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

THE PUTITOFFS.

My friend have you heard of the town of Yawn,
On the banks of the River Slow,
Where blooms the Waitawhile flower fair,
Where the Sometimeorother scents the air,
And the soft Goeasys grow?

It lies in the valley of Whatstheuse,
In the province of Letterslide.
That tired feeling is native there,
It's the home of the listless Idontcare,
Where the Putitoffs abide.

The Putitoffs smile when asked to insure
And say they will do it to-morrow,
And so they delay from day unto day,
Till death cycles up and takes them away,
And their families beg, steal or borrow.

EDUCATIONAL JOURNAL

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Oral Music.

BY W. P. ARGUE, B.A., PRIN. PORTAGE LA PRAIRIE SCHOOLS.

Students preparing for the Departme Examinations in July next are more or less worried over the oral examination in Music. Teachers, also, are puzzled to know how best to overcome the many very serious difficulties that present themselves. It is the purpose of the writer to deal with a few of the problems that are likely to arise in schools where many have never studied the subject before.

Let us first determine what should be the attitude of the class to the work in oral music, and what should be required from each scholar in the class. It is necessary for each scholar to be able to sing at sight any ordinary piece of music. This should be done with as little hesitation as is usually manifested in reading from the prescribed work in literature. We find, however, that scholars while realizing the necessity of reading alone, cannot see why they should be required to sing before the class. They imagine that if they can sing the required exercises when all are singing they will have no difficulty when the final test takes place. They are mistaken. The only safe course to pursue is to do regularly what will be required by the examiner. The class will sing more difficult exercises than the individual members of the class can, while scholars who are able to sing fairly well in class, and who give material assistance in choruses, may not be able when alone to sing the scale. Scholars should be as ready to give a tone as to pronounce a word; they should think as little of a failure in music as of a failure in reading and be as willing to repeat their effort in the former case as in the latter. On the other hand the class should pay no more attention to the failure of a scholar to sing some exercise than to his failure to solve a problem in arithmetic.

First of all find out as soon as possible those who when asked to give a tone or sing a scale can and will do so. The rest of the class probably lack confidence or ability to do what is required. Those who lack confidence may be assisted by one or two trials when alone with the teacher. As they find themselves able to make the different tones and sing simple exercises, increase their difficulties by requiring the same work before the class, until there is no more hesitation in the class room than when the scholar is alone. Want of confidence generally arises from fancied inability, so that often a trifling success removes all difficulty.

Failure to sing a scale or make a given tone results from one or more of several

different causes. Both ear and voice may be quite free from defect and scholars still fail because they have never before seriously attempted to make musical sounds. Sometimes the voice is defective, and sometimes the ear. The teacher's first aim is to find the particular cause or causes preventing success on the part of the pupil. Most cases of failure arise from the fact that scholars have never tried. Call for a tone to serve as number one of the ma or scale. If they fail after several trials but still make a tone which is, we will say, lower in pitch, use the tone they are capable of giving as the first tone of the scale. It is not the absolute pitch that is valuable at first, but the relation of sounds to each other, and a scale with B flat as the first tone will do just as well to start on as a scale with C as the first tone. When one tone is obtained build the scale on it, being careful to secure accuracy even at the expense of time. With ability to sing a scale ends the teacher's most difficult work.

Very seldom do we meet with persons unable on account of voice defects to produce musical tones. Frequently, however, voices require training, and the exercises used by teachers of reading are valuable for the purpose. The principles underlying the proper use of the voice will apply as well in singing as in reading or speaking.

By all means avoid straining the voice and remember that this can be done by suppressing tone, as well as by speaking too loudly. Often a conversation carried on in an undertone will cause more fatigue to the throat muscles than an address to a crowded room.

Many cases occur where the ear is supposed to be defective. Cases of real defect are, however, few. Should the difficulty be met with have the scholars sing, or attempt to sing, with the class. The voices on all sides will have an influence on them. As far as possible they should be placed where they can hear a great deal of music. A musical atmosphere will in time work wonders. A seemingly hopeless monotone may in time learn to sing.

In every school the glee club may be a help in getting all to sing. In a school where there were a number of young men and large boys several attempts were made to organize a glee club with indifferent success. The leader would drill them until they seemed to have a selection well prepared, but when the critical time arrived there was lack of confidence and all its resultant evils. The suggestion was made that the instructor should conduct when the selection was given before the audience. The effect was all that could be desired. Confidence restored, the singing improved and became a pleasure. Every man and boy in the school appeared in the chorus, and the audience consisted of the female portion of the school. A school concert was given, and the male choruses were a prominent feature. In no subject has greater progress been made, all because of the different attitude of scholars and teacher to the sub ect.

Wild Flowers, Ferns and Seaweeds

BY A. J. PINEO, M. A., 1ST ASSISTANT VICTORIA HIGH SCHOOL.

"Bright and glorious is that revelation,
Written all over this great world of ours;
Making evident our own creation,
In these stars of earth,—these golden flowers."

Who does not love the flowers, with their gorgeous tints and delicious fra-

rance? We gather them from the rocks and from the meadows, we cultivate them in our gardens, in our conservatories and in our houses; we gather them around us in unstinted profusion to daily inhale their fragrance and admire their beauty. So universally are they appreciated that by poetic usage and common consent we recognize them as symbols of the good and pure and beautiful in human life, and we instinctively feel ourselves to be the better because of the loving admiration we have for them.

Through part of the year the flowers are our daily companions. We meet them on every hand. They are the beautiful heralds that stand at Nature's door inviting us by their brilliant and varied hues, their elegant designs and myriad forms to a closer contemplation of the works of the Divine Architect.

The study of flowers and of the plants which produce them opens to us a world of beauty and harmony that is not without its refining influence upon man's aesthetic nature, while for personal enjoyment of a high quality there is perhaps no study to which we can become so much indebted as to the study of flowers and plant—the study we call botany. To one who has formed a somewhat intimate acquaintance with even the commoner wild plants of his neighborhood, who knows their botanical names and their places in the family groups into which plants are arranged, there is rarely a lack of interest and companionship, for in much of his outdoor experience he meets those old friends. Their familiar faces greet him on every hand each with its own little message to tell.

"A primrose by the river's brim
A yellow primrose is to him."

And it is something more—it is a member of the genus Primula and of the family Primulaceae, which family includes many other species to which our primrose bears certain close resemblances. But to the thoughtful observer it is still more—it is an evidence of divine wisdom, God's thought in tangible form, seen only in part but bearing a prophecy of deeper things. This is Tennyson's conception when he says:

"Flower in crannied wall,
I pluck you out of the crannies:—
Hold you here' root and all, in my hand,
Little flower..but if I could understand
What you are, root and all, and all in all,
I should know what God and man is."

Let any one at all studiously inclined give a little attention to the study of botany, out of doors, and he will be surprised at the new world of interest and pleasure that will open to him. The best way in which to begin such study is to commence the work of making a collection of the wild flowers of one's neighborhood, of preserving them, and afterwards learning their names and arranging the specimens into their genera and orders The labor involved would be comparatively slight; a few hours daily or weekly spent in the woods or fields, with a little additional attention to drying and arranging the specimens, would, in a few years give surprising results In the shape of a good representative collection of native plants, and, better still, in a knowledge of plants and plant life that could not be obtained in any other way. A picnic outing or a summer ramble through open field or forest glade, or along the margin of some babbling brook, is in itself a pleasant event, but if at the same time the observing faculties are educated, the eye trained to seek out the varied forms of nature's floral beauty and the mind to discern their peculiarities and their relationships, the occasion becomes doubly interesting as well as greatly profitable.

And so I would urge my young readers to make collections of the wild plants of their neighborhood, to study the structure of those plants and their habits, note their times of flowering, increase or decrease of abundance from year to year, and other facts of interest concerning them. Let a few energetic young people in each community in British Columbia set to work in this way, and we will, in a very few years, have a competent corps of working botanists, and besides have a vast addition to our knowledge of the flora of the province.

A nicely preserved and mounted collection of plants is a thing of beauty and a joy forever"—something to be exhibited with pride and sure to awaken a pleasing interest even on the part of those who know nothing of the science of botany. For the benefit of the inexperienced who may wish to make a collection, the following hints and directions are published:

APPARATUS, ETC.

The outfit required is neither extensive or costly, but everything needed in this line should be got in readiness during the winter months before the busy collecting season opens.

For digging roots, bulbs, tubers and the like, a small, strong trowel is needed. A garden trowel will answer the purpose admirably if strong enough, which it usually is not. But some collectors carry instead of a trowel a large, strong clasp knife, which is made to do double duty in digging and cutting.

For carrying the specimens the collector may take the regulation tin box, which he will inform any inquisitive people he may meet is vasculum. The information will no doubt be satisfactory to them, and their respect for the possessor of the "collecting box" (the name by which it is known to botanists) will not be lessened. The box should be about fifteen inches long, with a closely-fitting lid opening for nearly the full length. In this box plants will keep fresh for a day or longer, especially if occasionally dampened slightly.

Many botanists prefer, however, a plant portfolio or portable press, made of two pieces of strong, thin board, about 12 x 18 inches, held together and fastened by straps and buckles. This can be carried in the hand or slung over the shoulder. It should contain a number of folded sheets of strong, thin paper, such as manilla wrapping paper, and an equal or greater number of sheets of carpet paper or other thick, bibulous paper. As the plants are gathered they should be placed carefully in the folded sheets, each sheet when full, to be placed between the thicker sheets.

Many collectors take both the collection box and the portfolio—the latter especially for ferns and many kinds of flowering plants that are desired for preservation, the former for plants that are to be kept fresh for examination.

But if neither collecting box nor portfolio is available, the enthusiastic collector not to be daunted by small obstacles, will take a basket, hand-bag, or any sort of receptacle that will accommodate specimens from twelve to fifteen inches in length. Plenty of paper should be taken along and each species wrapped separately.

The articles mentioned, with label slips and note book, are all that the collector will find necessary for field work.

COLLECTING AND PRESERVING.

Whenever possible the specimen should show all, or a characteristic portion, of the root as well as the stem, leaves and flowers. The fruit should also be shown, if possible, either on the same specimen or on another, gathered at a later date if necessary. Thick roots, bulbs, tubers, etc., should be halved or thinned with a knife before drying, Thick, fleshy stems can be treated in the same way. In the case of plants with thick, woody stems, or too large to be brought within the

compass of the drying sheets, fresh, flowering branches should be selected, of suitable size, and also a few leaves from near the root.

Plants for drying should be kept within the limits of fifteen inches by folding or cutting into lengths.

As soon as convenient after the return from the collecting trip the specimens should be arranged in the drying press. If a portfolio has been used in collecting the specimens should be examined one by one and their parts rearranged, care being taken that leaves are not folded or doubled, that flowers are so arranged as to best show their parts and that the entire specimen is arranged in as natural a manner as possible. Each sheet of specimens should be placed between driers, which can be readily made by cutting thick carpet paper to the proper size (about 12 x 18 in.). Several thicknesses of newspaper, stitched loosely by their edges, make excellent driers, the required object being the ready absorption of moisture from the plants. All driers should themselves be thoroughly dried in the sun or by a fire before using.

By alternating the sheets of specimens and the driers of which two or more will be required, according to the succulence of the plants, a pile any size can be made up, though if the pile be quite thick a few smooth boards should be distributed through it.

When the pile is completed it must be placed in the drying press. This is a very simple affair, consisting of two strong boards of suitable size, for top and bottom, and some means of applying pressure. This can be done by a heavy stone placed on the top board, or, better, by means of a levee, along which the power may be made to slide to increase or decrease the pressure. The pressure required will be from forty to one hundred pounds or more, according to the nature of the plants to be dried. As much pressure as possible should be given without crushing the more delicate parts.

The object is to dry the specimens as rapidly as possible, and to that end the driers should at first be changed daily, or even more frequently. This is easily and quickly done by transferring the folded sheets containing the specimens to a fresh set of driers. The secret of making good specimens lies in using plenty of driers and changing them frequently during the first few days.

The time required for sufficiently drying plants varies from a few days to as many weeks, according to the character of the specimens. Usually from one to two weeks is sufficient, though plants with thick and succulent stems frequently require a longer time in press.

MOUNTING SPECIMENS.

After specimens have been sufficiently dried they may be mounted at once or laid away in the folded sheets (as is usually done) to be mounted at leisure after the collecting season is over. Specimens for exchange will not be mounted, but will be sent to correspondents in the sheets in which they are dried.

One very important point in this connection must not be overlooked, and that is that the label be not lost or misplaced. This label should never leave the specimens. When the fresh plant is first put between the leaves of the folded sheet a slip of paper should accompany it bearing a number. Opposite the number in the note-book should be entered the name (if known) date, place of collection, situation, and any other peculiarity or circumstances that may be noted as belonging to the specimen. This number should never be separated from the specimen until it is replaced by the more complete label which will be attached when the specimen is mounted or arranged for reference. If the number slip is lost the specimen becomes

useless; if exchanged for that belonging to another specimen, two specimens are thus rendered worse than useless.

During moments of leisure the dried specimens that are mounted may be brought out. The usual method of mounting plants is to affix he specimens to a single sheet of thick, white paper, either by glueing it down or fastening it in place by narrow strips of gummed paper. For a collection that is to be frequently handled the former method is probably better. It is done in this way: The specimen to be mounted is laid upon a sheet of glass or smooth board face downward, and carefully arranged. With a soft brush the surface of the plant is covered with thin glue (the liquid glue of the shops, thinned down answers the purpose). The mounting sheet is then laid upon it and pressed down, and when lifted the specimen will be found attached to it. The number, name, locality and date, together with the name of the collector, are written on the lower right hand corner of the sheet, or a label, partly printed, may be gummed on, when the sheet is ready for the cabinet. The sheet should not contain more than one species.

NAMING SPECIMENS.

"What is the botanical name?' is the first question asked by the young collector after finding a plant specimen. His readiest and surest answer will be obtained by referring a duplicate of his specimen, while still fresh, to some more experienced collector, who will, no doubt, with entire willingness, give him the desired information. There may be such in his community but if not his specimens can easily be sent by mail to some one at a distance for identification. Specimens thus sent should be the best obtainable. Freshly gathered plants (several of each kind if plentiful) should be wrapped in soft paper, each numbered to correspond with the collector's duplicate, and closely packed in a strong pasteboard box of suitable size. This box, tabeled "Botanical Specimens," can be mailed at the rate of eight cents a pound.

CLASSIFICATION.

All specimens, whether mounted or in folded sheets, should be arranged according to their respective genera and orders or families. All the specimens belonging to each genus should be enclosed in a folded sheet of very thick, strong paper, called genus-cover, with the name of the genus written on one of its corners. The genus may again be arranged into bundles or compartments according to the orders or family groups to which they belong. For instance, the several species of Buttercup such as Ranunculus occidentalis, Ranunculus orthorhvachus, Ranunculus flammula, etc., would all be placed in genus-cover labeled "Ranunculus," the "wind-flowers," of which British Columbia has several species, would be under the cover labled "Anemone," the Columbines in the "Aquilegia" cover, and so on. All these genera would again be grouped as members of the order Ranunculacae. In the case of the beginner, however, or where the collection is small, the genus covers may be dispensed with and the species placed in the proper order, in the order covers, the further differentation to be postponed until the collection becomes more voluminous.

SPECIAL DIRECTIONS—SEAWEED.

The Marine Algae of our British Columbian coast present many beautiful forms and a handsome collection can very easily be made. As the preceding directions apply only to terrestrial plants a few additional hints on collecting seaweed are given, copied with but little change from an old number of the Botanical Gazette.

The flora of the sea is distributed through a belt nearly touching the high tide mark on one side and extending to a depth of several fathoms on the other. Most of the plants, however, grow between tide marks or a little distance below. It is

evident those can be collected without difficulty at low tide, taken from the rocks by the hand. For getting plants that grow just below tide a pair of wading boots which will allow one to go into the water up to the knee or above, is very convenient. For capturing plants which come floating up on the waves or are attached to the rocks just out of reach of the hand, a handy instrument can be made by fastening a large wire spoon, such as can be purchased at any kitchen furnishing store, to a stick of any desired length.

The plants that grow below the tide can be secured by a grappling hook but usually good specimens can be obtained by searching among the seaweed cast up by the tide.

All but the coarser forms are mounted by "floating out" on paper and dried in a press. The paper best adapted to the purpose is a fair quality of drawing paper cut in three or four regular sizes by dividing the sheets into quarters, eigths, an sixteenths, etc.

A simple and handy apparatus for floating out the plants consists of a shallow tin dish, which may be had at any tin shop, 8 by 11 inches and 1 inch deep, perforated by six rows of ot half-inch holes an inch and a half apart in the rows, the perforations extending over only about ten inches of the plate, Fill the dish three quarters full of sea water, wet the paper and lay it on the zinc, thrust both in the water and lay on the plant. Spread it out carefully, lift up the end of the zinc which will draw the paper and plant out of the water. Let it drain a moment and then remove to the press. Lay the paper, plant up, on a drier, spread a piece of old cotton over the plant and over this put a drier. Another floated-out plant, cotton drier, and so on. Put in press for 24 hours. Change cloths and driers and put in press, under more pressure, for 24 hours longer. Nearly all will be quite dry by this time. If not, change again, and so on until they are dry. Most seaweeds will adhere, by their own substance to the paper. Those that do not may be fastened down as described in connection with terrestial plants.

FERNS.

Ferns should be collected when in fruit, when the fruit dots may be readily seen upon the under side of the frond. Two fern specimens should be mounted side by side, one showing the upper and the other the under side of the leaf. Very handsome fern portfolios can be made by mounting nice specimens on the pages of a scrap album.

Subjects of Study and Their Purpose.

FROM THE ANNUAL REPORT OF D. MCINTYRE, M.A., SUPT. OF SCHOOLS, WINNIPEG.

"In regard to the work in the class rooms, the attainment is similar to that reported in former years. The following extract from the report of the School Management Committee gives a brief review of the work from the point of view of the subjects of study: "The written exercises are for the most part carefully arranged and well executed, affording a good training in painstaking and order. The aim in spelling is to teach all pupils to spell correctly the words they make use of in expressing themselves in writing. Arithmetical exercises are accurately performed while oral reading, as a rule, is distinct and intelligent. Geography is taught in all grades above three as a subject that affords many opportunities of mental training while the knowledge it gives is indispensable in the world of commerce. All classes

above five study British and Canadian History. This study is carried on with a view to leading our boys to appreciate their birthright as British subjects and citizens of Canada, to acquaint them with the duties and privileges of that citizenship and to familiarize them in an elementary way with the nature of the problems which the past presented, thus laying the foundation for intelligent participation in public matters when in mature years the exercise of that citizenship shall fall to them.

"Grammar and Composition are taught as means of putting the pupils in the way of mastering the language they will have to use in the affairs of everyday life.

"Nature Study and Agriculture are taught in their season for the purpose of training pupils to observe the phenomena of their immediate surroundings for the purpose of familiarizing them with outdoor life and making it attractive to them so that their minds may be turned in the direction of agriculture, which will always be the leading industry of the community.

"Form Study and Drawing are pursued with the thought of training the pupils to observe, cultivating their taste and giving them some degree of technical skill. It is essentially a practical subject, as affording that education of mind, hand and eye that underlies all industrial training. This subject is under the directions of Miss J. J. Patterson, whose devotion to her work and comprehensive knowledge of means to be employed, will, it is confidently expected, enable her to overcome the many difficulties incident to a subject in which the education of the teaching staff has been insufficient.

"In a twenty-minute exercise each day, Music is taught as a subject that refines and sweetens life. A taste for good music is a safeguard against attractions of a lower order, and a subject that promotes morality and contributes to the rational enjoyments of life can easily vindicate its claim to a place on the public school programme. The work is directed by Mr. L. H. J. Minchin, under whose supervision it maintains its place as one of the best taught subjects on the programme.

"The subjects of Physical and Military Drill, although comparatively speaking new, have secured a firm foothold. Capt. Billman has systematized what for years has been attempted in a desultory fashion, and the result is apparent by the progress made by both pupils and teachers. The reviews held at the various schools at the close of the mid-summer term by Col. Holmes, Dr. Codd and Capt. Williams were exceedingly creditable. In this connection the Committee wish to express their appreciation of the uniform helpfulness of Colonel Holmes during his term of office in Winnipeg, and the zeal with which he promoted this department of school work."

After these remarks on the Subjects of Study the following paragraphs occur in in the report :

PROMOTIONS.

No attempt is made to have each pupil master the prescribed allotment of each subject specified in the course. The programme of studies is used as a guide to the teacher to indicate the material to be employed for the mental and moral development of the pupils. The primary aim is development ; the communication of knowledge is the secondary aim, although the most certain means of reaching the latter object is faithful persuit of the former. In determining when pupils are to be promoted, the question asked is not whether all the assigned subjects have been mastered to some specified degree expressed in percentage, but whether the educational progress of the pupil will be best served by advancement to another grade or by retention for a longer time in that in which he has been working. Outside of the departmental test for admission to the Collegirte Institute, there is no examination to decide the question of promotion. The minute knowledge of a pupil's ability, attainments and habits of work, which the grade teacher possesses,

is a much safer guide for promotion than any examination test, besides being free from the nervous tension and worry incident to the examination.

INCENTIVES.

The incentives mainly relied on to induce children to study are the value of learning for its own sake, the duty of doing as well as they can whatever they are set to do, the desire of approbation of parents and teachers, the child's natural love of activity. No prizes are given, nor any stimulus to emulation applied. Emulation as a motive stimulates only a few of the brighter members of a class to undue exertion, while the moral effect of this motive is more than questionable.

CULTURED TEACHERS.

The awakening of right motives as incentives to work and conduct is the school's opportunity for moral training and character building, the side of the teacher's work that will have most lasting effect on both individual and national life. A work of this importance can be adequately done only by persons mature enough to understand the nature of the responsibility they are undertaking, and carefully prepared by an adequate course of training. As a means of securing the schools against immature and imperfectly prepared teachers, the Province should look forward to raising the age limit for certification, and the lengthening of the course of professional training, while Institutes and Conventions for the instruction and help of teachers already in the field should be encouraged.

A Modern School

The following sketch of the work and aims of a modern school will prove interesting to readers of the Journal. There are very few teachers in Western Canada who have not been influenced directly or indirectly by Col. Parker and the work of Cook County Normal School, and the subjoined preliminary announcement of the work to be carried on by Col. Parker will be read with peculiar interest :

CHICAGO INSTITUTE.

The Chicago Institute is a school for the education of children from the kiudergarten through the academic grades, and for the training of teachers for their professional work. It has been founded in the belief that a need exists for further improvement in elementary and secondary education; and in the belief that the work of the Cook County Normal School (now the Chicago Normal School) has been in the right direction, but that the principles there applied can, with greater freedom and better facilities, be still more completely worked out.

The aim of the Chicago Normal School has been to realize the highest possible moral, mental and physical development of the pupil. To this end the whole faculty with their combined knowledge and experience, cooperated in adapting to each pupil according to his needs, all the educative activities of study, play, manua training, music and the various forms of physical exercise. The chief characteristic of the school was the emphasis placed upon the correlation of studies and the mental concentration and interest developed by this means.

That the instruction might be thoroughly educative, each pupil was made the special subject of careful study, the individual, and not the class, being the unit. This individualizing was facilitated by the assistance of well-trained student-teachers Although the special needs of each pupil formed the basis of his instruction, the fundamental principle was that the school s a community—society in miniature—and

that a living and helpful relation of each child to the community is at once the goal of his development and the test of his progress. The principles of mutual dependence and cooperation essential to community life were woven into work and play, study and self-expression, in a way to preserve spontaneity and to save the child from self-consciousness.

Francis W. Parker has resigned the leadership of the Chicago Normal School and has been elected President of the Chicago Institute. Nearly all the heads of departments in his former faculty had been associated with him for many years, and now accompany him to this new school. Emanuel R. Boyer has resigned the principalship of the South Division High School, Chicago, to accept the position of Director.

The Chicago Institute will consist of three general departments or Schools—the Academic School, the Pedagogic School and the Summer School. It is hoped that there will be added to these a free school for children in some crowded part of the city.

A detailed statement of the courses in each school will be a subject for future announcement.

THE ACADEMIC SCHOOL.

In the Academic School an attempt will be made to provide ideal conditions for the education of children and youth between the ages of four and eighteen, in order to prepare them for the duties and responsibilities of life and for higher education. The School will, therefore, include the kindergarten and all the grades of elementary and secondary education, and will prepare pupils for entrance to the best colleges.

The subjects of study will include science or nature study in all its branches, geography, mathematics; civics, history and literature; English, German, French, Latin and Greek; home economics, manual training and the arts, and physical culture.

It will be the aim to lead the pupil to habits of thoughtful observation, to cultivate in him the desire and the ability to comprehend natural phenomena and to interpret the process of evolution constantly at work in his natural and social environments, and to inspire in him a genuine love for nature. To this end the laboratories in biology, physics and chemistry will be made as nearly perfect as possible, and the scientific method of study in both laboratory and field will be employed throughout the entire course.

To bring the school and home into the closest relations, there will be a department of home economics or household arts. Courses in housekeeping, cooking, sewing, hygiene and sanitation will be given in both the Academic and Pedagogic Schools.

The coordinate training, throughout the course, of the eye, hand and mind by appropriate work in paper, pasteboard, clay, wood, and in other material will constitute an organic factor in the school exercises.

Sound health and a vigorous body responsive to the will are indispensable conditions of an active and useful life. Physical training under scientific direction in a well-equipped gymnasium and on the playground, will therefore be an important factor in all the work of the school.

The indoor work will be principally in the forenoon. The afternoon will be occupied chiefly with outdoor sports and exercises under the supervision of teachers.

THE PEDAGOGIC SCHOOL.

It will be the aim of the Pedagogic School to offer to teachers the best possible professional training. This School will have the faculty, the buildings and the equipment necessary for the training of teachers for elementary, secondary and

normal schools; also for the training of kindergartners and other specialists in educational work.

The Pedagogic School will embrace the subjects already named for the Academic School, and will also include psychology and the history of education, The course will be arranged to cover two years, but the time required in individual cases may be lengthened or shortened as may seem best in the judgment of the faculty.

The candidate must be free from physical defects likely to impair the usefulness of a teacher. The following classes of students will be admitted upon their credentials :

(1) Graduates of accredited high schools,

(2) Graduates of accredited normal schools,

(3) Graduates of colleges and universities,

(4) Teachers with an experience of at least three years, who can offer satisfactory evidence of efficiency.

All other applicants will be required to give satisfactory evidence of sufficient training and scholarship.

Every candidate received into the Pedagogic School will be considered on probation until the faculty decides that such candidate possesses the natural gifts for a successful teacher. Before granting a diploma to any candidate, every means will be employed to make sure of a high order of attainment, and before graduation students may be required to teach for a limited time in positions where their work can be inspected by members of the faculty. Under no circumstances will a candidate be graduated until the faculty is convinced of his ability to teach successfully in some specified grade, department or school, or until his efficiency has been demonstrated.

Graduate courses will be offered in all departments. Students will be admitted to these courses after having completed the regular course. Students from other schools who can furnish satisfactory evidence of sufficient education and preparation for graduate work may be admitted.

The Kindergarten training department will provide only a graduate course. The students for this course will be carefully selected, and those only who show that they have natural aptness to teach and train little children will be admitted.

THE SUMMER SCHOOL OF PEDAGOGY.

The Summer School of the Chicago Institute will follow the general plan of the Cook County Normal Summer School, but it will have a longer term and a broader scope, with greater advantages in equipment. All departments of the Institute will be represented in the Summer School. The Summer School will be open to all persons. Certificates of attendance will be granted on a membership of not less than three weeks, and the work accomplished will be regarded as a preliminary test of fitness to enter the regular courses of the Institute.

A special circular of information and syllabus of the first Summer School, to open July 2 and close August 10, 1900, will be sent on application to the Director, 603 Marquette Building, Chicago.

COURSES OPEN TO THE PUBLIC.

Regular courses in home economics, or the domestic arts, will be open to the public. These courses will include housekeeping, cooking, sewing, hygiene, sanitation and the care, treatment, training and home-teaching of children.

Special classes in psychology, pedagogy and all that pertains to school work will be formed for teachers and others whenever there is a sufficient demand.

The Chicago Institute will be a university extension centre. Lecture courses, open to the public, will be maintained throughout the year. Such lectures will be

chosen as will be of the greatest value to the public as well as to students. The best lecturers obtainable will be secured.

The faculty of the Institute will give extensive instruction and lectures in Chicago and elsewhere upon all that relates to the pedagogy of their respective subjects

GENERAL INFORMATION.

The building is designed to accommodate the three schools, and to meet in every way the demands of the work. It will contain a library, a gymnasium, a natatorium, manual training rooms, an assembly hall, music rooms, lecture rooms and class rooms. There will also be laboratories for home economics, geography and history, biology, physics and chemistry for the use of all the schools of the Institute. The library will be a valuable adjunct. It will contain the best and latest books and journals. It will, at the outset, have over fifteen thousand volumes, and this number will be continually increased by a wise selection of the best works.

The garden on the School grounds will be of great advantage in the concrete study of the natural sciences and in manual training. The gymnasium and the natatorium will be equipped with all the apparatus necessary for the physical development of children and teachers. For the accommodation of pupils in the kindergarten and primary departments coming from beyond the immediate vicinity means of regular conveyance will be provided between the school and certain points near the homes. There will be facilities for the care of bicycles during the day, and, for all who may wish it, a simple luncheon will be provided at nominal cost.

A monthly periodical will be published, entitled the Chicago Institute Course of Study, edited by the faculty. This publication, which may be secured by subscription, will show as far as possible the inner workings of the school in all its departments, and is designed to be helpful to students, teachers and parents.

A Symposium on Arithmetic

(From Journal of Education.)

A. E. WINSHIP.

Every school has three grades of capacity, especially in music and drawing, spelling and arithmetic. The fewest have talent in music, and the least number are without capacity in arithmetic. There are so many who cannot sing solos that no one thinks of making promotion or graduation depend upon it. Most public school exercises in music are in concert. This avoids humiliating those who have no ear for music. In spelling, the most important school branch, perhaps, we pity those who are deficient, but we rarely blame them or deny them promotion. In arithmetic so few are absolutely deficient that we often push and punch those who are held the whole class back, use sarcasm cruelly, and often refuse promotion because of incapacity.

Children who are "born short"—apologies to William Hawley Smith for a bit of plagiarism—in arithmetic actually suffer more in school than they would if the shortage was in music, drawing, and spelling combined, whereas after leaving school they rarely care anything for this deficiency, but suffer for life from incapacity to spell, and regret always inability to sing or to draw.

In the case of arithmetic it is often more a matter of immaturity than of incap-

acity. The course of study in too many instances assumes a maturity in appreciation of numbers that does not exist. Arithmetic is a subject that requires the complete mastery of every important step in the teaching of the subject. Those who are not sufficiently mature to grasp the fundamentals as they are given suffer all the evil effects of incapacity.

There is nothing in a knowledge of numbers or of arithmetical processes by which the small child suffers in other studies from a reasonable delay, while many suffer from too great haste in the beginning of the subject. Great care should be exercised in order that no child may suffer throughout the course from being forced into arithmetical work before he is sufficiently mature in that line of mental activity.

SUPT. J. H. VAN SICKLE, DENVER.

It is doubtless true that if the formal study of arithmetic were deferred till the seventh or eighth grade is reached, pupils could in one or two years acquire all the arithmetical knowledge which they now laboriously compass in eight years; but of what other subject in the course is this not measurably true? The mind matures with age and experience whether the child is in school or at home.

We can say of a good school that it is a place highly favorable to education The perpetual problem is to select those studies and occupations that are best fitted to develop the child at the various ages. Arithmetic is one of these, but it should occupy a much less prominent place than tradition assigns it. We have made the mistake of forcing the child too early to set his knowledge to a form. We have had him juggle with figures, oblivious of the fact that they did not always represent to him any clear number concept.

SUPT. W. O. ROBINSON, RAHWAY, N.J.

I believe that arithmetic not only ought not to be the basis of classification of elementary pupils in a graded school system, but that it ought to be only very slightly considered in determining grade position. And this for the reason that there are other subjects of far greater importance in the elementary course, and for the further reason that for the mastery of the arithmetical text-books in use in a majority of the schools a reasoning power and insight are required which are not yet developed in the young pupils and cannot be expected. It is both unpedagogical and injurious to attempt to force a child of ten to do with difficulty and lack of insight what he can do with pleasure, ease and profit at fifteen because of the natural development of the reasoning powers. Hothouse development will do for plants, but ought not to be tried upon children.

MARY I. DIBBLE, SMETHPORT, PA.

My experience has taught me that, with most children, mental activity along the line of appreciation of number is much slower in maturing than along most other lines. Young pupils are often forced into number work too soon, and as the consequence, they either do not gain any knowledge of the subject at all or the few ideas they do grasp are not naturally and easily grasped, but by struggle on the part of both teacher and pupils.

With first year children I have tried delaying the taking up of number entirely until the last half of the year; and found it to be a great advantage, as the children were able to do the required amount of work with more ease in last half of year than when we had worked all year at it.

I believe the time will come when no number work will be required the first year and I wish it might speedily arrive, because I believe children could do in the second year what is required of them in most schools in the first and second years more easily than they can do the work as it is now given them.

Primary Department.

EDITED BY E. CLARA BASTEDO, BRANDON PUBLIC SCHOOLS.

We are indebted to Miss I. J. MacKinnon, Portage la Prairie, for the clipping "Weakness Advertised," and to Miss T. Davidson, Moose Jaw, for the one on "Seat Work."

Several teachers have written to the Primary Department, and we hope to hear from many others. There is no one but can help in some way, and if you have any special difficulties let us know, and possibly we may be able to help you.

WEAKNESS ADVERTISED.

The teacher gave a direction to the whole class. She waited a moment and then said, "Two boys are out of position." Of course, the two were the last to get the force of that remark. They had the attention of the whole class before they pretended to know they were the culprits. And the joke was on the teacher. She could not control her room and she had called the attention of everyone in the room to her weakness.

"Somebody's humming!" Scowls and sharp tones announce to all that some lively girl or boy is having sport at the teacher's expense, and she has been weak enough to announce the youngster's triumph to the enemy. Everybody will be the enemy soon where that kind of thing goes on. Even the principal and superintendents, who would all help her if they could, seem to get something against such a teacher.

"Why don't you get at work?" This is a prize among fool questions. The one who asks it knows very well that the boy won't tell why, and his refusal to answer is disobedience that is very hard to deal with. Besides, the teacher knows well why he is not at work, and everybody present knows what she knows. It is because he doesn't have to obey such a weak teacher, and he likes to see her storm and stop every one else who might otherwise have been at work but for the teacher's unwise interruption. Every pupil looks up when this prize question comes out.

"You may stay in at recess and do that work." This tells the pupil and his mates that he is superior to you in school hours and that you intend to take advantage of him when you get him alone. The joke in this game is that you have less advantage over him then than at first. Any teacher who can get any good out of this performance can get the same good in an easier and less humiliating way. It advertises the teacher's inability to those who delight in giving that kind of teacher trouble.

SUGGESTIONS FOR SEAT OCCUPATION.

1—Make the story from all the words in your envelope. (The teacher having previously written sentence on manilla paper, and cut them up into separate words—all the words belonging to one statement being put into one envelope—and having distributed them to the class).

2—Make all the words you can from : (a)—m. t. p. r. c. a. s. f. l. o. (b)—s. r. f. h. t. n. p. e. i. o. (c)—f. s. l. m. n. p. q. d. r. b. oo. ee.

3—Build all the words you can from the letters in your box. (These small pasteboard boxes contain many letters of the alphabet. They may be written on small squares of manilla paper or cardboard.) A pupil can form quite a list of words from the following number of letters : 6 of A; 3 of C; 4 of S; 4 of R; 5 of T; 4 of P; 5 of M; 6 of O.

4—Make as many words as possible out of the following: Thanksgiving, Birthday, Christmas.

5—Write sentences beginning with: I see,—I saw,—I did,—I like, etc.

6—Write the names of objects in the school-room and tell what each is made of.

7—Write a list of things in a grocer's store.

8—Write contrasted forms of the following sentences: (a)—The mat is dry; (b)—The cap is old; (c)—The snow is hard, etc.

9—Answer questions such as: (a)—How do you do to-day? (b)—What school do you attend? (c)—On what street do you live? (d)—Along what streets do you go home? etc.

10—Fill in the spaces in the following sentences with suitable words: (a)—Sam and —— had a race: (b)—Mary and —— ate an apple; (c) —— and I have new hats; (d) —— and I —— clean boots.

MY SHADOW.

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels unto the head,
And I can see him jump before me as I jump into my bed.

The funniest thing about him is the way he likes to grow,
Not at all like proper children which is always very slow:
For he sometimes shoots up taller, like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of him in every sort of way,
He stays so close beside me, he's a coward you can see,
I'd think shame to stick to nursie as that shadow sticks to me.

One morning very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy head,
Had stayed at home behind me, and was fast asleep in bed.

—Robert Louis Stevenson,

THE MARCH WINDS AND THE PUSSY WILLOWS.

The March winds are blowing so fierce and so strong,
They say to the pussies, "You slept long so long;
We'll blow and we'll blow—yes, we'll blow you about;
So pussies, dear pussies, awake and come out."

The pussies are sleeping in snug suits of brown;
At the call of the March winds they wake and look round;
For they have been resting the whole winter long
And welcome the call of the March winds' wild song.

SEAT WORK.

Ellen M. Cyr has the following suggestive introduction to her first reader:

"We have not wings, we cannot soar,
But we have feet to scale and climb."

If the course of study in many cities be examined, it will be found that the programme in reading for the first year of school is the first half of such books as are provided.

What is the significance of this? That the larger share of the first year books

are too difficult to be completed by the class, and therefore a part of the book is left unread.

The first part of the book can be mastered but the children are overwhelmed by the flood of words which are introduced in the second half, and must sink back to the uninteresting begining of another book where, when they have once more reached a point where reading seems to hold some pleasure and profit, they are again defeated by the too numerous words, and must begin the routine anew.

What are consequences of scaling these different ladders, only to be cast back again to the foot when a prospect begins to dawn upon the view, and the toilsome rounds of the ladder cease to fill the mind and eye? Lack of interest and expression, loss of time. A child at the end of four or five months' work has gained in mental power. He is able to learn new words more readily, he can grasp the meaning of a sentence with less effort, and he is certainly able to go on as rapidly as when he first began to read.

This is realized by those who write the first readers; but they lose sight of the other fact that he is still but a beginner, and must retain what he has learned as well as acquire the new words, and so the vocabulary is introduced too rapidly for the struggling brain.

We primary teachers have not had proper tools. Like the Israelites of old we are forced to make our bricks without straw, and it is due to the supplementary work upon blackboard and paper that the work in reading has had its success.

I have aimed to make the simple stories such as will interest the children and help them to a love of each other and of nature, and to catch some glimpse of God's love, which underlies it all. I believe this the true preparation for scientific and natural history work, which can be introduced very early.

Children do appreciate much that is beyond them; and, with this in mind, I have suggested from time to time some poem to be read to the class, hoping that the simple little story preceding it may have led them into the spirit to receive it.

What does little birdie say
In her nest at peep of day?
Let me fly, says little birdie,
Mother, let me fly away.
Birdie, rest a little longer,
Till the little wings are stronger,
So she rests a little longer,
Then she flies away.

What does little baby say,
In her bed at peep of day?
Baby says like little birdie,
Let me rise and fly away.
Baby, sleep a little longer,
Till the little limbs are stronger,
If she sleep a little longer
Baby too shall fly away. —Tennyson.

Soft and quiet, soft and slow
Down it falls, the feathery snow.

'Hearts, like doors, open with ease
To very little keys called 'Thank you' and 'If you please.' "

The successful teacher is not always the one who has the best methods, but

rather the one who appreciates and understands child nature. If we are in the right relation to our work, methods will take care of themselves. In reading the book "Beckonings From Little Hands," by Patterson Du Bois, I was brought into closer sympathy with my work than ever before. The editor of Primary Education makes the following comment on the work: "It is not much use to try and tell you about this book, teachers; you will have to read it to understand its beauty, its charm and its great moral worth to you as teachers. It is entirely safe to prophesy that you will never look upon little children or your work in the same old way again after reading it. The book is a revelation of child nature invaluable to you in your training of little children. Particularly is this the case with young teachers who take up Primary work for the first time."

HOBBY HORSE.

Key of G 4/8.

1 — 3 — | 5 — — — | 5. 4. 3. 2 | .1 — — —

2. 2. $\overline{7}$. $\overline{5}$. | 5. 5. 3. 1. | 2. 2. $\overline{7}$. $\overline{5}$. | 5. 5. 3. 1.

1. 2. 3. 4. | 5 — — — | 5. 4. 3. 2. | 1. — — —.

Hop, hop, hop,
Nimble as a top,
Where 'tis smooth and where 'tis stony
Trudge along my little pony.
Hop, hop, hop, hop, hop,
Nimble as a top.

Whoa! whoa! whoa!
How like fun you go.
Very well my little pony
Safe's our jaunt tho' rough and stony,
Spare! spare! spare! spare! spare!
Sure enough we're there.

Here, here, here,
Yes my pony dear.
Now with oats and hay I'll treat you,
And with smiles we'll ever greet you,
Pony, pony dear, yes my pony dear.

PICTURE STUDY.

I have been asked to give a paper on picture study and to describe some of the work we are doing in our school. I feel that it is too ambitious for me to attempt to outline a plan of study in a subject about which so much is written and said, so I cannot do better than quote from James P. Hopkins in the Perry Magazine.

"Every great work of art is a message to the world, and ours is the opportunity to read and interpret that message aright.

"Happy is that person who realizes the equally great truth that this interpretation will keep pace with the growth of power.

"There is much encouragement for the thoughtful teacher in such a view of the subject, if she will but realize that her province is to lead the children, step by step, to develop that which is within them. It is not her duty to pour into their minds set formulæ of composition or biography, and no one should expect it of her.

Successful teaching is that which develops within the child's mind—in this, as in any other subject—an interpretation of the subject studied. . . . . .

"Picture study, in its present stage, is experimental in character. We are all gaining from the results of our associates, but we are learning most from the children themselves. The difficult thing to do in attempting to form an estimate of the child's view of the subject, is to find in the children under our care those who have not heard something about the picture in question, and whose views have, therefore, not been influenced by the teacher's statements.

"Experiment and child study tell us this much: children interpret the pictures from their own stand point, with the knowledge at their command, in the light of comparison with other studies. . . . . .

"We hoped to avoid the mistake too often made of "talking down" to the children. They do not require it; it is wasted effort, and it is undignified and non-elevating for both teacher and pupils. Children are ready to meet us more than half way in this study, and a well-selected masterpiece appeals to the little folks in many ways which we do not suspect. . . . . .

"Above all things, we feel that the pictures should tell a story: should carry some message to the children as a groundwork for whatever individual effort the teacher would like to introduce."

We have been much pleased with our efforts in teaching composition from picture study. The child has something concrete, and his interest is aroused. Moreover, in telling an original story from the picture there is more scope for the imagination.

But a picture however closely observed does not necessarily mean a picture interpreted. Here the real work of the teacher comes in. It is not interpreted until the child feels the picture—realizes the feeling the artist wished to convey and carries a lesson therefrom.

Perhaps one of the best lesssons we have had was Hardy's "Thoroughbred," a picture that is so familiar that it will do well to illustrate the plan we follow.

The picture was placed before the class and they were told to study it silently. After a close observation, they were guided in their interpretation by a number of questions somewhat like these: Whom do you see? What is she doing? Why is she doing this? What is the horse doing? How does the horse feel? How do you know? How is the girl dressed? Why? Who is watching her? What is the little one doing? How do they feel? Why do they watch so closely? How does the girl use her animals? How do you know? How do they use her? After a number of pictures have been treated in this way the children are able to tell a story without questioning.

The children were then asked to tell the story and allowed to use their own names and dates to give personal coloring.

It is not necessary to ask the children what "moral truth" is gained from the picture. They see it and feel it and it comes out naturally in their stories. As one of my little ones said "When we are good and kind to animals, they know it and love us back and treat us kindly!" But do not allow the moral to be lost sight of in the story. Show your appreciation of the child who has grasped the point most clearly by commending his story.

For material in our picture work we use the Perry pictures, pictures from back numbers of Primary Education, and we are fortunate enough to have in our school a "picture library' so ably described by our principal in the August-September number of the Journal.

Moose Jaw. MARION A. STEVENSON.

Good-night pretty sun, good-night,
I've watched your purple and golden light
While you were sinking away,
And someone has just been telling me
You're making over the shining way another beautiful day,
That just at the time I was going to sleep
The children there at your face take a peep,
Beginning to say good-morning just when I'm saying good-night.
Now, beautiful sun, if they have told me right,
I wish you would say good-morning for me
To all the little ones over the sea.

Natural History Department.

EDITED BY GEO. E. ATKINSON, PORTAGE LA PRAIRIE.

Some months ago I considered the idea that from the number and variety of questions always asked by teachers whenever I addressed them upon Natural History subjects, and no matter how exhaustive my papers may have been, I might be able to impart more generally useful information periodically by offering to answer through the Journal any questions upon these subjects which would be sent me by teachers or others interested in nature study in Western Canada. The editors of the Journal were convinced also that this would be a boon to those teachers whose knowledge of nature is very limited and that the department would eventually prove of considerable interest. One announcement of the offer was made in the Journal and with the assistance of Mr. Maguire I drew up a few questions myself in order to start the ball rolling as it were. From time to time an occasional question was received but the advantages of the opportunity were forgotten by those in whose interest it was advanced, and for two and a half months no questions have been received. Now there are THREE possible reasons for this failing interest.—FIRST. that the average reader of the Journal may believe that they are sufficiently well informed upon these subjects. SECOND.—That they recognize the subject as of little interest and no practical value to the teacher or student. THIRD.—That there exists with the average teacher a general indolence and disinclination to help others by helping themselves, or to make any individual effort to inform themselves upon any subject not compulsory , and waiting for someone else to do their part, in short a feeling of "CAN'T" meaning "WON'T."

Now it is not very difficult to determine which of these three possible causes is the true one.

In the first place the general simplicity and often ridiculousness of the question of the majority of intelligent teachers about these subjects, as asked at conventions and other teachers meetings, prove beyond dispute that they are most deplorably deficient in their knowledge of these first principles of the subjects which every individual should know, while many have candidly admitted themselves so ignorant regarding life study that they did not know, nor had they the slightest idea of what they did not know regarding these subjects. We can therefore acquit the first suspicion of responsibility.

In the second case no teacher can satisfactorily teach without a certain knowledge of the life and disposition of the pupil, and a knowledge of one form of life is with little effort supplemented with a general knowledge of the principles of all life, and

the deeper our study of life the broader can be our application of the principles of life.

Apart again from the supplementary value of such knowledge of the economic value of each individual form of life is highly essential to everyone, especially in an agricultural country like ours where all forms combine in a general struggle for existence. Suspicion, number two, is therefore not the true cause of the lack of interest complained of and we are compelled to acknowledge that the whole responsibility rests upon the indolent and unambitious shoulders of every teacher or student in Manitoba who has waited for someone else to ask their question or do their individual work.

It appears to me as deplorable shortsightedness on the part of teachers and students, seeing as they must that the value and necessity of nature study is being recognized more clearly every day by leading educationists, and that the time is not far distant when a knowledge of these subjects will be much more exhaustively interrogated in all examination papers, that they should be so slow at taking advantage of this opportunity to inform themselves : and the more so since there is a possibility that as the necessity for information increases the opportunities for obtaining it may correspondingly decrease.

The general lack of ambition to do individual work is responsible for another great evil among Manitoban educationists ; viz., that of Hero Worship. The man having a little general knowledge of life and more of human weakness, having one and only one accomplishment is able to associate his other little side issues with this one ability and by appealing to the intelligent and enlightened people with an up-to-date nursery rhyme. Pretending to be our countryman and in sympathy with us though virtually a foreigner for years and desiring only adoration, our gold and the fruit of our own labors to further elevate him, and paying the press, also ignorant of the truth, handsomely, to write him up as a demi-god. Coming thus before us enlightened British subjects we bow without hesitation and accept him as a shining light, and dazzled by the brilliancy of his one small light, assisted by the polished reflectors of flattery and pretence, we willingly allow him to rob us of our manhood and establish him in every seat he aspires to.

How long, I ask, will Manitobans submit to the practice of giving away their liberty to grasping foreigners and receiving nothing in return? When will they realize that in Manitoba we have a virgin field for the study of natural sciences, and we also have ability enough in our own province to thoroughly work it, building up for Manitoba a solid reputation in the natural sciences and keeping the honor of it to our own country and causing other countries to refer to us for information where we now must appeal to them.

In a few short weeks now spring will be upon us and it behooves every teacher to prepare at once to do some practical work in the field so that he or she may be able to work in the proper manner when a superabundance of materials is at hand. Let every one begin. Watch every living creature you see and learn to draw accurate pictures of shape, color and action upon the mind. Transfer them to paper, and forward them to this department where they will be criticized and their shortcomings pointed out. It matters not if your communication be a question, a criticism or an experience. Let us hear from you. An experience or lesson recited by a pupil is corrected by the teacher, thus showing the pupil the fault to be avoided or the omission to be filled in the future recital. So by pointing out your shortcomings in observation you will be drawn into the true channel, and your individual effort will help yourself and others and maintain the interest in these highly important and interesting subjects.

In the School-Room.

EDITED BY W. A. MCINTYRE, B.A., WINNIPEG NORMAL SCHOOL.

We publish Miss Stratton's plan of teaching the Little Book with pleasure. Any method is orthodox which causes pupils to understand and feel and enter into loving sympathy with the thought of a selection: and no dry-as-dust analysis, no examination of figures, metre, structure and style is worth anything unless the pupil thereby comes into touch with the author as he expresses the beauty that has been born in his soul.

* * *

My class of five boys and myself had such a pleasant reading of "The Brook Song," by James Whitcomb Riley, the other day that I am tempted to try to repeat it for the Journal. It will be conducted exactly according to orthodox methods, but we got great pleasure out of it and I think all grasped its beauty.

"Well, boys, have you read the whole of this poem?

"Yes," (gleefully).

"How did you like it?"

"It is FINE!"

"What is it that you specially like?"

They find it difficult to tell.

"Just read it once for us, Bertie. Now can you tell?"

"It is the way the words fit together."

"What does it make you think of?"

"The way the brook goes itself."

They are lucky enough (even in this prairie country) to have seen a spring brook that lasts for a month or two. They have seen it "swerve and crawl and crook," have watched its "ripples one by one

Reach each other's hands and run
Like laughing little children in the sun."

"What else have you seen?"

"We have seen a bumble-bee tumble into the water. Oh! yes, and heard him grumble."

"Why do the water bugs laugh at him?"

"Because he is not used to swimming as they are, and is clumsy at it."

They have watched a leaf sailing down the stream, and are delighted with the dragon-fly who "rode away and wasn't scared a bit,"—would like to ride with him.

Don't know much about "truant" boys, but can fancy that it would be delightful on a hot summer day to "lean and listen to the lilting melody."

When we read of the "happiness as keen to him as pain," we also read bits of Shelley's "Skylark," where the same idea is expressed in describing the bird's song.

"Why does he bid the brook 'laugh and leap. Do not let the dreamer weep!"

"Who is the dreamer?"

"Himself, now that he is a man; he misses so many of the things he enjoyed as a boy that the more he remembers them the more he feels like weeping over their loss. But if the brook keeps on singing he may just enjoy its song until he imagines himself once more a boy and grieves no more for his lost joys.

Neepawa, Man. BARBARA STRATTON.

Notes from the Field

FRENCH-ENGLISH TEACHERS CONVENTION.

The annual convention of the French-English teachers of the province was held on Feb. 28th and March 1st in St. Boniface. It was a great success, 75 teachers being present. An opening address was delivered by the chairman, Mr. Prenovault, welcoming the new inspector, Mr. Goulet. This gentleman made a most appropriate reply promising a most encouraging help to the sacred cause of education. Mr. Letourneau read a very suggestive paper on the teaching of Primary Arithmetic which led to a lively discussion. In the afternoon Miss A. Keroack read a very suggestive paper on "The Influence of Education and the Important Part History Must Take in It." It was inspired by the most genuine patriotism and love of children, and dwelt on the responsibility of the teacher towards God, the country, the parents and the child. The next day Miss Rheaume read an excellent paper on Literature, laying as much stress on the teacher of the subject as on the teaching itself, the method was illustrated by a few pieces of poetry. Mr. W. A. McIntyre gave a most interesting address on "Education, Its Means and Its Ends." Mr. McIntyre's sympathy for both teachers and pupils, his zeal for education, and the masterly way in which he handled the subject kept the audience spell-bound for an hour. The afternoon was devoted to business matters and the elections, which gave the following results: President, Mr. Letourneau; Vice.-President, Miss A. Keroack; Sec.-Treas., Mr. Leblanc; Executive Committee, Messrs. Cleroux and Prenovault. The evening concert was honored by the presence of His Lordship, Archbishop Langevin, Inspectors McIntyre, Goulet and Young, the teachers of Mulvey school and pupils from the Normal.

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B. C. MAINLAND TEACHERS'S CONVENTION.

The second annual convention of the Mainland Teacher's Institute has been one of the most successful in the history of the Association, an unusually large number of teachers being present, and the presence of two leading educationists of the neighboring State of Washington giving an additional interest to the different sessions. President R. Fraser in his opening remarks welcomed the teachers to the Institute and expressed the hope that the papers read and discussions evoked would be beneficial to all in attendance. An excellent paper on Primary Geography was read by Mr. J. A. Ingram, of the East School, Vancouver, in which he strongly emphasized the fact that too much time was taken up in text-book work and not enough in observation work in the presentation of this important subject.

During the second session an interesting and practical paper on Grammar was read by Mr. Knapp, whose contention that too much Grammar and too little Composition is taught received the hearty sympathy of the teachers present. Professor Brintnall, in speaking to Mr. Knapp's paper, strongly emphasized the necessity of much oral work in Composition.

During the evening session, Prof. Brintnall, Editor of the N. W. Journal of Education, Seattle, addressed the Institute, pointing out that the formation of correct habits is THE important thing to be accomplished by the teacher. He dealt with the question from a psychological basis, and was listened to with rapt attention by all present. Professor A. B. Coffey, of the University of Washington, followed with a most inspiring address on the subject Poetry. This was a literary treat, and the Professor's effective rendition of Field's "Little Boy Blue," and some lyrical selections of Burns, Riley and Longfellow were much appreciated.

The second days proceedings began with an interesting address by Inspector

Wilson, who gave an account of his recent visit to the schools of California. Mr. D. Anderson followed in a paper on Spelling, advocating a reform in spelling along phonetic lines, giving many good reasons in support of his theory and showing the disadvantages of the present form of orthography. "History of Words" was the subject of a very interesting paper by Mr. L. Robertson.

The last and one of the most interesting numbers on the programme was an address by Prof. Siffrell, Principal of Columbia College, on "The Philosophy of History." The learned Professor spoke of the influences that had been at work to produce national life as we have it, and in a brief review of the history of Europe showed the underlying principles of historical perspective, and of the guiding principles that have led up to our present civilization.

The program was varied by musical selections and songs by leading artists of Vancouver and New Westminster.

Supt. Cowperthwaite, of the city schools Vancouver, gave the teachers present some practical advice in connection with their labors.

The following officers were elected for 1900:— President, R. J. Clarke, New Westminster; 1st Vice-Pres., T. Leith, Vancouver; 2nd Vice-Pres., R. C. Stewart, Vancouver; Treasurer, Miss Millard, Vancouver; Rec. Secretary, Miss E. Rogers, New Westminster; Cor. Secretary, D. Anderson, New Westminster; Executive Committee, Misses McFarlane, Hay and Bennett and Messrs. Ogilvie and McRae.

Inspection Notes

EDITED BY INSPECTOR ROSE, BRANDON.

One of the most difficult as well as important duties of trustees is the selection of the teacher who is to guide the destinies of the school for the year. It is, unfortunately, to some extent a sort of lottery, this advertising for a teacher and picking out one from twenty or thirty applicants. It is true that the letter of an applicant often unconsciously tells a great deal about the applicants character and mental equipment. Frequently, however, it conceals much more than it reveals, the science of chirographomancy being in its infancy. But if trustees find themselves at a loss to know what to do in regard to their selection of a teacher, they at any rate need make no mistake in their choice of books for their school libraries. There may be some doubt as to the qualifications of a certain teacher, but there are thousands of books upon which a favorable decision has been pronounced by the world. A few such books or one of them may exercise a controlling influence upon the life of a school boy. The teacher comes and goes and his place is taken by another. The influence of the library is more or less permanent. The library should grow steadily in extent and should at least not deteriorate in quality.

The Virden School Board have recently added to their library a set of Parkman's works, the beautiful Frontenac edition, 16 volumes, (G. N. Morang). The price of this set would, it is true, pay the salary of a teacher for a month, but we can feel quite sure that the investment is a wise one. Parkman's work is a classic.

In the introductory essay John Fiske says that Parkman combined something of the philosopher, something of the naturalist, something of the poet, and that all these are necessary to the making of an historian. If a knowledge of Greek and Roman history is thought to be a necessary part of the outfit of a scholar what shall be said of a stage of evolution "far more ancient and primitive than that which is

depicted in the Odyssey or in the book of Genesis." He goes minutely into the ancient phase of human society which existed here before the advent of the white man. "When Champlain and Frontenac met the feathered chieftains of the St. Lawrence, they talked with men of the stone age face to face." He gives an account of the struggle for the soil of North America "a struggle no less important than that between Greece and Persia or between Rome and Carthage."

The Houghton Mifflin Company are issuing a new series of books which should be very useful in our schools, the Riverside Art Series, $1 a year, quarterly. Four numbers have appeared : Raphael, Rembrandt, Michael Angelo, Millet. Each issue contains several representative pictures of the painter, and tells what each picture is, its story, why it is famous, who painted it. and what kind of man he was. —S.E.L.

* * *

The voice of the little child is pathetic, persuasive, winning, beautiful. The emotions of the child soul, no matter how intense they may be, find adequate and dramatic expression. This expression he gives as naturally and easily as he expands his lungs. The just emphasis, the correct inflection, come with as little conscious effort as the closing of the eyelids in sleep. We are too prone to think of inflection, pause, emphasis, rate and so forth as things which the child must get from us. We are in a much better position to learn these things from him than he is to learn them from us. As a leading English writer puts it, "Am I to set about teaching a child how to inflect his voice when he pities a dead robin, or when he exclaims at a flash of lightning or shudders or clasps his hands over the thunder; when he thanks me for a new toy, or when he preaches a sermon to his counterpane; when he exhorts or threatens his soldiers or his brother, or when he calls his nurse or his sister wicked names?" But this pathetic, persuasive, winning child-voice with its dramatic power usually—not always—disappears shortly after the child enters school. It dies and its place is taken by the "school tone." It is is seldom restored to life though its spirit for a time haunts the play-ground but never ventures within the sacred precincts of the temple of knowledge. Is there anything in the nature of the child which makes it necessary that this rare dramatic power should be thus lost? Is it something which, like the prattle of the infant, belongs only to childhood, or is it like other God given faculties something which may be developed by exercise? Are we to look upon Irving and Bernhart as freaks or simply as notable examples of the result of the natural development of this power of dramatic expression which is a part of the equipment of every normally constituted child? How may the subject of reading be so taught that this child voice may in its main characteristics be preserved?--A.S.R.

B. C. News Items.

Victoria is agitating for a new high school building—it is much needed.

The Annual meeting of the B. C. Teacher's Institute will be held in Vancouver at Easter.

Important amendments to the School Act will be made during the next session of the Legislature.

The annual report of the Superintendent of Education for the Province has been placed before the Legislature.

Vancouver school trustees think that their principals should not take a prominent part in municipal politics.

Mrs. Wm. Grant headed the polls during the recent election of trustees in Victoria. She polled a larger vote than any before recorded in a provincial school election.

The "Vancouver Saturday Night" comes out strongly and convincingly on the justice of paying women teachers on the same basis as men are paid. The Provincial press has not as yet brought forth an argument contra.

The Provincial Teacher's Institute of British Columbia will hold its annual meeting in Vancouver on April 17, 18 and 19. The programme provides for the General Sessions, and also for Section Work for the discussion of matters important in daily class-room exercises. The names of many prominent educationists of B. C., are on the programme, and also that of Mr. D. J. Goggin, M. A., Supt. of Education for the N, W. T., who will give addresses on a number of important topics.

Editorial Notes.

Within the last three years some of the teachers in the intermediate schools of our province have deserted the ranks, others have made a flank movement to render service in other parts of the province, while the few, in a state of seige, are looking blindly into the distant future hoping that in some miraculous way relief may come to them. But alas, too often the expected relief is not forthcoming. That these frequent changes are detrimental to the best interests of education is apparent to everyone who recognizes that the average child has to be led cautiously and by easy stages, if he is to be victorious in his mental and moral battles. If effective teaching and proper discipline in our schools depend to a great extent upon the

permancy of the staff, some system should be adopted that would entail a financial oss to the teacher who is ever anxious for a change. Bookkeepers, telegraphers and men in mercantile business know their financial prospect but the majority of teachers have no idea how their bank account may be affected by a change in the composition of the school board. It is to be hoped that the agitation in some parts of our province, in favor of graduated salaries, may spread, and be the means of raising the standard of the teaching profession. As an instance of what may be accomplished in this direction by school boards, we cite the action of Carberry school board. At a recent meeting of the board a special committee, composed of J. D. Hunt and Dr. Eaton drafted a scheme of progressive salaries for the different rooms, based on length of service, certificate and efficiency. The following is the schedule which came into effect Jan. 1st. 1900.

	1st Year	2nd Year	3rd Year.
Primary	...$450	$475	$ 500
2nd Room	.400	450	500
3rd Room.....	.400	450	500
4th Room.....	.400	450	500
5th Room.....	.500	550	600
Principal.....	.850	900	1000

Reviews.

One of the most delightful collections of songs and jingles for kindergarten and primary work we have yet seen is "Mother Goose Rhymes and Jingles," published by Wright & Co., 368-70 Broadway, New York. The book is beautifully illustrated and printed on heavy deckle-edged paper. The marches are lively and catchy, while the old favorites of childhoods days, Little Bo-Peek, House that Jack Built, Little Boy Blue, etc., with their delightfully sweet and simple airs must appeal to every mother and teacher.

The Canadian Magazine for March is a military number and contains much matter of interest to Western Canadians. The Canadian Magazine is nothing if not patriotic and this spirit is shown in the selection of the many well illustrated articles in the current issue.

Ginn & Co. have recently issued a new series of nature readers. "All the Year Round, spring, summer and autumn by Frances L. Strong, of the St. Paul Teachers Training School. Part III "Spring" is particularly helpful to primary teachers at this season of the year. This book will not only furnish new and excellent reading matter for the children, but will at the same time stimulate them to think and open their eyes to the many wonders Mother Nature is daily unfolding to them. There are many delightful stories and legends of our commonest prairie flowers, and even the frogs, toads, pigeons, snipes, and owls are not forgotten, as each receives a share of attention. The poetry selected is good and at the same time bright and and just the sort the average child loves to memorize. Books of this kind should be in the hands of every teacher, whether in rural or city schools. The day is coming when even the smallest and most distant schoolhouse will contain its pupils libraries. Even now conscientious teachers can find some way of interesting parents and others in the most necessary work of instilling a taste for good literature in the

young, by feeding them on nothing else. Let each teacher make a special effort to have at least the nucleus of a library in her school before the end of the year.

The "Kindergarten Magazine" for March is brimful of good things for kindergarten and primary teachers. This is a periodical that well merits the faithful support it is receiving from many western teachers.

Departmental News.

DRAWING—GENERAL NOTES.

[MANITOBA].

1. From the Preface to the Editions of 1898.

"If we should wait until the pupils were equal to producing drawings which would compare not unfavorably with the examples in the books, even Book I would not be appropriate for young children. We must put aside the idea that ability to draw well can come as an immediate result of studying good examples or drawing from objects. There may be art feeling in the simplest and crudest effort, while it may be a poor drawing from the adult or technical standpoint. These books with their beautiful illustrations will fail in the inspiration they might otherwise give if the children are forced beyond their powers.

"Pupils will gain in individual expression and application by seeing beautiful things, just as they gain along similar lines by hearing and reading fine examples in literature. Therefore, in order that the children may develop in a natural manner, it is hoped that the teacher will accept even very crude results when these express the best efforts of the pupils."

2. PICTURES SUITABLE FOR SCHOOLS are to be found in the local and all good Art stores. The following aids to the selection of a picture are suggested:

Catalogues of "Art Material for Public Schools"

By the Prang Educational Co., Boston, Chicago, New York;

By the Witter Company Art Publishers, New York.

Illustrative Prints, 1 cent each, (all types of subjects for schools) by The Perry Picture Company, Malden, Mass.

Books:—"Art and the Formation of Taste," by Lucy Crane.

"How to Enjoy Pictures," by Mabel S. Emery. Any bookstore.

3. The programme outlined for Drawing refers to City Schools.

In the Prang editions

The Elementary Course has 12 half-year books; 6 Manuals for Teacher.

The Course for Graded Schools; 6 Drawing Books, 1 Manual for Teacher.

The Course for Ungraded Schools; 1 Drawing Book, 1 Pamphlet Manual for Teacher

For Village Schools the following arrangement is advised:

In Grades I., II.—The primary work is indicated for City Schools.

In Grades III. to VIII.—The six books of the "Course for Graded Schools," or where the classes have to be grouped, three of these books placed thus:

In Grades III., IV.—Book 1.

In Grades V., VI.—Book 3.

In Grades VII., VIII.—Book 5.

The teacher adding work similar to exercises 12, 16, 18 of Book 6.

For Rural Schools:

Selections from the Primary work as defined for Grade I; use of the "Course for Ungraded Schools,"—which Drawing Book has typical lessons from the work outlined for Grades IV. to VII. inclusive.