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OF WESTERN CANADA.

Edited by G. D. Wilson

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The Southern Journey of the Birds.

The semi-annual excursions have already begun upon the great avian highways. Already Dame Nature has distributed her first advertisements throughout the country, intimating that the moving season is at hand and that those who wish may "go early and avoid the rush." Every bird has read from the turning leaves, the seeded blossoms and the yellow posters of the grain fields that the summer resort season is drawing to a close. Already many have donned their sombre travelling dresses and move quietly about introducing their families among their neighbors, or discussing the necessary plans for and responsibilities of the journey. Already many having stop over passes in the shape of limited powers of flight, have started on their long journey, doing it by regular and easy stages, while others grouping together in pleasure parties roam apparently aimlessly about the country having a jolly good time, accepting the question with no great seriousness, yet always tending in their roving towards their winter home, arriving at and passing without apparent reason far beyond the point of suitable temperature. Many mothers among the later migrants and moulters are anxiously awaiting the development of their slow feathering young and are busily training these novices to the necessities of the occasion: while all, even residents, are industriously trimming their winter clothes and otherwise preparing for the winter frosts. Let us take a walk and remark upon what we see at this interesting, exciting, yet seemingly sad season, when all nature is preparing to go to her annual sleep or rest. In the woods, the fields, the marshes, everywhere we go we find life flitting about from bush to bush, among the grass and through the rushes. Wading the bogs and sloughs, swimming the rivers and ponds, and soaring high above us, are the birds, but oh, how silent! Everywhere birds, yet none of the ecstatic bursts of melody of spring, none of the cheering and solacing music of the summer. Although all realize the necessity of the move, the spirit in which it is carried out is strikingly different from that shown in the northern or awakening journey of the spring. Some are anxious to be gone, some hold back as long as possible, and some even warble

a parting ditty to their native heath, but the general movement is a silent one and one morning we awake to find ourselves alone ; the woods, fields and sloughs are deserted and then, and not till then, do we realize that summer is gone with the birds and that winter is upon us. As we go into the fields a small flock of variegated buff-colored birds arise in front of us and flutter off with a metallic "clink, clink," which tells us immediately that they are bobolinks and we see that besides losing his rollicking song of spring, the male bird has also abandoned his dress suit of black and white and has put on a plain suit like that of his wife and young. Further on as we come into the larger grass and bush a flock of small birds flutter up ahead of us and drop again out of sight with a faint "chip" or "cheep." These we see are the sparrows which sang so beautifully for us all summer by the roadside and in the woods. All are now travelling together.—vesper, savannah, clay colored, chipping Lincolns, Bairds and song sparrows almost indistinguishable. Here a flock of Goldfinches arise from the sunflowers or thistles, and with their plaintive "per chic-o-r-e" seem to add solemnity to the occasion. In the woods we find the warblers, wrens, vireos and other small species fitting from tree to tree, journeying by easy stages and with an occasional "chick" or "chip." Now and then one pauses in its search among the turning foliage to sing us a passing giddy, but there seems to be a forcedness and sadness about it so different from the spontaneous outbursts of spring. Here is a family of rosebreasted grosbeaks ready to start, but their only call is now a semi metallic "chink." Here a little Nuthatch starts out with his "yank, yank," drawn through his nose, and with a look of indifference he starts off on pressing business, saying to himself, "I'll see enough of him before winter is over." He is going to stay here and don't care much as long as there are plenty of insect larva hidden in the crevices of the bark and as long as he has a good time ; but he is "always busy." Next we come upon a downy Woodpecker who is also going to stay and who don't like between seasons, so he is hammering away on a dry hard knot and listening to the sound growing hollower and colder every day as the leaves fall faster. With a click and a snap of the bill a small flycatcher darts by you after a passing insect, saying as he does so, "I have got to go soon, but I don't care. I am going to have as many of you bugs and flies as I can catch before I do go ; so snap." Returning to a dead limb he surveys you and with a look of sympathetic contempt he seems to be thinking what a poor unfortunate you are that can't get away from cold weather like he can. Upon turning out of the woods you come suddenly upon a slough and arouse a flock of ducks which career off, while the coots and grebes scatter about exercising their wings, and here a little rail rises suddenly out of the grass with trailing legs and drops again out of sight a few yards farther on, while from the rushes come the coarse and vulgar cries of the millions of Blackbirds, all talking at once and as loud as they can, with no respect for any one. Here rise a flock of small Sandpipers which career about with a little "preet, preet," and alight again close at hand, and you see next semi-palmated, pectoral and spotted Sandpipers and Ringplover. all associating together, while along comes a flock of larger and longer-billed waders and with a

"creek, creek," they settle with the little fellows and you see they are dowitchers, just as a loud clear whistle announces the arrival of the yellow-legs which also alight among the others, looking like long-legged giants beside the little fellows. Now a flock of similar birds arrive and after careering about with a considerable "chicking" alight in the deeper water and swim gracefully about. These you see are phalaropes who have also abandoned their gayer summer dresses for the plain dress of females and young. As you turn to leave the slough a bird arises suddenly almost from under your feet and with a "scape, scape," makes an erratic dash here or there and plunges down again as you recognize the snipe. Returning homeward you see the hawks dashing here and there, or sailing gracefully through the heavens and you are filled with sympathetic awe and wonder at the mysterious and changing, yet harmonious workings of nature, and you have food for reflection which can be turned to profit in any channel of life long after these feathered wanderers are gone from us and winter has reinforced their ranks with the more hardy northern species and given us food for study until the return of the spring.

Portage la Prairie.

GEO. E. ATKINSON.

Some Random Hints.

There are elements of strength about every successful teacher which are hard to describe. Scholars intuitively recognize these elements. They feel an influence which, while very effective, is inexpressible. Several substitutes placed from time to time in charge of the same room have varying degrees of success. Some fail altogether others have some measure of success, while the few are masters of the situation from the time they enter the room. Those who fail often seem to possess those qualities that are considered signs of the good teacher. Why then do they fail? The only satisfactory way to find an answer is to see for yourself. Words are inadequate in many cases to make clear the deficiency.

It is not the writer's intention, even if it were possible, to enumerate the essential qualities of a good teacher, nor to lay down rules for the guidance of teachers, but to briefly give a few suggestions that have been of some value to himself in his work.

* * *

"The proper study of mankind is man." This applies with particular force to the teacher. The very close relation he bears to the pupils and the indirect relation he bears to the parents make it exceedingly important that he understand human nature. The complex organization of each child must be understood before the teacher can intelligently govern or teach, while some knowledge of the parents may be

of material assistance in determining the best course to pursue in dealing with a pupil. Study the child while playing and while working at home and at school. Were this always done we should see fewer cases of children suffering for faults for which they should not be held responsible. It is rather unjust to correct parents' faults by making their children suffer.

* * *

The work of the teacher is much more satisfactory when the co-operation of the parent is secured. If serious trouble arises with a pupil, the parent if consulted, almost always assists the teacher, where as if not consulted the parent frequently adds to the difficulty of the teacher by siding with the pupil. Teachers sometimes dislike consulting parents probably because they seldom do it. There is something wrong when teacher and parents never meet to talk over the welfare of the child. The blame rests with parent as well as with teacher. It is this lack of co-operation between teacher and parent that has given rise to the parents' meetings so common to the south of us.

* * *

A teacher unmercifully shook a boy until his nose bled freely. He found some days after that the father of the boy was threatening the law. Immediately he wrote to the father stating that having had difficulty with his boy and being anxious to do what was best, he would deem it a favor if he would either call or state when and where he would be at liberty to discuss the matter. The father called and the teacher stated the case. Not a word of complaint came from the father. On the one hand the teacher had been rash, while on the other the father had been unjust to the teacher. Perfect understanding resulted and trouble with the boy ceased. Parents appreciate interest shown in their children and will be only too willing to render every assistance in their power.

* * *

In order that the greatest benefit may result to teacher and scholar from the many problems that arise study each carefully. Seek first any weakness in yourself. It may be that you are indirectly responsible for some difficulty that has arisen. You may have failed in some part of your duty and this has resulted in wrong doing on the part of the pupil. What numberless troubles need never have been! You may have had more difficulty in overcoming some obstacle than was necessary. Unless you see your mistake you will never be able to improve on what you have already done. It is a mistake only too common for teachers to see the mistakes of pupils and be blind to their own shortcomings.

The scholars are the teachers' looking glass. Every teacher has his peculiarities. Some are elements of strength, some of weakness. A careful observation of the scholars in and out of school will often reveal these peculiarities. To know a weakness should be the beginning of its conquest. Form the habit of breaking habits. Be master of yourself.

Methods in Grammar.

It is pretty generally agreed that the study of English Grammar has not been yielding results commensurate with the importance of the subject. In Manitoba Grammar is not begun till Grade VII on account of the logical and psychological character of the subject. Unfortunately many of the teachers have confused the aims of Grammar with those of composition, with the result that the senior pupils of our public schools have been doing elementary composition work when they were supposed to be studying Grammar.

A recent work entitled "An Introduction to English Grammar," by Inspectors Rose and Lang ably presents the argument for the scientific study of the subject, and then outlines the methods to be adopted in teaching the subject to beginners. In the preface the authors say that the book is "merely a preparation for the more advanced study of English Grammar," but most of our teachers will find in the book much that is suggestive, and pupils who faithfully pursue the course outlined will be well prepared to study the Grammar of the Notion and to take up historical syntax and accidence as found in the works of Kellner, Morris, Sweet, Jesperson and other standard writers on English Grammar.

We give below an extract showing the methods of teaching recommended by the authors:—

"The teacher will proceed by way of analysis, that is to say, he will begin with the characteristic unit, the sentence, and examine it as a whole. This study of the sentence as a whole is a necessary preliminary to the study of its constituent parts, and their relation to each other.

EXAMINATION OF THOUGHT FORMS.

The first step, then, is to gain a clear knowledge of the sentence. By a clear knowledge is meant such as will enable one to distinguish a sentence from any other group of words or form of expression. The pupil should be required to examine, compare and classify a number of forms of expression, so as to exhibit clearly thereby the essential feature of the sentence, and to set forth the result of his inductions in tolerably clear and concise language.

The question of principal importance for the teacher to consider at this stage is : What exactly are the results it is desired to reach, and what exactly are the mental operations which the pupil must perform before he can reach these results? He will examine the material provided in the next chapter, and such other material as the judicious teacher will deem necessary in the particular circumstances. The sum total to the pupil should be the power not only readily and accurately to classify the thought forms; but also to state in clear language first, the essential attributes of the classes, and second, the basis of distinction in each case. It will be noticed that the material in the first group of exercises is very simple, requiring very little mental effort on the part of the pupil. These, however, become gradually more difficult until in the last groups much more careful examination will be necessary.

In all the work of classification and definition the pupil is engaged in the actual examination of thought. Here begins his first essay in introspection. He must learn to reproduce in his own mental experience the processes of which these forms are the expression. If he does not so reproduce them, if he fails to make them the object of attention, he certainly cannot succeed in discovering how they resemble, or how they differ from each other. These marks are not formal marks which may be discovered upon examining words, but marks native to the mental products themselves; and these must stand out clearly before the mind's eye before they can be examined and compared.

It must be borne in mind, however, that it is a clear, not an adequate knowledge of the judgment that the pupil is expected to acquire at this stage. The teacher *must not expect too much*. What is wanted is the power to distinguish the judgment from other thought forms. Nor is it to be expected that a high degree of accuracy will at first be attained in the attempt to describe these results. The wise and patient teacher will sympathize with the pupil in his first slow and uncertain attempts in a new field of effort, the examination of his own mental operations.

Few teachers to day are in any serious danger of committing the mistake of proceeding deliberately to expound the subject to their pupils. But many teachers who would never think of employing the expository method often do, as a matter of fact, contrive to suggest to their pupils the desired forms of expression, at the same time seeming to employ the inductive method. The pupil is skilfully led to the definition which the teacher has in his mind. This may be merely exposition in disguise, and is one of the most insidious forms of pedagogical error. If after the examination of materials the pupil has not reached what the teacher considers a sufficiently clear idea, the proper procedure is to supply more material and require the pupil to make a further examination.

It is most desirable that the simplest forms of expression should be employed in this subject, such as will to the very least possible extent conflict with those which are used in the higher grammar, and which are entitled to the consideration attaching to prescriptive right. We believe, however, that the terms NOTION and JUDGMENT should be used from the first.

CLASSIFICATION OF SENTENCES.

Having thus gained a clear knowledge of the sentence, he should be in a position to go on to the next step, namely, the classification of sentences. It has already been pointed out that in order to realize the whole meaning of the term "sentence" we must define it, not only by reference to what it implies, but also by reference to what it denotes. Hence the necessity of an exercise in classification. The pupil goes on to the examination of sentences at large, with the view of discovering some basis of classification. Now, this basis of classification can only be reached as the result of an examination of thought. Forms of course, must be examined, but always in relation to thought. Sentences may very well be similar in form, and yet different in regard to thought. Different arrangements will, of course, be offered by the

pupils. This will be a sign of independent work and effort. For example, pupils may at first include in one group declaratives and exclamatives. The distinction between these, however, will come later as the result of closer investigation. These different classifications it will be the duty of the teacher to place before the class for examination and criticism. Next in value to actual work in classifying sentences comes criticism of faulty classification. It is impossible to lay down specific directions regarding the time to be spent on this step or the amount of material required. The teacher, however, can feel quite sure that there is nothing to be gained by being in a hurry to get on. The wise teacher will make haste slowly. A clear knowledge of these thought forms is essential in order to make progress possible later on.

ANALYSIS INTO CONSTITUENT NOTIONS.

When the various kinds of sentences have been defined in this way, the pupil may proceed to the analysis of sentences into their constituent parts. We shall bear in mind that this work is not a mechanical breaking up into parts of the words composing the sentence. Here the pupil is not dealing with external marks or signs. He is concerned with the sentence as the expression of a judgment, and the task is to show exactly what are the notions which go to make up the judgment. He is to analyse a complex mental product with its elementary parts. It has already been pointed out that the formal judgment is a higher and later mental product than the notion, that the power of the mind to establish and affirm a thought relation between notions depends upon a previous knowledge of these notions. It will be seen, therefore that in this separation of the judgment into its constituent elements, the pupil is retracing the steps by which the judgment was reached. To illustrate: the affirmation, "this path is smooth," could only have been made by one having previous knowledge of the two ideas, "path" and "smooth." A complex was presented to his mind. An analysis of this complex enabled him to recognize and affirm a relation between the elements existent therein. What the student of grammar does at this stage is simply to make a more definite analysis of the same complex. The difference between the two operations is not a difference in kind. They differ merely in the fact that the process now explicitly exhibits to the student what must have been implicit before he uttered the judgment. What was implicit in the first judgment was the knowledge of the notions, "path" and "smooth." Without this knowledge the judgment could not have been made. But the mind was not at this time concerned with its own operation, or indeed with anything beyond the affirmation of the complex objective fact, which, in obedience to a law of its nature, of which it was unconscious, it had discovered. The student of grammar approaches the subject in a totally different attitude, that of the subjective student, the investigator of his own mental operations and mental products. The mental process itself, as resulting in the discrimination of the two elements, must now become the object of attention.

This is a most important step, and perhaps calls for further elucidation. What is required in the exercises is, that the pupil shall enumerate the constituents which have gone to the making of certain notions,

and set forth each in the form of a judgment. Material must be selected with great care. As the pupil is required to recall the various steps by which he has reached the notion, it follows that only those notions which are simple in their nature and are quite familiar to him are suitable for this exercise. What does the notion "gold" mean to the pupil, and how has he reached that notion? It is a complex of many elements. The number of these elements vary with the adequacy of his notion. At one time in his intellectual career he associated with it the definite color, yellow. This association was the result of a judgment, whether set forth explicitly at the time or not; and so with all the other qualities which the notion here includes, as malleable, ductile, simple, used as currency, used for ornament, etc. His analysis of this notion, therefore, should result in the statement of all those judgments which have gone to the making of the notion as it now exists in his mind. This analysis of notions should be a test of the character of his idea of gold, and should tend to make that knowledge clearer. It is a kind of mental exercise, the value of which can scarcely be over-estimated."

In the School-Room.

The following lesson occurs in Part I. Reader :

"A bird flew out of the Sunny South,
The warm sweet South where the flowers are.
And carried a song in his beating heart
To the cold white North away so far.
The sweet South sighed for the bird that had gone,
But the cold North smiled and loved the song.

The question has arisen as to the method of teaching this selection, and the following rough plans are given to illustrate exceedingly faulty or partly faulty methods.

A free copy of the Journal for one year will be sent to the teacher forwarding the best criticism of these lessons, with accompanying plan for a proper method of treatment.

MR. A.'S PLAN.

1. To-morrow you will have the lesson, page 97. See you get it up.
2. Read it Tom. Who'll correct mistakes? Spell any words you don't know. Now close your books. What flew? From where? To where? What was the south like? What was the north like? What did the bird carry? In what kind of heart? etc. etc. Spell, bird, south, sunny, etc. Now go to your seats and write out the lesson.

MR. B.'S PLAN.

1. To-morrow we are to have lesson, page 77. To-day we shall have drill on some of the words. (Here follows drill on pronunciation, meaning and spelling of words--bird, flew, carried, bearing, etc). Now read the lesson over at seats.

2. What was talked about in lesson? Where did the bird live? What is meant by sunny south? What by warm, sweet south? Why is north called cold and white? What is meant by carried a song? How can a bird carry a song? What is a beating heart? etc.

3. Now read the lesson. Show how sunny and warm the south was, and how cold the north was. Show that the south sighed and the north smiled, etc.

MR. C'S PLAN

1. (The lesson follows actual bird-study) Do you remember the little brown girl in the Seven Sisters? Let us get a picture of her home. Do you remember little Agoonack, the Esquimaux girl. Let us see her home again. Name something in the southern home that the northern home would be pleased to see and hear. Tell about the messengers that go from one to the other, and about the messages they carry. You are going to read about one of these messengers. We shall have the lesson to-morrow. Get the picture to night.

2. What did you see as you were reading this lesson. Tell it as if you were seeing it now. I must see the south and the north and the bird just as the book paints them. Tell us what message you would carry if you were a little bird? What would you sing about? Now let me tell you what is meant by beating heart. Now as you read it again, try to see all the pictures as clearly as you can, and see if you can make us feel the gladness of the little bird, and the joy of the north.

3. Write out the lesson at your seats.

* * *

Every teacher who is firing at things generally without knowing just what he is aiming at, should read the following story as told by Supt. Greenwood, at Los Angeles. Which does it apply to,—Chemical Experiments or Number Work or Fairy Tales or Child Study?

A young man from the country drove into the station to take a train. While walking about the platform, he observed a box of puppies. He looked at the puppies and they looked at him. He looked at the box, and there was nothing to indicate what should be done with them. Just before train time the agent appeared and the rustic asked "Mister, what are you going to do with them puppies?" The agent replied "I don't know; the dogs don't know, and nobody knows, for the young pups have eat up the tag."

* * *

"What studies are you going to prescribe to teach culture? It may be likened to the bloom on the peach. Farmers grow peaches, but who ever heard of their trying to grow blooms? Educate the individual and the culture will take care of itself."—Hoose,

Provincial Teachers' Association.

The Annual Meeting of the Provincial Teachers' Association met at 8.30 p. m. with President Mulvey in the chair.

Present : Vice-President,—George Grierson ; Inspectors,—Daniel McIntyre and Alexander McIntyre, Assistant Principal of Normal School McLean ; and Messrs Cram, Earl, Denike, Harris, Grant, Jones, Burgess, Forrest, Wickware, Duncan, Saul, Schofield, Brown, Wedge, Ross, Cushing, St. John, Metley, Stewart, Brack, Moody, Craig, Duncan, Arnett, and Hartley.

On motion Mr W. C. Hartley was appointed to act as secretary pro tem. in the absence of secretar v G. D. Shortreed.

After a few introductory remarks by the President regarding the work of the past year, a committee of Messrs Denike and St. John were appointed as scribes to report to the Educational Journal of Western Canada, the proceedings of this meeting.

The minutes of the last Annual Meeting were then read by Mr. Hartley and confirmed.

The following reports of committees were then received.

1. "Ways and Means" committee, represented by Mr. Burgess of Manitou, presented a report which was amended and adopted as follows :—

(1). That it is desirable that this association encourage the more complete organization of the teachers of the province into Local Associations for the purpose of securing larger representation to this Association, and that a committee of five be appointed by the President to carry out the intention of this clause."

"(2) That a profitable meeting of this Association could be held at the time of the annual reading of examination papers."

"(3). That through the medium of the Educational Journal of Western Canada due notice of such meeting could be given and of the matters to be discussed."

"(4). In addition the following subjects are suggested for discussion at this meeting.

- a. The Course of Study.
- b. Teachers Salaries.
- c. Text Books in Use.
- d. Reciprocity of Certificates with N. W. T.
- e. Teachers Representatives on Advisory Board.
- f. Procuring of Specialists.
- g. Holding of Educational Exhibit.
- h. Adequacy of Inspection of Schools.

The following committee was appointed in accordance with clause 1.—Inspectors Maguire and Alex McIntyre, and Messrs Denike, Burgess and Forrest.

11. "Text book" committee, represented by Mr Schofield, requested

more time for consideration of so wide a field of labor, which was granted.

111. "Excursion" committee, represented by Mr. Harris, reported having used efforts to obtain data regarding rates etc to the coast by different routes, and advised the appointment of permanent committee to act in conjunction with the Local Teachers Association.

The report was adopted.

The following Excursion committee was appointed :—Messrs Mulvey, Young, Arnett and Harris.

1V. The report of the committee on "Representation of Teachers on the Advisory Board" was amended and adopted as follows :

"That we find difficulty in pointing out a good method of election, on account of the poor organization of the teachers, we recommend that each association of at least 25 members nominate one candidate; that these names be sent to the Department and that the election be by ballot as at present."

This committee was represented by Mr. Motley, Neepawa.

V, "Resolution" committee, represented by Mr. W. N. Denike, brought in the following resolution which was adopted:—

"That, whereas it is not in the interest of education in Manitoba that the first and second class professional training of our province be done in the North-West Territories, and, whereas, it is possible for this training to be secured in that Normal without taking third class standing, and, whereas, the existing relations admit of the reciprocity of teachers with the N.W.T., it is resolved that we ask the Advisory Board to legislate in this matter and early remove the evil; and it is further resolved that we ask that those teachers from the N.W.T. presenting their papers here, be required to pass in Music and Drawing and such other subjects as may not be required to pass in the N. W. Territories, but are required here."

The officers were then elected as follows: President—Mr. Wadge, Brandt; Vice-Pres.—Mr. Motley, Neepawa; Sec.-Treas.—Mr. Hartley, Carr.

On motion the following committee was appointed to secure the services of a specialist :—Messrs. D. McIntyre, Cushing, Denike, Young and Burgess.

A resolution was then passed tendering the thanks of the Association to the Winnipeg School Board for the use of their apartments, and also thanking the officers and committees of this Association for their ardent endeavors for its success.

The meeting adjourned at 11 p.m.

Winnipeg, July 25th, 1899.

W. C. HARTLEY, Sec'y.

The Introduction to Geometry.

Geometry has for ages held an important place in programmes of study, and will in all probability continue to hold the same position in future curricula. Its value is too well recognized to need discussion in this connection. The formal and rigorous treatment of the science as developed in Euclid's Elements or in more modern treatises furnishes the educator with a means of training the mental powers which no other subject can supply.

But while the value of formal Geometry is universally admitted there is considerable disagreement among educators as to the mode in which the pupil should enter upon it. Canadian programmes of study, almost without exception, introduce the pupil at the very beginning to Euclid's Elements. This, accordingly, is the way in which most Canadian teachers commenced Geometry, and as a matter of course most of them consider it the only proper method.

The pupil who commences to study Geometry by entering upon Euclid's Elements, Book I, or any other formal treatise, encounters many difficulties for which he has not been prepared by any previous course. The exact definitions, the complicated constructions, the consecutive reasoning of the proofs meet him almost simultaneously. He is forced to follow the logical exposition of the science rather than to enter it by the road of experience. Of course later on, he must follow the logical exposition of the subject but certainly not the first time he enters it. Contrast the method adopted in Arithmetic or other sciences with that still employed in Geometry. We no longer ask pupils to commence with the definitions of numeration and notation and proceed through the science of Arithmetic in the order of the logical exposition of that subject. But in Geometry the reformation has yet to take place. In the latter a method of approach almost identical with the old method of commencing Arithmetic is still adhered to and defended.

An application to Geometry of the principles of procedure already adopted in other subjects would result in the prescribing of a preparatory course which would acquaint the pupil with the terms employed and give him mechanical skill in the construction of figures. It should also familiarize him with the properties of various geometrical figures by observation of carefully drawn constructions. Little attention would be given in such a course to strict logical proof. The truths learned should be tested or illustrated. The course might include drawing to a scale and practical problems involving the truths learned.

Such a course besides being the proper introduction to the formal study of Geometry would be of value in itself. There can be no doubt that many facts should be learned by, and are of great practical value to pupils who are unable to prove them. This is especially true of Geometrical truths. This preparatory course offers the opportunity for systematically considering them.

There are several hand books whose purpose is to supply material for work along the line just referred to. One of the best of these "Lessons in Geometry," by G. A. Hill, A.M., has been authorized for the highest form in the public schools in the N.W. Territories. It has been found that pupils entering upon the study of Euclid's Elements in the high school departments after taking the preparatory course display an ability to understand the subject and a power to do original work much in advance of those who have not had the previous training. In addition to this their work in mensuration is of a much higher grade.

Strange to say a great many of the teachers in the Territories are strongly op-

posed to this preparatory course. This probably arises from the reason above referred to. It is likely that as they become better acquainted with its scope and more accustomed to the method of treatment to be adopted they will approve of it. The writer has been convinced by experience with pupils who have covered the course with considerable care that to return to the old order of things would be a retrograde step.

Regina, N.W.T.

J. B. HUGG.

* * *

Since the foregoing was written a Canadian work, "Introductory Geometry," by H. S. McLean, has been issued from the press of The Copp Clark Company. The new work presents in systematic form a preparatory course in Geometry. It contains many carefully prepared explanations and exercises which will be invaluable to the teacher. The main merit of the work is due to the fact that it leads up by what has been termed "The Natural Method" to the formal study, in other words it causes the pupil to move along the path of least resistance. It gradually acquaints him with the subject matter of Geometry, then calls his attention to easily perceived properties of that subject matter, explains the nature of strict proof, presents theorems of graded difficulty and finally starts the pupil upon the consideration of the formal treatise. Such an introductory course cannot fail to produce valuable results. It may on the other hand be objected that the work only covers a part of the field which should be covered. Some educators would doubtless like to see more prominence given to what may be termed the preparation for mensuration and less to such topics as loci and symmetry, but none can deny the fact that as an introduction to Euclid's elements it is excellent. It certainly ought to be in the hands of every teacher of Geometry. The author was one of the first Canadian teachers to recognize the unsoundness of the traditional method, and deserves the highest praise for setting forth so explicitly a better way.

J. B. H.

Sympathy, Its Place in the School Room.

Sympathy, felt by the teacher for the pupil, and responsively by the pupil for the teacher is the prime factor in the success of the teacher, whether the success be judged by the upbuilding of moral character, or by the instilling of knowledge. We have long since abandoned the idea that the child may be forced to learn, by a teacher whom he dislikes, things in which he is uninterested. It is realized that no good results can be obtained unless there is substantial accord between the teacher and the pupils and parents. The maintenance of this accord lies largely, almost altogether, with the teacher.

How fortunate, then, that children respond so readily to kindness, and that parents are more than content to find that their children are working in harmony with the teacher.

Dr. Arnold says that "It is clear that in whatever it is our duty to act, these matters also it is our duty to study." Let us then study the sympathy that should

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exist between teacher and pupil, ever bearing in mind, that it is no condescension on our part to study the child's nature, but far the reverse. Wordsworth says that the spark of the divine nature burns more brightly in the child than in the grown man.

"Heaven lies about us in our infancy;
Shades of the prison-house begin to close upon the growing boy;
But he beholds the light, and whence it comes.
He sees it in his joy;
The youth, who daily from the east must travel, still is Nature's priest,
And by the vision splendid is on his way attended;
At length the man perceives it die away
And fade into the light of common day."

Let us, then, come to the discussion reverently and earnestly. Children, with their manifold possibilities, are entrusted to us to be taught, disciplined and developed into noble manhood and womanhood. This is the work we are really interested in. This is the work for the accomplishment of which we must combine all our best energies.

By sympathy I understand that the teacher enters as fully as possible into the child's thoughts and feelings; that he can rejoice over the child's pleasure, sympathize with his sorrows; that he shall keenly follow the workings of the child's mind so as to be able to remove obstacles and help him to surmount difficulties. In all he does he should be actuated by a loving interest in the child.

There is nothing that we desire more than to have this sympathy with our pupils. We are constantly striving to understand their young minds. We want to know their feelings, beliefs and aspirations. In fact, there is nothing that the child thinks, or says or does, from the rising of the sun to the going down thereof, or from its setting to its rising again that is not of intense interest to the sympathetic teacher.

This absorbing interest in all that pertains to the child is the characteristic of the present generation of teachers. Our neighbors to the south have organized a great child-study movement, which at present appears to be largely a matter of statistics. When the mists have cleared away from this work it will doubtless be found that a great deal of useful information has been made available to teachers. Every teacher in Manitoba who is in sympathy with his work is engaged in a course of child study of his own planning and carrying out, governed by his own needs and limited only by his own opportunities.

I feel that the basis of this sympathy must be love for the child. No person should teach school for a day who is not keenly interested in children. The test of the teacher's love for children is the feeling manifested for the children from vicious surroundings, those who have some physical defect, or those whose careless parents keep them from enjoying the privileges of school. Even as a mother yearns over her crippled child more than over all the healthy flock, so the teacher should give her best energies to those who need her care most. The true relation between pupil and teacher is that of love, and especially in the case of young children the more nearly the teacher's care approximates to that of the parent the more satisfactory will the relation be.

Sympathy between teacher and pupil in the classroom aids the teacher in understanding the mind of the child. We must think, not of our minds, but of the minds of the little ones. We must remember that what now seems easy to us was not always so. If the child hesitates, does not understand, try to put yourself in his place; try to look at the problem as he sees it. Constantly try to imagine the

child's difficulties. Then you can meet them with understanding. I can compare the method only to that of the photographer who places his subject and then goes and looks through the camera. If the arrangement is not suitable from that point of view he changes it.

Do you find it difficult to put yourself in the child's place? You were once a child, and it is probable that your experiences were much like those of other children. What would you have thought when a child of the work you are now doing? Would you have understood just such an explanation as you are now giving your class?

One of the most valuable things a teacher can do is to criticise his own work in the light of his experience as a pupil. Let him ask himself "What qualities did I most approve in my teachers when I was a child?" "What did the teachers do who were most successful in imparting knowledge to me?"

The teacher may cultivate a proper relation between himself and the school:

1. By truly deserving the respect and confidence of the class. To quote here from Principal McVicar: "This is the great essential. It covers everything. It includes character, piety, temper, attainments, preparation of lessons, and skill and enthusiasm in teaching them."
2. By unvarying courtesy in the class.
3. By impartiality and justice in matters of punishment.
4. By frankness and transparent integrity on the part of the teacher. There is nothing the average boy despises as much as pretence or sham on the part of his instructor.

Pilot Mound, Man.

HELEN GIBSON.

The Picture-Library.

In appealing to a class of readers as nice in its criticism as is that to which we teachers belong, one may hesitate in choosing such a title as we have given this article. We might select one of the terms "collection," "museum," or "collect," had not each a content that would distract from the idea. While the root idea of "library" is inconsistent with that of a picture-collection, yet there is in this term the ideas of reference, usefulness and orderliness, of selection and classification that are not essential to any other.

The Picture-Library is a collection of pictures, mounted and labelled, for use in oral instruction. The subjects range over all branches of education that admit of illustration.

The chief claim that this help has on the modern teacher is that it is a real help. We admit the added pleasure and increased interest that is given to a story from illustrations. Vividness, power to throw ourselves into the feelings of the characters depicted, or to follow the intricacies of the plot as it changes from place to place is given by the picture. So in the Geography or the History lesson. I suppose this is because pictures are concrete. They shape the concept, and the imagination has something definite upon which it may work. But there is little need of dwelling on a point that is a truism with all who have attempted to impart knowledge.

Again, the Picture-Library has a claim on the common school because it is inexpensive. Here, undoubtedly, it is not a library. The pictures cost nothing. An appeal to those interested in educational matters of the district will bring a flood of material. In these days of numerous cheap pictured magazines with their excellent illustrations people are glad to put their accumulation of back numbers to good use. In Moose Jaw we have used some seven years' numbers of Century and Harper's, five years' Cosmopolitan, three Munsey's, three Canadian Magazine, two years' Bird's and scores of odd numbers of Illustrated London News, Graphic, Black and White and other journals. All of these have been donated within the last sixteen months. The mounting card and the envelopes by which the pictures are classified present the only item of expense. Our collection, now numbering about seven hundred pictures, cost us less than sixteen dollars. The initial expense is the heaviest.

It is not till we commence the undertaking of making such a collection that we are seized of the possibilities of its application. A new meaning is given to pictures as we test them by their educational value. Perhaps a greater result comes to the teacher—he sees education in its broadest light as he continually asks himself "should my children know this?" This, however, may be seen from the line along which we suggest a classification.

In the classification lies the great difficulty we encounter in attempting the work. It must be broad enough to admit of indefinite growth, sufficiently simple to allow easy and certain access to the pictures required, and yet be usable from the inception of the work. We append the one we are using.

HISTORY.

I. ANCIENT.—Rome and Greece, 1 Events and great men; 2—Rome and Greece; customs, (houses and public works,) costumes; 3—Other Nations.

II. MEDIÆVAL. 1—All Nations, (except Gt. Britain), events and great men, 2—customs and costumes.

III. MODERN. 1—North America and United States; 2—Canada; 3—Great Britain, (including mediæval Britain.)

IV. PROGRESS OF CIVILIZATION.—In Communication. 1—By land—(a) Roads streets and bridges; (b) Vehicles, (Travois, palanquin, jinrikisha, carts, coaches, bicycles, automobiles, etc.); (c) Railroads, (engines and cars); (d) Mail service and telegraphs; II.—By Water—(e) Boats, (dug-out, bark, sail, gondola, steam, etc.), (f) Canals and life-saving stations. III—In Dwellings—Igloo, tepee, tree-tent, harem, palace. IV—In inventicas for domestic purposes. V—In inventions for commercial purposes. VI—In War. 1—Weapons and Armor; 2—Firearms; 3—Ships. VI—In Agriculture—Primitive methods, machines, breeds of stock.

GEOGRAPHY.

I—DEFINITIONS.—Capes, Waterfalls, etc. II—WORK OF WATER.—Valley development (young, old and mature) and weathering; effect of rain, snow, hail and frost, (glaciers); waves, (and winds), clouds. III—TYPES OF MAN—(Also under country). IV—THE OCEAN—1—Occupations and ships, 2—Flora and fauna, 3—Tides and currents, (bore). V—NORTH AMERICA—1—Laurentian Region, 2—Cordilleran, 3—Appalachian; 4—Great Plains, 5—Flora and fauna of North America. VI—CANADA—Industries—(a) Lumbering, (b) Fishing, (c) Farming, (d) Ranching. VII—UNITED STATES. Industries. 1—The East—(a) Manufacturing, (b) Mining, (coal, petroleum, iron). 2—The West—(a) Mining, (precious metals), (b) Fruit raising, (c) Irrigation. 3—The South—Tobacco, corn and cotton. VIII—MEXICO AND CENTRAL AMERICA. IX—THE BERMUDAS AND WEST INDIES. X—SOUTH AMERICA—

OF WESTERN CANADA.

1—The Andean Axis, 2—The Amazon Basin, 3—The Orinoco Basin, 4—The La Plata Basin, 5—Flora and Fauna. Other continents are needed.

ASTRONOMY.

Solar system, sun and moon, meteors, milky way, etc. (spectra).

ART.

I—Illustrations of the History of Art. II—Systems of Architecture. III—Sculptors and Painters.

NATURE STUDY.

I—VEGETABLE KINGDOM—Forms of life in different stages, embryo, etc. Types of trees, roots, leaves, fruits, etc. Means of fertilization, relation between animal and vegetable kingdom, dissemination of seeds, weeds, etc. II—ANIMAL KINGDOM—Types of Different Classes. (a) Sponge, Insect, Shell-fish. (b) Fish and Reptiles. (c) Birds.—1—Aquatic and Waders, 2—Singers, 3—Fruit-eating, (parrots), 4—Prey, 5—General. (d) Mammals.

THE SCHOOL ROOM.

I—GREAT DAYS—Christmas, (Madonnas and pictures of Christ and children), Easter, (Resurrection pictures), the Queen and allegorical pictures of Britain and her colonies, Thanksgiving and New Year. II—COMPOSITION WORK—Large pictures with few figures and simple thought.

LITERATURE.

I—Authors and Their Homes. II—Characters or Scenes in Classical Works.

COLOR WORK.

I—The Colors and Their Tints, (on grey mounts, to train color sense.)

The following suggestions are the result of last winter's experience :—

The largest picture is the most useful. The double page of the Illustrated London News is the size for which the envelope may be made. Have three sizes of card, no more, viz.: the sheet, its half, and quarter. (The district newspaper will cut it). Mount one picture on each sheet, unless several complement each other. Write the class and sub-class on a sticker, not on the card. (Dennison & Co., Wabash Ave., Chicago, Sticker No. 2004 is a suitable size). Use a shelved closet for the envelopes. Vary the height of shelves from three to seven inches and index each for easy reference. Use heavy manilla paper for envelopes, and thin corn starch paste for the adhesive.

The teacher must remember that as the reading of a book does not imply the grasping of the thought, neither does the looking at a picture, nor the naming of the objects represented, necessarily mean that the picture is interpreted. This library is a help, not a prop. The living sympathetic teacher will be necessary no matter what helps are given the scholars.

The initial work of forming a picture-library is no light one. But it is fruitful—fruitful to the teacher in showing him his own ignorance, his narrowness of knowledge and of his grasp of the significance of his profession, and fruitful to the children in making their work tangible and real, giving them correct, definite concepts on which new knowledge may be built; in widening and refining their tastes, in short the school and pupil welcome the picture-library as a broadening educational accessory.

Moose Jaw, Assa.

ARTHUR McMASTER FENWICK.

Suggestions for a New Botany.

In some recent articles by Inspectors Maguire, McIntyre and Perrett, we have had Nature Study ably dealt with. Public School work in general and the rural school in particular will be benefited by these articles. It is now in place to speak of the continuation of a part of that work as High School work, that is Plant Study.

Botany is essentially a concrete study, and therefore, in our work should be constituted by a study of our flora alone. The prevalent and most dangerous tendency, on the part of the student, is to memorize botanical terms, characteristics of plants and families, etc. from a text book, and it is only when the examination in Botany is composed of questions which can be answered by the study of the actual concrete plant and that only, that the teacher will be able to make his work simply a study of our flora. The absolute worthlessness and absurdity of teaching Botany from a text book need hardly be emphasized. As a matter of fact it is simply an impossibility. If the reader happens to have been a University student, and has passed in Matriculation Botany, he will by this time, be convinced that his time and effort were wholly wasted; and it is to the credit of the Council of Manitoba University that Botany has been dropped from Matriculation work, in view of the fact, that, except in Collegiate Institute Matriculation work, the conditions are unfavorable for practical work. But not less is the Advisory Board to be congratulated on the present regulations, requiring practical tests in Science. These were possibly introduced on the whole as soon as the province was ready for them. However, in the case of Botany, it is difficult to see how in the past the results have been commensurate with the efforts put forth, in teaching the subject, except in the case of those teachers who could give of their inspiration to their students sufficiently to keep them at plant study; and even in those cases, which were rare, there was the limitation in the form of an examination, which could be passed by the reading of a text book alone. The teacher could do a great deal, but his efforts were largely offset by the examination; for think or do as we will, the majority of students prepare themselves, if the teacher does not do so, according to the examination that they expect. If the importance of the character of the examination is not seen, let me direct your attention, for a moment, to the howl set up by most students and some teachers over an examination which is really fundamental and suited to the rationality of the subject. It is a good test, to show which students have been making mere receptacles of themselves and which teachers have been trying to pump isolated scraps of knowledge into them. So long as human nature is what it is, we will likely have to be satisfied with our present system of examination in general. What we need and what we are approaching more closely to each year, is the fundamental question. There is no subject on the programme of studies, which can be taught and tested more fundamentally, than Botany, and the surprise is, that our educational authorities have so long allowed the subject to be examined and therefore taught, even in part, in the way it has been. In the very nature of the subject, the examination can consist of two parts only, one a practical test, and the other a question that can be answered by the study of plants only. So much for the work of the teacher and the examination.

The text book is the next consideration. It may be said that, if the teacher's work is along the right line, and the examination also, it matters little what text is used. This is partly true. The text book in botany, so far as our work goes, is purely a mechanical aid. It needs to be a description of our flora only. It purports not to give

a full description of a plant, but just sufficient to ensure its classification. Indeed the student if left to himself, in examining a plant, will describe it only in so far as the classification demands; and this means a very short and incomplete description in most cases. Two mistakes of the past are the cause of this, on the part of the student the idea that "tracing" the plant is the prime object, and on the part of the examiner making out schedule of plants with just sufficient description to enable the plant represented to be "hunted down". The teacher is responsible, and after him the examiner, for pointing the student to the right objects in the study of Botany. The examination can never test the aesthetic and ethical. Let it then, even if confined to a narrower sphere than the teacher, do its work well in testing the students power of observation and his knowledge of the life history of the plants around him.

The text book is secondary because classification is secondary, we are not making a technical study of Botany, nor are we turning out Botanists. Not one student out of a thousand will turn his knowledge to direct practical ends, and possibly very few will ever use a Botanical key again, but let us hope that the thousand will have a higher appreciation of beauty and a better understanding of God's laws underlying plant development.

But some will ask, "what about the first part of our text, with the five illustrations, descriptions and schedules of our commonest plants; and the terms defined and illustrated; and the study of cell structure and cell contents; etc." These things are really not by any means essential in the text. How long before we, who have been put through a book course in Botany, will awaken and admit that these are now worthless to us in every sense! Did they quicken our powers of observation? No. Did the plant description aid us? No, for if we made out our own description after careful observation, the book description was useless. It might have contained something which we failed to notice in the plant. If so where was the teacher? If we had no plant then the description was absolutely worthless. Did the definition of terms aid us? No, they were forgotten as soon as memorized. The only possible way to get hold of them is to have plants illustrative of them. Again terms are secondary, simply a means to an end, and as the various plants are studied, and the need for new terms created, the teacher is there to supply them. It is his business to do this.

The plant and the teacher are the two requisites for the student. There is no use in considering any term purely in itself. From this standpoint the spring and fall supplies all the time that is worth being spent in plant study. These plant descriptions and definitions, etc. may be a great help to the student studying alone, but we are not concerned with that class. Our text should not be adapted to them. They have within their reach hosts of books helpful to them, as has the teacher and pupil for reference in supplementary work.

The part dealing with cell structures and cell contents need hardly be referred to. Their study is useless until such time as we are equipped with high power microscopes. Even then references to essential oils, etc., are meaningless to the pupil and likely to the teacher. The real truth of the matter is that the first part of our present text book is rather a hindrance in the accomplishment of the best aims in our school work. Students writing for their certificates will waste time over it, more or less.

Lastly, with regard to the description of the flora, what we need is a book containing a brief description of most of our Phanerogams. These must form the bulk of it. There is no place where, locally, we can find such variation in distribution of species as in the western plains, with their three prairie steppes and the ever differing soil. Each part is on a scale large enough to make it impossible for the student

of that part to study any plants except those peculiar to that part, unless he be near another part. In some parts some cryptograms, especially ferns, might be studied if time permits.

Many parts of the extreme northern and eastern parts of the province will be opened in the near future, and this will certainly widen our text greatly, practically including a large part of the flora distinctive of the eastern provinces. But it is doubtful whether this consideration will affect us for some time to come. There is no reason why the text should not include most of those spoken of, yet its scope must be largely determined by the time to be spent on the study by the average student. There are a great many plants still to be placed in a text suitable to our needs, and possibly some that should be left out that we find there at present.

Brandon Collegiate Institute,

JNO. P. WADGE.

* * *

One objection to Spott's Botany is that the style is essentially bad for the purpose for which it is used, that is, for pupils to study. It may or may not be admirable to put in print the exact words a teacher should use in setting forth a subject. It is intolerable that the pupil should be obliged to obtain his knowledge thus prepared—masticated, one might say. It is insulting to the teacher, but he is not obliged to follow the plan, and will not, if he is a true teacher. No more correct or effective condemnation could rest on this method of teaching and studying than to say that it is largely the present method of Sunday school literature,—the former catechism method having disappeared thirty or forty years ago. The cause of education and the brains of the rising generation are suffering from this spoon-feeding process. Better far the "chunks of goat" so aptly named by De Quincy. The bolting and cramming so much blamed and banned by loud-talking educationists might well be preferred to such ill-concealed attempts at digestion by proxy.

The plants selected by Spott are as good as any, when and where they can be found. But place and time are tyrannical conditions, and where the material fails, as it does largely in many localities, and as it does everywhere for about fifty weeks in the year, of what use is this carefully prepared talking machine? Why was one well-known plant, common to Ontario and Manitoba, replaced by another not found in Ontario? Is it any better to study?

The book has details unnecessary for elementary work. The last two chapters on lower forms, fungi, etc., should not be required. They should be for the student, not for pupil or teacher in the school.

Perhaps the worst objection to the book is found in the second part—the flora. First, the description is meagre; for the beginner a fatal objection. Next, the multitude of plants not occurring in Manitoba makes a needless burden. That they are found in the east is no consolation. Tropical plants might as well be used to swell the volume. The beginner is the person to appreciate the vexation of hunting out a description of a given plant from among a dozen or twenty closely resembling it. A Russian censor with his paint brush could smear out a large proportion of the flora, families, genera and species not found in Manitoba, and make that part of the book ten fold more useful.

The best text book of elementary Botany is "Gray's Lessons." For laboratory work, for university or medical requirements other valuable works may be had. But for the range of work required here, Gray is first, the rest nowhere, and likely to remain so in Manitoba, where each successive text book of native production is distinctly worse than the last. The collection of literary and educational curiosities—monstrosities, often—inflicted on suffering humanity since Manitoba got a system

of education of its own, could surely be paralleled, even in the United States. Canadians in the future—not distant, let us hope—may set a distinct money value on these curiosities when they become rare.

The New Botany, i.e. the new system now rapidly displacing the old, should be at once adopted by the teacher who wishes to have what is now the best and will soon be the only one. A descriptive list of Manitoba plants, with or without cuts, would make but a small book, and with Grays Lessons to accompany it would make the study and the teaching of Botany a pleasure.

Griswold, Man.

A. BOWERMAN.

* * *

The work might begin by directing the attention of pupils to plants as living organisms influenced by and influencing their environment; choosing the wet or the dry, the light or the shade, the high or the low, the warm or the cold of the district in which they live. It should point out also the means of discovering how the plant resists its enemies and provides a defence against them, how it attracts and welcomes its friends, how it provides for the welfare of its young, how it struggles to overcome the adverse influences of its environment and how it adapts itself to meet its varying needs.

It should direct the student to observe what these needs are, and to experiment with plants by varying its supplies of food, moisture, heat, etc. It should help the student to trace the life history of many plants from seed to old age and death.

It should enable the student to discover the purpose of plant life in the world, and the relation between form, that is morphology, and that purpose.

For the more advanced work it should lead the student to the study of processes, structure and physiology; to the study of variations of type, and of the relations of plants to one another, that is to Classification or Systematic Botany.

All this should be accomplished in observation lessons, or as deductions from observations actually made. The botany should avoid technical language as far as possible and reduce its terminology to the absolute minimum.

Winnipeg Collegiate Institute.

E. A. GARRETT.

Lesson Notes.

GRAMMAR.

SUBJECT.—Classification of clauses, with definition of each class.

INTRODUCTION :

Teacher : What word-groups have been examined in the sentence ?

Pupil : Phrases and clauses.

T. What was the essential difference between these word-groups ?

P. Phrases as a word-group lacked subject and predicate. The clause had these.

T. What do you understand by classification ?

P. Classification is the process of grouping individuals by a certain standard of comparison.

T. What are the steps in the process of classification ?

P. The steps are examination of things to be classified, selection of a useful and desirable basis, comparison on this basis and final grouping.

LESSON :—

Teacher : To-day the class will classify clauses, and while the sentences are being written on the board the class will select the clauses.

SENTENCES.

1. The sun rose. 2. The mist disappeared.
3. The sun rose and the mist disappeared.
4. The mist disappeared when the sun rose.
5. The boy was sick. 6. He is now better.
7. The boy who was sick is now better,
8. The boy was sick but he is now better.
9. England expects every man to do his duty.
10. "England expects every man to do his duty," was Nelson's
11. He asked me where I came from. [watchword.]
12. That the pupil would succeed was very evident.

Teacher : What are the clauses in these sentences?

Pupil : (Clauses are enumerated sentence by sentence, as exercises in selection of clauses have preceded this lesson.)

- T. Take your first step in classifying them. Are they all alike ?
 P. They are not all alike.
 T. Are any of them alike ?
 P. Yes.
 T. Mention three or four that are alike.
 P. (The clauses are given.)
 T. Give one that is not like any of them.
 P. (This is given.)
 T. Are there others like the last mentioned ?
 P. Yes.
 T. Enumerate three or four more.
 P. (These are given.)
 T. Are there any unlike either of the groups ?
 P. No.
 T. How many classes have you found from your examination and comparison?
 P. Two.
 T. On what basis were the clauses grouped ?
 P. The basis will be given but may require a few questions to get it as desired, because the pupil has unconsciously selected a basis and you now are requiring a concise selection. You require him to make clear to his mind what was before vague.
 T. Group all the clauses into one or other of these classes.
 P. (This is done.)
 T. What is the essential of a good definition ?
 P. A good definition ought to set forth the distinguishing characteristic of the thing defined, clearly, simply and concisely.
 T. What is the difference between these groups ?
 P. The clauses of one group enter into the structure of the other. The other group does not do this.
 T. What then is the essential attribute of the first group just mentioned ?
 P. Its essential attribute is its entering functionally into the structure of another clause.
 T. What is the essential attribute of the second group ?
 P. The absence of this characteristic.
 T. There are names given to these classes. The first is Dependent, the second Independent. Define Dependent clause.
 P. Dependent clause is one which does not make sense by itself.
 T. How did you classify the clause of sentence 9 ?
 P. It is in the Independent group.
 T. How did you classify the clause, "England.....duty" in sentence 10.
 P. It is in the Dependent group.
 T. Are these clauses at all different as to their ability to make sense by themselves ?
 P. No.
 T. Your definition applies equally to both clauses ?
 P. It seems like that.

- T. Why was the Definition bad?
- P. It did not give the essential attribute found.
- T. Define giving essential attributes.
- P. Dependent clause is one entering into the structure of another clause.
- T. Define Independent clause.
- P. Independent clause is one which does not enter into the structure of another.

SUGGESTIONS :—

Choose carefully your material. Do not trust to inspiration to get sentences from which the pupil will make his inductions easily and correctly.

Choose lots of material in order that the pupil's inductions may be wide. Know your subject thoroughly so that you may easily direct the pupil if he make a wrong induction.

Do not be a slave to any text book. They cause the teacher of grammar a great amount of trouble. After the pupil has made careful and correct inductions he may finally end by casting them all away and giving something he found in a text book which he reverences and clings to as if it were holy writ. Faith is necessary at times but in grammar the pupil ought to walk by common sense and not by faith.

G. D. SHORTREED.

PROBLEM.

A man has to travel a certain distance. The first day he travelled $\frac{2}{7}$ of the distance. The second day $\frac{5}{21}$ of the distance, and the third day $\frac{1}{3}$ of the distance. He has yet 37 miles to travel. Find the total distance.

Pupils know how to add fractions by reducing to a common denominator. The difficulty may be to understand what must be known before the answer may be found. 1st step—What is required by the problem? Ans.—To find total distance travelled. 2nd step—What is given by the problem to assist in finding this? Ans.—The part of the distance travelled. Be sure pupils thoroughly understand these two steps.

What must be done first? Ans. Find what part of the distance has been travelled by adding $\frac{2}{7}$, $\frac{5}{21}$ and $\frac{1}{3}$. That will equal $\frac{18}{21}$ or $\frac{6}{7}$. What part is still left to travel? Ans. $\frac{1}{7}$. Will this $\frac{1}{7}$ help in finding the answer? Ans. Yes, because we are told he had yet to travel 37 miles, and we know he has yet to travel $\frac{1}{7}$ of the distance, therefore $\frac{1}{7}$ of the distance must equal 37 miles. $\frac{7}{7}$ equals the whole distance. If $\frac{1}{7}$ equals 37 miles, $\frac{7}{7}$ must = $7 \times 37 = 259$ miles.

* * *

PROBLEM.

One man has \$100. Another man has \$120. They agree to give away equal shares of their money. The first man gives away \$35. How much should the second man give away? 1st—What does our problem tell us? Ans.—They give away equal shares or equal parts. Be sure class understands the difference between equal shares or parts and equal amounts.

Problems like this were used:—Two boys together had 12c. The first had 5c. What part or share of the whole had he? Ans.—He had $\frac{5}{12}$ of the whole.

1st step to find out what share of the first man's money was given away? He had \$100 and gave away \$35, therefore he must have given away $\frac{35}{100}$ or $\frac{7}{20}$ of his money. Will this help us to find the answer required? Ans.—Yes, for the second man gave away the same share of his as the first man of his. The second man had \$120, therefore he must have given away $\frac{7}{20}$ of \$120 = \$42.

Virden, Man.

MARY BUCKINGHAM.

The North West Teachers' Association.

A well attended meeting of North-West teachers, was held in Regina on Friday 14th July. The object of this meeting was to organize a Territorial Teacher's Association. During the year the matter had been brought before the teachers of the Territories and as a result representatives were present from all the local associations in existence. Leading teachers were also present from most of the districts in which Local Associations have not yet been formed. The meeting was thoroughly representative of the Territorial teachers. A constitution was adopted and officers were elected for the ensuing year. As can be seen from the constitution published below the Association intends to look closely after the interests of North-West Teachers. A new feature of the constitution is the employment committee, which if successful in its aim will prove of great value to the profession in the west,

The following is the constitution of the North-West Teachers Association:—

NAME.

The Association shall be known as the North-West Teachers Association.

OBJECT.

1. The advancement of educational interests in the North-West Territories.
2. The improvement of the condition of the teaching profession in the Territories.

MEMBERSHIP.

First—Honorary and Advisory—The Superintendent of Education and Inspectors.

Second—Active—The representatives from local associations on the following basis : (a) From 6 to 15 membership one representative. (b) From 16 to 30 two representatives. (c) From 31 to 45 three representatives. (d) From 46 to 60 four representatives, etc.

OFFICERS.

The officers shall be (1) Hon. Patron and Hon. President (2) Executive:—President First and Second Vice-Presidents, Secretary-Treasurer, Chairmen of committees.

COMMITTEES.

1. The Executive committee shall consist of the President, 1st and 2nd Vice-Presidents, Secretary-Treasurer, and the chairmen of committees.

It shall be the duty of this committee to consider all matters affecting the status of the profession.

2. The Resolution committee shall consist of five members, each of the three provincial districts (Assiniboia, Alberta, Saskatchewan), being represented. It shall be the duty of this committee to receive, consider, and report on all resolutions of import that are to be brought before the North-West Teachers Association.

3. The Employment committee shall consist of six members, each of the three provincial districts (Assiniboia, Alberta, Saskatchewan), being represented. It shall be the duty of this committee to furnish trustees with the necessary information for obtaining suitable teachers.

FEES

Such fees as the Association consider necessary may be charged.

BY LAWS.

1. All resolutions intended to be submitted to the N. W. Teachers Association must be in the hands of the Resolution committee at least twenty-four (24) hours before the meeting of the Association.

2. No resolution may be withheld by the Resolution committee unless it is the unanimous opinion of the Resolution committee that such motion should not be submitted to the Association.

3. The N. W. Teachers Association may fix from time to time, and apportion them in such a way as it considers just, such fees for those availing themselves of the services of the employment committee,

4. A quorum shall consist of seven members.

5. Local associations may be represented by a proxy who must present credentials from the association he is representing. A proxy can only represent one association.

6. A two-thirds vote of the annual meeting shall be necessary to change the Constitution.

The following officers and committees were then elected for the coming year:— President, Mr. J. B. Hugg B. A., Regina; First Vice-President, Mr. C. Lee B. A., Moosomin; Second Vice-President, Miss A. G. Foote, Calgary; Secretary-Treasurer, Mr. E. B. Hutcherson, B. A., Regina.

Resolution Committee: Mr. Fenwick, Moose Jaw (chairman); Mr. Nivins B. A., Prince Albert; Mr. Simmons, B. A.; Lethbridge; Mr. McGuire, Hill Farm, Assa.; Mr. Gee, Medicine Hat.

Employment committee: Mr. Middlemiss, Wolseley (chairman); Mr. Fenwick, M. A., Moose Jaw; Mr. Clarkson, Macleod; Mr. Nivins B. A., Prince Albert; Mr. McKenzie, Strathcona.

Regina, N. W. T.

E. B. HUTCHERSON, SEC-TREAS.

Editorial.

EDUCATIONAL JOURNALISM.

There are many educational journals which are not educational. The vilest sinners in this respect among the numberless school publications are *The Canadian Teacher* and *The Entrance*, published at Toronto, Ont. No ingenuity of the human intellect could succeed in classing them among journals that are educational. They are monstrosities that have been developed out of and have found an abnormal development in the examination system of Ontario. The former is a teacher's journal whose sole and avowed aim is to supply teachers (lazy, incompetent and educationally purblind teachers, we were going to say) every fortnight with job lots of cut and dried questions and answers which, like other quack nostrums, are warranted to cure the most obstinate cases, and, without wasting the children's time on superfluous knowledge, enable them to get the exact quality and quantity to carry them creditably through a single written examination at the end of the school year. (Vide pp. 5 and 9 of Sept. 1 issue).

An educational journal should stimulate the teacher and help him to attain the true ideal: that the children "may have Life and have it more abundantly." Nothing short of more abundant Life is the aim of education. It is bad enough to see educational journals whose aim is character development alone; it is ten times worse when they seek only the development of the intellect or the emotions; but how shall

the publications be characterized which are devoted to written examinations alone, or rather to one final written examination?

If *The Canadian Teacher* is bad what should be said of *The Entrance*? It is a paper put into the hands of pupils from the FIRST class up. Its sole purpose is to cram these pupils for the promotion examinations at the end of the year. It begins its deadly work with the first issue of September, but this year the editor laments that the September issue does not contain the usual cramming matter for the final examination in July of next year. 62,000 little children use this professional crammer at the instigation of teachers and inspectors! Here is a case for the Society for the Prevention of Cruelty to Animals! Imagine 50,000 little children that should not have a single thought of a fateful examination hanging over them, imagine them wearing out their tender souls from September to July in cramming up the questions and answers found in this execrable publication! Such soul-destroying (soul-damning is perhaps the right word) work under the guise of education cannot be paralleled anywhere in the civilized world.

Western Canada is fortunately free from the evils of the written promotion examination system. We do not know of a school in Manitoba or the Territories where promotions are based upon a written examination at the end of the year. This happy state of things is due to the healthy training and influence of our Normal Schools, and to the wise supervision of our Inspectors, who, before there were quarantine regulations for infected teachers from Ontario, often had to stamp out the disease in its incipient stages.

The responsibility for the evils of the Ontario examination system rests not upon the Department of Education but upon the Normal Schools, the Model Schools and the Inspectors. Through these alone can any reform come; and if the malady is not to be aggravated they should take steps to disinfect the cramming publications that are scattering the disease germs.

At the recent meeting of the National Educational Association Geo. P. Brown, who conducts the best public school journal on the continent, read a paper on the "Function of the Educational Press," and his treatment of the subject is so sound that we reproduce the following extracts :

" In deciding the function of the educational press we can give but little consideration to the seeker after news of where his friend is located this year, and what salary he is receiving; nor to the manufacturer of new and strange devices for doing what, perhaps, ought not to be done at all. These need not be entirely disregarded but a small amount of this ingredient will go a long way * * *. It is the doctrine of this paper that the educational press must seek to diffuse the kind of ideas among the educational public that will tend to the creating of a rational theory and practice of educating children in the schools and the homes. It must seek to unite the school and the home in this study. It must reorganize the ideas and the forces at work in the world for the higher evolution of the race and direct attention to them. It must seek to improve the thinking of teachers and parents as persistently as it seeks to improve their practices. Education is an art that can never be mastered unless the principles of the art and its purpose are well understood. * * * Educational journalism, as has been already suggested, if it is to be of any considerable service, must be active in diffusing among its readers the best thought and practice of the best minds. It must extract from the great mass of tentative views and opinions what seems to be of permanent value, and give it out in brief condensed paragraphs, to its busy readers. The journal has a mission different from the book. The book gives a complete exposition of either the doctrine or method of the writer, who is a single individual. The periodical informs its readers of what many intelli-

gent people are thinking and doing in their efforts to find answers to the questions all are asking. Of course the educational press must see and state the problems and be quick to discover the trend of general educational thought from the multiplicity and variety of the thoughts of individuals. Hence the need, greater than any other, that a larger number of those recognized as leaders in the readjustment of education to changing conditions shall connect themselves with it, by making free use of its columns to record their observations and reflections. They must do this in an altruistic spirit and without expectation of pecuniary reward. The educational public must join hands with the educational editor in helping the latter in his missionary work of diffusing knowledge among the people. The man or woman who is not willing to do this for the cause until the general public has awakened to the consciousness that they have souls as well as pockets, cannot, as a rule, write anything that will be of much service to the cause. It is the spirit in which things are uttered as well as that which they contain that makes them of value."

Notes from the Field.

Mr. F. M. Cowperthwaite, Superintendent of Vancouver Schools, has laid before the school board a plan for the formation of a Normal training school which will provide training for those high school graduates who wish to enter the teaching profession. It will relieve the board from the necessity of placing untrained teachers on the staff and may form the beginning of a provincial Normal school.

* * *

A Normal school session for first and second class students opened in Regina on Sept. 2nd. Supt. Goggin is in charge and Miss Burnett, of Moose Jaw, will assist in the departments of music, drawing, physical culture and primary work. The class is unusually large, over one hundred pupils being in attendance.

* * *

The Argyle Teachers' Association will meet in convention at Baldur, on Thursday, Oct. 5th. The executive will have a good programme prepared and the public are cordially invited to attend any session of the Convention. It is hoped all teachers in Argyle and South Central Manitoba will take note of this and endeavor to be present.—A. E. BUTTRESS, Sec.

There are three Normal school sessions now in progress in Manitoba. A third class session for Mennonite teachers is being held at Gretna under Inspector Ewart, assisted by Mr. G. D. Shortreed. In Winnipeg there is a third class session in progress under the direction of Mr. E. A. Garrett. The second class session is being conducted by Principal McIntyre, assisted by the usual staff.

The committee in charge of the programme of the Western Teachers' Convention to be held in Brandon, Man., has been unable to secure the expected assistance of a prominent outside educational leader and the convention has been accordingly postponed.

Departmental.

CHANGES IN REGULATIONS RE TEACHERS' CERTIFICATES. FIRST CLASS—ENGLISH.

1. Writing and Spelling. On all papers.

2. Rhetoric and Composition. (Two papers)—(a) The reading of selected prose authors in connection with the investigation of rhetorical principles along the lines laid down in Genung's "Outlines of Rhetoric." Texts for 1900 : The following selections from "Representative Essays": Conversation, De Quincey; Compensation, Emerson; On a Certain Condescension in Foreigners, Lowell; Kin beyond Sea, Gladstone. Outlines of Rhetoric, Genung.

(b) The writing of an essay on one of a number of subjects based on the selections prescribed for rhetorical study.

3. English Language and Literature. (one paper). History of English Language, Part I, Lounsbury. English Literature, Stopford Brooke.

4. Literature, (two papers). (a) Shakespeare—Macbeth, The Tempest. (b) Chaucer—The Prologue to the Canterbury Tales, (Clarendon Press). Milton—Paradise Lost, Book I.

SECOND CLASS—ENGLISH.

1. Reading and Orthoepy—Oral reading with proper pronunciation and expression, (Value, 100; Minimum required 60).

2. Writing and Spelling. On all papers.

3. Grammar. One paper. West's English Grammar.

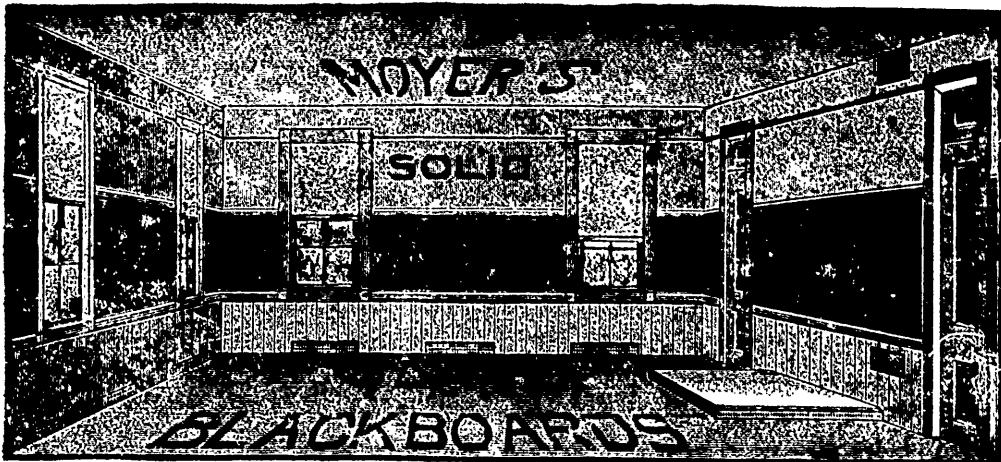
4. Rhetoric and Composition, (one paper). (a) The reading of the selections contained in Alexander and Libby's "Composition from Models," pages 249 to 457, in connection with the investigation of rhetorical principles along the lines laid down in Genung's "Outlines of Rhetoric." (b) The writing of an essay on one of a number of subjects to be assigned by the examiner. The essay should not exceed two foolscap pages in length. Text Books—Composition from Models, Alexander and Libby, Outlines of Rhetoric, Genung, (Ginn & Co.)

5. Poetical Literature, (one paper). Coleridge—The Ancient Mariner, Youth and Age. Longfellow—Evangeline, A Psalm of Life, Wreck of the Hesperus, The Day is Done, The Old Clock on the Stairs, The Fire of Driftwood, Resignation, The Warden of the Cinque Ports, Excelsior, The Bridge, A Gleam of Sunshine. Wordsworth—(Palgrave's Golden Treasury of Songs and Lyrics). The Education of Nature, Three Years She Grew, She Was a Phantom of Delight, A Lesson, There is a Flower, The Lesser Celandine, To the Skylark, The Green Linnett, To the Cuckoo, To the Daisy; and the following sonnets :—To a Distant Friend, Why Art Thou Silent, England and Switzerland, Two Voices are There. Milton—Thou Shouldest be living at this Hour, Westminster Bridge, The Inner Vision, Most Sweet it is with Unuplifted Eyes, O Friend! I know not which way I must look, To Sleep, Within King's College Chapel.

THIRD CLASS.

Poetical Literature—The following selections from Tennyson:—Recollections of the Arabian Nights, The Lady of Shalott, Oenone, The Lotus-Eaters, You Ask Me Why Tho' Ill at Ease, Of old sat Freedom on the Heights, Love thou thy land with love far brought, The Epic, Morte d'Arthur, Ulysses, St. Agnes' Eve, Sir Galahad, As thro' the land at eve we went, Sweet and low, sweet and low, The splendor falls on castle walls, Tears, idle tears, I know not what they mean, Thy voice is heard thro' rolling drums. Home they brought her warrior dead, Ask me no more; the moon may draw the sea, Lancelot and Elaine, To Virgil, Early Spring, Freedom, Crossing the Bar.

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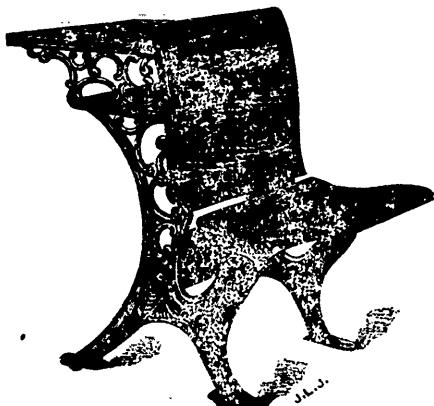
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