness, and being tired out after all her adventures, fell into a deep sleep which lasted all winter.

The next spring she awoke, and helped by the kind sun and gentle rains, grew and grew until she became a fine, strong plant, just like her mother. She, too, had a large family of little ones, and she often told them the story of how she left home, and warned the children not to be in too big a hurry to leave their mother.

When Father Takes Me For a Walk

When father takes me for a walk
  It makes me glad all day;
He puts his hand in mine and says:
  "Now, captain, lead the way."

I take him to the chipmunk's hole,
  To ponds where fish are thick;
And where the big boys dig for bait,
  He whittles me a stick.

And makes a willow whistle, too,
  That we take turns to blow;
We scatter petals in the brook
  And wonder where they go.

Then, when we're tired, we start for home,
  And talk of lots of things—
Why mother has such cuddly ways,
  Why birds and bees have wings.

And father talks of business, too,
  And asks me my advice.
Now, wouldn't you, if you were there,
  Think walks like that were nice?

—Louise Ayres Garnett.

Children's Columns

In October

October morning! How the sun
Glitters on glowing shock and sheaf.
On apple crisp with mellow gold,
On wonder-painted leaf!
October morning! Look, the moon,
Like one in fairy lands benighted!
Frost out-of-doors bites sharp; within,
Good, our first fire is lighted.

—Piatt.

EDITOR'S CHAT

Dear Boys and Girls:—

"Nut-brown October," with its hazy days and crisp moonlit nights, has come again. How fortunate we are that in every month there is some special beauty to give us pleasure. We are not among those fortunate people who can gather apples, grapes, pears and peaches this month. Neither can we find any nuts dropping from their rough coats (except the humble hazel nut, sweet, but wormy), but we can revel in fresh, beautiful air; in the gorgeous colorings of the leaves; in the early-morning nip of Jack Frost, in the rush and hurry of the Fall, and in the keenness of appetites whetted by the bracing air. This is the month of fulfilment. The month of barns and granaries filled to overflowing; of cellars crammed with barrels of apples and potatoes, with boxes of celery, beets, turnips and all the tribe of winter vegetables; of shelves groaning under their weight of juicy preserved fruits; of safely stowed crocks of yellow butter, glistening with grains of salt and water; of baskets and boxes of eggs safely tucked away in paper coats, or snuggled into sawdust, or buried in water-glass. The month of evening fires, and sweet purple grapes, and snow apples, and pumpkin pies, and mellow sweet potatoes. The month of months for jokes and tricks. Also it is the month when we give thought to next spring and plant our bulbs that will brighten our rooms and gardens in the far-off days of March and April. What wonderful things those little brown bulbs are! Pick one up and examine it. It is round and brown and insignificant, looking like an onion. If you cut it you will find it composed of layers of juicy flesh. "Very dull and uninteresting," say you. But plant this little brown bulb in the cold October earth, leave it to be nursed by rough old Father Winter. Let the coldest winds blow, the deepest snow fall, let Spring come, the rain fall, the sun come out, and presently above the soil will appear a green sprout, and it will grow and grow until in spite of cold and wind it opens out, and there, cuddled down between the two slender, juicy leaves, is a gorgeous scarlet tulip, or perhaps a white one! Or a beautiful hyacinth shedding perfume from every fairy bell! If you wish to share in this spring beauty inside and outside your school, persuade your teacher to let you make up a little fund and send to the Department of Education and get some bulbs. Particulars as to where and how they may be bought, and for what price, will be found in the September Bulletin, which your teacher has received from the De-

partment of Education. Even a dozen tulip bulbs will give you a bright little spot by your schoolroom door, and each bulb, if undisturbed, will multiply and so bring you more every year. How you will love watching for the first green tips after the cold winter is over! And then plant some narcissus and hyacinths for the schoolroom. Follow the directions given for planting and tending bulbs, keep them in a cool, dark place at first, and in early spring you will have flowers any millionaire would be proud to own. Farther on in this page you may read the pretty story of poor Narcissus. This, as you know, is only a myth, but we are sure you will be interested in this beautiful being who was turned into such a sweet, white flower.

PRIZE COMPETITION

The prize for the story of "How We Formed Our Audubon Society" is given to Eva McGowan, of Silver Stream School, for a well written story we are sure you will be glad to read. The Editor was delighted to learn that so many of you have banded together to help and protect our little Brother Bird, and we will give you an idea what the Chater School has done in this way. The children of this school have formed a Society with thirty members. They have sent to New York for the pretty button which they wear at their meetings, held every Friday. They have also obtained all the information possible from the Agricultural College and the Secretary of the Winnipeg Society, Mr. Wallace. This is the way to do, boys and girls. Are there not more of you who love birds, and would like to help to keep them happy and fearless in this Canada of ours? Let us hear from more of you. We always want letters. Wake up; don't let your school get behind in this great movement.

Next month our prize will be given for the best story on the Prairie Chicken. Watch these quaint gray birds. Tell us what they look like, how they fly, what their nests are like, what they eat, how they protect their babies, and all the other interesting things we want to know.

Honorable mention is given to Kathleen Skilton, Eileen Abey, Harry Taylor, Muriel Abey, Frank Taylor, Chater School; and Beatrice Grantham, Eunice Grantham and Viola Jefferson, Silver Stream School; Katie Melvin, Robina Melvin, John Wicks, Wicks School, Pierson, Man.; Vera Dewart, Stockton, Man.

How We Formed an Audobon Society in Our School

On August the 27th we held our first meeting. We call our Society the Belgian Audubon Society, because we thought the Germans that robbed and killed the people of Belgium were like the robbers that rob and kill the birds.

Our motto is: Ever Faithful.

We open our meeting with a song or hymn. We took a pledge, and this is what it was: We solemnly promise to protect all useful birds.

Those that have not joined yet and wish to become members will have to be initiated by being blindfolded and sing a song in front of those that are members.

I am going to tell of how we are going to protect the birds. We are going to put boxes for the birds and make cat guards, so the cats cannot meddle with the birds.

At our next meeting we are going to have a debate on, Should the crow be protected?

Eva McGowan, age 12 years,
Silver Stream.

ECHO AND NARCISSUS

The lovely and talkative nymph Echo lived free from care and whole of heart until she met Narcissus, hunting in the forest. This frivolous young lady no sooner beheld the youth, than she fell deeply in love with him, and was proportionately grieved when she saw that he did not return her affections.

All her blandishments were unavailing, and, in her despair at his hard-heartedness, she implored Venus to punish him by making him suffer the pangs of unrequited love; then, melancholy and longing to die, she wandered off into the mountains, far from the haunts of her former companions, and there, brooding continually over her sorrow, pined away until there remained naught of her but her melodious voice.

The gods, displeased at her lack of proper pride, condemned her to haunt rocks and solitary places, and, as a warning to other impulsive maidens, to repeat the last sounds which fell upon her ears.

Venus alone had not forgotten poor Echo's last passionate prayer, and was biding her time to punish the disdainful Narcissus. One day, after a prolonged chase, he hurried to a lonely pool to slake his thirst.

Quickly he knelt upon the grass, and bent over the pellucid waters to take a draught; but he suddenly paused, surprised. Down near the pebbly bottom he saw a face so passing fair, that he immediately lost his heart, for he thought it belonged to some water nymph gazing up at him through the transparent flood.

With sudden passion he caught at the beautiful apparition; but, the moment his arms touched the water, the nymph vanished. Astonished and dismayed, he slowly withdrew to a short distance, and breathlessly awaited the nymph's return.

The agitated waters soon resumed their mirror-like smoothness; and Narcissus, approaching noiselessly on tiptoe, and cautiously peeping into the pool, became aware first of curly, tumbled locks, and then of a pair of beautiful, watchful, anxious eyes. Evidently the nymph had just concluded to emerge from her hiding place to reconnoiter.

More prudent this time, the youth gradually bent further over the pool; and, reassured by his kindly glances, the nymph's whole head appeared. In gentle tones the youth now addressed her; and her ruby lips parted and moved as if she were answering, though not a sound came to his ear. In his excitement he began to gesticulate, whereupon two snowy arms repeated his every gesture; but when, encouraged by her loving glances and actions, he tried once more to clasp her in his arms, she vanished as rapidly as the first time.

Time and again the same pantomime was enacted, and time and again the nymph eluded his touch; but the enamored youth could not tear himself away from the spot haunted by this sweet image, whose sensitive face reflected his every emotion, and who grew as pale and wan as he,—evidently, like him, a victim to love and despair.

Even the shades of night could not drive Narcissus away from his post, and when the pale moonbeams illumined his retreat, he bent over the pool to ascertain whether she too were anxious and sleepless, and saw her gazing longingly up at him.

There Narcissus lingered day and night, without eating or drinking, until he died, little suspecting that the fancied nymph was but his own image reflected in the clear waters. Echo was avenged; but the gods of Olympus gazed compassionately down upon the beautiful corpse, and changed it into a flower bearing the youth's name, which has ever since flourished beside quiet pools, wherein its pale image is clearly reflected.

Selected

The Master of Men

O Master of the calloused hand,
The workshop and the bench and plane!
We know that Thou can'st understand
Our hopes, our labor, and our pain,
We see the drops of honest sweat
With which Thy hardy face was wet,
And in Thy beauty-loving eye
The craftsman's kindling pleasure glow,
To see the finished work put by—
The joy that patient workmen know;
We answer gladly to Thy call,
O Master Workman of us all!

O rugged Master of the hills,
The desert land and the storm-swept sea!
Our eager heart responsive thrills
In our enlarging thought of Thee.
Thou lovedst well the open road,
The pilgrim staff, the pilgrim load,
As o'er the hills of Palestine,
Beneath the parching eastern blaze,
Those eager, tireless feet of Thine
Trod joyously the crowded days
To minister to human need,
Thou Saviour of the world indeed!

O Master of the fearless tongue,
The keen invective, and the lash
Of flaming truth that seared and stung
The hypocrite with blinding flash!
No coward heart was in the breast
That John, beloved disciple, pressed—
Though tender as the healing touch
A mother gives her restless babe.
To every soul that needed such
A loving hand upon it laid.
Ply once again thy cords of scorn,
O Wearer of the crown of thorn!

O Master of the common weal,
The shop, the field, the market place,
Thou knowest all the pangs we feel,
Thou knowest all our need of grace;
And where the world's injustice goads
The weary on the climbing roads,
Stoop once again with tender voice,
Though clanging discord fills the air,
To whisper hope and bid rejoice
All who the world's oppression bear,
O Master of the toiling clan,
Thou Son of God! Thou Son of Man!—George Edward Day.

All Hail to the Teacher

All hail to the teacher, the every day preacher,
Who spreads out her sermons through moments and hours,
With judgment judicious and manner propitious,
Rough-hewing young ideas and shaping their powers.

Not only on Sunday, but, starting with Monday,
Her sermons continue till Saturday night;
Her torch not a flicker, but stronger and thicker,
And lasting much longer to give forth its light.

The pastor in preaching and Sunday school teaching
Condenses his labors to part of the day;
But teachers as preachers are broader-gauge reachers,
And tick on like clocks from September to May.

They spread out the knowledge absorbed at some college,
Diluted to suit every infantile brain,
And into youths fickle let true wisdom trickle,
Thus filling same pitchers again and again.

Their learning is various, and in soil precarious
They scatter the seeds of a learning immense,
To harvest long after deep groaning or laughter,
Light weeds or the sound grain of good common sense.

She weighs out her potions to fit needs or notions
Of children who differ, from fairies to fools;
In order to hit them and properly fit them,
Her skill must adjust countless methods and tools;

Brains built in all sizes and full of surprises,
Queer angles and tangles, wit twisted by will,
The teacher must measure, then dole out her treasure,
Each noddle correctly to fit and to fill.

Not easy her mission to mould her tuition,
In order these warped twigs in wisdom to bend,
Their naked souls draping, well shingling and shaping
To perfected patterns each child's latter end.

So hail to the teacher, the every day preacher,
Who gives to each urchin a pass to the sky;
Her sermons, well knitted, are skilfully fitted,
Her thoughts are fast colors, her rest by and by.

J. Edgar Jones.

Temple of Fame

Three riders set out for the Temple of Fame,
Each booted and spurred and equipped the same.
The first rode forth at a rattling pace,
Like a jockey who wins an exciting race.
The second sets out with caution, slow,
That, when need was, he might faster go.
The third rode steadily, quietly on.

And which do you think will the winner be;
The hare, the tortoise—or number three?

The first one soon broke down, of course,
He saved his saddle, but lost his horse!
The second met the regular fate—
Dallied too long, and was just too late!
The third I grieve, and regret to say,
Did not get there—for he lost his way.
He thought too much of his regular trot,
To look at sign boards he quite forgot.

See how strangely things befell!
Another—not thinking of fame at all—
Who was on his way to the breadfruit tree,
To provide for a wife and children three,
Went straightway into the Temple of Fame,
And innocently asked its name!
They answered him. With a quizzical face,
He remarked, "It's a most uncomfortable place!"
Then he went to the breadfruit tree,
And home to his wife and children three.

The moral? Well, if you can find it,
Write it out—for I shan't mind it!

MANUAL TRAINING IN EVERY SCHOOL.

(a) The most common complaint against our common schools is that they do not educate; that the work is not practical; that pupils going out from them can do nothing without their books; that they are not skilful with their hands, are not even good writers. On the work of a majority of our schools, these are just criticisms.

(b) In only a very few of them can the necessary equipments for manual training be furnished.

(c) The faults mentioned can be remedied in any school.

(d) To do this requires only thoroughly earnest, wideawake teachers, who know what education is, and by what means it is secured.

(e) This can be done only by training not one, but all the faculties.

(f) As the ear can be trained to detect variations in sound, as the eye can be trained to see differences not at first discernable, so the hand can be educated till it will not only execute, but help to develop every thought of the mind.

(g) For this purpose, long before he goes to school, but particularly when he is first placed under charge of a teacher, the child should be set to work with his hands.

(h) No teacher should be employed,

for a day, who has not invention enough to take some system of drawing and set the child to putting his ideas into "form." Any teacher can procure sand or loam, and show him how to put his plan lessons into concrete form. Any teacher can learn to fold paper and then teach it. Any teacher can himself learn and then help his pupils to learn how, with shears, to cut out forms from paper or cloth—any one can show a child how, with a dime's worth of colored paper, to paste innumerable pretty forms. Another dime's worth of small wire nails of different sizes, a few empty boxes from the grocer, and a hammer and saw, which can be procured anywhere, can, in willing hands, be turned into many forms to illustrate lessons; and a teacher, not afraid of soiling his hands, can, in almost any place, procure clay for modelling, or enough can be purchased at any pottery for tweny-five cents to make a hundred objects to be drawn afterward with the pencil.

(i) Writing should be taught from the very first.

(j) Every problem in arithmetic should, if possible, be illustrated; every reading lesson that presents a picture to the mind (and none other should be used in the first four years) should be brought out upon the blackboard, and no geography lesson should ever be recited till it has been represented on sand or on paper.

This is a kind of manual training that can be had in any school that employs competent teachers.

In conclusion, two things are in our way; too many of us are "Gradgrinds" making "Sissy Jupes." It is "Facts! facts! facts! remember! remember! remember!" not "Think! do!" that we are saying; and it is so much easier to row a boat that is tied fast to a dry dock, than to venture out from shore, and do some exploring on our own hook.

School News

Where Teachers are Working

Dauphin.—W. J. Henderson (principal), Messrs. B. Gunne, M. Macdonald, E. Cadman, A. Johnston, W. Johnston, R. Wilson, F. Neithercut, E. Myers, I. Kellington, I. Weatherhead, J. Riddell, G. Caldwell, M. Cuthbert, M. Neithercut.

Carman.—Norman B. Tufts (principal), Miss A. Weir, Geo. W. Campbell, Misses L. Critchley, M. McKee, G. McIver, L. Snydal, E. York, Stella Morrison.

Elkhorn.—L. Kestenbaurn (principal), F. M. Watts, Misses K. Kilpatrick, L. Stubbs, J. L. Strang.

Resten.—L. T. Hayward (principal), Misses C. Poyser, L. V. Hicks.

Normal Schools

(a) There are Third Class Normal Sessions of 15 weeks duration in operation at the present time in Brandon, Portage la Prairie, Manitou and Dauphin. The principals are Messrs. B. J. Hales, T. M. McGuire, E. H. Walker and J. W. Gordon respectively. These classes opened on September 1st.

(b) There is a Second Class Normal Session being held at the present time in Winnipeg. This course lasts for 6 months and Dr. W. A. McIntyre is the principal.

(c) A Third Class Normal Session will open in Brandon on January 4, 1916. The list for this course is already filled. The course lasts for 15 weeks. Mr. B. J. Hales is the principal.

(d) There are long courses of Second Class Normal in Session at Brandon and Winnipeg at the present time. These courses last for 10 months and are open to students with

Grade XI. or higher non-professional standing and no previous Third Class training. Students receive at the end of the course a Second Class professional interim certificate valid for two years and made permanent on the recommendation of the Inspector. Mr. Hales is in charge of the Brandon course and Dr. W. A. McIntyre of the Winnipeg. There are Second Class Normal Sessions of 6 months duration opening in Winnipeg and St. Boniface (over-flow from Winnipeg class) in January, 1916; also a class of the same kind and length opening in Winnipeg on July 18, 1916. The lists of these classes are already filled.

Inspectors' Meeting

One of the most important events in educational circles in the past month was the meeting of the full Inspectoral Staff of the City of Winnipeg, on the 16th and 17th. Among the subjects discussed were: The Retardation of Pupils; the Bi-lingual Question; Geometry vs. Geography in Grade VIII.; The Teaching of History and Geography; and The Equipment of the Schoolhouse. One whole evening was given to an informal conference with the Minister of Education, during which most of the problems of administration were freely discussed.

Trustees' Meeting

On the 16th of September the executive for the Trustees' Association met in Winnipeg. Plans were discussed for their organization, and for the extension of their operations. One evening was given to discussions with the Minister of Education, the results of which appeared to be eminently satisfactory to all parties.

Brandon Notes

The following resigned from the staff during the summer vacation: Miss Winifred Nairn who has returned home to Truro, N.S.; Miss Ada Davis, who has gone home to Edmonton. Both these ladies were engaged in the Domestic Science Department. From the regular Elementary school staff there were: Miss Rena Parker, who has gone to Vancouver; Miss Vera Douglas, who returned to Winnipeg; Miss Pearl Winteringham, who has gone into Saskatchewan to teach; and Miss Barbara McLean.

The following have been added to the staff: Miss Mary L. Kelso, in charge of the Domestic Science Department; Miss M. E. Groff, of Winnipeg, assistant in this department. To the regular staff Miss Ethel Rathwell has been the only one appointed as yet. Miss N. Fleming, Miss Mary McDonald, Miss Madge Struthers and Miss N. McFadden are all doing lengthened supply work, two of them in the absence of Miss Langton and Miss Morrison away on leave of absence.

Conventions

Already announced for this month

Miami	Oct. 7- 8
Emerson	Oct. 6- 7- 8
Brandon	Oct. 14-15
Carman	Oct. 21-22
Binscarth	Oct. 7- 8

Department of Education

MANITOBA

NOTICES

The attention of teachers and trustees is drawn to the fact that the Inspectors must be notified if, for any reason, the school is closed during other than regular holidays or vacations. The Inspectors are busy men, and they lose a good deal of time through neglect in this connection.

OUTBUILDINGS

The Inspectors' reports from day to day show that almost invariably the outbuildings are in need of attention. Draw this matter to the attention of the trustees. The condition of the outbuildings is to some extent an index of the moral tone of the school.

A LIBRARY CORNER

Why not have a library corner in your school? A good book case stocked with reading matter, a kitchen table, two or three chairs, a couple of magazines, and the daily paper will do much to give a homelike aspect to your school. The following reduced rates are offered by the newspapers for the school magazine corner:—

Daily Free Press (morning)	$4.00
Daily Free Press (evening)	3.00
Daily Tribune	2.50
Daily Telegram	2.25

THE HOT LUNCH IN RURAL SCHOOLS

This idea is coming into prominence. A coal-oil stove with an oven can be obtained for $10.00 or $12.00; the necessary utensils for $4.00 or $5.00 more. Why not have the pupils co-operate and serve one hot dish each day; hot soup; creamed potatoes; creamed corn. Any one of a score of easily prepared dishes will make the noon meal more palatable, nutritious and attractive. Try it out and let us hear from you regarding the result.

LANTERN SLIDE ENTERTAINMENTS

Mrs. Clark Murray, 20 McTavish St., Montreal, the Honorary Executive Secretary of the Movement for Imperial Education in the schools of the Empire, points out that her Organization will supply lanterns, slides and lecturettes for instructional work and entertainment. The price per exhibition is $12.50, more or less, and the various series cover a wide range of topics; almost every part of the Empire being represented. The Department heartily recommends this movement to the attention of the teachers.

CONVENTIONS

The following Convention dates have been arranged:—

October 7th and 8th.—Miami.
October 7th and 8th.—Crystal City.
October 7th and 8th.—Binscarth.
October 14 and 15th.—Brandon.
October 21st and 22nd.—Carman.
October 21st and 22nd.—Neepawa.
October 28th and 29th.—Dauphin.
October 28th and 29th.—Swan River.

The executives at all points report that excellent programmes are in course of preparation.

BLIND CHILDREN

It has come to the notice of the Minister that there are some blind children living in the Province who are reciving no education, and he desires any teacher knowing of a blind child who is not being educated in a school for blind children, to send him the name and age of such child, and the name and address of the parents.

Address communications to Hon. Dr. Thornton, Minister of Education, Winnipeg, and mark the envelope "Re Blind Children."

Change of Address

Many subscribers will fail to receive the September number promptly, as they have changed their address and failed to notify us. Leaving a forwarding address at your former Post Office is not sufficient—you should also notify this office

ADVISE US OF ANY CHANGE IN MAILING ADDRESS AND YOUR JOURNAL WILL REACH YOU PROMPTLY

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