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# EDUCATIONAL JOURNAL
## OF WESTERN CANADA.

Edited by G. D. Wilson

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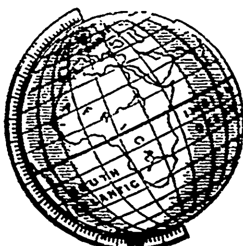

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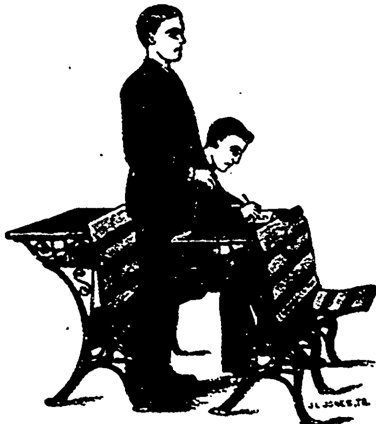

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**EDUCATIONAL JOURNAL**

**OF WESTERN CANADA.**

VOL. I. BRANDON, APRIL, 1899. No. 2.

# CENTRALIZATION OF SCHOOLS.

(Concluded from March Number.)

So far this matter has been discussed from the point of view for one school to each municipality. This has been done for convenience of illustration. Local circumstances would in each case determine the extent to which the centralizing principle would be applied. There are now in the small towns schools of four, five and six rooms, giving results better than in the rural schools but still inferior to those reached in the cities. The point to be emphasized is that the factor which determines the differing results is the difference in numbers, and that, generally speaking, the greater the number of children to be taught, the higher the standard of education arrived at. The policy, therefore, should be to centralize and amalgamate.

It may be urged that the adoption of such a plan is not necessary, that the disadvantages of the rural school are but temporary, being incidental to the early stages of settlement, and that increased settlement with lapse of time will remedy matters. Let us see. Manitoba is, and always will be, an agricultural country with the greater percentage of its population living in rural districts. Moreover, because of the extent to which machinery can be used in farming operations, the farms will continue to be large, one half section of land representing the average minimum size of farm. In wheat growing districts few places will show a greater density of population than two families to the square mile, while in many parts it will be less. The present maximum limit of a school district is twenty sections. Suppose a family on every half section, with an average of three children of school age to each family. That is a liberal estimate, representing probably the best that such a district will attain to in fifty years, and yet it only gives a possible number of 120 children on the roll, so that the school would be at best a rural school with two teachers. The disadvantages would be to some extent lessened. not removed. Besides, the difficulty of winter weather, with (for children) long distances to go to school, would still exist.

On the other hand as settlement increased there would be a modification of the central schools Instead of one or two to each municipality as now suggested, there would be four or perhaps six schools, each of these representing an area equal to four or five of our existing school districts. Moreover there is a crying need now for better educational opportunities. With the approach of winter every village, town and city in the province witnesses an influx of children from the farms eager to get to school. Sometimes the parents move in and rent a house for the winter, in some cases the children go

housekeeping for themselves, in others they work for their board while at school, some pay for their board, and some are fortunate in having friends with whom they can stay, but in nearly all cases, both parents and children have to make sacrifices to get the children to school. It is one of the most pathetic spectacles, this hungering after education and the means inadequate to provide for its satisfaction.

Again, it may be urged as an objection to the plan of centralization that it removes the child from home. As it is now the child that is to receive a better education than the rural school affords, must be away from home, and the number would be much larger were the opportunity within reach. The child would not be alienated from home affections. Absence makes the heart grow fonder, and it is the common experience of such schools that the child looks forward to the time for going home. During the holidays the child would be more apt to regard his work on the farm as a recreation, and not as he sometimes does now, as an unwelcome drudgery. The holidays could be arranged at the times in the year when the children could be of most use at home, as in seed-time and harvest. These questions all deserve consideration, but no wise parent would allow them to interfere with the best interests of the child. The time of childhood and youth should be for the child's benefit to equip him morally, mentally and physically, so that he may worthily discharge his duties to his family relations, and as a member of the commonwealth. For education, as for everything really worth having, sacrifices have to be made to secure its attainment.

The question of the probable cost of operating such schools has yet to be touched upon. This is a point which can only be dealt with tentatively. An exhaustive discussion of this point would mean much searching of statistics, for which there is neither time nor opportunity.

It is evident from what has been already said that a great saving could be made on existing conditions, but the new conditions would give rise to expenses in other directions which can only be estimated. It is possible, however, to form an approximate idea of the cost of the plan proposed as compared with existing methods. For this purpose let us return to our example of Winchester municipality. The cost of the rural schools in Winchester in 1897 was $15,000, of which amount about $10,000 was spent on teachers' salaries, and $5,000 on other items, the largest being payments on account of principal and interest of debentures raised for original cost of building. As already pointed out, the services of fifteen of these teachers could be dispensed with, which, at the average salary of $390, would mean a saving of $6,000; but as the average salary of those employed would be increased the saving would be fairly estimated at $5,000 The cost of buildings on the other hand would be greater. These would be of brick or stone instead of wood, and although in the first instance more expensive, would show better value for the money invested, and, also, because of their durability would in the end be really cheaper.

In Deloraine there is a four-roomed school, built of stone, the expenses of which are annually about $4,000, including in that sum the annual payment on debentures, from the proceeds of which the building was erected and equipped. This is about the experience of intermediate schools generally, and it would be fair to say that $1000 per room would build and maintain the educational part of the school proposed, bearing in mind that, other things being equal, an eight-

roomed school could be built cheaper than two schools of four rooms each. On this estimate then, the ten-roomed school which would be necessary in Winchester could be built and maintained at an annual cost of $10,000, leaving $5,000 over—a sum equal to that saved on teachers' salaries.

One often hears the opinion expressed in a casual way that for the sum now expended in education alone the children could in a central school be both boarded and educated. The foregoing estimates hardly show a sufficient surplus, but if the first cost of building could be provided for in some other way, and the annual charge on that head eliminated, the sum thus set free being devoted to the actual maintenance of the school, then the conclusion may be admitted as nearly correct. To put it another way. If the proposed system were once in operation it would not cost the ratepayers any more than the present system.

This question of first cost has usually appeared the greatest difficulty. In looking for a possible source of revenue our attention turns naturally to the school lands. At present these are largely held out of use, and unproductive. The suggestion now to be made does not contemplate the immediate disposal of these lands. It was well that they should not be disposed of till, with the lapse of time, they became of material value. But while these lands are being retained till their value increases, the fact must also be borne in mind that, as with the child so with the country, the time of youth is the time of development, the time of greatest need, the time when assistance from such a source would be of most benefit, the time when owing to the difficulties of early and sparse settlement the ratepayer has proportionately heavy burdens. Later, when settlement is closer and the difficulties of pioneer life have been passed, when material wealth has accumulated in the country, the people are better able to bear the necessary burdens of taxation on their own shoulders.

The idea is to raise the amount required by mortgage on the school lands, the principal not to be repaid by annual instalments but only the interest so paid. When the time is ripe for the sale of these lands the principal of the mortgage can be repaid out of the purchase money. In this way the lands can be utilized for present needs, without being finally disposed of. The bonds would be negotiated through the government and therefore would bear a low rate of interest, say, three per cent.

Now let us see what this would mean in Winchester. The municipality comprises sixteen townships and there are two school sections in each township, equal to 20.480 acres of school land in the municipality. A mortgage of two dollars and a-half an acre would yield $50,000—a sum sufficient to erect the necessary buildings in Winchester. The interest on this sum at three per cent., is $1500, a rate of less than two mills on the assessed value of the municipality.

In conclusion, let it be borne in mind that this paper does not attempt to present a complete scheme; it aims to point out a disability under which the rural schools of the province labor, a disability from which rural schools in all agricultural countries suffer in greater or less degree, and to indicate the direction in which a solution of the difficulty may be found, the plan actually outlined being susceptible of modification in practical operation.

R. S. THORNTON.

# COMPOSITION.

(Concluded from March number.)

When we turn from the science to the art, we are met by difficulties and questions on all sides. What is the nature of the instruction required by the learner, what exercises are suitable for the training of his gradually unfolding powers, and what is the object of it all? What aim or aims are we to keep in view in teaching this difficult art?

We may be very sure at the outset that glittering generalities are of no use whatever to the learner. The text books furnish us with an abundance of these neatly phrased but useless maxims. Frederic Harrison, in the Nineteenth Century for June, quotes a few of the most famous of the "Proper Words in Proper Places," from Swift; "Every Word in its Right Place," from Voltaire; "Suit the action to the word, the word to the action." says Hamlet; "Be not too tame neither. Let your own discretion be your tutor;" and then asks pertinently, "How are we to know the proper word? How are we to find the proper place? Can you trust your own discretion?" All this is as if a music master were to say to a pupil, "Sing always in tune, and with the right intonation, and, whatever you do, produce your voice in the proper way." He then goes on to illustrate his point further by reference to cricket. If he had been here in Manitoba he might have said, "It is as if your skip in curling were to say, Take just enough ice, deliver your stone in the proper way, and with the right weight, and, whatever you do, always 'get' the broom.'" That is to say, always be careful to play as well as Knight or Dunbar. However, he "hazards a few practical hints" to young people who are desirous of improving themselves in the art of composition, and as these seem to contain a great deal of wisdom of a practical sort I shall set them down in brief form. He says in effect, and in nearly these words, "Think it out quite clearly in your own mind, and then put it down in the simplest words that offer, just as if you were telling it to a friend. Be easy, colloquial if you like, but avoid slang. Do not use more than twenty or thirty words without a full stop. Do not put more than three clauses in a sentence. Whenever a Saxon word is enough, use it. Never quote anything that is not apt and new. Never imitate any writer, however good; all imitation in literature is a mischief. Nevertheless, study the best writers, particularly those who have no special or imitable style: Defoe, Swift, Hume, Goldsmith, Thackeray, and Froude. Finally mark, learn and inwardly digest the Holy Scriptures in the English tongue."

One cannot but be struck by the fact that of these nine hints more than half are negative. "Donts" are always valuable, but if we wish to get to the root of the matter we must go to the positive injunctions. This is as true in art as it is in morals. The first and last parts contain the sound doctrine. The whole should be of value to anyone who has reached the stage when he can begin to consider his own work critically. It should be of material assistance to the teacher. One might read many works on rhetoric without finding anything to add to these admirable directions. And it may be observed, that, admirable as they are, they are as useless for the beginner as the

vague general maxims already quoted are for the advanced student.

We may be very sure, then, that skill in composition is not to be acquired by the student by the simple process of conning over the trite phrases of the rhetoricians. We may be equally sure that the graces of style are not to be acquired by school children under any circumstances. The expression of fine shades of meaning, the accurate use of words, the nice employment of epithet, just emphasis, melody of phrase—these things are as far beyond the reach of a schoolboy as a problem in international politics, and it is a waste of time to attempt the cultivation of them. It is very necessary for the teacher to understand what may be accomplished and what is beyond hope of accomplishment. There is perhaps no department of study in which results are slower in making their appearance than in this one of composition.

A very acute thinker and writer upon educational theory, Mr. H. E. Scudder, states that there are two great facts of child life upon which an educational law in regard to reading and writing may be based These are the faculty of imagination and the capacity of imitation. The demands of both are satisfied by what is practically one prescription, great imaginative literature to feed the one, the best and purest examples of literary art as models for the other. The period of child life with which we are dealing is the great appreciative, assimilative, and imitative one. It is a very significant fact that the rate of progress in expression by means of writing should be so slow during a dozen years after the child has learned to read, and that during the same time there should be such a marked development of the power of appreciation. He is soon at home with the greatest minds of all time: whereas he writes but little, and that little awkwardly and with difficulty. When we reflect upon the fact that it is of the very nature of thought to go forth in expression, we naturally look for some evidence of the existence and work of this great assimilative process. We shall discover that it is through play, very largely rather than through words that the child finds expression for his thoughts and fancies.

We shall seek in vain for a better guide in these matters than the nature of the child. It will be as well to accept the situation, and take advantage of the powers and capabilities most active at this time. We shall, as far as may be, reinforce whatever home advantages the child possesses, and counteract if we can, any unfortunate influences that may surround him, by placing before him the best models of English speech. The teacher whose work in this connection is in harmony with home influences is very happily placed. Nothing is much more discouraging than the effort to counteract in the few hours the child is in school, influences which surround him all the rest of his waking life. The resultant is always nearer to the greater force. But, nevertheless, much may be done even under the most unfavorable circumstances, and in time the influence of what he has read and what has been read to him in school will make itself felt, and will appear in his unconscious imitation of graceful sentence structure and discriminative use of words. Let us clearly recognize this principle of imitation which we find at work in the child, and it will be hardly possible to go astray at this point. If nothing else were done for the pupils except to make them acquainted, day by day and every day, with the best models a very great deal would be accomplished.

Assuming then that this part, by all odds the most important part, of our duty to the child at this stage, is diligently performed, what more is to be done? If we desire a crisp and quotable formula for our guidance at this point I believe that the oft repeated maxim, thought precedes expression, is the most suitable. In the "practical hints" mentioned a little ago, this principle is especially recognized: "Think it out clearly in your own mind and then —." After that there may be other things to consider, but the first thing is to see to it that the child has something to say before he is required to say it. If this rule were adhered to we would see the last of a practice, very prevalent in years gone by, and unfortunately still to be found, of assigning subjects for essays nearly or quite outside of the pupil's thought or experience. Even when we have properly confined *him to his own world of* thought and action, what he sees and hears, his own experiences, plans, journeys and what not, we have still a most important duty to discharge. We have to take care that he shall form the habit of thinking out what he intends to tell about before he begins to write. His business just now is very emphatically with what he has to say and not how he intends to say it. Teachers should not aid and abet the fraud of trying to dress up shams. First and foremost seek to have the pupil think out honestly what is in his mind until it becomes clear enough to find natural, unforced expression.

Is it necessary to add that this mental process is a process of analysis? It would not be necessary to do so if we could once grasp the idea that a mental process cannot by any chance or mischance be anything else. It may be, in fact is very likely to be, one in which the analysis is incomplete. We may safely assume that insufficient analysis is at the back of defective expression. But analysis it is, whether partial or perfect. Now the teacher who recognizes this fact will see to it that there is first placed before the child's mind an idea of the subject as a whole. Reflection upon this subject, analysis of it will, result in bringing the vague outlines into clearer relief, and will determine the true bearing and relative position of the subordinate parts.

Success in directing the halting footsteps of the learner will of course depend on discovering the source of the errors he makes. The defect in his work may be due to slovenly thinking, in which case the way is plain: he must think out the subject more carefully. Or they may be due to insufficient acquaintance with the proper forms of speech; and in this case though the teacher may do a little by specific instruction and drill on the point, yet in the long run, skill in the management of words and phrases is to be acquired, and permanent progress made, in so far as the pupil increases his acquaintance with the best models of English speech. It would be a useful exercise for the teacher of composition to make out a list of the defects he finds in the work of his pupils, and assign each to its origin. He would find that there are two principal sources of error.

We have now to consider the question: What course can the teacher pursue with regard to the revision of the pupil's work which will be most effective in *forming* the mental habits necessary to clear thinking, and hence to clearness in the expression of thought? First of all, there will be no difficulty in agreeing that the revision which will have the most favorable effect upon the pupil's mental habits

will be the revision which is done by him, and not the revision which is done for him. It is unnecessary to point out how immensely better off a pupil is who detects and corrects one of his own errors, than if that error is pointed out to him. This principle of self-criticism is to be observed throughout. Next, we are not likely to go astray in determining the course to be followed if we are guided by a consideration of the nature of the child's mental processes. We have already spoken of the necessity of placing before the mind in the first place a general idea in outline of the matter in hand so that in the process of analysis the relation of the various parts may be determined. This process having been performed, and the thoughts having been set down in sentences, he should be asked to classify these sentences. The result of his classification will show just how far he was successful in forming a general idea of the subject, how far the process of analysis led him, and wherein it was incomplete. If the teacher insists upon this exercise of classification for a time, he will, before very long, find that a beneficial effect has been produced. The pupil will soon form the habit of looking ahead and arranging his thoughts before setting them down. In other words, he will form the habit of writing paragraphs. This implies, first of all, the habit of thinking of one thing at a time, of concentrating the attention on one part of the subject, dealing with that before going on to something else; and it is a step preliminary to the orderly arrangement of thought. It is to be borne in mind that the object of all this is not that the schoolmaster instincts shall be gratified by the appearance of neatly written exercises, with paragraph margins, capitals, and other eminently respectable features. It aims at the cultivation of the inward and spiritual grace of clear thinking.

The habit of considering one thing at a time will soon be established, and the ability to concentrate the attention upon the matter in hand will grow and strengthen as time goes on. Professor Wendell has said that whereas sentence structure is a matter of revision, paragraph structure is a matter of prevision. The orderly arrangement of one's thoughts is the problem which next naturally presents itself. The pupil is writing a little story about a picnic, for example. He has decided to tell where and when it took place, and what the grounds were like; he will give an account of an accident that took place on the way home; and he will mention some of the things that happened during the day. Having settled upon this division of the subject, the question arises, 'In what order should these topics be treated?' It is obvious, too, that the problem of order of thought in each paragraph will presently arise. In the processes of description and exposition this problem would be far too difficult for a beginner to deal with. In the narration of his own experiences, however, the order to be followed is the order of time, and this is not beyond the powers of anyone. It may be accounted a tedious repetition, but I shall again mention the fact that the purpose of making the pupil go over his work to see if anything has been set down out of its proper order is to establish a certain logical habit of thought.

Until the pupil has reached the third book (fourth grade) no particular pains need be taken in regard to errors in the structure of his sentences. Up to that time it is much better that he should be allowed to put his sentences together in whatever way he sees fit, unhampered

by any rule or caution. He has been well employed as long as he has made a real effort to think out clearly what he wishes to say, and it should be said without any uneasy consciousness of how his sentences hang together. Once more, the aim should be to establish right habits of thought. There is nothing to be gained, but much to be lost, by being in a hurry to take his attention away from the matter in order to fix it on the manner.

When the stage has been reached where we can with safety direct the pupil's attention to the tool he is using, there are a few simple exercises that may profitably be undertaken, which will be quite within his powers. He should be directed to examine what he has written with the view of discovering any long and unwieldy expressions which should properly be broken up into shorter ones. Specific instructions and suitable exercises should be provided to secure skill in the use of the simple forms of speech, active and passive, and direct and indirect. At a later stage the more difficult processes of description and exposition may be taken up, along with a further study of the sentence, and of the exact use of words.

It is not, however, the purpose of the present paper to give a specific and detailed account of all the work that is to be done. It has been, rather, to indicate briefly and in outline the character of the problem that confronts the teacher of composition in an elementary school, and to suggest a method of solving it.

S. E. LANG.

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# THE STUDY OF PLANTS.

I cannot better begin a discussion of the above subject than by referring briefly to an excellent article on the kindred topic of "Bird Study" which appeared in the first issue of The Journal. In my opinion this article merits more than a mere casual consideration, as the question treated is practically an innovation in so far as method and point of view are concerned. Besides it has an important bearing on the subject of Plant Study. The writer has made out a capital case, not only by indicating the particular scope of the subject in question, but also by enunciating the general principles which should guide all students of science in the conduct of nature studies as a whole. For too long a time Nature has been interpreted from the realm of plants alone. In some way we have allowed prejudice and a mistaken conception as to the meaning of Bird Study, Geography etc to interfere with our presentation of these equally important subjects. Why should children be deprived of a rational study of birds? When the little people come to our schools they have a knowledge of Nature, wide but not deep. It is our province to become as little children that we may not arrest this feature, but rather strengthen it, and lead out into wider fields. Birds and plants are, in a measure, near of kin to children. They recognize more or less of life and activity in them. To ignore this characteristic and adopt methods entirely at variance with child nature would be to invite retrogression. Not so long ago birds were studied with a gun. Such a method ends in failure. Is it

any wonder that the child's interest wanes when a subject of such intense moment is robbed of its attractiveness by being subjected to a treatment diametrically opposed to the laws of his being. When bird study emerges from an observation and comparison of stuffed birds and concerns itself with the living, flying, singing birds, then and then only will it be placed upon a rational basis, and be made worthy of a position on the programme of studies.

A study of paragraphs 3 and 4 of the article mentioned will make it clear to everyone that this is the point of view taken by Inspector Maguire.

While plant study has been enthusiastically pursued by a thousand teachers and ten thousand pupils during several years, it does not necessarily follow that wisdom has been monopolized in the presentation of this any more than in the treatment of the above mentioned subject. Too often the child has been the victim of a method and an outlook entirely foreign to his nature. It is not always easy to get away from preconceived notions as to the fitness of things. We are conscious of this every day. There are teachers who bring into primary plant study the minute dissection of flowers and the classification of plants, and ignore entirely the existence of a child nature. Fortunately these cases are detached, and there are abundant symptoms of an early breaking up of a system so irrational. While it may be a desirable thing for a youth to wander up and down his own neighborhood in quest of plants new and strange; while it may also be legitimate for him to analyze and classify his discoveries and preserve them carefully in a suitable book; while there may even be considerable interest attached to this, it would, however, be suicidal to adopt such a procedure during the child's early years of plant study.

Children regard plants as living, growing things, possessing certain characteristics in common with themselves. They have learned to associate plants with the fields and valleys about their homes. They have learned, as it were, to anticipate the desires of plants at home and in the gardens. To be informed that plants sometimes get thirsty, or sometimes become chilly, is no revelation to one who has, in a measure, been taught to read plants' thoughts. Between the child and the plant there exists a bond of sympathy which serves as a basis for the subsequent development of the study. As children study the moods of other children, so also do they study the moods of plants. They have always regarded the plant as a whole, hence the study of a blossom away from the stem is wanting in interest They have never undertaken any close analysis of the plant, therefore a consideration of sepals, petals, etc , is opposed to the laws of their mind, and, as a consequence, is irksome and forbidding.

As in Home Geography children make a study of hill and dale, brook and bluff, not for the sake of becoming fully acquainted with these features of the district but that through them they may be enabled to imagine the surface of the globe, so in Botany the plant is not studied that the child may know it in its entirety but that the bond existing between the child and nature may be strengthened. As his love for nature increases in a like measure will his ability to observe, compare and express, increase. He is taught to see accurately and to tell exactly what he sees. Nothing like a text book is placed in his way. His book is his teacher's book, the great open book of nature.

By actual observation of plants in their homes, surrounded by various influences, he is led to discover facts for himself, his teacher being his guide. He learns that each part of the plant has something to do, and he sees how this work is done. By thus using his own senses he develops them. Both the esthetic and ethical sides of plant study receive due attention. He begins to understand the meaning of harmony in color and in time, while the natural treatment of the subject unfolds principles which have for their bases order and law. In addition to this field work there is expression, both oral and written. This work will afford an excellent foundation for subsequent exercises in Composition and Drawing. Besides as Plant study appeals directly to the emotional side of our nature, it provides the proper soil for appropriate literary gems, which if timely given may have an important effect on the character of the child.

Such is the foundation. Whatever may be the character of the superstructure depends upon the enthusiasm and wisdom of the teacher. It is the teacher's function to strengthen this, not to blunt it. Both the study of plants and the study of birds will aid other departments of school work. Children expect satisfaction. They come to school desiring to know more of nature. It is both the teacher's duty and privilege to satisfy this want. If this work has been carried on formerly in a half hearted manner, let there be no uncertain sound now as we enter upon the threshold of another spring. Let the enthusiasm born of this season continue beyond the season. Study with the children. Note all the signs of an awakening spring. Watch for the appearance of the early Anemone. Observe its home. Notice how well it is adapted to its environments. See how cautiously it proceeds to lift its head. Note its enemies and its friends Explain why it is of advantage to blossom at this time. Let the children describe all these features. What is the color of the flower? Compare as the season advances the other spring colors. Note the absence of leaves. Has the flower any odor? Where does it seem to flourish best, etc., etc. Make drawings of the plant. As the plant gets older, note the changes; watch for the leaves; observe the different steps leading to seed-time; examine the seed, and try to discover how the mother plant sows them; try to obtain the life history of this plant. Concurrently take up a Ranunculus. Make comparison between this and the former as to color of flower, general appearance, leaves, size of flower, etc.

In addition to this study much must be gained by proving practically that we love the flowers for themselves and are not ruled by either sentiment or season. Window gardening and school gardening generally make the school life of the children and teacher more happy, and free the surroundings from all that is harsh and crude. It is worth our while to convert this laboratory of life, without our schools into the expression of our thought. It is worth our while to study those things that bear so plainly the stamp of the Eternal. Who can look up on the resurrection of our earth in the springtime when the snows have melted, when the prairies are clothed with verdure, the verdure with flowers, and the flowers with insects bent on a friendly mission, when the wild plum and the hawthorn look like so many bouquets, when the birds give themselves up to music and to love, without being convinced that the study of nature is ours as a privilege and should receive our most faithful attention.

A. McINTYRE.

# THIRD CLASS PROFESSIONAL WORK.

In order to give a starting point for the discussion of the kind of work that should be attempted in training teachers for the lowest grade of professional certificate, the editor gives the paper on Psychology set at a recent Normal examination in Manitoba for Third Class certificates. In considering the suitability of the work, readers in other provinces are reminded that the minimum age, in Manitoba, is sixteen for young women and eighteen for young men. We should like the following questions and answers to evoke a helpful discussion. The answers are printed exectly as they were written by one of the best students in the class.

## QUESTIONS.

1. Discuss attention under the following heads: (a) Nature of attention. (b) Conditions of attention. (c) The various kinds of attention and their relation to each other.

2. Discuss the moral effect upon the child of a sound method of teaching.

3. Show how right willing depends upon right knowing.

4. Give the subjects which in your opinion are best suited to the development of the emotional side of the soul. Explain.

5. Explain the psychological principle underlying the development of a refined taste in literature.

6. Refer to the subjects on the programme of studies which in your opinion are best calculated to develop the logical powers of classification, division and definition. Give reasons.

## ANSWERS.

(a). Attention is the concentration of the powers of the mind on a certain subject. Attention is a power of the human soul and cannot be induced by any outward means. It is impossible for one person to compel attention from another, he may only provide motives that may lead him to attend of his own free will. It is from an ignorance of the nature of attention that leads so many astray in their endeavor to compel attention from their pupils.

(b). The condition of attention are: 1—Physical health; 2—Freedom from mental weakness; 3—Absence of strong emotion. 1. This first condition is perhaps only partially true, as there are numerous instances of men of great concentration of energy who had very weak physical frames, but these are instances of the triumph of the intellect over the more animal nature. Those who are in pain cannot command attention like those who are free from pain. Teachers, then, should make some allowance for pupils who are suffering from, say, head ache, toothache, or any other painful trouble, and not expect what is contrary to the true conditions of nature. 2. In mentioning mental weakness this need not be taken to imply mental infirmity but simply that lack of strength due to not being developed. Children who from various reasons have grown up to an unusual age in comparative ignorance, find considerable effort in commanding their attention to a particular subject. The mind tends to wander from one subject to another The power of attention grows with its use. 3. Absence of strong emotion is very important, for when the soul is so stirred up

by emotions all the other powers seem to be correspondingly limited. This is very important to the teacher. The inattentive boy cannot be cured by making a great commotion and exciting everybody. Always use the quietest and most natural means to induce attention. Many a teacher has destroyed the value of a lesson by the injudicious use of physical or mental pain to induce attention.

(c). There are two kinds of attention, involuntary and voluntary. Involuntary attention is the attention particularly of the child. Interest is the motive, and no effort of the will is necessary to induce it. It is on the basis of this that we see the necessity of interesting the child as we secure the attention fully and readily to an extent impossible otherwise. As the mind develops the power of the will increases, and thus the involuntary attention may be supplemented by the voluntary attention. This voluntary attention is the result of the action of the will. When other motives than interest are at work the necessity of will power is imperative to secure the necessary attention. This power grows wonderfully by exercise, and it is this power that is in a great measure the secret of the success of the great philosophers and scientists of this and other days.

2. In order to discuss the moral effect of a sound method of teaching it will be easier to divide it by taking some typical subjects and consider the effect in these particular cases. For this purpose the following might be selected : I.—Arithmetic; II.—Nature Study or Geography; III.- Literature. I. Arithmetic has a great moral value from the fact of its being an exact science. Pure truth is reached as a result of its study, and this is attained only by exercising the thought power. Any method that brings results in arithmetic by any other method than thought reaches no result as far as the mental condition of the child is concerned. The mental and moral value of this kind of arithmetic is nil, but when arithmetic is taught by a sound method pure truth is being reached all the time, and the child learns the value of exactness and correctness in thinking, and the moral value in these lines is very great. II It would be hard to discover the moral value of geography under the old method of teaching facts from definitions, etc. Fortunately for the child he was able to study nature himself outside the school or the result might have been worse The true method of teaching geography is to study nature itself, in the first place from observation, and afterwards by the exercise of the imaginative powers in picturing nature from description. The study of nature must have a great moral value. It creates a love for the beautiful, and gives one a grander conception of the Creator who made all these things so beautiful. The order and system in nature have a beneficial effect on the student. III. Literature is a study that has in a far greater proportion the study of human thoughts and actions. If the study of literature is to consist in the chopping of paragraphs into a prescribed number of parts, with special reference to the form and little or no consideration of the thoughts and emotions, one might achieve a certain amount of mental dexterity, but little else. The true study of literature is perhaps the most potent moral influence among all the studies prescribed. The reading and study of literature dealing as it does with humanity, cannot but create a sympathetic response from the student. The teacher can do a good deal of good in

his school by cultivating this taste for good literature, and it is the most effective way of dealing with the prevalent taste for unhealthy literature.

3. All action is the result of the exercise of the will. At the back of the will is some motive for its exercise, and the motive is the result of feelings. It is necessary, then, that we should feel correctly in order to will correctly. To go back a step further, we find that feeling is dependent on knowing, and lack of knowledge means lack of feeling. It follows then that correct knowledge will result in a corresponding feeling, and the feeling in a corresponding willing. If the knowledge is incorrect the feeling must be necessarily incorrect, likewise the willing, but given correct knowledge we get correct feeling followed by correct willing.

4. There are three subjects that in my opinion tend to develop the emotional side of the soul, and they are given in order of importance. I.—Literature. II.—Nature Study. III—History.

I. In the consideration of literature we must of necessity include what is usually called reading. Some of the simplest and shortest of the reading lessons are fine specimens of child literature. They appeal principally to the emotions, and appeal in the right way. It would be impossible for a child trained up to read by a sound method to avoid experiencing certain emotions in reading any literary selection, and the great need is to provide such literature that only the best emotions shall be stimulated. The emotions developed by literature include almost every one of which the human soul is capable. There are emotions resulting from a consideration of human action, from a consideration of nature, and from a consideration of the purely imaginary. It is on account of the breadth of its influence, particularly that literature holds the first place in the development of the emotional side of the soul. II. Nature study is the earliest of the influences that are brought to bear on the child to develop the emotional side of the soul. Who has not seen the excitement of a child when he has found a new flower, or discovered a brilliant butterfly? Beauty of form and color appeal to the emotions, and in the study of Nature this side of the child nature is developed in its most natural and beneficial manner. A view of the Aurora Borealis on some evening when the streamers reach the zenith and light up the atmosphere, a feeling of awe is felt and gives one an idea of the vastness and wonders of nature. III. History deals more with human action. The bare record of events would not on the face appear likely to inspire emotion of any kind, but history includes more than the mere record of events and the study of the conditions of life. The triumphs and disasters of nations inspire various kinds of emotions. We all recognize that history has a most powerful influence in developing patriotism, which is the result of emotions resulting from a consideration of historical characters and events.

5. It is the nature of the human soul to love the beautiful and avoid the harmful. All children without exception love bright flowers, and there is nothing more than their mere beauty and brightness that attracts them. A child that has burnt his finger on the stove will learn by experience to avoid it in future. The stove is hurtful, physically. There is something, then, in the very nature of the child that leads to this result. The love of the beautiful in the more ab-

stract sense is necessarily allied to this, for they are all emotions of the human soul. We must conclude, then, that it is the nature of the soul to love the beautiful and avoid the harmful in whatever way it is considered by the soul. If this is true it follows that a love for the unnatural, the brutal, the obscene, the purely sensational, are simply perversions of the true nature of man, and all that is needed to develop a refined taste for literature is to provide good literature and let nature feed on its natural food, or nature will have to satisfy its hunger by feeding on the mere refuse.

6. The subjects on the programme of studies which are best calculated to develop the powers of classification, division and definition, are those that from their very nature must be studied inductively.

The following are the best:—Geography, Botany, Grammar.

It will be unnecessary to treat each one separately, as their treatment in study is essentially the same in principle. The study of each necessitates the examination of numerous examples in order to compare, and, by grouping according to similarity, gradually build up a system. It will be noticed that all these subjects are inexact sciences and we have to take the state of affairs as we find them, and use the material that is provided by nature, and from this material discover the laws that govern them. It will be seen that they all of necessity develop this power of classification, division and definition.

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# IN THE SCHOOL ROOM.

There has been no criticism of the method suggested in last issue for arithmetical solution. This month we give a lesson in geography, and next issue will publish the best criticism of it. In criticising, teachers are requested to point out faults and suggest a better method. It is very desirable that criticisms be signed, so that our teachers may learn to know one another.

GEOGRAPHY LESSON. SUBJECT:—The Productions of Italy.

INTRODUCTORY—A review of (1) Position, Latitude, Longitude, Proximity to Sea, (2) Boundaries, (3) Relief. (4) Climate, (5) Soil.

LESSON PROPER.

T. What vegetable productions will you expect in a warm climate?

P. Various answers—Bananas, oranges, pears, olives, peaches, apricots, grapes, coffee, tea, fruits, etc.

T. Yes, but we don't find tea in Italy. Who can name some kinds of trees we might find?

P. Various answers– Beech, maple, logwood, olive, poplar, ash, etc.

T. Yes, but I guess you don't find all those. We do find olive and mahogany, and silk worms on the mulberry tree. Now, who can name some minerals we might find in the mountains?

P. Various answers—Gold, iron, coal, silver, quicksilver, lead, tin.

T. Yes. but you had better not mind any of these except quick silver and marble. The finest marble in the world is found here. Quicksilver is used in thermometers and on looking-glasses. Now name some animals you have read about as living in Italy.

P Various answers—Horses, cows, sheep, goats, parrots, snakes. Are there any lions and tigers? Don't the Italians keep monkeys? There are eagles and hawks.

T. Yes, that will do. Now I should like you to draw a map of Italy, and mark in the chief productions.

NOTE—This is no effort of the imagination, but a condensed form of an actual lesson that contained many good points, though the good points are not prominently indicated in this outline.

## ARITHMETIC.

A correspondent writes asking how we could apply the method outlined in last issue to a solution of the the following problem :

"A man bought a number of sheep for $36. Nine of them died. He sold 2/3 of the remainder at cost for $15. How many did he buy?"

Here are three methods of assisting a pupil, one of which approaches a right method, the other two being manifestly faulty. Or are all the methods faulty?

I.

1. Multiply $15 by 3/2, this gives $22½.
2. Subtract from $36, this gives $13½.
3. Take 1/9 of this, this gives $1½.
4. Divide $36 by $1½, this gives 24 which is the number of sheep.

II.

1. If 2/3 of remainder sell for $15 what would all the remainder sell for? Answer $22½.
2. If the remainder cost the same as they sold for, what did they cost? Answer $22½.
3. Then what must the other 9 sheep have cost? Ans $36 - $22½ or $13½
4. At that rate what did each sheep cost? Answer 1/9 of $13½ or $1½.
5. Then at $1½, how many sheep did $36 buy? Ans. $36 ÷ $1½ = 24 sheep.

III.

1. What have you to determine? Ans. The number of sheep bought.
2. What fact is given you that is a help towards determining this? Ans. The cost of all, viz., $36.
3. What other fact should be known? Ans. The cost per sheep which is not known.
4. What facts would help us to find the cost per sheep? Ans. If we knew the cost of a definite number of them.
5. Do you find any definite number stated? Ans. The number 9 is stated but I do not know the cost of them.
6. Is it possible to obtain the cost of them? Yes, by subtracting the cost of the remainder.
7. Do you know the cost of the remainder? Yes, it is 3/2 of $15 or $22½.
8. If so, what do you know? Ans. That the cost of 9 sheep must be $36 - 22½ or $13½. (See answer 6).
9. From this what do you know? Ans. That 1 sheep cost $1½. (See answer 4).
10. From this what do you know? Ans. The number of sheep, viz., 36 ÷ 1½, or 24. (See answer 3).

Since writing the above the following excellent criticism by Mr. J. L. M. Thompson of Minnedosa, has been forwarded. We leave discussion of it until next issue in order that other correspondents may have time to express their views. It is hoped that the lesson outlined above will call forth criticisms from many of our teachers.

CRITICISM.—The aim in teaching arithmetic is to increase mathematical power. This aim is secured by giving the mind suitable exercise. Such exercise consists in getting the young mind itself

to overcome a series of arithmetical difficulties or problems so related and so arranged that the solution of one gives the required desire and power to solve the next in order. Hence, not only would it be wrong for the teacher to insert into the series what is too easy for the pupil, but it would be very wrong to insert into the series what is too hard for him. For if a pupil is expected to do what he can not do, he becomes discouraged and bewildered. Not only this, but the continuance of such a state tends to weaken the inborn determination to do.

Therefore the teacher should not think, "They failed to do that problem," but rather, "I missed the mark that time." Then the offending problem should be left *for "after a little while," for from* this standpoint, anyway, "proper assistance" is not on the right line. Would it not be wiser for the teacher to try harder to find for the pupils the right kind of mathematical food?

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## INSPECTION NOTES.

Nature study to be of any value must be co-ordinated with other studies. It must not be considered in the light of an extra, but must be made the basis of much of the other work of the school. It cannot be separated from language and drawing. To these it gives a life and charm otherwise wanting. The study of nature forms a fitting introduction to much of the most beautiful in literature. The opportunities for connecting such work with geography are numberless.

In connection with the last it is only necessary to point out that geography is of itself primarily a nature study. A study of this subject begins before the child's regular school life, as soon as his senses are awakened to the influences of nature. Before his school course begins he has studied plants, birds, insects, animals, the air, the weather, and the sky, and also the hills and valleys of his neighborhood. To him they are all nature. He makes no classification of subjects, neither should we in the early years of the child's school life. Our object should be to enlarge this field and relate the different aspects. There is a time in the history of the child when the several topics of nature study will begin to diverge, but this is not the occasion under consideration.

Geography properly taught recognizes the importance of obtaining primary concepts for the imagination to work upon. From what source are these to be taken? From no other than the neighborhood familiar to the child. It is here that he observes characteristics of atmosphere, sky, surface life, and the simple laws of nature. All the information obtained from the study of plants, birds, etc., is woven into his study of this miniature world. He observes the features of hill and valley, brook and meadow. He notes the effect of rain and frost upon the ground. His notions of distance and direction are gradually being trained. His conception of the form and general character of the district-surface is represented by a map. When he goes out to a study of the world as a whole he meets with no insurmountable obstacles, for he has gained from nature a true basis for building upon.

A. McI.

The teacher who succeeds in establishing a library in his school accomplishes a good work. Every teacher should aim at the establishment of a library for his pupils, or the improvement of it, if there is one already. When he leaves the school he may remain in doubt as to his success in teaching certain branches, and he may have much to reproach himself with in regard to neglect of duty, but he can hardly fail to remember with satisfaction any effort he has made to inculcate a love of reading good books. No one can tell the good that may result from the little shelf of books which by courtesy is called the school library. Further, any teacher who wishes to do so can succeed in raising money to make a start. Trustees, like Providence, are always willing to help themselves. A teacher last summer raised $33 by organizing a picnic. A young lady who was determined to get books for the children gave an oyster supper and netted $8.75. Such efforts on the part of teachers deserve recognition and will certainly be seconded by trustees.

Below will be found a list of books to the value of $15. The list is given here because those charged with the selection of books do not always know where the most suitable books can be procured. These are all well bound, clearly printed books. Those who are acquainted with the catalogues issued by the great departmental stores such as Eaton's and Simpson's are aware that complete sets of the works of Dickens, Scott, etc., can be had for a very small sum, and in many, cases the binding is fairly good. The present list is taken from the catalogues of Messrs. Houghton, Mifflin & Co., 4 Park St., Boston Mass., who send the books post paid on receipt of price. According to Item 467 of the Tariff Act all books imported for the bona fide use of school libraries are admitted free of duty. A declaration or affidavit is usually required by the customs officer. Teachers can order direct or through a bookseller.

The series known as the Riverside Literature Series includes 75 volumes and costs about $25, but many of the books are too distinctly American for our use.

RIVERSIDE LITERATURE SERIES.

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| 2—Nos. | 10 and 29 | Little Daffy-down-Dilly, etc | " | —40c |
| 3—Nos. | 13 and 14 | Song of Hiawatha | Longfellow | —40c |
| 4—Nos. | 17 and 18 | The Wonder Book | Hawthorne | —40c |
| 5—No. | 37 | A Hunting of the Deer | Warner | —25c |
| 6—No. | 45 | Lays of Ancient Rome | Macaulay | —25c |
| 7—Nos. | 47 and 48 | Fables and Folk Stories | Scudder | —40c |
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| 9—Nos. | 57 and 58 | Christmas Carol and Cricket | Dickens | —40c |
| 10—No. | 59 | Verse and Prose for Beginners in Reading | | —25c |
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| 14—Nos. | 107 and 108 | Household Tales | Grimms | —40c |
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| 16—Nos. | 117 and 118 | Arabian Nights | | —40c |
| 17—No. | 126 | King of the Golden River | Ruskin | —25c |
| 18—Extra Number P. | | The Hiawatha Primer | Holbrook | —40c |

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|---|---|---|---|
| 19 | Tom Brown's School Days | Hughes | —60c |
| 20 | The Story of a Bad Boy | Aldrich | —70c |

21................................Bird Ways...............O. T. Miller—60c
22 ........................Stories from Old English Poetry........Richardson—60c
23........................ Stories and Poems for Children......Celia Thaxter—60c
V 24..........................Uncle Tom's Cabin................Stowe—70c

RIVERSIDE LIBRARY FOR YOUNG PEOPLE.

25........................Up and Down the Brooks........Mary Bainford—75c
26........................A Book of Famous Verse........Agnes Repplier—75c
27......................Birds Through an Opera Glass...... Mrs. Merriam—75c
28........................Poetry for Children............Samuel Elliott—80c
29.......................Masterpieces of British Literature ..................1.00

S.E.L.

* * *

There is a town or village, or hamlet, or what you will, that I would have you see. In it the centres of influence for evil are the barber shop, the livery stable, and the bar room. As a mild counter influence there are a few good homes, and a public school. What I wish you to do is to consider the nature of the work done by the first three agencies, and enquire if that done in one of the others is what is most necessary that purity, truth, reverence and sobriety may be the virtues of the children, that their lives ripen into the perfection of true manhood and womanhood.

In the hotel last year it is said the profits of the sales of "distilled damnation" amounted to $15,000. I cannot begin to estimate the physical, intellectual and moral deterioration wrought in this den of iniquity, nor can I measure the sorrow, sadness and sin resulting from the transactions across the bar. All I do know is that I never saw on a face in that hotel the faintest evidence of a holy or noble desire, but on the contrary there was in every countenance an indescribable devilishness, a look of low cunning which well accorded with the spirit and substance of the conversation, if such it could be called, and which was in true keeping with those sickening odors that penetrated to every section of the building. It was here that social, political and moral ideals were shaped, it was here that impure and unholy desires were kindled, it was here that everything true and lofty was derided, everything low and debasing exalted. Consider then a village in which the men were the product of such an earthly hell.

But it is necessary to go a step further. What the hotel did for adults, the livery stable and barber shop did for the boys. True, there was no liquor, but there is a poison even more poisonous than that—the filthy story, the low joke, the irreverent jest. Day after day a troop of boys came to the stable to see the horses; but they saw them not; rather did they get a glimpse of the devil incarnate; day after day they went to the barber shop to see the men play checkers, but they never followed a game; rather did they give heed to the rehearsal of the dirty experiences of their elders. This, in brief, was their education out of home and school.

I wonder, brother mine in the work of teaching, what you would have done for the children had you been in that school? What you would have done for the homes had you been in that district?

Let me tell you what was done by the principal in charge :—

In the first place the trustees had given a building in harmony with the ideals of the town—dirty uncared for, devoid of beauty within and without. Our principal accepted matters as they were, and

added a little by way of paper on the floors, wads on the ceilings, pictures on the window panes, clothes blocking the passageways. etc. There was no training in system, in neatness, in concerted action; no attention to manners, dress, or aesthetics. Further than this, there was no attempt to influence disposition, or moral action, and volition beyond what was necessary for the purely "scholastic work," as it was termed.

What, then, was the "scholastic work" that was to offset the evil influences of the town, and build up the lives as positive forces for good? Here is the bill of fare: 9-10,—Mensuration of surfaces; 10-11—Grammatical dissection of good literature; 11-12—Homœopathic dose of history from a Henderson Cram Book; 1.30-2.45—Book-keeping by Double Entry; 3-4—Quiz on probable examination questions. Judge, O ye Gods, if this is not a heaven appointed programme for the case in hand!

Brothers in the work of teaching, I have not written the above to belittle livery stables, barber shops and hotels, for I know many places of the kind that are excellent. But I have written it to show that unless in all our work we aim at meeting the life-needs of the pupils, our mensuration is as sounding brass, and our double entry book-keeping as a tinkling cymbal Have you, brother, found out the great diseases in the lives of your little ones, and are you administering with all the patience and sympathy of a loving nurse, the soothing medicines that will work a cure; or have you a panacea in the shape of traditional subjects of study and traditional school studies? In Heaven's name drop your teaching for a little, and take to inspiring and up-building wretched lives, where lives are wretched. What is to be gained by talking of the blessings of instruction if we are not through this instruction getting at the root of disease? Do we not remember what Father Komenski said: "The trouble with our teachers is that they want to teach what they themselves know, rather than to give the pupils what the pupils need." Medical science might well be laughed at if doctors made all patients take the same medicines. What shall we say of him who endeavors to overcome all moral infirmity by an overdose of Double Entry Book-keeping?

If you have read thus far you will read a word or two more. You have no village school and your pupils have not been influenced for evil just after the manner outlined above, but, nevertheless, in your school a great work must be done ere the evils that appear in the lives of your pupils are counteracted. Forget it not, that the surest way to eradicate an evil tendency is to establish a counter tendency. A school that is not a strong, positive influence for good is no school whatever. There must be a stronger, mightier influence than that of the streets; your ideals must be so clear and unmistakable, and must be presented in such an attractive form, that they will appeal to every boy and girl. Towards this end you must be a living force, and your school must be conscious of the warm pulse that indicates a happy and vigorous life.

And as to the occupation of pupils, it may be there is more in hearty play, in earnest field-study, in steady manual labor, in assimilation of the inspired thoughts of good authors, in good music and beautiful pictures, than in some of these formal lessons that are so often deemed important because of their "disciplinary" value. In any case one thing is sure, that whatever the occupation may be, the

pupils are receiving what they most require if they are learning to live, and live more abundantly.

W. C. McINTYRE.

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## NOTES FROM THE FIELD.

Mr. D. H. McColl, B.A., for the past seven years principal of the Calgary High and Public Schools, has been appointed Inspector for the Territories. At the closing of the Calgary Schools for Easter, the pupils and teachers, to whom Mr. McColl's departure is a matter of deep regret, presented him with a beautifully engraved, open-faced, gold watch, accompanied by an address breathing the kindliest sentiments and deep appreciation of his honest, thoughtful efforts in their behalf during the period of his principalship. Mr. McColl, though deeply affected, made a feeling and suitable reply, in which he urged upon the students the necessity of careful, conscientious work. He referred in fitting terms to the pleasure it had always been to work with and for the pupils, and concluded by saying that though no longer their principal, he would ever remain their friend and would look back upon the period of his work in Calgary as seven of the best years of his life. The chairman of the board and the other trustees expressed deep regret at losing Mr. McColl. They were united in their praise of the excellent work he had accomplished during the time of his principalship. His labors to advance the cause of education in the Calgary schools would never be forgotten.

The teachers of the Territories are to be congratulated on having a man of such ability and successful experience to aid them by his supervision.

* * *

Souris teachers met in convention on Saturday, March 11. The heavy roads kept away many from a distance, but about twenty-five were present. Papers were read by Misses Stuart, Calder and Duval on "The Teacher's Influence; what it is and what it should be."

Miss Stuart dealt with the influence exerted on the pupils' intellect. Influence means power exerted or power in operation. The teacher must have it, and further she must be anxious that it should flow to others. This influence is to be exerted on the theoretical mind or intellect proper, and the practical mind or will. To the former more time is usually given, but the development of the latter is necessary for guidance in after life. How may this influence be brought to bear? The teacher must train herself both for the furnishing of proper material and the securing of attention.

Miss Calder discussed influence on tastes. Ideals of what is beautiful in life should early be placed before children. The little child responds to beauty as spontaneously as to warmth or love. This instinctive feeling should be a powerful factor in education. It cannot remain dormant, it will be powerful for good or evil. The majority have come to maturity with perverted instincts for beauty, the result of wrong living, wrong education. Our education too often tends to starve the emotions and imagination of the child. We must live more with nature, we must have art, the interpreter—art appreciation, not

art skill. We grow to like what surrounds us. First unconsciously, later consciously, hence the great opportunity of the school room. The child's delight in school pictures proves they should be there. True appreciation and discrimination comes by observation of high standards. Hence the supreme importance of good taste in decorations, dress and manner.

Miss Du Val's paper took up the teachers' influence on the moral side of the pupil. Influence; the word makes us tremble when we think of the responsibility it carries with it, for there is no contact without influence. Are we as teachers fully alive to the duty we owe to the parent, to our country, to God? Do we remember that our influence extends beyond the realm of the intellectual and aesthetic into the moral sphere—that which remains forever? For whether there be prophecies they shall fail; whether there be tongues they shall cease; whether there be knowledge it shall vanish away; but now abideth faith, hope and love, these three. These are the only eternities. And our pupils are watching us and forming habits whose strength shall be as fetters of steel to drag them down or to support them. Our influence is exerted unconsciously. We all exercise a conscious influence. Give sympathy; encouragement and praise are better than reproach. Let there be perfect frankness Tell the boys you notice their little failings and they will try to improve. But perhaps most important of all is the principle of trust, which is the foundation of the system of pupil government. School is a preparation for life. Strict repression gives better order, but leaves the pupils' self-governing ability undeveloped. The task is difficult, but upon it much depends.

Mr Forrest led a discussion of school hygiene, dealing with the ventilation of village and country schools, care of the eyes, calisthenics and games as a means of physical development. and overwork of delicate students.

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At the recent Springfield Teachers' Association meeting the following officers were elected: President, R. Y. Conklin, re-elected; Vice-President, J. W. Shipley; Secretary-Treasurer, W. D. Bayley; Executive-S. Gammon, W. Henderson and J. Gunn The most important number on the programme was a paper by Mr. W. A. McIntyre on "Reading and Literature," in which he pointed out the purpose of the study of literature in the public schools. He discussed the character of the text books in literature. and showed how the Victorian readers might be used in the various grades. He expressed the opinion that the selections in the readers should express the various situations of the soul, that they should be suited to the mental capacity and experience of the pupils; that they should be true in fact or true to the imagination: and that they should be in good style. In detail, the teacher, to know and appreciate the selections, must know parallel works. must be able to work sympathetically, and know the principles governing the methods of our thinking. The selections should be apperceived emotionally: the author's mental attitude should be reproduced in the pupils. The address was followed by practical illustrations of the method of teaching definite selections.

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The convention of the Winnipeg teachers was held in the Normal

School Department of the Mulvey School, on April 7th and 8th. The attendance was larger than usual. Inspectors Rose and Maguire were among those noticed from outside points. The pleasure of the meeting was much heightened by the business-like manner in which it was conducted by the president, Superintendent McIntyre.

FRIDAY AFTERNOON—The Association was called to order at 2.15. The President, in his opening remarks, spoke of the irregular way in which the Association was being managed. He suggested that a committee should be selected to revise the constitution. The following committee was subsequently appointed for this purpose: Principal Schofield, Principal McIntyre, Principal McCarthy, Misses Rogers and Young.

J. C. Saul moved that the Association send to Col. F. W. Parker an expression of its sympathy with him Mr. Saul and the seconder, Mr. A. S. Rose, spoke of the loss which education had sustained in the death of Mrs. Parker. The mover, seconder, and Miss Chapman were appointed to draft a letter of condolence and to forward same to Col. Parker.

The Chair then introduced Mr. J. C. Saul, English Master of Winnipeg Collegiate. Mr. Saul's address on "The Literature of the Victorian Readers" was delivered in his usual attractive style. That the speaker was thoroughly at home with his subject was quite evident. His enthusiasm was contagious. Mr. Saul's address will appear in the next issue of the Journal. In the discussion which followed Mr. W. A. McIntyre emphasized the necessity of having pupils appreciate literature emotionally. Mr. Rose spoke of the importance of oral reading as the only way to test the appreciation of literature.

Mr T. M. Maguire followed with an address on Bird Study. All present were impressed with the intimacy of the speaker's acquaintance with his friends, the birds of Manitoba. There was no mistaking his knowledge of them with the knowledge gained from a text book for the purpose of making ninety per cent. on a Manitoba university examination. Mr. Maguire is a naturalist; he has lived with the birds. watched them in their work and in their play; he understands bird language, he knows their griefs and their joys. To the initiated his knowledge of the haunts and habits of the feathered denizens of this country was most surprising. The address ended with a strong plea for a systematic study of the habits and characters of our birds.

The interest taken in this lecture was manifest from the amount of notes taken, and from the way Mr. Maguire was besieged with questions at the close of the session.

SATURDAY MORNING—This session opened with the President in the chair. The first topic for discussion was "The Educational Journal." Messrs. D. McIntyre. Garratt, A. McIntyre, A. S. Rose, and others spoke in the very highest terms of The Journal. It is an outgrowth of a desire on the part of the teachers of the province for a medium through which to exchange ideas on the educational topics of the day

Mr. W. A. McIntyre then outlined the purpose of the work in reading to be done by Miss Cull and himself, after which Miss Cull proceeded with a class of second book pupils from the Mulvey school to teach the little poem, "The Quest." By a series of skilfully put questions Miss Cull led the little ones to get a conception of the poem, and tested the clearness of the conception in having the children read,

making corrections when necessary. The whole exercise was a delightful exemplification of the ability of little children to understand a bit of good literature when presented to them by a sympathetic teacher, and the clear and well modulated voices of the little ones furnished an ideal to be worked for in the class room.

Principal McIntyre followed with a class from Miss Rogers' room and another from Miss McDougall's room. With the former Mr. McIntyre dealt with a number of poems, each expressing a different emotion, illustrating a method of leading the class to express those emotions; with Miss McDougall's class a prose selection was treated. In both cases the work was successful, bearing testimony to the soundness of the methods illustrated and the previous training of the pupils. In his lessons Mr. McIntyre emphasized the fact that literature should arouse the emotions. In the discussion that followed Principal Schofield claimed that the arousing of the emotions was not an end in itself; emotion was based on intellectual perception; in order that the emotions aroused should yield desirable results in life and character they should be based on sound and wholesome intellectual perceptions. The dime novel would arouse the emotions, but these would not be based on wholesome ideas of life.

Mr. McCarthy, Miss Johnston and others took part in the discussion.

On motion of Mr. Duncan, seconded by Mr. Graham, the thanks of the association were tendered Mr. Maguire, Miss Cull, Mr. McIntyre and Mr. Saul. The association then adjourned after a profitable and enjoyable session.

The disadvantages of a large gathering for free discussion was very evident. To engender enthusiasm and a professional spirit large gatherings with inspiring addresses are in order, but for free discussion of subjects of study a convention of from twenty to forty is more advantageous.

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# MUSIC.

Those teachers in rural schools who find it impossible to cover the whole course prescribed in Music may limit their teaching for the examinations for 1899 to the work outlined as follows:

A large part of the work necessary for the examinations can be covered by a thorough knowledge of Reader I of the Normal Music Course; this would include singing of scale and intervals and any ordinary music in the treble clef; knowledge of syllables, names and pitches, time names, and the use of the metronome; power to explain key and time signatures, and to find the pitch and sing in any key.

Outside the first book, as mentioned, one or more of the following books might be found useful :—Outline of study for the Normal Music Course. The Quincy Course of Study in Music. The Normal Music Course in the School Room.

# EDITORIAL.

The demand for the first number of the Journal was so much in excess of what had been anticipated that the edition was exhausted shortly after date of issue. This was a source of gratification, indicating as it did that the teachers of Western Canada were alive to the interests of the profession and ready to encourage an exponent of western educational thought and practice. This appreciation. however, while so satisfactory, necessitated unavoidable disappointment to the many teachers whose orders were received after the middle of March, and who in almost every case requested that their subscriptions date from the initial number. To those, therefore, who receive this issue as the first instalment on their subscription, instead of the March number as stipulated in order, the Journal wishes to extend its sincere thanks for the forbearance shown. The present edition is double that of March, so that no difficulty is likely to be experienced in filling all orders that may reach us this month.

For the liberal patronage accorded the Journal we have to thank the Inspectors, Principals of High and Intermediate Schools, and other kind friends who volunteered their assistance in promoting its circulation, and in this connection we would mention those who showed their confidence and their professional zeal by subscribing for two years in advance.

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The editor has pleasure in announcing that the May number promises to be not a whit inferior to either of the previous issues. Mr. D. McIntyre, Superintendent of Schools, Winnipeg, will begin a series of "Historical Tales," with special reference to elementary work. Mr. J. B. Hugg, Principal of Regina High School, will deal with "Some Recent Phases of Thought in Regard to Number," Mr. F. H. Schofield, Principal, Collegiate Institute, Winnipeg, will give the first instalment of "Some Half Truths." Mr. G. L. Dodds, Melita, who has extensive experience on school boards and in municipal councils, will deal with "The Relation of School Boards to Municipal Councils." The important question of "Literature in the Public Schools" will be discussed by Mr. J. C. Saul, English Master, Winnipeg Collegiate Institute.

With these, the usual departments, "In the School Room," under the editorship of Mr. W. A. McIntyre, Principal of the Provincial Normal School, Winnipeg; "Inspection Notes," edited by Inspector Rose, of Brandon, will combine to make the next issue of the Journal one to be looked forward to by all interested in education.

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The agricultural fairs held at central points in the different parts of the country might be made an effective means of education to the pupils of the public schools. To many children in our rural schools the magnificent displays of cultivated grains, grasses, roots, vegetables, and fruits: the splendid specimens of horses, cattle and farm stock, would be a revelation of the possibilities and resources of our new country. In this connection we notice that the progressive managers of the Western Fair, held at Brandon, will present free admission tickets to all pupils of public schools upon application of the teacher. We should like to see the same plan adopted at Regina and other prominent fairs.

As many of our subscribers could not be supplied with the March number containing the first part of the articles by Dr. Thornton and Inspector Lang, a very brief summary of the points made may be permitted. In his first article Dr. Thornton showed that the results secured in rural schools were not commensurate with the time and money expended, and were not nearly equal to those secured in town and city schools. The Municipality of Winchester, Man., and the city of Winnipeg were taken for purposes of comparison. As a remedy for the defects of the rural school, Dr. Thornton proposes one or more central schools in each rural municipality. This would secure for the children continuous schooling, close grading, wide course of study, adequate library and apparatus, and a better class of teachers.

The first part of Inspector Lang's article on Composition dealt with the following points: In teaching Composition we have been developing the critical faculty instead of the creative. We have thought it more important to learn vague principles of rhetoric than to acquire skill in the art of Composition. Before rhetoric is studied as a science the pupils should become familiar with English Classics and with what has proved effective in the domain of literature. Rhetoric as the science of criticism belongs to a later period of school life than instruction and practice in the art of composition.

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There are few teachers in Manitoba to whom the news of the death of Mrs. Frances Stuart Parker will not come as a painful shock. A few of Mrs. Parker's many warm friends in the Province were aware that almost since her visit to Manitoba during the autumn of 1897 under the auspices of the Provincial Teachers Association, her health had been somewhat uncertain, but none even suspected that her condition was so serious as to betoken a fatal issue.

Frances Stuart had achieved a national reputation as a teacher in the Boston School of Oratory when in 1882 she became the wife of that distinguished educationist, Col. Francis W. Parker, who was at that time Supervisor of the Boston Schools. It is not enough to say that she has been the devoted helpmate of the most heroic figure in the educational life of this continent. She has followed her chief to the field and has stood by his side in the heat and stress of the battle for educational reform, for sounder methods, for broader sympathy, until in the discussion of the Cook County Normal School and the educational forces that have radiated therefrom we have come to speak of the influence of the Parkers. It is not too much to say that of all the outside influences which have directed and moulded educational thought in Manitoba the most potent for good has been the influence of the Parkers. Mrs. Parker's talks on Expression and Child Study are still fresh in the minds of teachers and have exercised an influence for good which cannot be estimated. She not only pleaded earnestly and eloquently for the development of that divine instrument the human voice, but she set before us a well nigh perfect model. Here was a lesson in which theory and practice were in perfect accord. Her addresses on Child Study have done much to lead teachers to a more loving and sympathetic knowledge of child life. Mrs Parker was an example of well rounded womanhood—the new woman in the highest and best sense, the true teacher, one whose influence shall roll from soul to soul and live for ever and for ever.

# REVIEWS.

The third of a series of Talks to Teachers on Psychology, by Professor James, appears in the April Atlantic. It deals with "Interest and Attention." The series began with a definition of education as the "organizing of resources in the human being, of power of conduct which shall fit him to his social and physical world," or again as "the organization of acquired habits of conduct and tendencies to behavior." All educational systems aim at organizing capacities for conduct. The teacher should get into the habit of regarding his pupils as instruments for the acquisition of capacities for behavior; emotional, social, bodily, vocal, and what not. Hence, as an impression which simply flows in at the pupil's eyes or ears and in no way modifies the active life, is an impression gone to waste; the teacher must observe the great general aphorism: "No reception without reaction, no impression without correlative expression." The principle which underlies the whole process of acquisition and governs the entire activity of the teachers is stated us:—"Every acquired reaction is, as a rule, either a complication grafted on a native reaction, or a substitute for a native reaction which the same action originally tended to provoke. The teacher's art consists in bringing about the substitution or complication; and success in the art presupposes a sympathetic acquaintance *with the reactive tendencies natively there.*" *Some suggestive* remarks are made by the Professor upon modern tendencies in education in the course of his recital of these native reactions. Fear, love, curiosity imitation, ownership, construction, each of these come in for pertinent comment. Of imitation, the writer says, "As imitation slides into emulation, so emulation slides into ambition; and ambition connects itself closely with pugnacity and pride. . . . Pride and pugnacity have often been considered unworthy passions to appeal to in the young. Pugnacity need not be thought of as merely in the form of physical combativeness. We have had of late too much of the philosophy of tenderness in education; "interest" must be assiduously awakened in everything; difficulties must be smoothed away. But the fighting impulse must often be appealed to. Make the pupil feel ashamed of being "scared" by fractions, of being "downed" by law of falling bodies; rouse his pugnacity and pride, and he will rush at the difficult places with a sort of inner anger at himself that is one of his best moral faculties." One general law relating to instinctive tendencies is called the law of transitoriness in instincts. Many of our impulsive tendencies ripen at a certain period, and if the appropriate objects be then and there provided habits of conduct towards them are acquired which last. On the other hand the impulse may be starved *out by neglect. Hence 'crowd on the athletic opportunities, the mental* arithmetic, the verse learning, the drawing, the botany, or what not, the moment you have reason to think the hour is ripe. It may not last long."

This discussion naturally preceded and led up to the subject of Interest and Attention. There are native and acquired interests as well as native and acquired reactions. That which is not intrinsically interesting may borrow an interest from something which is, and the objects taken together may become more interesting than the originally

interesting portion was by itself. Begin, therefore with the line of interests native to the boy, and then bring to his attention other matters which have an immediate connection with these. Fortunately, almost any kind of connection is sufficient to bring interest with it. How easy the geography of the West Indies and the Philippines must have been to American children lately! But before the war you could ask them "if they ate pepper with their eggs, and where they supposed the pepper came from?"

The chief point in the discussion is the fact "that voluntary attention cannot be continuously sustained: that it comes in beats." Wherefore, obviously, interest must be aroused and again called forth and sustained. The "presumption" is—since the attention inevitably wanders away from an unchanging subject—that "the subject must be made to show new aspects of itself; to prompt new questiens; in a word, to change." Professor James mentions a simple experiment in sensorial attention by which this may be tested. "Try to attend steadfastly to a dot on the paper or on the wall. You presently find that one of two things have happened: Either your field of vision has become blurred so that you now see nothing distinct at all; or else you have involuntarily ceased to look at the dot in question, and are looking at something else. But if you ask yourself successive questions about the dot—how big it is, how far, of what shape, what shade of color, etc.; in other words, if you turn it over, if you think of it in various ways, and along with various kinds of associates, you can keep your mind on it for a comparatively long time." The application is easy.

S. E. LANG.

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## CURRENT FICTION.

We are glad to notice that leading Canadian firms are undertaking the publication of standard fiction. For some time The Copp Clark Company have been issuing a series of excellent novels, including Gilbert Parker's works, and now another well known publishing house, The W. J. Gage Company has entered the same field and have already issued in their fiction series "The Mormon Prophet," "Ragged Lady," "As a Man Sows," "Two Men O' Mendip" and "Hugh Gwyeth."

"The Span o' Life," by William McLennan and J. N. McIlwraith, is the latest addition to the too small store of Canadian romance. This story will appeal to all lovers of Canadian literature. The authors are Canadians and they have chosen for a theme the early days of their own country. "The Span of Life" has been running in Harper's Monthly and seldom has a more delightful tale appeared in this always good magazine. It is safe to predict for it a run of popularity similar to that enjoyed by the "Seats of the Mighty." The Copp Clark Co., cloth $1.50, paper 75c.

Another historical novel which will no doubt have a wide circulation in Western Canada where newspaper discussions on "Mormonism" have been the order of the day, is "The Mormon Prophet," by Lily Dougal. The book is a vivid picture of the most striking incidents in the great Mormon Prophet's life and carries the reader back to the early decades of the present century. As the author is a talented Canadian girl—a niece of Mr. John Dougal, of the Montreal Witness—this book will, we are sure, be read with much interest by Canadian people. The W J. Gage Co., Toronto. Cloth $1.25, paper 75c.

W. D. Howells has given us a fascinating story of European travel and New England life in his "Ragged Lady." The author's knowledge of life and accurate delineation of character are shown very forcibly in the working out of this tale. The W. J. Gage Co. Cloth $1.25, paper 75c.

"As a Man Sows," by Wm. Westall, is intensely interesting fiction with plenty of "dash and go," and a good deal of the "Sherlock Holmes" element to commend it to lovers of this form of the novel. It is brightly written and well conceived. The W. J. Gage Co., Toronto. Cloth $1.25, paper 75c.

# DEPARTMENTAL EXAMINATIONS.

(MANITOBA.)

It has been found necessary to issue the following instructions with regard to the work in drawing to be covered by those wishing to take the Entrance examination, or the examination for teachers in 1899. It will be observed that where instruction is given in all Junior Grades, as in the city, it is advisable and possible for candidates to follow Prang's Elementary Course with its twelve drawing books and six manuals, but for those who have never studied the subject before it would be advisable to follow the course for Ungraded Schools, which consists of one drawing book and one pamphlet of instructions, or, if a more thorough preparation is desired, the course for Graded Schools with six drawing books and one complete manual of instructions. This latter course is well suited to those preparing independently.

## ENTRANCE WORK.

A. Thought of Art—from literature, observation, picture study, etc.
B. General exercises in the three subject divisions of drawing.

1. REPRESENTATION—Sketches from nature-forms, common object models; ideas of good grouping, and of simplicity in rendering; a few steps in theory, e.g., rules relating to cylindric objects, explanation of vanishing points.

2. CONSTRUCTION—Knowledge of how to read the "Conventions" of an ordinary working-drawing; easy applications of these conventions, freehand or instrumental.

3. DECORATION—Acquaintance with a few typical figures in historic ornament, and with typical forms of arrangement—copies, readings, etc; decorative treatment of flower forms, or of simple lines and spaces.

Text books of any course defined for Grades IV to VIII.

### PROGRAMME OF STUDIES, 1899.

Course for Ungraded Schools—1 Drawing Book, 1 Pamphlet Manual.
Course for Graded Schools—6 Drawing Books, 1 Complete Manual.
Elementary Course—12 Drawing Books, 6 Manuals.

## TEACHERS' EXAMINATIONS.

1. SIGHT-DRAWING—Freehand sketches from nature-forms, from common objects, from models, or types of form; ideas of good grouping, and of simplicity in rendering. Theory—the ability to define and illustrate general principles of foreshortening and of convergence.

2. An understanding of the kind of work implied by the term Constructive Drawing; accurate knowledge of the "Conventions" commonly used in making a working-drawing; simple applications of these conventions, either freehand or instrumental.

3. Study of one or two styles in historic ornament and of typical forms of arrangement—from copies, readings, etc.; similarly a notice of elementary steps in design and in uses of color; decorative treatment of a flower-form, or of simple lines and spaces—e.g., a square of plaid, a book-panel, a rosette etc.

Text books of authorized series outlining above work :—

Course for Ungraded Schools—1 Drawing Book, 1 Pamphlet Manual.
Course for Graded Schools—6 Drawing Books, 1 Complete Manual.

At present the Elementary Course is advised only for city schools. The books I to VIII include many phases of special work, and the manuals are edited in separate parts.