

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

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

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

EDUCATIONAL JOURNAL

OF WESTERN CANADA.

Edited by G. D. Wilson

CONTENTS FOR OCTOBER, 1899

Sowe Half-Truths—III.....	F. H. SCHOFIELD..	165
The Southern Journey of Birds,....	G. E. ATKINSON..	167
Which ?.....	J. C. BUTCHART..	169
Directions for Making a Collection of Plants		
	E. B. HUTCHERSON....	170
Teaching Poetical Literature.....	E. BURGESS..	173
Some Points in a Good Lesson.....	S. H. FORREST..	175
The First Class in the Public School		
	W. J. MACDONALD..	177
Lesson Notes.....	BARBARA STRATTON..	179
History for Book Three.....	AUGUSTUS H. BALL..	182
Inspection Notes.....		183
In the School Room.....		186
Editorial		188
Reviews		188
Notes From the Field.....		189
Departmental		192

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

EDUCATIONAL JOURNAL OF WESTERN CANADA,
Box 369, BRANDON, MAN.

The Mutual Life of New York

R. A. McCURDY, President

Its record from organization has exceeded that of any other company, as follows :



1. Its Premium Income has been\$136,725,690 MORE
2. Its Interest Income has been 82,083,628 MORE
3. Its Total Income has been 218,809,318 MORE
4. Its Payments to Policy Holders 189,070,240 MORE
5. Its Surrender Values paid 72,894,673 MORE
6. Its Dividends paid..... 43,338,489 MORE

In 1898

Its Premium Income was	\$ 3,017,066 MORE
Its Interest Income was	1,740,276 MORE
Its Total Income was.....	4,757,342 MORE
Its Total Assets were.....	19,148,026 MORE
Its Insurance in Force was	2,169,762 MORE
Its Gain of Surplus was.....	2,183,176 MORE
Its Gain of Assets was	2,237,892 MORE

Than that of any other
Company.

And ninety-nine per cent. of its entire business has been accomplished since the next largest company was organized in 1859.



W. P. SWEATMAN, Manager,

Correspondence Solicited.

Office — McIntyre Block.

North West Canada, Winnipeg.

—CHRISTIE'S BOOKSTORE—

SCHOOL SUPPLIES

AND BOOKS



We are the leaders for supplying schools with Desks, Globes and Maps. BLACKBOARDING—We supply solid slate Hyloplate, (the very best and cheapest for rural schools), Slated Cloth and Liquid Slating.

OUR PRICES ARE VERY CLOSE for cash paying districts. School Districts that are not in funds can buy their supplies on time.

TEACHERS will find our Mail Order Dept. very prompt in filling all orders.

Write for OUR NEW CATALOGUE of all Supplies and new Books for 1900.

.CHRISTIE'S BOOKSTORE.

BRANDON, MAN.

E. L. CHRISTIE, Proprietor.

When answering advertisements it is desirable that you mention The Journal

FREE

RUSSELL'S BOOKSTORE, Winnipeg, (The Teacher's Store) has ready a very useful and ornamental Wall Calendar for 1900, and will place one in every parcel of Books sent out to teachers this month, until the supply is exhausted.

Russell's have a very nice line of Books suitable for

**PRIZES, GIFTS,
and LIBRARIES.**

and offer good discounts to teachers.

They have also a splendid series of Blackboard Stencils in floral borders, flowers, birds, animals, portraits, etc. Just the thing for composition work. 14 Stencils for \$1.00.

LISTS FREE. Address

RUSSELL'S Book-Store.
WINNIPEG.

THE CANADIAN SCOTCH KING



Users say is next to Everlasting

After 10 years' experience buying footballs, Mr. Clarkson, of Drumbo, Ont., says: "Your Scotch King is by far the most satisfactory ball we have used." Thousands have been sold, and orders come every day from all parts of the Dominion. (Postage stamps taken.)

	Worth	Trial Price	Ex. Rub's.	Cover
No 3	\$2.00	\$1.60	70c	\$1.15
No 4	2.50	2.00	80c	1.35
No 5	3.00	2.50	90c	1.60

Postage Paid. Rules free.
Send for stencils, school music and school supply lists.

J. K. CRANSTON, Galt, Ont.

When answering advertisements it is desirable that you mention The Journal.

A Great Opportunity For Teachers. x x

HAVING made special arrangements with the publishers we can make the following offer. On Cash Payment of

\$1.50

we will deliver to any address, duty and express charges prepaid, one set

EUGENE FIELD

10 vols. Handsome Binding, or, one set

JAS. WHITCOMB RILEY

10 volumes. Handsome Binding.

These sets are published at \$15.09 each in New York. The balance to be paid in easy monthly payments.

Send orders at once to

H. W. B. DOUGLAS,

Bookseller. Box 100,
PORTAGE LA PRAIRIE, MAN.

BRANDON COLLEGE

Provides instruction for both Ladies & Gentlemen in the following courses of study.....

PREPARATORY,
COMMERCIAL,
STENOGRAPHIC,
TEACHERS' CERTIFICATES
PRELIMINARY,
MEDICAL ENTRANCE,
DRUGGIST ENTRANCE,
PREVIOUS.....

Experienced and practical teachers in every department. Students successful in all departmental and university examinations. Special advantages for teachers wishing to take the languages necessary to complete preliminary and previous standing in the University of Manitoba.

The College year opens Oct 2nd.

Write for further particulars to—

Principal McDIARMID

Box 131, Brandon, Man.

BOOKS OF INTEREST



HOUSES OF GLASS—BY WALLACE LLOYD. (Dr. James Algie)

"The name of the author of "Houses of Glass" may be unfamiliar in the thronged fields of fiction, but the powers he proves he is possessed of in this story of American provincial life should give him an undisputed footing there. It is a story written out of a broad and ripe experience, but little influenced by Art. The ancient, yet ever renewed theme, of the love of women and men is approached from an original point of view, and with a grasp of character and a comprehension of vital issues rarely associated with so unformed a literary method."—Toronto Globe.

—Paper 50c, Cloth \$1.00

THE PATH OF A STAR—BY SARA JEANNETTE DUNCAN. (Mrs. Cotes).

It is a suggestive fact that, like Mr. Kipling, Mrs. Cotes has drawn much of the charm and inspiration of her writings from the study of life in India. Mrs. Cotes knows India, its country, its people, its customs, and in this her latest book India is the land in which the scenes are laid. In it may be recognized a greater mastery of style and broader sympathy with different classes and types of people than in her earlier books. She appreciates the value of little things as sources of interest and indications of character, into which she displays keen insight.

Paper 75, Cloth \$1.25—12 Full Page Illustrations

THE BARRYS—BY SHAN F. BULLOCK.

In referring to works by Mr. Bullock, an English journal says:—"Mr. Anthony Hope at his best has given nothing more delicious in humor. Surely no more delightful picture of Irish life and Irish people has ever been drawn.

—Paper 50c, Cloth \$1.00



The W. J. GAGE COMPANY,

LIMITED.

PUBLISHERS, TORONTO.

When answering advertisements it is desirable that you mention The Journal.

EDUCATIONAL JOURNAL

of Western Canada.

VOL. 1.

BRANDON, OCTOBER 1899.

NO. 6.

Some Half-Truths.

III. THE ABDICATION OF THE PARENT.

The tendency to shift the burden of work and responsibility from our own shoulders to those of others is a very human tendency and a very general one, and so the theory that the education of its children is a duty of the state, so often put forward of late as an axiomatic principle, has been accepted with much complacency by many parents and more than a few legislators, while its corollary, that the teacher stands in loco parentis, has been adopted very readily by the majority of teachers. Yet both of these are but partial truths; for primarily education is not the duty of the state nor the teacher, but of the parent. The failure of so many parents, teachers and legislators to recognize this fact has influenced the methods and work of the school, the life of the home, the character of our youth, and the welfare of the community. Nor has this influence been wholly good. So it may be well now and then to work back to a first meridian, correct the variations in our educational compass, note the direction of the current in which we are sailing, and if possible lay a truer course for the port we hope to reach.

In this connection it does not matter whether we consider the state as the outcome of a social contract or the development of the family or clan; but it may be well to remember that the state has no existence apart from the individuals that compose it, and that the highest good of these individuals is its only *raison d'être*. And so the state should assume the duties of the individual only when—and only so far as—by so doing it can better promote the welfare of the individuals composing it. Now, it may be true that the state should provide the child with enough education to prevent it becoming a moral menace or a financial burden to the community; it may be true that the small part of the child's real education which we call school training can be most systematically and most economically given by the state; yet the fact remains that the duty of educating the child and the responsibility therefor rest primarily upon the parents who brought him into the world. The child is not a mere chance atom in a chaos of existence; he will become a man with a man's duty of helpfulness and a man's capacity for enjoyment; and the work of preparing him to discharge the duty and reap the pleasure and so best realize the purpose of his Creator must rest where the obligation to provide food, clothing and shelter for the years of his helplessness rests, and that is on the parents.

Nor can it be a good thing for the child, the parent, or the community to have this duty and this responsibility entirely transferred to the state. It has been said that in a majority of cases a child's future has been practically determined by the

time he is ten years old. During the first six or seven of these years the parents control the education of the child almost exclusively, and it is largely in their hands during the remaining three or four years. It is not strange then, that notwithstanding the thought, energy and money expended to perfect our educational system, notwithstanding the careful training and supervision of our teachers, notwithstanding their unceasing, well-directed work, notwithstanding all our helpful school appliances and refining school surroundings, the majority of our best men and women continue to come from our best homes. If the home training be bad, school training can make but feeble headway against it; if the home training be good, that of the school merely supplements it. And so for the child's welfare a large part of his education should be an intelligent, systematic, wisely-directed home education.

And in the discharge of this duty good will come to the parent. In these days of growing knowledge and widening sympathies, our attention may be centred too much on the state and we may overlook the supreme importance of the family as a factor in the welfare of the individual and the state. The home is more than an institution for propagating the race, more than a nursery in which care and sustenance are provided for the infant, more than a place where he should obtain much of his intellectual and physical training and nearly all his moral training; it should be a source of benefit to the parent. Duty and responsibility are two great agencies for developing strength and stability of character; and in educating their children and so fulfilling one of the primary duties of fatherhood and motherhood there must be a broadening and deepening of parents' minds and characters which cannot fail to react favorably on the child and on the community.

Because the state has assumed a part of the work of educating the child it does not follow that it is responsible for the whole; nor does it follow that because the parent has delegated a part of his work to the state or the teacher that he has freed himself from any of his responsibility for the proper performance of the whole. It is best for the three parties interested that the responsibility should be felt where the all wise Ruler intended it should lie, and that the work should be done, as far as possible in the exigencies of our modern life, where He intended it to be done.

The principle that the teacher stands in the place of the parent has been accepted by some parents because it seemed to relieve them of a little responsibility, and by many teachers because it seemed to afford them a basis for their authority in the schoolroom. We have tried to show that nothing can free the parent from his responsibility for the child's education, and we think that a much broader and safer basis for the teacher's authority may be found in his direct relation to the pupil and his influence in moulding the pupil's life and character. And while it is true that there is an implied contract under which the teacher has pledged himself to do a part of the parents' work, both parties to the contract should remember that it is only for a part. The teacher began by undertaking the intellectual training of the child, and voluntarily assumed a part of his moral and physical training because he found the three so closely correlated; but it does not follow by any means that he must teach the boys some handicraft or instruct the girls in the arts of sewing and cooking. Parents have come to expect too much; the teacher is an institution with limited liabilities.

The truth is that the teacher's work is done to best advantage, the parent's duty is best discharged, and the interests of the child and the community best promoted when the parent and teacher recognize their own particular responsibilities, and with good understanding and full sympathy co-operate in the work of education. There is much which the parent can do better than the teacher; there are some things

which the teacher may do better than the parent. It may take the teacher a long time to discover some of the child's mental and physical peculiarities already known to the parent; some of his mental and moral tendencies quite evident to the teacher's eye may have escaped the parent's notice. When the teacher finds the pupil failing in work or conduct an appeal to the parent will often secure the desired improvement; when the parent is dissatisfied with the child's treatment or progress a frank discussion with the teacher is generally better than a complaint to the trustees or letters and editorials in the newspapers.

The lack of co-operation between teacher and parent is to be deplored. To some extent it is chargeable to the former; but it is largely due to the failure of the parent to realize that his responsibility for the child's education does not cease when he has hired a teacher at the lowest salary possible and has sent the child to school duly equipped with book, slate and pencil.

Our governments provide normal schools and maintain teachers' institutes to fit the teacher for his part of the work of educating the child; but the parent's preparation is left to chance or a beneficent providence, and providence does not do for men the things they were intended to do for themselves. Agricultural colleges and 'farmers' institutes are maintained to show our farmers how to get most out of their lands; but no provision is made for training them to make most of the coming generation. Clergymen preach thousands of sermons showing their hearers their duties in a multitude of social relations; but we have never heard a sermon on the parent's duty towards his child's education. People do not always see things in their true perspective, and so democratic government has its disadvantages. An absolute monarch, having the best interests of his people at heart, would send out our normal school instructors and our public school inspectors each year to hold institutes for parents and would make attendance compulsory; he would send the professors who lecture at farmer's institutes to hold mothers' meetings and fathers' meetings and to prove that it is more important to cultivate honesty and industry than large crops of wheat and potatoes, more necessary to eradicate bad habits than to destroy noxious weeds and the Colorado beetle, more profitable to rear a noble race of men and women than superior breeds of swine and sheep; and he would subsidize the church so far as to secure from each clergyman a few sermons on the duties and responsibilities of parents for the education of their children. But failing these the teacher endowed with tact and love of his work can do much to bring about better relations between himself and the parent. They have a common purpose, and kindly interest shown by either in the welfare of individual pupils will generally be met by ready sympathy and help from the other.

Collegiate Institute, Winnipeg.

F. H. SCHOFIELD.

The Southern Journey of the Birds.

(SECOND STAGE).

A month ago we strolled together through the fields and woods to note the earlier stages of the great southern journey of the birds. Come with me again, let us stroll over the ground once more and remark the changes of the month just past. First we now find the stacked grain, or the steady plow turning the stubble under the black earth, where a short month since stood the ripening grain. That cold and ambitious artist, "Jack Frost," has already painted the leaves in all his gayest col-

ors, and as they wither and die the chilling winds whirl them from their stems leaving the trees daily more ghost-like and dead. These changes we may call Nature's more pressing notices to the remaining migrants that they must soon be off, and to the resident forms that they must prepare with all haste for the coming blasts. Many have already gone, and to-day we find their resorts filled with more northern breeding migrants. In the field where we flushed the bobolink we now find those late migrants, the meadow larks, are congregating in flocks and preparing to move, or piping their farewell tunes from the fence posts, while ahead of us, rising from the roadsides and flying from post to post, we see flocks of Highholders, that large and only ground feeding wood-pecker.

Suddenly over our heads whirl a flock of small, brownish birds, chattering, whistling and careering about in a most erratic fashion, and with a sudden swing they alight for an instant almost at our feet. What are they, you say, as with another sudden swing they arise and whirl off as suddenly as they came? These are Longspurs, Lapland Longspurs, that northern breeding relative of the snowbird which on account of the similarity of call and action, and because of their preceding the snowbird in the fall migration, are supposed by many to be the snowbird changed color. In this they are wrong. There is very little change of color in the snowbird, and, contrary to what many suppose, he gets whiter in the summer and never has any of the variegated brown markings characteristic of the Longspur. The collection and examination of specimens of each species later on when both are here together will reveal striking differences. In the longer grasses, weeds and scrub in fact everywhere about our streets, lawns, backyards and woodpiles we find immense flocks of white-throated, white-crowned, Harris's and Fox Sparrows and Juncos have replaced the smaller sparrows and finches seen on our last walk; the song and swamp sparrows we find here still, but they have retired more to the marshes. As we enter the bush the Nuthatch, busy as ever, "yanks" out his greeting to us as we approach, and a cold "chick" causes us to turn suddenly and find a solitary myrtle warbler, who, loath to leave, lingers with a lone thrush or a few kinglets or creepers. All his fellow warblers are gone; Flycatchers, Wrens, Vireos, Rosebreasts, all gone, yet this tardy little yellow romp remains faithful to the land of his birth till literally frozen out, though even now that cold "chick" of his seems like a shiver from the cold as the north wind blows upon him. Accompanying him on further into the bush we find the Kinglet, those hardy little creatures of bird life. There is one, dignified, saucy and inquisitive. Stand still and watch him, here he comes down to see you, closer and closer, till he is within arms reach of you. Here he surveys you, turning his head first one side then the other, all round you he flits examining you on every side, emitting an occasional "chick-ick" to try and arouse you, and show his contempt for such a strange looking object. Having satisfied himself he flits away again as he came, keeping an eye upon you and throwing back an occasional slurring "chick-ick" until he considers himself out of your reach. While you watched him did you not hear a scratching on the tree behind you? If you did and cautiously investigate you will probably see a woodpecker who, prompted by curiosity and encouraged by your quietness, has slipped down backwards on the off side of the tree and now cautiously bobs his head round to examine you. Note the red or white throat, the black bar or bib across the breast, the yellowish flanks, the red on top of head; this is the yellow bellied woodpecker, or as he is more familiarly called the Sapsucker, because of the rows of auger like holes he bores in the trees in spring for the ostensible purpose of drinking the sap. This bird knows more than some men. He knows that water will run down hill where water and hill are provided, and thus he argues that the lower part of the trunk is

the place to bore for sap, and he acts accordingly, and always bores below the lower branches of the tree. In the fall, however, he contents himself with an insect diet, and by this time he is away at the top of the tree assisting the Downy and Hairy Woodpeckers in hammering a dead limb to determine, by the change of sound, the speed of the approach of cold weather; and the rattling cry of the latter species is almost enough to make you feel the snow crunch under your feet.

What is that? "Phe-ho," "Phe-ho," "Chick-a-dee-dee-dee." Oh, a Chickadee! Yes a flock of them and right about us before we are aware of it. Watch them swing about at the ends of the slender branches, always singing, always happy, industrious and cheerful at all seasons, inspiring many a drooping heart to fresh effort in times of despondency, cheering us now at the approach of winter with "Never mind," "I'll be here," "I'll keep you company. (and "ah" what company). Later on he cheers us with "Wait a little," "Spring is coming," always full of industrious, cheerful life he fears no blizzard, livens our hearts in dullest winter and assists us to welcome the return of spring. What an object lesson for humanity. Arrogant conceited and boasting man, how much brighter could you make this world by cultivating more of the cheerful sprightliness of this little bunch of woolly feathers? Vain, fastidious and irritable woman, how much better would you make life for everyone you meet, were you to take a pattern of contented cheerfulness from the fuzzy little black-cap Chick-a-dee?

But let us proceed on our way and see what demands our attention ahead. Let us down to the slough and see what is there. Coots and Grebes can now rise without difficulty and fly about. Rails are gone, few of the waders so numerous last month are to be seen, while the ranks of the immense flocks of blackbirds have been reinforced and their disturbing cries proportionately increased. A "scape-scape" from a bird rising ahead of us and darting off shows us that the Snipe have not all gone yet. A few Dowitchers still remain and an occasional flock of Golden or Black-breasted Plover career about the slough or over the plowed field, while everywhere whirl flocks of ducks, and the honking of the geese has become a familiar sound. Homeward bound across the field the occasional rising of a flock of geese tells us that the season is well advanced since they can fly so well. Overhead the hawks still soar about while in the distance we hear the semi-human conversation of a flock of crows discussing the moving question. Amazed at the changes of one short month we marvel with good reason at this wonderful creation, and ask, must it not be an all powerful Creator who could control such a complicated yet systematic and smooth running universe? And what changes will another month reveal?

Portage la Prairie.

GEO. E. ATKINSON,

Which ?

We have it upon good authority that no man can serve two masters and it is a matter of common observation that he who makes the attempt is apt to go beyond scriptural warrant and hate them both.

It often seems that to the teacher come peculiar and subtle temptations to essay the impossible. It has been preached to him without ceasing that education is not the gaining of information but the development of inborn faculties: that its end is not knowledge but power. He has in all probability, laid the lesson to heart and is prepared to act upon it according to his light, and is daily striving to increase that

light. It does not occur to him that any one will seriously question these conclusions and perhaps smile at his enthusiasm.

Such is the attitude of many a young teacher towards his chosen work, as he goes forth to take charge of his school. It often comes upon him with a shock of surprise that many of the people among whom his lot is cast have entirely different ideals from himself in matters of education. He realizes that his work is to be judged by two very different standards. The one will be applied by the public, the parents of his pupils and in these days even by his pupils themselves; the other will be applied by the Inspector if he be not suffering from a hobby, and the most enlightened of his fellow teachers.

Under such circumstances if he have not an abiding faith in the principles he has imbibed, and be able to give a reason for the faith that is in him he is apt to inquire if both demands cannot be satisfied.

The question is apt to assume various forms. It may be he will have to choose between doing the work of the whole school faithfully and quietly, or giving most of his attention to a favored few who are looking forward to passing an examination, with its accompaniment of returns to the time-honored method of cram and diligent study of the idiosyncrasies of the examiner. But the success of his candidates will give him great glory.

In literature he may have to decide between a communion with the author, a study of a piece of literature as a work of the human spirit and, therefore, to be spiritually and imaginatively conceived, with its effects intangible and its results seen only after many days; or an appearance of knowledge that may deceive many, knowledge that will enable his pupils to pose as critics of wondrous wisdom and will enable them to interlard their conversation with quotations upon any conceivable subject.

Shall he endeavor to teach his arithmetic as a thought subject whose chief value is the training of thought power it affords? Shall he be exceeding careful of the foundation upon which he is to build, spending much time and pains upon every part of it, accomplishing very little it may appear to the uninitiated, but in his heart of hearts knowing that he is thus best developing the powers of his pupil and rendering himself self-reliant and independent? Or shall he appeal to verbal memory which children of all ages prefer to exercise as a substitute for thought, and in a short time have his pupils doing problems apparently very difficult and intricate to the delight of the fond parent? In all his teaching shall he work for the future avoiding the merely novel and showy which may do much to spread his fame abroad?

In theory, as it ought to be in practice, there can be no doubt as to which of these courses should be preferred, but the fact that there are two standards and two influences brought to bear upon the teacher should be frankly recognized, and those in positions of influence do what in them lies to combat the materialism and commercialism in which the lower standard has its root and from which it draws its strength, and to make it as easy as possible for the teacher to live up to his highest ideal.

Rossland, B. C.

J. C. BUTCHART.

Directions For Making a Collection of Plants.

In order to aid those who are making a Botanical collection, and any others who desire to follow this delightful and scientific pastime, I have been requested

to give a few practical suggestions for the collection and preservation of specimens. And before proceeding let me say that those who make a start in this direction will find it most pleasing and profitable. We all are fond of roaming over our wide prairies and visiting lake and bluff, but our interest is quickened when we have a definite object and can understand a few of nature's forms. One advantage plant collecting has over most other scientific collecting is that expensive apparatus is not required. It can all be made at home or obtained from the book-stores in Winnipeg, some I believe keeping a complete stock of all the necessary articles.

BOTANICAL SPECIMENS.

Botanical specimens to be complete should have root or rootstock, stem, leaves, flowers, and fruit. Do not gather fragments but the whole plant. In the case of trees and large plants gather characteristic parts. It is well to carry a small note book with you so you can jot down particulars of interest about the flower, the numbers out, to come out, faded, where it grew, variations in size, order, and many such items of interest easily forgotten.

COLLECTING.

For collecting the ordinary flowering plants it is necessary to have a very strong knife or trowel for digging out roots, bulbs, tubers and the like. To carry the specimens either a tin box, (vasculum) or a portfolio, or both, are required. The former is better for specimens to be used in the class room, or for very thick and fleshy plants, while the latter is indispensable for long expeditions, and for specimens to be preserved in the herbarium. The flowers are not crushed and are wilted just enough to be readily transferrable to the press.

The Vasculum, or botanical collecting box is a tin box twenty one inches long, oval in cross sections. About six inches is usually partitioned off for delicate plants. A strap is attached in order that it may be carried on the shoulder. Do not put off getting one of these before you start collecting as you cannot do satisfactory work without it.

The portfolio is made of two pieces of solid board 12x18 inches, and one quarter of an inch thick, which forms the front and back. Around these are buckled two straps containing a handle. It should contain a needful quantity of paper. Old newspapers are very convenient and satisfactory. As soon as gathered the specimens should be separately laid between the leaves and kept under moderate pressure.

PRESSING.

A press is made by getting two strong boards 12x18 inches, using heavy stones or bricks to give the pressure. From sixty to one hundred pounds is sufficient. Between the boards there should be a quantity of old newspapers and grocers unglazed brown paper folded once. The object of having this paper is to absorb the moisture, and paper not possessing this property is of very little use. The writer has very successfully dried and pressed specimens with the portfolio described above, using straps and a few stones to give pressure. If a little care is taken when the plants are placed in the portfolio very satisfactory results are obtained.

The plants should be arranged in the press as soon as possible after collection. This is done as follows: Place the bottom board on a table and on it a few leaves of newspaper; then take a sheet of brown paper folded once and arrange a specimen between the leaves. Get each leaf and flower in its proper position before closing the fold. Again place a number of sheets of newspaper, and then a specimen between the brown leaves of paper. Continue until all are arranged. Place on the top board and the weights. Do not use a letter press or screw press as the results are seldom satisfactory. The papers between the folds containing the specimens should be removed once a day as they become very damp. Do not open the brown paper in which the specimen is placed until they become dry enough to come read-

ily loose. It is well to have a slip of paper with the specimen with the name, date, locality, etc. This aids you to fill up the labels when mounting, for without dates, etc., the plant is of much less value.

MOUNTING.

It is well to begin mounting your plants before they accumulate too much. This is done on stiff paper cut $11\frac{1}{2}$ inches wide and $16\frac{1}{2}$ inches long. Be sure and get a printer to cut it. The paper is about the thickness used for calling cards but not necessarily so good. The plants should be fastened to the sheet by strips of gummed paper about 1 m.m. wide by 1 cm. long but varying according to the size of the plant. Page's liquid glue is better than gum-arabic as the latter becomes soft with damp weather. The writer uses Page's liquid glue diluted with about half its volume of water. Arrange the plants in different positions on the sheets, both to vary the appearance and also not to make a ridge in the centre when a number are piled together.

THE HERBARIUM.

This is the botanist's collection of dried specimens, ticketed with their names, place, and time of collection, and systematically arranged under their genera, orders, etc. It comprises not only the specimens which the owner has himself collected, but those which he acquires through friendly exchanges, or in other ways. Fruits, tubers, and other hard parts too thick for the herbarium may be kept in pasteboard boxes in a collection apart.

The sheets described under "Mounting" above should be labelled by a printed blank in the lowest right hand corner. People frequently make their own label. It should be a fair size, say 2 or $2\frac{1}{2}$ inches wide and $1\frac{1}{2}$ inches deep. A good label would be,—

ORDER :	
SPECIES :	
COM. NAME :	
LOCALITY :	DATE :
JOHN SMITH.	

Fill in the labels as soon as you paste them on the species sheet and make it a rule to study the flower before it is put away in your Herbarium. In this way it will soon become easy to identify the species. Plants of the same genus should be enclosed in genus covers of light paper—pink, blue, or some light color—made sometimes into envelopes but usually folded once with the species between. Each genus cover should have a label a little smaller than the other—

GENUS :
HERBARIUM.
JOHN SMITH.

Plants of the same family should be placed in an order cover which should be of

strong paper, about as thick as a post card. It has "Order" in place of "Genus" on the label.

It is very convenient, though not necessary, to have a cabinet to keep the plants in. The best kind for a simple one, is about four feet high, and made to fit the order covers in depth and breadth; this if shelved every four or five inches gives room for a large collection of plants. It is necessary to have a tight fitting door. The herbarium mite should be guarded against. Camphor kept in the cabinet is generally all that is required, but if the mite begins its work a solution of corrosive sublimate should be sprinkled on the specimens.

In conclusion I may say I hope these suggestions will influence some to start a collection of plants, which if once started will become very fascinating. I shall be glad to help any if there is anything they wish to know farther either directly or by correspondence.

Regina High School.

E. B. HUTCHERSON.

Teaching Poetical Literature.

We are pretty well agreed as to method in the teaching of most school subjects. Whether intelligently working from first principles to devices, or merely using devices derived from first principles by others, we are in reality, or appearance, working in conformity with the sacred canons of our guides, philosophers and friends of the Normal School. Sometimes exigencies arise; the world is too much with us; and we break faith. On the whole, however, we remain true to our training, and proceed in the most approved fashion from vague to definite, from simple to complex, from instance to induction, remembering, above all, that self activity alone causes mental growth, and that written examinations are the vice of the age.

Unfortunately, or fortunately, the teaching of poetical literature has not been reduced to the same deadly degree of precision. Much has been written, it is true, about what is and what is not poetry, and many definitions have been attempted at that indefinable thing. A certain amount of controversy has raged among the giants as to the relative "educational values" of literature and science. Admirable essays on poetry, moreover, have appeared from the pens of Ontario Teachers of English in preface to prescribed selections. Nobody, however, has had the temerity to produce a manual on literature teaching. Books in abundance there are, where books are less needed, but who will venture to furnish us with a "Groundwork of Poetical Pedagogy," or with a few seasonable "Hints on the Development of Literary Appreciation?"

Although literature teaching, perhaps fortunately for literature, has not been reduced to system by those educational leaders who make books for the guidance of the rank and file, unwritten systems have long had recognition. Among them, if not evolution, there has at least been revolution. At first there seems to have been an enslavement to classical traditions, and "the form—the form alone" was eloquent. Then came a closer attention to subject-matter under various aspects, A poem was to be regarded as a series of propositions, related to some central proposition. This, however, was too coldly logical a procedure, and at present we are in hot pursuit of the imaginative and the emotional. A natural transition would bring us to the ethical; and ere long we may expect to find ourselves sedulously marching for morals in madrigals, and sermons in sonnets.

The best way of teaching poetical literature is not to teach it at all. Teaching involves compulsion, and volunteers alone should be found in the ranks of readers of verse. Otherwise repugnance will be implanted where liking might have grown of its own sweet will. The study of poetry should be the mental play, in distinction to the mental work of school life.

As a rule the schools of Manitoba do not mark with sufficient sharpness the antithesis between work and play. They are mostly kindergartens of a larger growth. They afford abundant scope for spontaneous effort, but possess little power of compelling effort. The teacher is controlled by the trustee, the trustee by the parent, the parent by the child. There is, however, balm in Gilead; literature, at least is thereby the gainer.

The reading of poetry, I repeat, should not in any way be associated with labor. Over and above every consideration it should be set apart as the mental recreation of the school. After a'l, the only thing to be aimed at is to give liking. By means of set lessons liking will sometimes be destroyed or deadened; it will never be engendered or intensified. Supply the right material and allow the time for reading; the rest will take care of itself.

In ordinary school work the case is entirely different. There we are chiefly aiming at discipline. Once the mind has gained power by grappling with mathematics, there is an end of the matter. Few would wish to carry a passion for problems into after life. Once the mind has acquired acuteness by discriminating grammatical niceties, there is nothing more to be done. Few would care to dote on declensions in their riper years.

What, after all, is the formal teaching of poetry? Instead of an influence bringing poet and reader into closer communion, it is, at best, the interposing of a medium that distracts and distorts. The message should come direct from the master's mind to the mind of the disciple. Not even Arnold should mediate between us and our Shakespeare. Seven years ago it was my good fortune to listen to an interpretation of Wordsworth's unrivalled Ode at the lips of one hardly to be equalled in our midst for poetical insight. On its intrinsic literary merits the effort could not fail to give pleasure, but to me it was a thing apart from Wordsworth and I was responsive to the wrong mind. The message should come direct from, and in the exact words of the poet; it cannot come in its integrity through the mouth of an intermediary.

What may be described as poetical parasitism seems to be characteristic of modern letters. Books furnish the text for other books. There is a literature based upon Tennyson; a literature, again, based upon that, and so on to an absurd degree. To read one author has become superfluous. Surely this is all wrong. A poet has either made himself understood, or he has not. In the one case comment is an impertinence, in the other comment is useless. While necessary to commerce the middleman has no place in literature. Sad to say, most literature teaching consists in approaching a poet through these self-appointed interpreters.

There could be no better treatment of the subject than is found in our own colleges. If a genuine love of poetry, indefatigable effort in the accumulation of critiques, skill and enthusiasm in the class-room could command success, success would be commanded. But who would care to measure success by the facility with which, on the day of fate, a student is able to produce page after page of Stopford Brooke or Moulton? "It is a poor thing, but all my own," said the rational hind, Costard.

To sum up: there are two reasons for not making a set study of poetry in the

schools. Of first importance, poetry should not be associated work; of almost equal importance, it should be approached direct, and not through any foreign medium.

It remains to suggest some way of giving pupils the opportunity of reading poetry, without compelling them to do so. In the lower grades, reading, † oral or otherwise — should be taught from prose; but free access should be given to suitable poetical selections. During language work, pupils might be accorded, as a privilege, permission to recite or talk about what they had read for themselves. This would be in option, or in supplement to the regular lesson, and would in no case be compulsory. The higher grades would possess some skill in written composition, and, on that account, a similar arrangement could still more easily be made.

Manitou, Man.

E. BURGESS.

Some Points in a Good Lesson.

Lesson giving is a wide subject, so wide that it is sometimes regarded as synonymous with education. But a few general truths can be given that are equally applicable to lessons of every kind. A few of these I shall deal with even at the risk of travelling over well trodden ground. The lesson is the meeting point of the intellect of the teacher and the intellect of the pupil, and its skilful management is of great importance. On the side of the teacher there is knowledge and a desire to impart it, and on the side of the child is ability and in nearly all cases a natural desire to receive it. But if the lesson is bad the minds of teacher and pupil do not touch and no impressions can be made.

THE PURPOSE OF THE LESSON.

The first and perhaps most important thing to decide about the lesson is its purpose. No one can be surprised at lack of good results who has no definite idea what these results are to be. What is the aim? Carson says a great danger in modern education is the ever increasing amount of knowledge. There is no time left for education. "The ideal teacher induces a maximum amount of education on the basis of a minimum amount of acquirement." The real, though perhaps not expressed aim of a good many of us is to induce a maximum amount of acquirement with a minimum amount of education. Power and inclination developed in the child are more important than any amount of useful knowledge.

THE TEACHER'S PREPARATION.

The successful lesson requires adequate preparation both on the part of the teacher and the pupil. The teacher's preparation is of three kinds: 1—Obtaining a thorough grasp of the subject; 2—Getting an interest in the subject that will give force to the lesson; 3—Planning how to impart this knowledge.

First, grasp of the subject means much more than the accumulation of details. He must know it from the inside, see the central idea, and see the relation of each part to it, and the place in the plan of each detail to be mentioned. Then every fact instead of something that has to be crammed in, is something that cannot possibly be dispensed with in the formation of the completed idea. It is easy for pupils to remember a detail when forgetting it leaves a break in their idea. Second: he must have a living interest in the lesson. I have been teaching some lessons over and over again for years. I know every fact in them. I have a fairly good plan, but the later lessons are not so good as the first. They lack steam. Warmed over

food is seldom palatable. I find it necessary to dwell on the idea until some of the original excitement of discovery is revived. Then I want to teach it. Chemists say that a newly liberated element has greater energy than afterwards. It seems to me it is the same with an idea. Third: the plan. Often a clear and accurate knowledge of the subject suggests a plan. But sometimes other factors enter. Interest must be aroused, or some particular aspect of the idea is to be impressed, and this compels variation. But the lesson must be a whole. Have one central idea, and base the whole lesson upon it.

Not only must the lesson be carefully planned in itself, but its place in the term's work must be understood. Every teacher knows the immense amount of work wasted by teacher and pupil when the end is not seen from the beginning.

THE PUPIL'S PREPARATION.

All pupils except the very youngest should do some preparing for the lesson, and how to secure this is one of the problems that every teacher has studied. The difficulty is in assigning work in such a way as to insure independent thought on the part of the pupil. In mathematics this is comparatively easy, but in most other branches it needs constant care and thought on the part of the teacher in order to assign work that will mean more than mere mechanical memorizing. If the questions for home study are too vague and general the pupil is at sea, and if they are too detailed they give the idea to the pupil instead of having him work it out. And if work is assigned for home study it should invariably be used in class. Not only will it prevent careless work but it will make the pupil feel that the part that he has contributed is an important factor in the lesson. If the pupil has anything that has cost him thought he is probably proud of it and likes to see it incorporated in the lesson plan. And he is likely to remember that at least.

THE LESSON ITSELF.

There are two persons in every lesson, the teacher and the pupil; and one of the first things to remember is that the pupil is by far the most important. The teacher must efface himself and become merely the transmitter of light, and he must have the ability to put himself in the position of the child. The difference in a brilliant and an effective lesson frequently is that in the first the teacher thinks of himself and in the second he thinks of the pupil. In the first he talks—he can talk better than the pupils, and it prevents embarrassing breaks—in the second the pupils talk, or if they cannot they think. It is better to have an awkward silence with a dozen heads thinking of something to put in it, than a flood of good English with a dozen gazing eyes and absent minds. It is easier to talk than to listen sometimes; then let the teacher take the hard part and listen. Do not repeat the answers. It encourages them in loose English and faulty articulation. They know that the teacher will tell it to the class anyway.

In the acquirement of any truth there are three processes. These may be covered in one lesson or in several as circumstances decide, but they must all be covered or the teaching is faulty. First, the child must get the truth; second, he must express the truth in some way. Expression makes the thought fuller and clearer than before, and it tells the teacher how much of the lesson was understood by each pupil. He must know this before he can build future teaching on it. It is sometimes slow and disappointing work for both teacher and pupil to test the work from which the first zest of discovery is gone, but the teacher who neglects it lives in a fool's paradise. Third, the pupil should use the truth. There is all the difference in the world in understanding an idea and in being able to apply it to some end. It is possible for a clever student to learn the propositions in the first book of Euclid in a very short time, but it is a very different thing to apply two or three of them to the

solution of a difficult deduction. The pupils are given the idea that they may apply it, if they do not the lesson has stopped short of education. There is perhaps more danger in Composition than in most subjects of giving knowledge that the student is not required to use.

There is a tendency to consider interesting lesson and successful lesson as synonymous terms. Usually they are, but not always so. Interest must accompany all true education. The mind will not retain distasteful matter any more than the stomach will. But interest may easily assume too much importance in the eyes of a teacher. Such an interest is that obtained by digressions from the main idea of the lesson. It is much easier for the mind to wander than to travel in a straight line, and it is much easier to be interesting.

A man of ordinary intelligence can usually hold attention if he is allowed to wander over all he knows, but to keep to one bare topic and be interesting is quite another matter. A digression is not only useless but harmful, for even if the teacher can bring himself back to the topic, he can not always bring the pupils. A definite written plan is the best safeguard against desultory lessons.

Another dangerous source of interest is in the lesson itself. There are always some striking easy points in a lesson by which a teacher can appeal to the pupils. The teacher may stick to these and have an interesting but superficial knowledge. But a more thorough, conscientious method necessarily goes into much that is not attractive in itself. It may be needed to adequately explain coming details or it may be the development of the idea underlying some detail, but it is important and it is often dull. The effective lesson goes into these as fully as is necessary, the interesting one must stop before the really important part begins. After all education is work and not play. The chief interests it should have are those arising from the acquirement of new ideas and power and from the consciousness of work thoroughly and well done. If the pupil has done his share of the work, or if he thinks he has done a share of it, he will have an interest there at least.

The school work touches or should touch two other great spheres of children's ideas—the world of reality outside school which supplies most of what is vigorous and interesting to him, and the world of books that will likely give much of the culture of his life. If the lesson is kept in close touch with his every day aims and interests the lesson will gain. And if it is the right kind of lesson the life will gain. And much of our work is useless unless it is an introduction to the book world. The selections in the readers are not so much complete units as fragments which it is hoped will arouse a taste for the wholes of which they are part. We are throwing open the door of the world of literature. Will the child go in if he knows that you have been on the threshold for years and have gone in yourself, or that if you have been in you betray no interest or enthusiasm for what you have seen of its wonders. Digressions are usually bad but occasionally they are necessary for the highest teaching. Sometimes a good way to measure the success of one of those extract lessons is by the number of pupils who want to borrow the book it is taken from.

Souris, Man.

S. H. FORREST.

The First Class in the Public School.

It would seem from the diversity of practice in public schools that teachers and educational authorities are not yet agreed as to what subjects, and how much of

each, should be taught to children during their first year at school. In many good schools we find clever, intelligent children allowed to pass a whole year or more without learning anything valuable or tangible except reading. Doubtless these children are amused and made happy during all this time, but I should think that even at their age they might be taught to derive happiness from studies otherwise useful. It is hardly possible, especially in ungraded schools, to give primary pupils lessons in every subject on the public school course; yet there are a few important subjects which I think might with great advantage be taught regularly from the very first to the youngest children. One of these is writing. There are many reasons why this should be taught during the first six or twelve months. It does not require much more time or labor to teach it to a child the first year than it does the third or the fourth, supposing the child in the latter case to remain untaught until the teacher takes him in hand. But he is not untaught. He teaches himself, or takes lessons from school-mates, and long before the appointed time he feels confident that he can form and combine the twenty-six letters as well as the teacher can. This, of course, greatly increases the difficulty of teaching him afterwards, all which may be avoided by beginning early. Writing, too, is an aid to reading, for the making of a letter impresses its form on the child's mind and makes it easier for him to distinguish it and to remember its sound when he sees it in words. He also learns more easily to read script, and the sooner he reads script the sooner he can be given written questions in other subjects. Besides, the long practice a first class pupil thus gets in making and joining all the letters gives him such facility in writing that when he is promoted the large amount of written work required of him in a higher class does not embarrass him or lead him into the habit of scribbling, as it often does in the case of those children who learn to form the letters just when they are about to begin a course of almost incessant writing. A child can easily be taught to form and combine correctly all the small letters and many of the capitals before he leaves Part I of the First Reader.

Perhaps the worst evil resulting from the neglect to teach writing the first year is that the result of the child's own practice in the art is apt to leave the impression that so easy a subject may safely be left to instinct. Such an opinion would not be without excuse in the Territories, for every conceivable subject is down on our programme of studies except writing. Whatever the cause, the writing of too many school children in our day shows clearly that instinct is too much relied on.

Spelling is another important subject which can easily be taught in Part I of the First Reader from the first month onward, and it need take but very little of the teacher's time. If writing is taught as already suggested, transcription will serve the double purpose of keeping the children employed and getting them into the habit of spelling words correctly. Habit in this matter is of more importance than knowledge, and the first year is the proper time to form habits. There need not be many words in Part I that a child in that class cannot spell when he is otherwise qualified for promotion. If a few children should have difficulty with some words they need not be kept back on that account. But if spelling is postponed till the children take the next book, many of them will be poor spellers all their lives. Some of the common monosyllables to which their attention could have been drawn to frequently in the lowest class will trouble them continually. Of course, by spelling I mean written spelling, and in teaching it in the lowest class I would dictate not only words but also phrases and sentences. To make a child NAME the letters of which a word is composed may often be an additional aid to his memory, but that is out of the question in the class I refer to, for in English there are a great many letters for which as yet we have no names, and young children should be kept in ignorance of the nick-

names given to these letters by our enemies. Besides, as regards the vowels, it was the aim of the compilers of our text-book to give as few words as possible in which the sound might be suggested by the name. On the Territorial programme of studies "oral spelling" is down for the lowest class, but there is no hint as to what the expression means. It cannot be that teachers are expected to teach spelling now by the method in vogue among our forefathers eighteen centuries ago.

Another important subject that can be taught to the youngest children is written composition. It will no doubt require some of the teacher's time, but not more perhaps than would be required in some higher class if it was delayed. Besides, a child's knowledge of composition will be found of great use in teaching him many other subjects afterwards. It would be a great waste of time to have all school work done orally in the first three standards, even if composition could be taught by half a dozen lessons in the fourth, as some might be tempted to believe. Children, whenever they begin this study, will require much help both in getting thoughts and in expressing those thoughts in proper order; and the first year, when they have little else to do, is the proper time to give them a great deal of this training. Their composition can be made to keep pace with their reading. They can be taught to give in their own words, orally and in writing, the substance of every lesson they read, or to write original compositions of equal difficulty with these lessons. This will teach them composition and spelling simultaneously. Composition becomes still more important in teaching foreigners, as a large percentage of North-West teachers have to do.

Besides composition, a little grammar also can be taught the first year. By graded exercises, without further instruction little children can be taught to use the correct forms of the verbs BE and HAVE and of the pronouns; to use the singular and the plural forms of the most common verbs, and to form their past tenses correctly. In many of these exercises the foreigner will be found more than a match for the native, as he has nothing to unlearn. It is of great importance that lessons on the verbs BE and HAVE be given to children in this country as young as possible, for there are many districts in which less than five per cent. of the people ever use the plural forms of these verbs, and the same may be said in regard to the past tenses of some common verbs.

Much more could be said on this subject, but I am sure it can be said better by any reader of the Journal than by the present writer.

Qu'Appelle Station, N.W.T.

W. J. MACDONALD.

Lesson Notes.

(HISTORY SIMPLIFIED FOR BEGINNERS.)

At the time that Cyrus conquered Babylon the Jews had been seventy years captives in that country, most of which time they had been treated as slaves, though during the last years they had received better treatment.

As soon as Cyrus was settled on the throne of Babylon and Persia, he made a proclamation that all the Jews were to be allowed to return to Judah and Jerusalem, to rebuild their temple and to occupy the land once more. He ordered that they should be given provisions enough to last them until they could have a crop, also materials for building the temple, with animals to be used for sacrifice, and all that remained of the gold and silver vessels belonging to their first temple—in fact, everything they needed. How happy the Jews were, and how they rejoiced at

being settled once more in their own country, we can scarcely imagine, for we were never driven out of ours.

It took many years to get the temple and walls of the city rebuilt, for they were much hindered by enemies on all sides. For many years the kingdom of Persia was the greatest and strongest nation in the world. The Persians conquered Egypt, and ruled it for a long time. Cambyses, who was then king of Persia, to prove his power to the Egyptians, killed the great white bull, Apis, which they had worshipped as a god.

The next king, Darius, set out to conquer Greece. Greece was a small country in the south of Europe, west from Persia, Babylon and Judea. Its people were the finest people then living—the most beautiful, the most skilful in art, and the best educated. They painted beautiful pictures, carved exquisite forms out of marble, and composed beautiful poems, some of which, written by Homer, are much read and studied by students and scholars of the present time. They were heathens believing in many gods, but their gods were chiefly spirits of the earth, air and water, not beasts and horrible creatures such as most heathens worshipped.

Darius may have supposed that as these people gave so much attention and time to study and art, they would be weak and easily conquered, but he found them the very opposite. They loved their homes and their country so well, that they would die by hundreds rather than be conquered. They had great courage, and their amusements and manner of living especially fitted them to be soldiers. They were very careful about their clothing, taking care that it should be the best possible for their health, and they spent much time in exercises which made their bodies strong and active. Their chief amusements were races, wrestling and other matches of strength and skill. They were very fond, too, of music and singing.

One tribe especially, called the Spartans, were trained from childhood to endure any sort of pain without complaining. They regularly exposed themselves to severe weather, hunger and thirst simply for the sake of hardening themselves. Once in the life-time of every Spartan boy, he was whipped until blood flowed down his back, and if he showed any sign of feeling pain, he was despised by his comrades. He was expected to smile as if with pleasure. The Spartan women were as brave as the men, and though they loved their husbands and sons as other women did, they took care to express no grief if these were brought home dead from war. They were much more likely to say, "Twas for his country he was born, it is but right he should die for his country."

You will understand, then, Darius had no easy task before him when he attempted to conquer a nation which had such women as mothers, and such men as soldiers, even though his army numbered ten to one of the Greeks.

In the great battle of Marathon, twenty thousand Greeks defeated two hundred thousand Persians, so that the Persians had to return home and make new preparations.

Darius spent three years in getting ready to return to Greece, but just when he was ready he fell sick and died. His son, Xerxes, determined to conquer Greece. He spent four years in preparing, and when at last he started, he had one of the greatest armies a king ever led. It is said, though I cannot assure you that it is true, that his soldiers drank a river dry, and his horses and cattle a lake.

When they came to the Hellespont, they made a bridge to cross on by fastening together two rows of boats, and laying timbers over them, then covering all with brushwood and earth so that the bridge was like a road on land. It took seven days and seven nights for the great army to cross by this bridge.

When they had a bridge nearly built a storm came and destroyed it. Xerxes

was so angry that he spent some time in whipping the sea to punish it for carrying away his bridge. Another was built, and the army crossed, and marched through Thrace and Macedonia (afterwards called Turkey) towards Athens, the capital of Greece.

The Grecian army consisted of nine thousand men. About one thousand, led by Leonidas, king of Sparta, marched to meet the Persian army of nearly two millions. It is said that some one, wishing to alarm Leonidas, told him that the flight of Persian arrows would be so thick as to hide the sun. "Very well" said he, "then we shall fight in the cool shade." The Greeks met the Persians at the Pass of Thermopylae, a long narrow passage between mountains, through which the Persians must pass a few at a time. They fought till the last Greek was killed; then the Persians marched through. The war lasted some time, but in the end the Persians had to retreat and leave Greece in peace.

* * *

After that, Edward IV ruled for a while in peace. The people thought he would be a good king, and they let him have his own way, and he took advantage of their confidence and did many things contrary to the laws. He was extravagant, and wanted much money: he got a great deal by confiscating the property of the nobles who fought against him. He got thus, not only their money, but the rents from the lands that had been theirs. When he wanted more money he did not ask Parliament for it, nor levy taxes himself, but sent for wealthy men, and told them he wanted "gifts" of large sums of money from them. These men gave what he asked, for fear he would take all their property if they refused. Though they did it very unwillingly, he called these sums of money "benevolences" or "free gifts,"

It was in this way he got a large amount of money for going to war with France. The Parliament gave him more, and then, when the French king offered him a great sum to keep peace, he took it, and kept all for his own pleasure. The people were very angry, for it was in their eyes a great disgrace for their king to sell peace with France for money rather than fight. They had so much rather fight.

But, wrong as some of Edward's acts were, he did some wise and good ones. One of these was the help he gave to the printing of books in the English language.

Perhaps you know that before this time there had been no printed books such as you have. Every word in every book had been written with pen or pencil. Paper like ours was not used for them, but a thick, tough kind made either of sheepskin, or a kind of bulrush. A book was not made in leaves as ours are either, but in a long strip with rollers at the ends so that it could be rolled up as our maps are. These books were generally decorated with pictures along the borders, and with beautiful capital letters, which were often done in colors. Now, such a book cost a great deal of money, because it took a long time to write it carefully and plainly. Did you ever try how long it would take you to write several pages of a printed book in your own handwriting? If not, try it, and you may understand why books that were written were very costly.

Well, as more people began to read and study, more books were wanted, and the price rose very high. Some German and Flemish men made up their minds to find an easier and quicker way to make books, so they worked and planned until they succeeded in making blocks on which a large part of a book was cut in wooden letters. From these they made many copies, and so made books more easily than by writing. By and by, they learned to make each letter by itself, and by having a good many of each, they could put them together so as to print many

pages at once, and by separating the letters they could use them again for other pages.

An Englishman, named Caxton, who lived many years in Flanders, learned printing there, and brought a printing press to London and began printing books in the English language. There were then very few books written in English, but many in French, Latin and Greek. Caxton printed some in these foreign languages, but he also translated several into English before he printed them. He printed Chaucer's "Canterbury Tales," of which you have heard, and other poems. King Edward and many nobles helped and encouraged Caxton, and books became more plentiful in England. It was now much easier for people to learn to read, and more tried it, though there were still many who thought it not only foolish but actually wicked to have anything to do with books. So you see that Caxton was of more use to England than many of its kings had been, because through his work many people grew wiser.

Glendale, Man.

BARBARA STRATTON.

History for Book Three,

N. W. T. PROGRAMME.

I.

In preparing this paper it seemed to me that if I could re-ignite that bright enthusiasm for ideals which under the guidance of our teachers reaches a white heat in the Normal School, some good would be accomplished. I have tried to review considerations that must come before the mind when the subject of history is studied and taught, in view of the requirements of pupils who have reached that stage of intellectual development rather vaguely but practically indicated by "third book."

To make a paradox: history is at once the easiest and most difficult to teach of all school subjects. It is easiest because all you have to do is to assign a few pages of the text book to be read up, then "talk about the subject matter in the morning." We have all been taught history in this way, and probably all we like sheep have gone astray and taught history in exactly the same way. It is the most difficult because there is a long process before the pupil comes into the possession of historical ideas and consequently a long time before they understand terms that must necessarily be used. By a wonderful effort of his own intelligent imagination a teacher must know exactly what the pupil's mind is capable of contemplating at any particular stage; also, exactly what facts and truths are most suited to this stage; in addition, what terms he may use if he is to make the subject quite intelligible. As a rule it is difficult for a teacher to place himself en rapport with a child's way of looking at historical facts. Indeed, there seems no way to reach this state of harmony between teacher and pupil without much experience and abundant questioning. The teacher must be watchful for a long time before he can teach history with confidence. History deals with big things. The child must early get some conception of the "collective self" as that epitome of educational wisdom the "Correlation Report" denominates the state. The actions of the characters he studies are viewed in relation to its good or its evil. A child has difficulty in discussing the merits of actions among individuals. The trouble is greatly increased when he contemplates states. Nations crash and we call it war, but not the fact

but the truth behind it is the history of it. How many pupils indeed learn the details of the war of 1812; how few understand the iniquity of one people with a free hand undertaking war against another people, struggling, not for life only (as Russia and Spain the only countries in all Europe except Britain still uncrushed by Napoleon's armies were) but for principle—national faith struggling against a demoralized national reason.

The history to be studied embraces an introduction to Canadian history and a study of English historical characters. Such topics as the discovery, exploration and growth of the settlements into colonies and the race struggle for supremacy; and the biography of such characters as Cæsar, Caractacus, Arthur, Alfred, and Wolseley fill pedagogic requirements exactly as will be subsequently seen. I think that there should be a little latitude in the study of biography, and that not England alone should provide character studies for third book pupils. At about this stage let the mind be allowed glimpses into the histories of other nations and other times. If he has this additional work the pupil will come back to the study of his own countrymen with a broadened mind and deepened interest. Such characters as Leonidas and Alexander, Cincinnatus and Hannibal studied in third book classes would, besides presenting interesting matter, give a widened view of historical study. The mental pictures of this past life, in which these characters are set, however, must be given as far as possible in terms actually known by the pupil. The topics studied according to the programme admirably adapt themselves to the stage of mental growth which a third-book pupil has reached. He is in the image conceptive stage. He can think by means of mental images; and further, the constructive or modifying imagination is very busy. He is ready and eager to make comparisons of the characters he studies and if his reflections are guided, comes to some clever judgements on historical characters. He has ideas of manners and customs and a knowledge of moral principles, some conception of law and the executive functions of the state. These ideas are the result of his own observation and must be elaborated in the presence of his historical material to the mutual benefit of each set of ideas. His notions of labor, trade and commerce may be developed in the same way. A child understands the material progress much sooner than the ethical progress of states. In view of this look for data that afford opportunity for comparison of the conditions of trade, utilization of the powers of nature, or which reveal progress in the mechanical arts. Lead pupils to readily apprehend and remember details that show the growth and change in religion and improvements in the relation of individuals to the institutions of civilized life, development of right forms of government, progress in art and science, in education and national relations and in the sentiment of peace.

Much, though certainly not all of this work can be done in the third book by means of comparisons. A multitude of opportunities arise from the very beginning, the apperceptive material being the knowledge the pupil already has of the conditions of the civilization in which he lives. In all this work the subsequent historical study of the pupil must be borne in mind and he should be given glimpses into the realm of independent thought about historical subjects.

Maple Creek, N.W.T.

AUGUSTUS H. BALL.

Inspection Notes.

Below is a copy of No. 13, Vol. 2, of the Arcady Weekly Voice, issued Aug. 18, 1899, by the pupils of Arcady public school. The pupils hand in items of news and

contributions generally to the teacher. The teacher hands them back when necessary for correction, collects them again, and goes to press. There is but one copy of the paper issued, as the teacher has to write it all out by hand. The whole is read out by the teacher on Friday afternoon. It will be seen that there were several continued stories running at the time of this issue, and that each article or item of news is signed. At the time of my visit I was accorded the privilege of examining a number of the papers on file. It is perhaps unnecessary to add that the name of the school is not Arcady.

S. E. LANG.

The Arcady Weekly Voice.

Vol. 2

August 18, 1899.

No. 13

THE VOICE

is published every Friday evening at this office.

Terms of Subscription \$1 per annum.

THE ARCADY WEEKLY VOICE

is now more popular than ever. With its new form the Voice also took new life. The staff is a large one, consisting of no fewer than fifteen correspondents and contributors, under the Editor. With such wide and varied talent we cannot fail to secure success. The Voice will continue in the future, as it has done in the past, to take an active interest in all progress. Nothing but the best is good enough for Arcady. We strive after the best. We want the best club, the best paper, the best school, the best characters in this Manitoba. The best in great things is only obtained through the best in small things. And as we strive towards perfection, let us remember that when we have beaten this man or that, it is by no means time to stop. We have still OURSELVES to beat. If the Arcady Weekly Club will bear these things in mind, it will be a great club of great men and great women, who, ten years from now will give the world a mighty shove towards its goal.

News of the Week.

—W. J. and B. Jones went to the picnic. But when they started they did not know the road, and John and Bernie lay down on a hill, and they saw three rigs. And John and Bernie got a ride with Mr. Robinson. Willie was on another hill, and he had to walk to the picnic. They had a good time too. I had a fine time at the picnic, and I saw Willie first and then Bernie, and then John.

J.S.T.

—On August 11th I went to the Blankdale picnic. And there were two dogs fighting. And they got Willie Smith between them. But he did not cry, he just got ready when Mrs. Graham got him from them. And then they went over to a bench where Mrs. Brown was sitting, and she tried to push them away, but they bit her leg. But I don't think she got hurt much.

P.C.

—There have been no games inside this week because it was nice and fine outside. But the lessons were very good this week.

We have got the black-board painted again.

W. N. Murdoch spent his birthday party August 15, 1899.

We have stopped play-

ing baseball and we play ante over. It is mostly W.N.M. that goes to one side to catch the ball himself. Tuesday, 17th., the club played baseball. Last week we played "Old Witch." but we went to the picnic and we did not have our paper. N.L.

—The picnic that was held at Blankdale came off very well. The sports were baseball, football, running, jumping, and listening to the brass band. Blankdale were the winners at baseball, and in football both sides came out even. I am sure everybody enjoyed themselves.

Most of the farmers in this vicinity are about through haying. M.N.M.

—Bernie and Jack were playing they were pups, and Jack pulled Bernie down. C.H.C.

—Bernie walked to the picnic, and John and Willie played baseball, and Bernie was running a race.

K.R.M.

—I made a wagon to haul water this week. It was made of wood and iron, and was strong. B.T.

—The horses that were drawing the milk wagon were bay. E.J.C.

—The man is hauling milk. J.E.M.

—The garden is coming

on well and so are the weeds. W.P.

—John Clark and James Martin changed seats on Thursday. G.B.T.

LITERATURE—

—QUEENIE—

CHAPTER IV.

She sat for a long time with the dog and cat, and then she went to see the stable. She saw her uncle Ernest feed the cattle, and when he went after them she went and watched her uncle Harry plow with the strong boys. She watched him ten minutes, and he looked at his watch and said "Time to unhitch," to which the horses answered with a glad whinny.

"May I get a ride on Kate?" asked Queenie, but he answered "No. She is all over sweat, and would spoil your dress, but get on my shoulders, and I will give you a ride." And so he did. R.S.T.
(To be continued)

THE STORY OF A GIRL.

CHAPTER II.

And as she came down she picked up her slipper, and put it in the bag. She blew the bag full of air. And when she saw the wolves she took the broom and hit the bag a whack.

Then she dropped her things and ran to rescue Rover. She jumped over a chair and frightened the wolves, and they ran out of the door. Rover was not hurt, but very tired. Then she shut the door and window and then made a bed of mats for Rover, by her bed. When Kathleen's mother came home she gave Kathleen a dollar. N.T.

(The End).

POET'S CORNER—

The Voice

I like to read the Voice,
For I know its things are true,
For I know it is my choice,
And you can read it too. F.C.

Fairies

i.
There once lived on this earth,
Many years ago,
Many funny people
Whose names we do not know.

ii.
They lived in houses of flowers,
And drank the morning dew,
And they were always happy,
The whole day through. M.N.M.

* * *

An Accident

i.

There was once a boy,
Running through the grass
And he cut his foot
On a little piece of glass

ii.

The blood began to fly,
And the boy began to roar
And he ran into the house,
And put blood upon the floor.

iii.

His mother looked at the cut,
And saw it was very bad,
And then she wrapped it up,
With a little piece of rag. G.B.T.

The Horse

A horse walks on four legs,
and you can ride him
and sometimes work him. J.P.

Club News

At the last meeting a new Secretary and Treasurer were appointed, viz., Miss Fanny Clark, Secretary, and Mr. Wm. Jones, Treasurer. Also, Mr. Wm. Brown was appointed Badgemaster, with Mr. John Smith as assistant.

—EDITOR.

Subscribe for the Arcady Weekly Voice. There is no paper like it.

If you want to succeed in business, subscribe for the Voice.

Teachers whose schools close in a few weeks should begin to sum up the results of the term's work. It is well that both teacher and pupils should have, as far as possible, a clear idea of what has been accomplished. The teacher with definite aims will doubtless have accomplished something. He will have definite results to show for his work.

Now, when nearing the end of the term, will be a good time to examine aims in the light of results. Aims may be definite but low; results may be definite but worthless. There is a story told of a man, who, after having bought a horse, asked the dealer to be candid and tell him what faults or weaknesses the horse had. The dealer, in reply, stated that the horse had only two faults, when he was loose he was very hard to catch, and when caught was no good. T. M. M.

In the School Room.

In response to the invitation in last issue three criticisms have been sent in. These were referred to an unprejudiced committee and the following one was selected as most suggestive. It may be that it is not sufficiently explicit, and that it "has been arranged to fit any selection in the book," but the committee decided that it had best sized up the weaknesses in the lessons of Messrs. A., B. and C, It would be interesting now to hear Mr. C's opinion of Mr. A. W's criticism.

* * *

"Surely it is a waste of energy to criticize such a plan of teaching this choice selection as that adopted by Mr. A. Is it possible that teachers are so dead to the beauties of such a selection, and the opportunities it presents, as to degrade it to the position of a word and spelling lesson? There is not even a flavor of true reading in such a method of treatment.

Mr. B's plan is, I would imagine, probably more common. It is however a very cut-and-dried method. One can imagine that plan and those questions as having been arranged to fit any selection in the book, with a change in a few odd words. It is perhaps such a plan as this, that one might expect from a teacher who had got into an educational rut and couldn't get out.

Mr. C's plan is much more suggestive. Assuming however that he prepared the way fully for a thorough understanding of the lesson yet he failed at a critical point as far as the reading is concerned. Why raise the interest of the child only to most effectively kill it by postponing the reading till the following day? To make matters worse the child has, it appears, to "get the picture" at home. If there is one subject that appears to me to be more objectionable than others for home preparation it is reading, for apart from the careless treatment it would probably get, there is often the injudicious help of parents to contend with, which, though well meant, is frequently far from helpful to the child in the true art of reading.

Rather than criticize more fully I prefer stating what in my opinion would be a more effective method of treatment.

A reading lesson like the above, and in fact any reading lesson that is of the right material, requires that the class should be prepared on two distinct lines.

1. The testing of the pupil's ability to recognize readily all words and word phrases in the lesson.

2. A preparatory study of the literature suited to the grade.

One thing, however, appears to me to be important: this preparation in the lower grades should be entirely independent of the lesson, and previous to its being presented as a reading lesson.

When this preparation has been made, interest been aroused, and the teacher is satisfied that the class have a clear understanding of everything necessary to grasp the thought, let the class turn to the selection, or, better still, have it ready on the board.

Let them read it over silently till they have grasped the thought as presented in the new form. When all are ready let them read." A.W.

* * *

In connection with the teaching of this selection, it might not be out of place to set forth a principle that should govern the teacher's procedure in all lessons. This principle might be stated in a roundabout way as follows: Before proceeding to

teach a lesson, the teacher should consider what steps the pupil must take, and the order in which he must take them, in order to arrive at an understanding of the truth presented. Then he must plan the presentation of the lesson so that these steps may be taken without too great difficulty and in proper order by the pupils. Those who prefer to state this more philosophically may do so. The truth will be all the same.

To-day, I saw a lesson in drawing. The pupils had to sketch 'an ordinary tumbler. Some teachers might have said, "Now, just get to work!" ; but one teacher did nothing of the kind. She evidently reasoned in this way: To arrive at the result required these pupils must be able (1) TO SEE what is before them; (2) TO IMAGINE how a picture of what they see will look; and how it will appear to best advantage on the sheet; (3) TO EXECUTE what they have planned or imagined. In accordance with this analysis she first tested their power TO SEE, by having them look at the tumbler from above, and at the level of the eye, and tell what the top and bottom resembled in shape in the various positions. She next made them IN IMAGINATION plan their picture, showing just where it would appear on the page. In the third place she asked them TO SKETCH, but first being sure that pencil and paper were provided. If any reader of the Journal thinks this is childish, I have but one question to ask of him: Did you ever in teaching a lesson come to a point beyond which you could not proceed, because you had forgotten to clearly present some truth which had to be known before further advance could be made? Of course you have. You failed because you neglected to analyze the problem before you for without analysis there can be no clear and definite plan of procedure.

Now to turn to the lesson above. A pupil to read the selection must be able (1) TO SEE the word-forms. This may be taken for granted, since we assume that the children have eyes, and that the conditions are favorable for using them. (2) TO INTERPRET, that is to connect each word-form with a sound, such sound to have to them a definite meaning. This means that the pronunciation and meaning of words and word-groups, and their relations, must be taught. (3) TO PICTURE, that is, to group the notions and judgments so that the picture in the mind of the poet may be reproduced in the mind of the pupil. With clear perception of this picture UNDER FAVORABLE CONDITIONS—a sympathetic teacher, a proper time, etc.—comes the appropriate feeling. And it is perhaps needless to say that unless the beauty of the picture is FELT the selection has not been properly appreciated. (4) TO EXPRESS, that is the pupil must express what he has thought and felt in such a way as to convince others that he thinks and feels.

Space in this issue will not permit anything further. Three points in the teaching should not be overlooked however. (1) That the meaning of words, phrases, etc., are frequently better taught when the pupil is trying to see the picture than if taught in a separate lesson beforehand. (2) That expression reacts on thinking and feeling, and that therefore one of the most profitable parts of a lesson is its intelligent expression by the pupils. (3) That without "THE FAVORABLE CONDITIONS" it is unlikely that any good work will ever be done.

* * *

As there is no material on hand for next month, I should feel obliged to any teacher who would send an account of some school-room experience for this column. Tell a good story if you can do nothing else. Or if you do not care for that, send something for a Question Drawer.

Winnipeg.

W. A. MCINTYRE

Editorial Notes,

The educational problem of the west is the problem of the rural school. We invite contributions on the defects of rural school work and how to remedy them.

* * *

We invite the co-operation of all teachers in furnishing contributions of a practical nature to the Journal. The best educational thought and practice should go hand in hand. Whenever a teacher finds an especially effective method of dealing with any topic, he should send an outline lesson to the Journal. We should like to have more contributors dealing with the first two years of school life.

* * *

Secretaries of Teachers' Associations throughout the west will oblige by forwarding to us notices of Institute Meetings to be held and reports of proceedings as soon as possible afterwards. We regret that this month we have been unable to insert accounts of a number of recent conventions. These will, however, appear next month, and, although a little late, cannot fail to prove interesting.

* * *

Mr. W. A. McIntyre, editor of the valuable department "In the School Room," informs us that Mr. Alfred White, of Marringhurst, Man., is entitled to receive the "Journal" free for one year, as his criticism was adjudged the best of those sent in. Will contributors to "In the School Room" in future kindly send their manuscript directly to Mr. W. A. McIntyre, Provincial Normal School, Winnipeg.

* * *

The Editor has pleasure in announcing that Mr. Geo. E. Atkinson, of Portage la Prairie,—the well-known ornithologist—has consented to take charge of a department of Natural History. Questions forwarded to Mr. Atkinson will be answered in issue of "Journal" immediately following. Correspondents are requested to give their names and addresses when writing to Mr. Atkinson. Teachers are requested to consult him and freely avail themselves of his special knowledge.

Reviews.

The New England Journal of Education in its issue of Sept. 28th, had a valuable symposium on the question whether colleges should allow full credit for work done in secondary schools.

An Introduction to English Grammar by Inspectors Rose and Lang is being very favorably received by a number of the leading teachers of Manitoba. A review of this excellent manual will appear in our November issue.

The Wisconsin Journal of Education for October contains an editorial protesting against the petty regulation and tyrannical supervision sometimes exercised over teachers, and making a plea for more sympathy and appreciation on the part of inspectors and superintendents.

Prof. E. E. Brown, of the University of California, delivered a very valuable address on "Naughty Children" before the National Educational Association at Los Angeles. It is reproduced in the Kindergarten Magazine for October, and should be read by all primary teachers.

OF WESTERN CANADA.

The Inland Educator for October is up to its usual high standard. Among the noticeable articles is an editorial on "The School is Life. Life is a School." J. B. Wisely whose "New Grammar" is favorably known in Manitoba, contributes a brief article showing that "the first bit of logic which the student of Grammar must master is the nature of thought and its elements. He must also know the different kinds of ideas which words express."

* * *

Many teachers of Geometry have experienced on the part of some pupils whose grasp, perhaps, of other mathematical subjects was above the average, a tendency to memorize word for word problems and theorems and to confuse geometrical terms generally. This state of affairs was due to several causes, the prime cause being an attempt to study formal geometry without any consideration of the necessary groundwork. A few years ago an effort was made to place this subject on a more rational basis. That the result was not more satisfactory was largely owing to the character of the text book then prescribed rather than to any error regarding the nature of a proper course in elementary geometry.

Certain subjects must of necessity precede others, notably arithmetic precede Algebra, and Euclid, Trigonometry. For a similar reason formal geometry should be based upon some adequate preparatory work. This is evidently the purpose of Mr. H. S. McLean's little work on "Introductory Geometry," recently issued by the Copp, Clark Co., of Toronto. "Introductory Geometry" justifies its title and should prove as useful to the teacher as to the scholar. Part I, covering some 160 pages, is termed the Introductory Course; Part II embraces Euclid's Book I.

The author proceeds by easy stages, thus developing fundamental geometrical ideas gradually and making ample provision for their application. The numerous exercises are exceptionally well graded, the questions being eminently scientific and suggestive. There is a logical clearness in exposition and in the order of the topics. The author's treatment of coincidence, intersection and parallelism of lines is exemplary. The whole bears the stamp of the teacher and mathematician, and should furnish that preliminary training so necessary for the intelligent study of formal geometry.

A. MCINTYRE.

Notes from the Field.

NORTH NORFOLK.

On Saturday, Sept. 16, the teachers of North Norfolk met at MacGregor for the purpose of reorganizing the local Teacher's Association. The meeting was called to order at 10 a.m. with Inspector Maguire in the chair. The following officers were elected: Pres., B. J. Hales, MacGregor; Vice-Pres., Miss York, MacGregor; Secretary, E. J. Young, Austin. The regular business having been completed the meeting resolved itself into an informal convention, and this proved both interesting and profitable, many subjects of interest to teachers and parents being freely and profitably discussed. It was decided that another convention be held on or about Nov. 4th, and that outside talent be invited to attend. The meeting adjourned at 4 p.m.

* * *

SALTCOATS.

The tenth annual convention of the North Eastern Assiniboia Teacher's Association was held in Saltcoats on Monday and Tuesday, the 4th and 5th of September,

when about twenty-five teachers and Inspector Hewgill were present.

The following interesting papers were presented:—Lesson in Literature, M. Laycock; Teaching the Number Ten, J. A. M. Patrick; Nature Study, *Plant Life*—Standard III—H. Nelson; Composition—Standard IV—Geo. Sharman; Reading—Standard III—D. M. Hamilton; Commercial Geography—Standard V—R. W. Watson; Problems in Arithmetic—Miss A. Stevens; Physiology—G. H. Ramsey; Phonics—R. Border; The Teacher's Influence in the Department of Children—R. Tait.

The following motions were then considered by the Convention and approved unanimously.

“Whereas this Association believes Clarkson's Algebra to be faulty in the following particulars, viz.: (1) Order and arrangement of principles; (2) Promiscuous principles in the same exercise which have not been previously dealt with; (3) That many important principles are either omitted or neglected;” J. A. Gregory moved, seconded by M. R. Laycock, that we recommend the substitution of a better graded algebra for Standard V programme of studies.

Moved by J. A. Gregory, seconded by R. H. Watson “That this Association recommend the amendment of section 227 of the School Ordinance by striking out the words, ‘for a period of at least sixteen weeks in each year, at least eight weeks of which time shall be consecutive,’ and substituting the following, viz.: ‘for a period at least three-fifths of the number of days the school was open, at least one-half of which period shall be consecutive.’”

“Resolved that we, the teachers of North Eastern Assiniboia, request the Council of Public Instruction to establish a teachers' reading course as suggested by Mr. Goggin at the Teachers' Institute at Saltcoats in 1898.”

The following officers were elected for the ensuing year: President, J. A. Gregory, Yorkton; vice-president, M. R. Laycock, Saltcoats; Sec.-Treas., J. A. M. Patrick, Yorkton; advisory committee, R. H. Watson, Mrs. Mowbray, and D. M. Hamilton. J. A. Gregory was chosen to represent this Association at the Territorial Convention in Regina next year.

* * *

REGINA.

The annual convention of the Regina District Teachers' Association was held September 30th and 31st. There was a full attendance of teachers from all parts of the district, and the presence of the large normal class added considerably to the meetings. Friday morning Miss Minnie McLachlan gave an interesting paper on “Nature Study,” and Miss Burnett, assistant teacher in the normal school, dealt with “Primary Language Work.” The subjects arithmetic, geography and prose literature were ably dealt with by Mr. J. B. Hugg, Miss M. S. Vickerson and Supt. D. J. Goggin, respectively, in the afternoon.

In the evening the convention held an open session. At eight o'clock, a large audience, consisting of teachers in attendance at the convention, the students at the normal school, and a large number of leading townspeople had gathered in the large normal class room. Mr. Hugg, the president, on taking the chair, announced that a series of misfortunes had befallen the meeting, in that the Lieutenant-Governor, who was to have presided, had just sent word that he would be unable to attend, and the train being late, the Bishop of Qu'Appelle, who was to have addressed the meeting, had not arrived. Mr. Haultain was also detained by illness. This left only Supt. Goggin, but he proved to be more than enough, and delivered a most interesting and instructive lecture on “Dr. Arnold, of Rugby.”

The Saturday morning session was devoted to business, and the election of the

following officers: President, Mr. J. B. Hugg; vice-president, Miss M. Vickers; secretary, Miss E. Martin; committee, Miss McMillan, Mr. J. R. Pollock, Miss M. McLachlan and Mr. D. A. Kingsbury.

PRINCE ALBERT.

The public school teachers of the Saskatchewan Association, met in their annual convention in the Prince Albert Central School, Sept. 30th and 31st. There were present the greater number of teachers of the district, as was also Inspector Calder. Several important lessons were demonstrated and papers on various subjects were read. An interesting and intelligent discussion followed the presentation of each subject, which goes to show that the teachers of this corner of the country are fully alive to the importance and responsibilities of their profession.

The Friday morning session was opened at ten o'clock, President C. Nivins in the chair. The work of the session was opened by Inspector Calder, who spoke on the subject of "Writing; How it is and How it Should be Taught." Mr. F. Holmes presented a paper on "History," dealing with the matter and manner of the presentation of a lesson on "Alfred the Great."

In the afternoon Miss A. Smith taught a lesson on "Fractions" to a number of pupils from the primary room of the school. The president gave a concise account of the organization of the North-West Territories Association. On motion it was decided that that the number of representatives to which the Saskatchewan Association is entitled should be appointed.

Purely Logical

IT PAYS TO EDUCATE FOR BUSINESS.

There is no other calling in life more interesting than the Business Man's.

If you are successful in Business there is no other calling more remunerative.

To be successful in Business you must have a Business Education.

To get a thorough Business Education you should attend
The

Winnipeg Business College,

Winnipeg, Manitoba.

To get full particulars regarding a course at the Winnipeg Business College you should drop a post card to the Secretary asking for an Announcement.

Address G. W. DONALD, SEC.,

Winnipeg Business College.

Officers, as follows, for the ensuing year, were elected: President, Mr. McDonald; vice-president, Miss McKinley; sec.-treas., Miss Sharman; executive committee, the above officers and Messrs. C. Nivins, B. A., and F. Holmes. Representatives to North-West Teachers' Association, Messrs. C. Nivins, B. A. and W. H. Metcalf. The membership fee of the local association was fixed at ten cents. The work of the day was concluded with a paper presented by Miss McDonald on "Spelling, its Importance, Difficulties, etc."

The Saturday session opened at nine a.m., President-elect McDonald in the chair. Inspector Calder dealt with the probable difficulties of certain type problems and teachers' methods of overcoming them in presentation; following this with another on the geography of the Territories.

The convention closed at 12 a. m., with a unanimous vote of thanks to Mr. Calder for so largely contributing to the interest and success of the gathering.

Regulations for Entrance to Collegiate Institutes.

[MANITOBA.]

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

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

ORAL READING.

SPELLING AND WRITING on all papers.

LITERATURE. The Fifth Reader (Victorian) from page 228 to end of book with special reference to the following selections:

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

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

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

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

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