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OF WESTERN CANADA.

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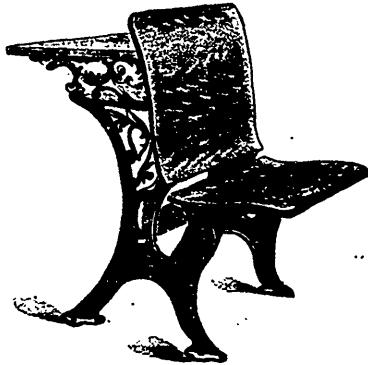
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GONOR SCHOOL.

Miss Yemen.

Gonor is a beautiful district on the east bank of the Red River. Its name even, is in a way historic, being that of a Jesuit Father, Flavian de Gonor, who toiled among the Indians of Minnesota about 1728. It is recorded that the famous de la Vérendrye fell in with him at Michilimackinac, and entrusted to him his memoranda and sketch-map of proposed western exploration. That the Father never saw the Sablonnière, as the Red River was designated, is certain, but some relative or admirer in later years named one spot Gonor, and so a lasting monument remains.

For beauty of scenery, and interesting studies in woodland, hill, rivulet, sunset, bird and flower, no richer district could be found. Here the Crees and Ojibways hunted, and fished, and buried their dead, here many of the disbanded Hudson's Bay Company's servants received holdings, and here are traces of the presence of that mysterious race, the Mound Builders. Two mounds still remain, the most northerly yet discovered.

Until last winter Gonor had no school though for years the need had been sorely felt, and thoroughly discussed, by those interested in the education of their children. Shortly after the new year began, a school capable of accommodating eighty pupils was opened. In the haste, and also owing to heavy expenses, the building was unpainted, seats for only thirty were provided and apparatus remained yet in the future.

Nevertheless there was such enthusiasm and interest in the air that it seemed possible to do without many things for a time. The first day thirty-two children appeared, the next fifty-seven, then sixty-five, then seventy-three and the fifth day seventy-nine. The seats were full, the edge of the long platform was packed so that a child had to be removed when it became necessary to ascend to, or descend from the platform. Benches were borrowed from the Old Manse, and from Little Britain Ferry, and a carpenter was commissioned to make some more.

January, February and March was one long, highly-fascinating drama, pathetic, heart-ache producing, picturesque, extravagant, ludicrous, mirth-provoking. The hundred were almost equally divided—Austrian and Native—There was one Swede whose presence was not unfelt, and a family or two of purely British extraction.

The Austrians came from two provinces—Galicia and Bukovina, thus speaking two dialects and entertaining, among the elders, a lofty scorn for each other's speech

and acquirements. In age they range from five to twenty-five. They appeared in marvellous and oft-times wonderfully inappropriate and ill-matched garments. A maiden tied about her head a scarf that probably once had covered the fluffy hair of a Winnipeg belle on her way to opera, ball or concert, and bending well forward threw in a semicircle over her shoulders, from near the floor, a woman's coat, and somehow found herself in it, whereupon she marched off in a pair of No. 7 boots to act her part. A girl of ten came in a woman's bodice, an ill-draped skirt and a man's long boots. A laddie of seven disported himself gaily in a gentleman's shepherd's plaid coat, whose tails just missed the floor. A slight youth of twelve was closely pinned up in a fine, but decayed black dress coat. The tiniest lad of all was enveloped in a little sheepskin coat, fur side inside, little tags of wool hanging down all round and sticking out of sundry holes. His wee feet were quite lost in a pair of boots too large for his mother, and only his frightened black eyes were to be seen peering from beneath a great cap many sizes too large for him.

The Galician, as we call the Austrian,—the Galician child is a charming specimen of humanity, usually healthy, hearty, chattering like a magpie, frolicsome as a kitten, mischievous as a puppy, ever ready for a skirmish, inquisitive, bright, witty in his own tongue, possessing the keenest perception of the humorous, loving, hating with all his might.

Scarcely less interesting is the Native child, dark-eyed, dark-skinned, shy, reserved, speaking little and then, inaudibly—but that was only in the beginning,—the dark eyes can light up with mirth or interest, the dark skin glow with surprise or delight, and little by little speech becomes free, and quite audible.

They were children of different races, Slavonic, Indian and Teutonic, but there was a language common to all, the gleam of the pleased eye, the tremor of a voice, the quiver of a lip, the sudden twitch of a limb, the chill withdrawal into oneself, the glad discernment of a friend, language which teachers understand.

And all this throng with all their wants were needing directions and promptings. Their first work was to learn, or rather to begin to learn of the brotherhood of man, and that no man liveth unto himself. The grave, reserved, splendid Native child controlled his desire to laugh, and to make sport of the foreigner, scarcely smiling at his ridiculous footgear, his clattering tramp, his odd customs, or his meagre English.

As there were no maps, no blackboards—nothing but two stoves, fifteen seats, some benches, between seventy and eighty children, the table and the teacher, some means of occupying these extremely busy persons and still busier hands, tongues and eyes must be devised.

Instantly the Musical Chart offered itself. Brown paper, red ladder and pitch pipe produced effects most satisfactory to these boys and girls and this teacher who was learning to be easily satisfied.

Next physical exercises seemed to be necessary and practicable. Thirty little people, not all of them so very young in years or small in stature, scarcely understanding or speaking a word of English, repeated in concert, and with gusto, the words of command, the teacher fortunately knowing no Galician to stop them, and at the same time, performed the required motions with vigor and zest, scarcely ever taking their eyes off their instructor. "Hands up!" "hands down!" "thumbs up!" "thumbs down!" "hands closed!" "hands open!" "arms folded!"

interspersed with claps, afforded the most exquisite delight. When it seemed impossible to have the line turn in unison "oberdyce!" (Phonetic spelling) was suddenly substituted for 'turn!' and round went the rogues like a flash. As a result a number of Galician words were adopted with good effect.

Nor was the enjoyment less when it came to the inspection of school room objects, and the learning of their English names. Petro and Metro and Marica must see everything and handle everything. Each one appeared equally unconscious of himself and his neighbors. As the watch went the rounds of the class and paused at each ear, one Metro imitated perfectly its tick, oblivious of all his surroundings. Amidst much laughter and childish wonder, names were learned at an amazing rate.

All this was highly entertaining, and who shall say unprofitable to the elder pupils, who were but ill supplied with readers and slates? Not flowers, or birds, or insects were the subjects of their Nature studies but *children*.

Fortunately a supply of slates, pencils and rulers arrived before the end of the second week. The senior pupils gladly assisted in teaching the use of these articles, and in keeping copies on the slates for the eager writers. The slim rulers were convenient objects for number-work, being easy to hold up, and ready to vanish one by one.

For the amusement and relief of the seat pupils which were those from grade III. up, marching in serpentine fashion in the aisles was instituted. The noise would doubtless have been trying to sensitive nerves, but the only person in the room with nerves was so occupied that she had no time to observe hers. Several mouth-organs appeared, and there was certainly a jolly good time. What the march lacked in rhythm and grace was atoned for by the heartiness and enjoyment with which it was executed.

Those on the benches next took their turn, but the heavy and ill-fitting footgear caused the odd lines to move in most ungainly and highly ludicrous fashion, with terrible clatter. The boots, not the bairns, were at fault.

Turning the lack of hooks for clothing into an advantage, moments that might otherwise have lagged were occupied in putting on, taking off, folding, unfolding, placing and removing of the queer wraps which lay in heaps all around the walls. The elder girls assisted the extremely awkward people in this drill, with patience and kindness, and when the hooks came at length everybody had learned something.

There were necessarily frequent practices in dismissing and returning to seats, going to and returning from classes. Looking for the shortest way out the boys made a rush, clambered over the benches in their way, sometimes falling over one another, thus necessitating the exchange of several good punches which invariably produced a lusty roar, followed by a lucid explanation from two, accompanied by suitable gesticulations, "boy fight"—"him fight me"—"no he fight me," and under a volley of Galician a genuine "scrap" was on. Now and again when their blood was not so suddenly aroused, they satisfied themselves with spitting on each other, or drawing a handful of fingers down the opponent's face.

The Galician likes his name to be remembered and pronounced correctly, so especial pains were taken to call every one by his or her Galician name. The very difficulty in pronouncing, spelling and remembering Fedora Fedorzczuk,

Stefan Hnataysn, Wasylena Peutran, John Guschnosky and Annie Sniatynczuk taught everybody charity in judging Galician attempts at English.

The blackboard arrived after awhile and with it the solution of many difficulties. By the aid of chalk pictures, hat, fan, pan, pig, pen, cap in script were soon learned, and before long short sentences were readily read. The teacher found it best to learn the Galician names of all common objects, and the difficulty experienced was a constant lesson in patience towards the learners.

Mothers and fathers, all in sheepskin coats, dropped in to see what was going on. On one occasion Mrs. B—— was observed surreptitiously shaking her fist at her Michaelo who was out of order and thereupon that gentleman assumed a grave and calm demeanor. Never once did a Galician parent fail to support the teacher's authority.

There are now 127 names on Gonor School register; 90 of these pupils are in attendance this month, though rarely more than 70 of them appear in one day. A law for compulsory attendance is required to keep them in school on fine Spring and Summer days.

April and May find the school shorn of much of its picturesqueness, the line between the nationalities is gradually disappearing, unkindness is becoming rare, the beautiful woods and its contents, all the environment is exerting a benign influence.

When things go awry, and teacher and pupils are bad, and Satan refuses to go away, the pitch pipe always comes out and some minutes of Do, Re, Mi, Lo, La, or Loo in tones of sorrow, merriment or lullaby usually put the fiend to flight.

A week ago eight new children from the recently arrived Austrian immigrants came in, all in sheepskin coats and linen garments, soiled from ocean and land journeying. On the afternoon of their arrival some of them were photographed in their sheepskins, then in their linen dress, gay with their hankkerchiefs, girdles, beads and ear-rings. Before four a valise arrived—this valise is a veritable cruse of oil. Five girls remained with needles, thread, scissors and thimbles. On Tuesday morning Donna, Paraskytza, Soverna and Katrina sat in their seats in Canadian dress, and now have twelve or fifteen English words and a faint grasp of many more.

Such are the object lessons. Everybody is kind to these children and actually sympathize with and respect them.

On Arbor Day the men and boys loyally turned out and the entire yard was cleared of scrub, and then enclosed with a wire fence. Three or four maples were planted. Austrian and Native worker, school children, boys and girls, dined together at noon, and from the three Trustees to three year old Andro Babisky there was the finest enjoyment of the feast and perfect unanimity. Gonor School attempted its first concert on the evening of this eventful day.

Next Monday morning Gonor School will be scarcely recognizable. Roof, outside and inside walls will be bright and clean in new paint, and all who enter it will take a long stride onward and upward.

A historic spot, beautiful nature, different nationalities and characters, the programme of studies are doing their utmost to instruct all to use their powers wisely, and to control themselves.

COURTESY IN THE SCHOOL.

(Barbara Stratton, Nee-pawa.)

"Hail! ye small sweet courtesies of life, for smooth do you make the road of it!"

Is there any one present who does not know by reading, by tradition, or by experience, how rough and stormy the path of the pedagogue of the last generation was made! I think not. "You have heard with your ears, your fathers have told you," if you have not seen with your eyes, instances of teachers compelled to resort to physical strength—to the use of the cowhide or the rod—in order to maintain a position in the school at all. Familiar to your ears are tales of the bullies whose highest ambition was to "lick the teacher," and throw him out of the school' and of teachers, who, by superior strength and skill, or by some ingenious device, continued to turn the tables, and either to get rid of, or to humble the bully. You are familiar with the prevailing idea of those times—that the teacher who "spared the rod, spoiled the child," that as Squire Means so tersely put it "Lickin' and 'Larnin' went together."

You are happily, still more familiar with the schools where physical strength is not looked upon as the most important requisite of a successful teacher—where the rod rests in almost undisturbed repose upon its shelf.

Some of you may be familiar also with those schools where the rod is entirely banished, where the mere thought of inflicting corporal punishment is torture to the teacher, to the tender-hearted teacher, where pupils are ruled by love alone. Schools in which the pupils have a delightfully easy, joyous time, but the unfortunate teacher doesn't—her kindness despised, her entreaties scorned, her tender feelings trampled on—one of two results must inevitably follow: either she is as certainly ejected as was ever pedagogue of old time by a bully, or her loving rule sours into the sort of moral suasion described in a late issue of our Journal! An old gentleman asks a boy if he never gets thrashed at school. "Oh! no!" says the boy, "never! we have moral suasion at our school." "What's that!" "Oh, we get kep' in, and stood up in corners, and locked out, and locked in, and made write one word a thousand times, and scowled at, and jawed at, an' that's all."

This extreme is not much more to be desired than the more ancient one. I question if it is possible for it to produce an equal proportion of educated men and women, worthy the name.

The happy medium is what we aim at, and what we hope we have in large measure attained. The change did not take place in a day, nor a year, nor a decade, it has been gradual, and somewhat slow, because it was not brought about by any one influence or method. Many influences have been at work, but that which I take to have been the strongest is the growth of the practice of courtesy between teacher and pupil, arising from a new conception of their relations to each other. These terms are no longer held to be synonymous with tyrant and subject, with master and slave as they appear to have been too often in the past. A teacher of the present (one has a dislike to the name pedagogue, as savoring too strongly of the old relation) aims to be rather the "guide, philosopher, and friend" of his pupils.

But it is possible that we are yet some degrees off the goal we wish to reach. Are our pupils always perfectly courteous to us? Are we always quite as courteous to them

as we are to their parents., as we are to our trustees, as we are to visitors at the school.

Do we always remember to greet them pleasantly in the morning or when we meet them on the street? Do we always point out mistakes and wrong-doings as gently and respectfully as we should if they were grown-ups? Are we always as prompt with the due meed of praise as we should be with grown-up friends? Or do we sometimes think of them as 'only children' and treat them accordingly, forgetting that our manner towards them makes a far deeper impression upon them than our precepts can do? I read a short while ago a quotation from an English Journal of Education which I wish to quote once more:

"A correspondent writes as follows: 'A few days ago I was collecting exercises in my class-room. One of my pupils, a well-mannered boy, threw his paper carelessly along the desk toward me, without thinking. I made a scarcely perceptible pause; he felt my looks, picked up the exercise and handed it to me. After a brief inspection, I, noticing some trifling omission, tossed it rather contemptuously back, with a curt command for correction. The moral of the incident struck me at once. I had been momentarily annoyed by the boy's want of respect, and an instant after, I gave him a striking object lesson in rudeness.'" We insert this note because it seems to us quite possible, as our correspondent suggests, that the bad manners, or even impertinences, which trouble the irritable and over-wrought master, may be, in point of fact, only the result of his behaviour to the boys."

We may not go so far as Luther's school master, the famous Trebonius, who used to uncover his head and stand while his pupils entered the school-room 'to do honor,' he said, to the consuls, councillors, doctors and masters, who should proceed from his school.' 'But we must, if we would be treated courteously by our pupils, learn to treat them as Dr. Arnold of Rugby did—with simple respect in all matters, great and small, never doubt them, never suspect them, until absolutely compelled to do so. The mere form of courtesy will not do; children will not be deceived by it. It must be the result of a genuine interest in and respect for those to whom it is shown, be they old or young. Respectful treatment pays. 'With what measure ye mete, it shall be measured to you again.'

If our pupils are lacking in courtesy, various methods may be resorted to, to instil its principles into their minds, some direct instruction may be necessary—memory gems will be our aid—but the one thing we must never forget is as Chesterfield tells us that "a man's own good breeding is the best security against other people's ill-manners."

"GOD SAVE THE KING," THE EMPIRE'S ANTHEM.

By Agnes Deans Cameron, Principal of South Park School, Victoria, British Columbia, Canada.

"Take 'old o' the Wings o' the mornin',
An' flop round the earth till your dead;
But you won't get away from the tune that they play
To the bloomin' old rag over'ead."

Rudyard Kipling.

An old lady read to me one day a poem which she had enjoyed, "And," she concluded, "it is written by an author whose life nobody seems to have yet written; his name is "Anon," and he wrote some of the best pieces in my poetry book." The dear old lady is right. "Anon" is responsible for much that is good, and chief among his works is the National Anthem, "God Save the King."

We can trace this song, or hymn, back to the Jacobite days, and there is no doubt that "the King" referred to by the author was a Stuart: the Anthem is Hanoverian by adoption only. Does it not seem a striking example of the irony of fate, that a song composed by some ardent but unknown Jacobite in honor of either the exiled James II., "the Old Pretender," or the Bonnie Prince Charlie, and sung behind closed doors as the company passed their wine cups across the water-decanter, drinking to "the King over the water," should have been afterwards adopted by the early Georges as that anthem by which their true subjects should for all time show their loyal devotion to the Crown?

Previous to the time of Charles I., and during his reign, the National Anthem was an English song with a French burden, "Vive le Roi!"

During the Commonwealth of Cromwell, the Cavaliers or court-party kept up their allegiance to the Royal house of Stuart by singing in select coteries, "When the King Shall Enjoy His Own Again," with its exceeding fine music, and not contemptible poetry.

At the restoration of Charles II., in 1660, the royal hymn was again changed to a rollicking series of Stanzas, with a noisy refrain. The first verse ran somewhat like this:—

"Here's a health unto His Majesty,
With a fal, la, la, la, la!
Confusion to his enemies,
With a fal, la, la, la, la!
And he that will not drink his health,
I wish him neither wit nor wealth,
Nor yet a rope to hang himself—
With a fal, la, la, la, la!"

Then followed the unhappy reign of the Second James, ending with the calling over by the people of William of Orange, and the flight of James to France. A letter received by David Garrick from Benjamin Victor in mid-October of 1745, referring to the landing in England of the Prince of Orange-Nassau says, "These words:

'Oh, Lord our God, arise,
Confound the enemies
Of James our King;
Send him victorious,
Happy and glorious,
Long to reign over us,
God save the King.'

to the music of an old anthem were sung at St. James's chapel, when the Prince of Orange landed to deliver us from Popery and slavery, which God Almighty, in His goodness, was pleased not to grant."

In the light of this correspondent of Garrick, the words, "Send him victorious," take on a new significance. God was asked by the Jacobites to send back to them from France their self-exiled King. But King Jamie never returned, and William and Mary reigned, and after them good Queen Anne. Then in the reigns of the early Georges we have the two plots, popularly known as "The Fifteen" and "The Forty-Five," the last efforts of the Jacobites to restore their exiled Stuarts.

On the second of these occasions, in the winter of 1745, it seemed as if the Stuart cause was at last to triumph.

The leal followers of Bonnie Prince Charlie had defeated the King's (George II's.) royalist troops under Cope at Prestonpans, and the Jacobites under Charles

Edward Louis Philip Casimer Stuart (!) (it was indeed a name to conjure with) were soon masters of all Scotland. At Holyrood he made merry—the gay, the romantic, the adventurous of the men and all the women were on the side of the handsome scion of the Royal house of Stuart. Gaily the pipes sang out the joy-song, “The King Shall Enjoy His Own Again.” The news of this wondrous march of victory, and tidings that England was at once to be invaded, speedily reached London. But the English were not apprehensive of the ultimate result, the audiences at the evening theatres joined with the players in a united outpouring of loyalty. They rose and with mighty voice in unison sang—what? Why, the erstwhile Jacobite song, with the “James” merely changed to “George”—

“Oh, Lord our God, arise,
Confound the enemies
Of George the King !”

And so was the most potent of all thunders, the thunder of sentiment, stolen from the Jacobites by the ardent adherents of the Royal house of Hanover. Truly, one tune, like one man, in its time plays many parts. The evolution of our great National Anthem cannot help being a matter of close interest to all Britons in every corner of our “greater Empire than has been” to-day, for even when our eyes are wet with the sorrowful tears that will fall for our great and good Queen, are we called upon to rise and with “voice and heart” testify our allegiance to her royal and loyal son.

The records of this first public singing of “God Save the King,” in honor of a Gaelph monarch, are, I think, authoritative and conclusive.

In the “London Daily Advertiser” of September 30th, 1754, we read: “On Saturday night the audience at the Theatre Royal, Drury Lane, were agreeably surprised by the gentlemen belonging to that house performing the anthem ‘God Save Our Noble King.’ The universal applause it met with being encored with repeated huzzas, sufficiently denoted in how just an abhorrence they hold the arbitrary schemes of our insidious enemies, and detest the despotic attempts of Papal power.”

The anthem sprang at once into popular favor, for the “General Advertiser” of October 2nd says: “At the theatre in Goodman’s Fields, by desire ‘God Save the King,’ as it was performed at the Theatre Royal, Drury Lane, was sung with great applause.” This daring adoption of the Jacobite song was surely a masterpiece of policy, devised by the keen wit and ready adaptability of some unknown actor of historic Drury Lane—another of the old lady’s worthy “Anons.”

But whose pen first wrote the words that ring to-day over every continent and echo back from “the last, least lump of coral” in farthest corners of the Seven Seas? We do not know. They are generally attributed to one Henry Carey, who died in 1743. Who composed the melody? Another “Anon.” Even William Chappell, who is perhaps the acknowledged authority on English music and all that pertains thereto, confesses that in a search for conclusive proof of authorship he is baffled. Henry Carey, to whom the credit is most generally given, is reported to have sung the song in 1740 at Cornhill at a meeting called to celebrate the taking of Portobello by Admiral Vernon, and to have announced it as “a poor thing, but mine own.” He may have composed it. Charles Mackay, the editor of “1001 Gems of Song,” says: “Carey may have been the author, for all his poetry was exceedingly bad—and his rhymes in his other songs were neither better nor worse than

“Send him victorious
Long to reign over us.”

But Mackay, I think, is unduly hard upon Carey and his rhyme. What tune carries with it a truer lilt or a tenderer sentiment than "Sally In Our Alley?"

"There is no lady in the land
Is half so sweet as Sally;
She is the darling of my heart,
And she lives in our alley."

However, to the unknown author, be he Carey or another, all praise be. For, all our claims to hard-headedness and "procedure by facts," to the contrary, the world to-day is governed largely by sentiment. "Let me make the songs of the people and I care not who makes the laws," is as true to-day as it ever was. The song-maker surely has his strand equally with the soldier and the statesman in the three-fold cord of red, white and blue, which binds us as a nation. And once more must the wording of the National Anthem be modified to voice our devotion to His Britannic Majesty, King Ed. VII. Men come and go, institutions last longer, but principles are for all time. Can we find an omen in a name? Then our hearts are touched when we think of that gentle boy whom English men and women last hailed as "King Edward"—King Edward VI. of blessed memory.

But we need no omen. Principles, I have said, are for all time, and the eldest born son of Albert the Good, and the great and good Queen who has been taken from us, early learned at his mother's knee the principles of truth and righteousness and that tender regard for the good of the people which has made Victoria the most widely loved sovereign this world has ever seen. Listen to the King's inaugural speech: "In undertaking the heavy load which now devolves upon me, I am fully determined to be a constitutional sovereign in the strictest sense of the word, and so long as there is breath in my body, to work for the good and amelioration of my people." Who can fail to hear in this the echo of the impulsive cry of the little Victoria when she first learned that in her hands was to be placed the sceptre of the United Kingdom, and of that rapidly growing greater Britain over seas—"O, Lehyen, my dear, dear Lehyen, I will be good"?

PLAN FOR TEACHING HISTORY.

I have used the following plan for teaching history to my senior-grades for some time, and have had very good results:—

I. AIM:—

The aim in teaching History should be to create in the pupils an interest in the growth of the nation, and to study the lives of great men and women with a view to seeing their effect on the nation.

II. ASSIGNMENT AND PREPARATION:—

- (a) The lesson is assigned the day preceding that on which it is to be recited, so as to give the pupils an opportunity to study it at home. The amount assigned should depend on the ability of the pupils.
- (b) A short time in school, say fifteen minutes, is given for further preparation of the lesson.
- (c) Then topics are put on the board by the teacher, or are suggested by the pupils. These topics should be comprehensive and should be such as to call for somewhat lengthy answers.

- (d) One topic is assigned to each pupil, and a little longer time is given for the especial preparation of that topic.

III. RECITATION:—

The pupils are called upon to tell all they can about their topic, (or sometimes to write it). If the pupils can be prevailed upon to discuss a question, so much the better.

IV. ADVANTAGES OF THIS METHOD:—

- (a) The pupils get accustomed to standing up and talking to the class for five or ten minutes—a thing only too uncommon in our schools at the present time.
- (b) The pupils have time to arrange their thoughts, after deciding what they are going to say. This leads to better arrangement and expression of thought.
- (c) The pupils not reciting are benefited by hearing a full and carefully prepared answer.
- (d) The pupils will take more interest in their History lessons. Many, who otherwise would not answer a question, will be found to take great interest in having their topics well prepared.

HANNAH I. CLARK.

THE REGRESSIVE METHOD IN HISTORY.

Anent Inspector Lang's article on History in last issue, I have a story to tell.

A farmer in Ontario named McCallum, one day lent the school teacher of the district a horse and buggy to go to the neighboring town. Just as the teacher had taken the reins, and was about to give the word to the horse, Mr. McCallum signified that he had something to say, and the following conversation ensued :

Mr. McCallum—I put them in the buggy.

Teacher—Put what in the buggy?

Mr. McCallum—The hams!

Teacher—What hams?

Mr. McCallum—Why, the hams I got from Armstrong.

Teacher—Well, what am I to do with them?

Mr. McCallum—Why, tell him I want the others.

Teacher—What others?

Mr. McCallum—Why, the sugar coated ones.

Teacher—But I don't know anything about the sugar-coated ones.

Mr. McCallum—I got these from Armstrong to keep if my wife liked them, but I want them changed.

Teacher—(Aside) Then why in the name of common sense don't you tell me what you want? It's a wonder you didn't put this buggy in front of the horse.—S.B.

LEFT HANDED JEMMIE.

"Hold your pen in your right hand!" sometimes in withering sarcasm, at others in thundering tones, and poor Jemmie without daring to look up passes the pen as ordered, and I yield to the consoling idea—conscience having touched me for my sarcasm or bullyism, as the case may be—that I am a martyr and Jemmie is feeding the flames.

But after reading an article by Professor F. W. Smedley, of Chicago, I am in doubt as to who is the martyr, Jemie or I.

The Professor speaks of a connection between left-handedness and intellectuality, right handed children being the brighter. "The right hand is controlled from the left side of the brain and the left hand from the right" says the Professor. He says guardedly it will take time to solve the problem, if it can be, of the connection.

I will close with a quotation from the Professor :

"At present I am inclined to advise parents not to struggle with left-handed children to make them right-handed.

A. W. S.

Primary Department.

THE FINGERS.

This one flew away
 This one staid at home all day
 This one caught a blue butterfly,
 This one found a stalk of rye,
 This one said, "Tweet, tweet, tweet,"
 I can't find anything to eat.

IN JUNE.

And what is so rare as a day in June?
 Then, if ever, come perfect days;
 Then Heaven tries the earth if it be in tune,
 And over it softly her warm ear lays.
 Whether we look or whether we listen,
 We hear life murmur or see it glisten.—*Lowell.*

Over my shaded doorway
 Two little brown-winged birds
 Have chosen to fasten their dwelling,
 And utter their loving words;
 All day they are going and coming
 On errands frequent and fleet,
 And warbling over and over,
 "Sweetest, sweet, sweet, O, sweet!"

Florence Percy.

Sixty seconds make a minute,
 How much good can I do in it?
 Sixty minutes make an hour,
 Twenty-four hours make a day,

Time for sleep and work and play.
 Days three hundred and sixty-five,
 Make a year for me to strive,
 Right good work that I may do
 That I may grow both wise and true.

THE POPPYLAND EXPRESS.

The first train leaves at 6 p.m.,
 For the land where the Poppy blows ;
 The mother dear is the engineer,
 And the passenger laughs and crows.

The palace car is the mother's arms,
 The whistle a low, sweet strain ;
 The passenger winks and nods and blinks,
 And goes to sleep on the train.

At 8 p.m., the next train starts
 For the Poppyland afar ;
 The summons clear, falls on the ear :
 " All aboard for the sleeping-car !"

But what is the fare to Poppyland ?
 I hope it is not too dear.
 The fare is this : a hug and a kiss,
 And it's paid to the engineer.

WEARY FINGERS.

Composed by Bessie E. Hailman.

2-4 time.

5. — .	<u>3. 8.</u>	5. — .	3. — .	3. — .	<u>2. 5.</u>	3. — .	1. — .
1. — .	2. — .	<u>3. 8.</u>	<u>7. 6.</u>	6. — .	6. — .	5. — .	— .
5. — .	— .	4. — .	3. — .	3. — .	3. — .	— .	2. — .
1. — .	2. — .	— .	3. — .	6. — .	5. — .	3. — .	— .

Weary now the little fingers,
 Sink to rest in soft embrace,
 Sweetly sleeping, sweetly sleeping,
 Hum — — —

Rested now the little fingers,
 Love to move from place to place ;
 Working, working, working, working,
 Hum — — —

, 3-4 time.

3.	3.	3.	4.	4.	4.	5.	—	5	6.	—	—
6.	6.	6.	7.	7.	7.	7.	6.	7.	8.	—	—
8.	8.	3.	5.	5.	5.	5.	4.	2.	1.	—	—

Were I a bird I would pierce the sky
Clapping and spreading my wings on high.

I would whirl and sail through the balmy air
Then dive below to the greenwood fair.

Smoothing my feathers for night's repose
I'd swing and rock till the sun arose.

O'er the broad meadows I'd soar and sing
Then fly to my home on joyous wing.

AN AFTERNOON IN THE PRIMARY ROOM.

I wonder if any of our primary teachers ever tried "an afternoon with dolls" in the primary room. May I tell you about one we had "once upon a time?" The children were asked to bring their dolls to spend the afternoon with us at school: and they brought them!! We had a great variety,—the infant doll, the lady doll, the boy doll, Cinderella and even to Little Red Riding Hood. Each child was provided with one and they had two for me. It was understood that we should behave nicely when we had company, (although, as one little girl said, "I think we can be just as good every day as when we have visitors") and under the gaze of our bright-eyed guests, you may be sure that we all worked "our very best."

For the writing lesson, of course, we wrote "Our Dolls," and we wrote as nicely as we could, for our visitors were to pass around and look at the work.

For the lesson in word recognition and spelling, we learned words which would be found in our reading lesson a little later in the afternoon.

For the drawing lesson we had the dolls placed along the wall at the front and sides of the room. Each child drew his favorite doll, and was allowed to use color crayons. I wish you could have seen the results; they were works of art (heart).

For "exercise" we showed the visitors our doll drill. Then we sang our "Lullaby" and when the dolls were all asleep we laid them down to rest, while we went to work again.

For the reading lessons, I selected lessons from Ellen Cyr's primer and the Stickney reader,—stories of dolls and dolls' parties; and from our own reader,—the story of the paper dolls.

As seat occupation, we picked out slips of colored paper to match the colors of the dolls' dresses, etc.; wrote "stories" about the dolls; and so on.

After our regular music lesson, we sang our old favorite "Here we come with our dollies dear," and never was the expression so good nor the motions so well performed. I am sure that the dolls were pleased.

At "talking" time, I had the first talk, so I told them about some of the odd-looking dolls that children in other lands had. Then two of the children made

comparisons between their dolls. Others told whatever they wished about their own dolls. My shy little boy brought his baby sister's doll and it seemed to provide an unwonted impulse to come out of his usual reserve. He told us, hurriedly but with beaming face, how he and his mother had "saved up" to buy it for his sister's birthday, and that "she didn't know a thing about it until she awoke and found it on the pillow beside her."

And I must tell you about the game we played. The dolls were placed for a few moments where all could see them. Then they were covered with handkerchiefs. One child was chosen as messenger. Each child described his favorite doll, after which the messenger carried the doll to the child, who was allowed to hold it in his arms for a short time. I was a little afraid of this at first as I had two boys (little terrors?) who were in years and size far beyond a primary room. But, strange to say, they nursed their chosen babies—dainty little creatures in muslin and lace—with as much tenderness and apparent pleasure as the little girls did. Possibly they remembered the hour we spent in making kites last spring, and how the girls helped.

At four o'clock, we, everyone went home happy. Perhaps the gain to each of us was not what it might have been, but—.

I believe, more firmly than ever, that sympathetic intercourse with little ones is necessary if we wish to understand them. The joys and sorrows, and all that world of feeling that stirs the child heart, are revealed only to the sympathizing friend. Heart is understood only by heart. So, too, if we wish to be endued with that sympathy and unselfishness, which the Great Teacher has called Love, we must live with the children and make their interests ours. And as the mother heart is most easily won by the feeling we show for her child, so may not the "little mothers" be won by the attention we pay to their "children?"

Doll days, and lessons with kites and tops, are not on the programme; but if pupils and teacher find themselves nearer to each other, and better, at the close of the day, are they not justified in having such?

ANNIE S. GRAHAM.

Carberry, Man.

WHY SHOULD MUSIC BE TAUGHT IN OUR PUBLIC SCHOOLS?

Education, to be complete, must develop, symmetrically, the physical, mental, psychical and spiritual parts of our being. The neglect of either results in deformity, degeneration and devolution.

We often fail to realize how powerful the effects of the emotions are, and in how many ways they manifest themselves. They may be compared to the inner forces of a volcano which at times burst forth with terrific effects, or, the frightful tornado, dragging death and devastation in its path, and again to the life giving sunshine and fruitful showers filling the world with joy.

We all know that the young mind is incapable of giving undivided attention for as long a time as a mature mind. For this reason we resort to all imaginable means to interest our pupils. All work undertaken to impress a weary mind ends in failure. It is to use a common expression, "like pouring water on a duck's back." Music will do the work of a stimulant.

At such a moment of somnolency lay aside all other work. Let in plenty of pure air. Give some few breathing exercises. Sing a few songs of joyous ideas, in good

lively time. Then study the technical parts of the selection but do this only when the interest has been thoroughly revived. You will observe with delight, the pale little faces redden with living fire, the glow in their eyes rekindle, the whole electric machine of their being thrilling as their pulses throb with the oxygen laden blood. The flood gates of the mind have been thrown open, and the spring tide of thought flows in to enrich the barren fields. Then take up your work again and observe with how little friction your educational machine will run. You have placed the minds of your pupils in a receptive attitude for truth.—*Wm. G. Bek.*

THE EMOTIONAL SIDE IN MUSIC.

In many cases the methods are wrong, putting too much emphasis on the mechanical side, and dwarfing the natural faculties of the child. No system of music will succeed in the hands of an incompetent teacher. The ideal should always be present, and mechanical processes should be avoided as much as possible. The child is entitled to the best there is in music, and to this end the best examples should be used in the earliest drill exercises. The child is a creature rather of emotion than of reason, and music therefore makes a strong appeal to his highest faculties. Children get most of their information through the perceptive faculties, and therefore the practice of analysis should be avoided in teaching young children. Children should sing before they study, while they study, and by reason of their study. The child should learn to sing with spontaneity. As the process goes on it should be left more and more to its own resources. The songs should be made the language of the soul, and time should not be wasted on anything but the best of music. More attention should be paid to appealing to the higher faculties of the pupils, as is done in the teaching of literature. They should be taught not to be musicians, but the literature, the history and the geography of music. Many of the pupils of the high school are not even familiar with the terms of music. They take up a program and they are confronted with language that is strange to them, and in this way they listen to it without a correct understanding. Music should have a background of history and literature, which gives the child a perspective that will appeal strongly to its imagination in a way that nothing else can do. It will associate the great masters of music and their works with the literature and the history of the countries from which the music derived its inspiration.—*C. H. Congdon.*

Editorial.

The Journal wishes all its readers a happy vacation.

The National Educational Association meets this year in Detroit on July 7—12.

Teachers changing address should immediately notify the Journal. According to the generally established custom the paper is sent to subscribers until it is ordered to be discontinued.

If any of our teachers purpose going to the Dominion Educational Association to be held at Ottawa toward the middle of August, it might be to their advantage to communicate with the Journal.

Teachers who can make it convenient to do so should take advantage of the offer of Mr. Warters for a course in Manual Training. The facilities for doing the work cannot be excelled any place, and the instruction is the very best.

The Municipality of Argyle has received a deputation from the Teachers' Association, and has considered favorably a scheme for making grants to schools wishing to introduce libraries. Any school in the municipality wishing to expend money in a library will have a grant of similar amount made by the Council. Can not other local teachers' associations wake up in this matter and get similar concessions from municipal Councils? All honor to the Council of Argyle for taking the initiative in this matter.

At a meeting of the Advisory Board on Wednesday, June 26, a grammar by Dr. D. J. Goggin was authorized for use in public schools in Manitoba. Gage's Drawing books were authorized conditionally. The following works were suggested for reference for 1901-1902: *For Second Class Teachers*: Life of Scott (Hutton)—McMillan; Life of Wordsworth (Myers)—McMillan; Life of Ruskin (Mrs. Meynell)—Slackwood. *For First Class Teachers*: Life of Milton (Mark Pattison)—McMillan; Life of Pope (Leslie Stephens)—McMillan; Life of Shakespeare (Sidney Lee)—McMillan.

At the close of the year it is proper to take stock. What have been our losses and gains during the year? Let us see to it that the questions we ask ourselves are vital.

1. What has been the life-gain for each pupil in our school?
2. Has there been an improvement in disposition,—added sweetness, gentleness, manliness, modesty, nobleness?
3. Has there been a gain in refinement—in manners, tastes, bearing, conduct?
4. Has there been an increase in knowledge and in power—physical and psychical?
5. Do better habits possess the life—neatness, honesty, obedience, truthfulness, perseverance, silence?

These seem to be a few of the questions that should be asked. How prone we are to remain satisfied with asking this other question—How many have passed the examination? That only is truly valuable which is eternal. If we would test our work we shall judge of it in terms of character, for it is this which will live forever.

Convention Notes.

SELKIRK CONVENTION.

On May 22nd and 23rd, the annual meeting of the St. Andrews' Teachers' Association was held in Selkirk.

Between twenty-five and thirty teachers were present and took part in the animated discussion which followed each paper as it was given.

The meeting opened on Wednesday morning with an address from the President, P. D. Harris, B.A. of Selkirk, in which he showed forth the benefit to be derived from teachers meeting frequently and discussing their different modes of work, and the difficulties which they encounter.

After the minutes of the previous meeting had been read and adopted, Mr. Walkey, the vice-president, took the chair and called upon Mr. Harris, for a paper on school libraries.

This paper proved to be very interesting and full of helpful suggestions for anyone contemplating the purchasing of a school library. The books chosen should always be works of good literary standing. They should be well bound and printed in fairly large clear type. It is much better to make small additions to a library frequently than to add many books at long intervals. The chief aim should be to secure the best and not necessarily the most for the money. All the books in a library should be such as will help a child to favor sound moral judgement.

In the afternoon of the same day, Miss Yemen, of Gonor School, was to have given a paper on discipline and departed from the usual mode of treating this subject by reading a very practical paper, giving her own experience in their school which was built to accommodate fifty and at which about twice that number have been in attendance. The interest taken in the paper was manifested by the close attention paid by all those who had the pleasure of listening to an account of the many difficulties with which one has had to contend in teaching the foreign element of our country.

Following Miss Yemen's paper; Mr. Gorham, of Bird's Hill, gave a paper on Botany in which he dwelt with his own methods of treating this subject. He believes in first making the pupils familiar with the flowers of their own neighborhood and then leading them to a knowledge of the scientific classification. He also advocated frequent field excursions.

On the morning of the second day, A. McIntyre, B.A., of the Provincial Normal School, opened the meeting with an intensely interesting address on nature study. Mr. McIntyre prefers to call this subject by the name Nature Leading, rather than Nature Study; in the primary grades. He defines it thus: "Nature Leading is seeing the things one looks at, and trying to understand them without reference to their systematic classification. The teacher should have no definite place for this subject on her time table, as different circumstances will determine the best time for dealing with it. The love of nature should be the chief aim in dealing with this subject, and sympathy the big word. Pupils should be taught to think the thoughts of plants, thus throwing a human element into plant study. In commencing the study of this subject, choose objects near at hand, that the child may see that the wonderful is not always remote but is ever present. The practical side of Nature Study is important, but is not to be considered the chief aim." Mr. McIntyre also answered many questions leading out of the paper.

Miss E. Jones, of Bird's Hill, then gave a paper on Primary Work. After pointing out the importance of the existence of sympathy between teacher and pupils, Miss Jones, in a very clear and concise manner, described her methods of dealing with the different subjects of the primary grades.

In the afternoon, Mr. A. S. McKan, of Selkirk, read an excellent paper on Drawing. He showed that Drawing, as a means of expression, will be a means towards creating individuality of thought. He also showed the importance of a knowledge of harmony of colorism in helping the child to a sense of the beautiful. The works of artists of merit should be studied, not to be used as copies, but to give the children an idea of what is best in the art of drawing.

In his talk on Composition, Mr. Butchart pointed out the great lack of system in teaching this subject as it is taught to-day. We strive after correctness and lose all sight of effectiveness. Our pupils should write clearly. The first requisite of Composition is freedom, and the pupil should think more of the general effect than of the technique.

The work and utility of the Provincial Association was discussed at great length. Mr. P. D. Harris, of Selkirk, was appointed delegate to the next meeting of this Association.

A resolution was passed urging the necessity of securing legislation for compulsory attendance at school.

The following officers were elected :—Hon. President, E. E. Best ; President, J. C. Butchart ; Vice-President, Miss Sutherland ; Sec'y-Treas., T. B. Molloy.

These officers with the following form the executive ;—Miss Tracy, Miss Macpherson, Mr. Cressy, Mr. Walkey, Mr. Terry.

The appointment of a time for the next meeting was left with the committee and the meeting then adjourned, the members all feeling that the convention had been a success.

VIRDEN CONVENTION.

The Virden County Teachers' Association, Annual Convention, was held at Virden Friday and Saturday May 31st and June 1st. A large turn-out of teachers from all parts of the County was present. Inspectors Lang and Rose, J. D. Hunt, of Carberry, teachers' member of the Advisory Board and Rev. J. B. Silcox of Winnipeg were present, each taking an active part on the program for the two days. Taken all in all it was without exception one of the best, if not the best, convention ever held in this County.

The Convention opened at 10 o'clock Friday morning with the President's address, the transaction of business connected with the Association and the appointment of the following officers for 1902 :

President, C. K. Newcombe, of Virden ; Vice-Pres., E. A. Hemsworth, Pipestone ; Sec.-Treas., Miss Cameron, Oak Lake ; Committee, Miss Langton and Mr. Higgins.

Miss Pedlar of Elkhorn, then read a paper on Primary Class Management which, with the discussion following, was much appreciated.

At the afternoon session Mr. Carmell, of Oak Lake, taught a Geography lesson on the surface features of Australia. His lesson, and the discussion that followed it, impressed the fact that while Geography may be a subject requiring the memorizing of certain facts, yet the more a teacher endeavors to draw out the reasoning powers of the pupils by appealing to their actual and previously acquired knowledge of natural phenomena, the more near he is to the true aim in teaching any subject, especially the one in hand.

Rev. J. B. Silcox then gave his lecture on the Poetry of J. G. Whittier which was listened to with rapt attention by all. For the first time many of the teachers received an introduction to the "Poet of Freedom" and learned to love his works. Maud Muller became something deeper than merely a name of a poem. In short, that Whittier

" Preached to all men everywhere
The Gospel of the Golden Rule,
Thinking the deed and not the creed
Would help us in our utmost need."

Then followed a short address by J. D. Hunt of Carberry, on "The Advisory Board and the Teachers." Mr. Hunt pointed out the powers of the Board and its connection with the teachers of the Province and with the Educational Department.

In the evening Mr. Silcox gave his great lecture on "Grip and Grit," in the Presbyterian Church, to a full house. It abounded in practical advice given in a light, witty strain which caught and held the attention of all.

Saturday forenoon was taken up with a paper and class on Primary Reading by Miss Haw, of Virden. Miss Haw handled her subject well, making it both interesting and instructive, especially to those teachers who find so many stumbling blocks in this subject. Miss Haw would teach primary reading and writing by the picture method, the power to recognize words as a whole, a symbol conveying an idea to the mind, and not as a combination of separate letters. Writing should, as shown by Miss Haw, be taught in the same way and keep pace with the reading. Phonics should then follow.

A paper on Elementary Science by Mr. Wadge, of Winnipeg, was then read. This was followed by an address by Rev. P. Strang, of Virden, on "Defects of our Public School System." Rev. Strang endeavored to impress the fact that practical boys and girls were in demand and hence a practical education was needed. He believed that there were too many subjects taught to allow thoroughness in all.

Inspectoral Notes.

FROM THE INSPECTOR'S REPORTS.

S. E. Lang, Virden, Man.

Reading, writing, spelling and arithmetic are the subjects which chiefly occupy the attention of the inspector during his visits to the rural schools, partly because of the great importance of these subjects, partly for reasons which appear in the preceding paragraph. In my note book I find about 40 per cent. of the primary reading marked as unsatisfactory. Most of the defective work in this subject is due to the failure of the teacher to make sure that the pupil has mastered what may be called the mechanical difficulties of a passage before asking him to read it. Everyone knows that ability to recognize the words in a sentence is one thing and that ability to read the sentence is an entirely different thing. It is generally admitted that some degree of mechanical accuracy in word recognition should be attained before the pupil is asked to read a passage containing the words in question. But there is a difference of opinion among teachers as to the exact degree of accuracy that should be aimed at. The safe course is to refrain from asking a beginner to read a sentence until he is as well acquainted with the written or printed forms as he is with the corresponding spoken ones. The test which determines this is one which readily suggests itself. Can he reproduce in writing the written form as unhesitatingly and as accurately as he can the spoken word? If so, he is ready to read sentences containing such word forms. Let the teacher remove these mechanical difficulties; let him then see to it that the child has grasped the thought which he is expected to express; and the problem of primary reading is practically solved. Spelling may be expected to be good or bad according as the principle above mentioned is recognized or disregarded. A word is a picture that one does not "know" until he can

reproduce it. The beginner draws a picture of the word in much the same way that he draws a picture of a chair. In drawing a chair one may, it is true, begin at any part he chooses, the legs, the back or the seat; whereas in writing we form the habit of beginning at the left hand side of the word form. The effort should be to imprint on the mind a clear picture of the word. One of the principal sources of bad spelling is the habit of copying words, from the book or blackboard, a letter or two at a time. Under such circumstances the pupil does not get a clear picture of the word as a whole. What he gets is merely a confused succession of letters.

W. A. McIntyre, Winnipeg, Man.

Teaching is not a soulless occupation. Its essential feature is that one mind shall act upon and direct other minds. This necessitates clear knowledge, warm sympathy, strong and active will. Where methods are based in imitation, work is bound to be formal and to grow worse each succeeding year, but where they are based on sympathetic and thoughtful examination of the needs of pupils and the laws that govern the unfolding of their activities, the whole process of teaching is bound to be life-giving, and there will be a continued improvement in the character of the work done. More than this, the charm of individuality will brighten and vivify all school procedure. Uniformity in the attainments of pupils will not be considered the one great end, and uniformity of methods will not be considered necessary nor advisable. Perhaps one of the most significant gains in teaching during the past few years has been a gradual return to the old-fashioned practice of recognizing the individual. The fixed classification of pupils, though a convenience and in some ways a gain, has this great disadvantage, that frequently the individual is lost in the mass. Education has been defined as the process whereby "the individual is elevated to the species." This implies that no individual should be free to follow without restrictions the leadings of his nature, but it does not necessarily imply that all pupils should be moulded after a single pattern. "There is one made of each sort and then the mould is broken."

And if the free play of individuality within proper limits is necessary to the unfolding of life in pupils, it is equally necessary to teachers in the discharge of their duties. Though there are general laws governing the development of life, and consequently general laws governing the methods of teaching, it does not follow that in the actual work of the class-room there must be a hard and fast order in the presentation of truth, but that the attainments of the pupils, their centres of interest and the individuality of the teacher, shall all be factors in determining the steps to be taken in unfolding a subject of study. In other words, while logic and psychology are useful in determining the general procedure of teaching, they are not complete guides to method. In the final application of principles to concrete cases, it is common sense, tact and sympathetic insight that are most necessary to the teacher.

IMPORTANT NOTICE.

A Normal School Session for Second and First Class professional training of teachers will open in Winnipeg on August 20th, and continue till Christmas.

A session for Third Class professional training will open at the same time and in the same place, and will continue for ten weeks. This session will be open only to those holding First and Second Class non-professional standing, or equal standing; and the number in attendance will be limited to forty. Those first applying will have the advantage.

Selected.

MORAL SELFHOOD.

From a paper by Wm. I. Crane, Dayton, Ohio.

I think that a teacher should be able to leave his room at any time and for any time without the slightest thought of misbehavior during his absence. A teacher of my acquaintance has thus left his students without a teacher in the midst of a great high school for a period of five days at a time. Upon one occasion a distinguished superintendent asked him "what he would do to them" upon his return in case he found that they had betrayed his trust. His answer was: "Nothing." The superintendent then asked: "Do they know you will do nothing?" The teacher said: "They do." "Then," said the superintendent, "I do not see how you expect them to behave when they know you will do nothing to them if they do not." "The very reason why I expect them to 'behave,' as you call it, is just because they know I will do nothing to them if they do not," said the teacher. Said the superintendent: "That is the most idiotic idea I ever heard of."

The teacher's answer is worth quoting. He said, "I have a little daughter four years old. When she was a year old her mother and myself concluded that she was old enough to learn to walk. So I took her and placed her little feet upon the floor, while her mother sat opposite at a distance of two feet, and with all the love that she could summon in her face, she tried to coax the little one to cross the awful chasm—a chasm to that child more awful than any that you and I as men have ever attempted to cross. The little one looked from her mother to me and back again to her mother, trying to learn from our faces whether she could trust us or whether we were deceiving her. She found love and interest in our faces, and finally she made an attempt and—tumbled. According to your philosophy, sir, we should have "done something to her." We did. We picked her up in her fright and calmed her fears, and encouraged her to try again and again and again. And she is walking now. But we didn't put her in a sprinting race the next day, for we knew that she would have to take many tumbles and be comforted and encouraged many times before she could walk alone. A high-school student who has never been allowed to try to stand alone, sir, is just as helpless as to self-government as was that little girl to walk alone; and walk alone morally it never will unless it be given the same trust, and sympathy, and encouragement as was that little girl. And so, sir, I haven't the slightest doubt that I shall find things all right upon my return; but if I do not, I will say, "Well, boys and girls, we failed; but I know that you want to do this thing and that you can do this thing, and we will try again."

He did find things all right upon his return. And after he had congratulated the students who were full of joy at their new found power, he said, "Do you conduct yourselves in this same way in your other class rooms?" They answered in the negative. He said, "Why do you not?" Their answer was full of significance. They said, "They do not expect it of us. They sneak up to the door and open it suddenly to catch us in trouble; and we give them just what they expect." But the teacher said, "Boys and girls, you have done well, but this is not yet selfhood. I do not want you to do these things *for me*." It would show more selfhood for you to put the suspicious teacher to shame by good conduct in his room, for you must learn to be true to duty on account of what you expect of yourselves, and not on

account of what others expect of you. You felt insulted because the teacher suspected you, and then you proceeded to justify the suspicion at which you became insulted."

These same students, to the number of one hundred and ninety, conducted their work alone for many days during the senior year of their high-school course without a thought of anything but earnest effort to become what they nobly desired to be.

Opportunities must be given students if we ever expect them to be manly and womanly when their teachers have passed out of their lives and "The world is all before them, where to choose."

If the teacher will realize what a mighty task it is to attain selfhood, study the problem, and then resolutely set to work to attain selfhood, that teacher will have no trouble in leading others to the great desideratum which makes a man rich without a dollar.

And thus teaching will accomplish its purpose for life, rather than for the day; and in the forgetfulness of his own reflection, the teacher will find it.

But if he "expects his students to weep, he must first shed tears himself."

WILLIAM I. CRANE,

Teacher of Boys and Girls.

STEELE HIGH SCHOOL,
Dayton, Ohio.

TEACHING READING IN TEN CITIES.

SARAH LOUISE ARNOLD, Supervisor Primary Grades, Boston.

The organization of the Boston schools differs in many ways from that which is to be found in younger cities, where the system is of recent growth and has been planned from beginning to end by a single central authority. In such a city, one might be able to characterize the method of reading or writing which prevails. Boston, however, is really an aggregation of cities, each with its history and tradition. Within its borders are "many men of many minds" and in its schools may be found many methods "of many kinds." In attempting to describe the reading therefore, the writer can in no sense speak with authority in regard to all varieties of work, but can simply emphasize the characteristics of the most successful work which she has witnessed.

Primary reading in this city has passed through all known stages, and has had most of the diseases to which it is ordinarily subject. There was a time when the alphabetical method was used. That was in the dim past. The word method followed, and became so active that it displaced nearly everything else. It was good so far as it went. It taught the children to see the words as wholes, to recognize their old familiars upon new pages, but left them helpless when they encountered a strange word. They must be tied to the teacher's apron string.

In order to cure this defect a phonic system was strongly emphasized, and in the reaction was made the basis of learning to read. The Leigh type was used for a season, with its special and particular signs and marks; so the pendulum swung again toward formalism, but the children learned something of self-help. Boston has Quincy and Chelsea at her gates, and therefore could not fail to share in the advantages of the "objective method" and the "thought method." All of these have been attempted in greater or less degree by all teachers, some carrying the single phase to an extreme, and others selecting such elements as seemed particularly helpful in their own classes.

It has come about, therefore, that an electric method prevails in nearly all primary schools. I shall briefly outline its characteristics. *First, an attempt is made from the beginning to give the children some notion of the purpose of reading,*

so that they will care to learn to read books. Stories are read to them, to show them what books may contain for their pleasure. The material which is chosen for the early lessons is, as far as possible, that which is interesting to the children, every sentence containing some thought worth getting. Just as a child cracks a nut to get its kernel, he works out the meaning and is willing to work. Second, the first vocabulary deals with objects familiar to the children, and the first sentences are made to express the children's thoughts about these objects. For a season, the thought method, so called, predominates, the object being to help the children to realize that reading is thought getting.

After a few weeks of such reading, where the main attempt is to interest the children in simple sentences which they can master with the teacher's help, and so seem to read, there begins a deliberate classification of the type words of the vocabulary, with a view to making the children masters of the elementary sounds. This work in phonics is widely different in different schools. Some teachers make a small vocabulary of type words which the children learn "to sound" during the first half of the first school year. Others teach first the sounds of the consonants and short sounds of the vowels, and then combine them in the common typical monosyllables. Still others work with the syllable elements, as,—*an, at, ing, ack,* etc., teaching these without analysis as wholes, and from them building the families or groups of words with rhyme. Teachers are advised to consider this exercise as word study only, keeping the term "reading" for the exercise in which the child actually reads, and thus avoid the common mistake of accepting an exercise in mere word pronouncing under the name of reading. Phonics are a help to pronouncing words, and should be taught, in order to make the child independent in recognizing new words: but word pronouncing is but a single element of reading, and is worthless except as it serves as a means of thought getting. A child reads only when he gets the thought.

As soon as the middle of the first year, we find the first grade children able to give the sounds of the letters separately, to recognize common type words, to give them definitely, and to read several sentences at sight if their vocabulary is familiar, or to dig out the meaning of a sentence by the aid of phonics. Several primers and first readers are available during this year, and lessons are selected according to the children's ability and need. The day's exercise in reading usually includes first, a study of the new words which will occur in the unfamiliar lessons; second, study and reading of the new lesson; third, review, or supplementary reading; fourth, drill in sound.

A most valuable accompaniment of the reading lesson is the language lesson, which may be frequently substituted for the reading lesson during this first year. Just as a teacher helps a child to master the form and sound of a word through the study of phonics, she presents the meaning of unfamiliar words in the language lesson. It often happens that children fail to get the thought in the sentence because their experience is so limited that even the simplest words present no idea to their minds, or a vague idea at best. The lesson which describes a hen, means nothing to a child who has never seen a hen. A lesson upon the cow is barren of interest to a child who has spent his life in a tenement house and street alley. It is absolutely necessary to supplement the children's experience by lessons which give them new thoughts and so fill with meaning these sentences which are simple to us but difficult to them. Side by side with the reading lessons therefore go the lessons upon plants and animals, talks about pictures,—stories,—poems,—and songs,—with visits to the blacksmith or the baker, walks in the parks or fields. By such means, the children are helped to clear notions of life about them. Whenever the reading lesson presents an idea which is foreign to the children, the teacher should attempt to add to their experience at the same time that the word is added to their vocabulary. It goes without saying that in no other manner can the word become the child's own possession. It may be pronounced as a part of the lesson, but it has no excuse for being except as it stands for something in the child's own experience.

There is great diversity in detail in the teaching of reading in the Boston schools, but in general the above plan is followed by the most successful teachers, and, consciously or unconsciously, it is followed by every child who learns to read. The path is shortest where the elements of strength in the various methods are recognized by the teacher, and so combined as to meet the immediate needs of her class. The clearest and most definite work is done by the teachers who consciously lay before the children the mastery of books as a goal.

These teachers insist upon using good literature from the beginning. They read to the children from the best books; they study with them memory gems chosen from the choicest literature; they lead them as soon as possible to the fairy tale and fable, as well as to the poem. *Learning to read is made subordinate to reading.* Word pronouncing as an end is not long esteemed, but from the very beginning, as far as possible, the child is made a booklover.

GOOD GAMES.

From Reports by Jessie H. Bancroft, Director of Physical Training, Brooklyn.

DUCK ON A ROCK.

The players decide who shall be "it," or guard, by throwing their bean bags, called "ducks," at an Indian club placed at a distance of about twenty feet, and the one whose bean sack lands nearest the mark is "it," or guard. The guard places his duck (bag) on the club, and the other players try to knock it off with their ducks, throwing in turns from a line fifteen or twenty feet from the stake. As long as the guard's duck is not knocked off, he may tag anyone who advances to recover his duck; whether the duck is recovered or not, the player is not safe until back to the throwing line. If the guard's duck is knocked off, all the ducks may be picked up until the guard replaces his duck on the stake. The guard must continue to be guard until he has tagged someone, and even then must get his own duck and run to the throwing line before the player tagged can get his duck on the stake. The distance of throwing line or "home" from the stake may be increased, to add to the interest of the game.

SLING SHOT.

From a large circle. One player stands in the centre and whirls a rope, with a bean bag on the end, under the feet of those in the circle, who jump as it comes to them. Whoever is caught with the rope must exchange places with the one in the centre.

BEAN BAG BOARD.

An inclined board, having two holes, the lower one about the size of the bean bags, the upper one a little larger, is placed ten feet from the throwing line. Each player has five bags. Bags thrown into larger hole count five, those thrown into the smaller count ten. The player scoring the largest number of points wins.

BEAN BAG BOX.

Fasten a small box inside one about twice the size, and that in a third, leaving at least six inches margin between the boxes. This, inclined, is placed ten feet from the throwing line. Each player has five bags. Bags thrown into the smallest box count five points, into the middle box ten points, and into the outside box fifteen points. The player scoring the largest number of points wins.

SKIPAWAY.

The players stand in a circle, taking hold of hands. One player, who is "it," runs around the outside of the circle, and tags another as he runs. The player tagged runs in the opposite direction to the first runner. The player who first reaches the place in the circle left vacant by the one tagged, wins. The one left out becomes runner.

SLACK JACK.

Same as above, except that when the two who are running meet, they must stop and shake hands, or courtesy.

NUMBERS CHANGE.

The players are numbered and stand in a circle. The player who is "it," stands in the centre and calls two numbers. The players whose numbers are called must change places, while the player who is "it" tries to get one of their places. The player who is left without a place becomes "it."

SLAP CATCH.

The players stand in a circle, holding both hands out in front, palms down. A player in the centre, who is "it," tries to tag the hands of players in the circle, who may move their hands sideways, or bend their wrists, but may not draw the hand away. When a player is tagged, he changes places with the player in the centre.

SQUAT TAG IN A CIRCLE.

One player stands in the centre of the circle, and tries to tag someone in the circle, who must "squat" to avoid being caught. If tagged before he squats, he must take his turn in the centre.

DROP THE HANDKERCHIEF.

A player holding a handkerchief runs around the outside of the circle and drops the handkerchief behind someone. The player behind whom the handkerchief is dropped tries to catch the first player before he gets to the vacant place in the circle. If caught, he must be "it" again; if not, the second player is "it."

Department of Education, Manitoba.

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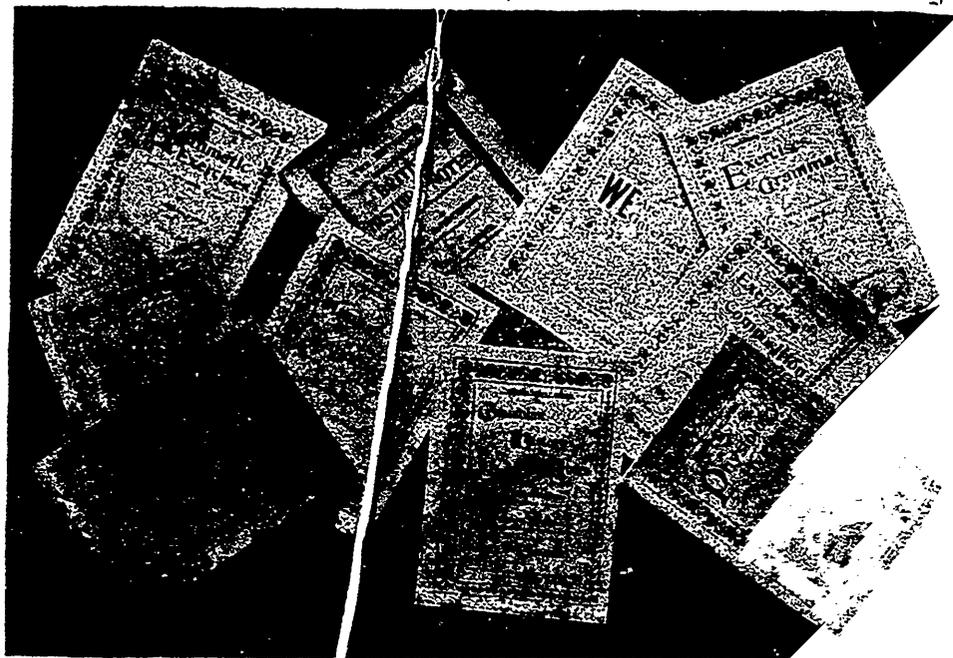
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