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# EDUCATIONAL JOURNAL

## OF WESTERN CANADA.

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## Contributions.

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Replies to contributions will be welcome.

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### HISTORY.

Suppose an intelligent foreigner wished to become acquainted with our history, where should we begin and how should we proceed in the task of informing him? In our past history there are many starting points which seem convenient at first sight. We might begin with the fall of Quebec, only for the fact that our intelligent foreigners would be almost sure to ask, "How did it happen that France and Great Britain were at war?" and we should be compelled to take a fresh start and try to explain the conditions in New France and New England as well as the causes of the European difficulty. If we began with the early settlement of America by English and French colonists he would desire to understand why these colonies were started, and this would lead us back into some difficult problems of British and French history. It would not help matters much to begin by telling him of the advent of William the Conqueror in England because we should have to explain where William came from as well as the kind of civilization he found among the English when he won the day at Hastings. In order rightly to understand the civilization planted in Britain by the Romans we should have to understand something of the people who lived in the island and something of the military, industrial, legal and social ideas and ideals that guided the Roman conquerors in imposing their system on the islanders. We might make up our minds to begin with Romulus and take chances, but at this point our friend would likely inform us that he had only a limited amount of time at his disposal, and wasn't interested in Romulus at present anyway.

With our pupils in school it is different, they have no choice in the matter, and whether their time is limited or not they must be contented to begin wherever the teacher wishes. If they leave school at the time that a very large number do, have done, and probably will do, their knowledge of history will in extent cover not more than from 55 B.C. to say the death of Elizabeth, and their knowledge of what has happened during the last three hundred years will depend a good deal upon the interest which has been aroused in their minds by the teacher or the text book. It is as if one should take one of Walter Scott's novels, tear out the first hundred pages, and also the last hundred, and then rewrite the remainder in condensed form, carefully eliminating the interesting portions. No grown person would care for such a book; but the school children are expected to study history in this way and the teacher must make it interesting.

It is not necessary to go into the question of the use of historical tales. There is general agreement on this point. Our pupils are from the day they enter school until they leave, encouraged to read stories of ancient and modern history, folklore, stories of the heroic age, myths, legends, fiction and fact. Teachers do not confine them to any one age or country, but allow them to range the whole field and enjoy themselves. But at some stage in the pupil's experience he is expected to "study formal history," as the phrase is, and the programme of studies points the way:—"Canadian History, Clement Chap. 1 to 15;" work to be begun when the pupil is about twelve years of age. But if the pupils cannot protest against this method of procedure, the intelligent foreigner can, and he is likely to tell us that he is more interested in our own recent history than in that of the Pilgrim Fathers or the company of One Hundred Associates. He will probably add that if the account we give him of the institutions by which we have been working out our political, judicial, and social salvation proves interesting, he may then be impelled to enquire how these institutions came into being. In this way and by this means only he may be induced to study the past. If what happened during the first half of the nineteenth century throws any light on what happened during the latter half he will investigate the former. But you must first show him some reason for delving into the past. It is vain to assure him that our history has an interest of its own, that the events were interesting apart from their bearing on what exists to-day. He replies, doubtless there are interesting stories in our history, but he is a student in search of information, not a tourist seeking for an entertaining story to while away an hour. He has novels in plenty in his trunk. Accordingly you begin and give him an account of our political institutions, municipal, provincial and federal, and our relation to the Mother Country. You also tell him of our judicial system; and you are likely to compare both favorably with the corresponding institutions in the States. We may be quite sure that when you have finished your account of the system under which we live, he will, being an intelligent foreigner, immediately enquire how long our experiment in government has been in operation, and on being informed that confederation was accomplished a little more than thirty years ago, he will ask how things were managed before the present system came into operation, and what were the causes which led to the adoption of the present system. This seems to be a legitimate enquiry. He has become acquainted with certain facts, or if it sounds more imposing to say so, he has examined certain historical phenomena, and he desires to know the condition under which these phenomena came into existence. He is now in a position to trace back step by step, just as far as he has time or inclination to do so, the growth of our institutions. It is not possible to predict in any given case where the study of history is likely to stop, but there can be little doubt as to where it ought to begin. It should begin here and now.

I shall not undertake to say how much time should be spent in school with beginners in studying our political and judicial system. That is a matter which experience must decide. Of one thing we can be quite sure: This study should not aim at anything more than a good working knowledge of these institutions. Any attempt at exhaustive study will defeat the purpose in hand.

When the student has a fair idea of our institutions he will then be prepared to study the era of Canadian history from 1840 to 1867. It is not of course intended that he shall take up the events of the year and then the events of the previous year and so on. The idea is to study masses of events, or periods,

beginning with the more recent period or era, and then going to the period immediately preceding. He is thus always in a position to compare the thing, event, condition, or institution under consideration with something existing at the present time which he has already come in contact with in actual teaching. We always recognize the principle here involved. We explain the Witanagemot by having our pupil think of something like it in existence to-day. Usually we find that the pupil gets a rather hazy idea of what the Witanagemot really was and did, because he has a hazy idea of what our present legislative machinery is like. We usually try to proceed from the known to the unknown. What is proposed in this paper is that we shall do for our pupils systematically what we now do in a haphazard and perfunctory way, so that they shall have clear and definite ideas to work from.

However, it will be much more to the purpose, at any rate to the purpose of the teacher actually engaged in teaching, to go into detail and show how these principles are to be carried out, than to take up space stating or defending them. Let us suppose that the preliminary work has been well done. The pupil should then deal, under guidance of the teacher, with the era of responsible government, 1840-1867; then with the era of representative government, 1763 to 1840; then with the era of purely military rule, 1760 to 1763; then with the era of the French regime. We are concerned at present with Canadian history, so we shall not go into old world affairs very far, but take up a second phase of the subject, namely, Foreign Relations, which is really a study of enterprises, wars, and treaties and maps. A third phase is Domestic Affairs—Federal, Provincial, Municipal. Following is a fuller development of this plan, which is submitted for the criticism of the working teacher:—

—A—

1. PREPARATORY STUDY.

- I. Geography:—Provincial boundaries, Population, constituent race element, religion—Industrial and trade, commercial rates.
- II. History, (a) Political Institutions.—The School District, The Municipality, The Province, The Dominion. Relation to Mother Country, Function and Powers of each Organization, Judicial System, Contrast with U. S. Constitutions.
  - (b) The Great Powers, Concert of Europe, Eastern and Far Eastern Question, Monroe Doctrine.

2. ERA OF RESPONSIBLE GOVERNMENT—1840-1867. See map.

- I. Causes keeping the Colonies back.
  - a. British political ideals (of Roman Imperial Policy).
  - b. Vast and sparsely settled area.
- II. Causes leading to Union.
  - a. Abolition of preferential trade policy by Great Britain and adoption of Free Trade 1846.
  - b. Deadlock in Canadas (double majority principle, Rep. by pop)
  - c. Desire for better trading facilities (Intercolonial wanted).
  - d. Desire for mutual defence and support (Growing military power of U. S.—Fenian Invasion.)



### III. Steps towards Confederation.

- a. Charlottetown Conference 1864.
- b. Quebec Conference 1864.
- c. London Conference 1866.
- d. B. N. A. Act 1867.

### 3. ERA OF REPRESENTATIVE GOVERNMENT—1763-1840.

#### A. 1791-1840.—Conditions precedent to Act of Union.

##### I. Ontario, (a) Religious Situation :

1. Marriage Acts 1793-1798-1831.
2. Clergy Reserves 1791-1855.
3. Educational struggle—Strachan and Ryerson.

##### (b) Political Situation :

1. An official class rule.

Domination by U. E. Loyalist, Anglican Official Class : The Family Compact.

##### II. Quebec, (a) Unavailing struggle for redress of grievances with local Government.

1. Favoritism shown to U. S. Loyalists and officials in land grants.
2. Unfair taxation.
3. Refusal to separate judicial and legislative authority.
4. Muzzling the Press.
5. Arbitrary use of Governor's prerogative in dissolving Parliament.

##### (b) Appeals to Home Government unavailable.

1. Colonial office in Judges controversy.
2. Revenues Control Act.
3. Ninety-two Resolutions, Responsible Government refused—Rebellion.

Domination of French Majority by English minority under colour and shadow of Constitutional Act 1791—Rebellion, Durham's Report, Act of Union 1840.

#### B. 1774-1791.—Conditions precedent to passing of Constitutional Act.

##### I. Maps of Canada.

##### II. Government by Legislative Council of 17-23 members (no assembly).

##### III. British Criminal Law, French Civil Law, Disturbing element : Immigration of U. E. Loyalists.

#### C. 1763-1774.—Semi-military rule, Governor and Council, Governor the General of the Army, English Law.

### 4. ERA OF PURELY MILITARY RULE—1760-1763.

Districts of Montreal, Three Rivers, Quebec, Centres of Government.

### 5. ERA OF FRENCH REGIME—Compare French and English Colonies as to

- I. Mode of Settlement.
- II. Religious Ideals.
- III. Industrial Ideals.
- IV. Social Ideals.
- V. Political Ideals.
- VI. Old France and old England compared. End of French Regime in seven years war.

## —B—

## FOREIGN AFFAIRS.

## 1. QUESTIONS RELATING TO BOUNDARIES.

## I. Questions pending.

1. Alaska—Joint High Commission 1899.
2. Newfoundland.

## II. Questions settled—A study of Wars, Enterprises, Treaties and Maps.

1. Treaty of Oregon, 1846.
2. Ashburton Treaty, 1842.
3. Treaty of Ghent, 1814.
4. War of 1812-14.
5. Treaty of Versailles, 1783.
6. Revolt of the U. E. Colonies, 1776.
7. Quebec Act, 1774.
8. Treaty of Paris, 1763.
9. Seven years' War, 1756.
10. Maps of Canada prior to 1759.
11. Maps of Rupert's Land.

## 2. FISHERIES DISPUTES.

- I. Atlantic—Commission Quebec, 1898.  
Commission Halifax, 1878.  
Washington Treaty, 1870.  
Reciprocity Treaty, 1854.

- II. Pacific -- Commission Quebec, 1898.  
Behring Sea Award, 1893.  
Acquisition of Alaska, 1870.  
Treaty of 1820.

## —C—

## DOMESTIC AFFAIRS.

## I. FEDERAL:—

- A. Revenue (Preparatory sketch of Theories of Taxations).  
Preferential Tariff 1896, N.P. 1878, Recip. 1854, Recip. 1854,  
Pref. Trade 1842, Remuneration Act 1778.
- B. Franchise and Civil Rights.  
Franchise Act, 1898, Franchise Bill 1885, Redistribution Bill  
1885, Slavery Abolished 1833, Decision Court of K. B. 1800, Act  
1793, Quebec Act 1774, Jewish Disabilities 1807.
- C. Immigration.—See Index Clement p. 346.
- D. Militia and Defence.—Boer war 1899, R. R. Rebellions 1855 and 1870,  
Fenian Invasions 1870-1867, Rebellion 1837, War of 1812.
- E. Railway and Waterways.—C. P. R. 1885, Intercolonial 1867, Sault,  
Welland, Rideau, Carrillon, Chambly, Lachine Canals.

## II. PROVINCIAL:—

- A. Manitoba School Act 1890, Confederation 1850, Bill of Right—Refer  
to immigration of French, Preservation of French Rights at  
Fall of Quebec 1709, New Brunswick School Question.

- B. Jesuits Estates Act 1888, History of order, suppressed 1773, Restored 1814.
- C. Disallowance of Ry-Legislation, Norquay, C.P.R. bargain, Terms of Confederation.
- D. Streams Bill (Disallowance) 1881.
- E. Letellier De St. Just, dismissed 1878.

### III. LOCAL AFFAIRS :—

- A. Note case of P.E.I., Municipal Act 1852, Municipal Act 1841, (also N.S. and N.B.) Canadian Feudalism, Seigniorial Tenure.

### MUNICIPAL GOVERNMENT :—

- B. Educational Affairs, Provincial History.

S. E. L.

## NATURE STUDY.

William C. Sandercock. Lauder.

The following sentence is from Mr. B. J. Hales' article in THE JOURNAL (April, 1900) entitled "The Aesthetic Element in Nature Study":—"The suitability of plants and animals, or their parts, for the work they must do, offers an inexhaustible field for study."

These words contain a very important thought for all of us who have children under our care, to whom we must act as guides in the exploration of nature. As soon as the children have the idea that everything in a plant either serves or has served a purpose in the economy of the plant, there is, perhaps, nothing in which they will take more interest than in trying to learn what purpose is served. Some may ask "what is the use of theorizing thus," or "of what benefit to us, even if we could be sure of the value of each organism?" As in some of our other subjects the aim is far less the giving of knowledge than the seeking of a mental or moral end. We cannot be sure of the origin and application of the organism in a multitude of cases, but the time spent in seeking the truth, even if it be not found, is not wasted. The great superiority of this subject lies in the fact that, though it may often hide the truth far from us, the paths where others have trod or the unexplored regions where we are first continue perennially to lure us on and on enchanted. The reasoning powers of the child are quickened into life by something with life in it, in cases where attempts with the exact sciences fail. Every flower that appears presents new problems for his solution. Every bird, and beast and butterfly has similar enigmas hidden away.

And, if the subject was a practically useless one, which it is not, yet the child is having the idea of utility stamped indelibly on his moral fibre. He is learning beauty also, as Mr. Hales has shown, for beauty is also fitness. These are moral qualities of great importance, and are of far more weight with us in the schoolroom than the correctness of an hypothesis. If the hypothesis has a measure of probability in it we can forgive its final fallacy for the intellectual exercise it has given the pupil. In this strength we hazard our theory, enunciate a proposition as it were, and look for proof.

Let us apply it in the particular case of *Anemone Patens* :—

1. Why do the leaves not appear until after the flowers? The flower is the important part of the plant. The ground is too cold at this time of the year to

set up an extensive gathering of food. A certain amount is stored away in the root in the fall, and this is at once used for the flower.

2. Why has the flower such a short stem? It is much warmer in the grass two inches from the ground or three than up in the winds, which are as yet cool.

3. Why do the stigmas grow into feathery appendages to the seed? It is an arrangement for seed dissemination by the wind.

4. Why does the stem grow so long when the plant is in seed? To give the seed-feathers the best advantage of the wind.

5. Why are there hairs on the seed and they reflexed? It is an arrangement for self-planting. Illustrate with a barley awn or a gopher tail. The feather on the seed, acting like the feathers on an arrow, insure that the seed shall fall point downward on the soil.

6. Why do the leaves grow at all when flowering is over? To store food in the root for the next season.

7. And now for one of those deeper questions that keep the subject ever new even for those who are old in its study. Why is its stem hollow? Here is room for theorizing. (a) Its rapid growth in the spring necessitates that it be herbaceous; the tubular form gives strength. (b) Economy of material is served. (c) It is an inheritance from an aquatic ancestor.

EVIDENCE:—(1) A review of all the plants in this family that I can remember, shows many with hollow stems. (2) That review, coupled with a perusal of my Manual (Gray), shows the family to be aquatic in a marked degree, *e. g.*, the genus *Ranunculus*, Marsh Marigold, etc. (Note the frequent repetition of "moist, shady places," "bogs," "rich woods," "swamps and wet meadows"). (3) Aquatic plants appear to like the hollow or porous form of stem, *e. g.*, Umbelliferae (which contains many aquatic species), Alismaceae, etc.

An additional clue is provided when we ask:

8. Why are the leaves divided and cut? and take in reply Grant Allen's essay on "A Sprig of Water Crowfoot," in No. 26 of the Humboldt Library of Science. He remarked on the frequency of the form with submerged leaves, and thought it would serve the purpose of collecting scattered particles of food while the water flowed through the branches.

These are only examples of the questions that might be raised, and though some of them may appear too difficult for the fourth and higher standards I believe it is only an appearance that will vanish as we approach it. The purpose, however, has been more to illustrate the principle than actually to give the class a lesson. As for the theories, what though they be all wrong? If we can teach the child to think (and there are problems all can think on) we shall have gained a more worthy end.

One more thought in closing. There is an advantage to you as teacher in not knowing all, or, if you do, in not showing it. Be a student and continue so to be. The children love to consider that their efforts to help teacher and find new facts for him are not only appreciated, but of real value. Their enjoyment of his delight in finding a new and beautiful fact is as keen as their own delight at first finding it. Do not lose the benefit of this fact.

## A CALIFORNIA CRITICISM ON THE CANADIAN TEACHER'S DISCIPLINARY GYMNASTICS.

When the deluded trio Phil and Georgey and Charlie left their puzzled and puzzling teacher that hot evening, they had already forgotten what they had been called back for, and were talking right merrily over the dainty punishment so ingeniously planned and dramatically executed. They had learned no lesson of gentleness, nor had they caught a glimpse of that avenging Nemesis, "which never yet of human wrong left the unbalanced scale."

The whole affair seemed a mere joke, and they were fully agreed that for ways that are dark, and tricks that are vain that teacher of ours is peculiar. Up to this fateful afternoon, we are told that the offenders had been "so good," or one might imagine Charlie, aged ten, ingenious and hardened enough to invent occasion for another interview just to see what the teacher would do next.

Either an offence does, or does not deserve punishment. If it does, and the teacher thinks the sin demands even corporal punishment, let him deal it out with little moralizing and no apology. When we violate a Nature's law, and nature at once retaliates with a good hearty ache, the lesson is unmistakable. We do not soon forget, and have a certain respect for the irate Dame. So often, it must be a whipping, prompt and courageous. If, "once in a way there come a day, when the colt must be taught to feel, the lash that falls, and the curb that galls," let it hurt. Anyone who understands a boy knows how little respect he has for a whipping which doesn't hurt. It's a sham, and he despises it.

But did the offense in question demand corporal punishment? No, it was not a great one, it was committed by children almost too good to be real,—for all the spring had passed and they needed no punishment. It called back, it would be enough to say with a meaning emphasis, "Go back, now, and like sensible citizens meddle not with your neighbors." Or possibly, "Sit here until you are ready to walk home without quarrelling."

Possibly to have let the affair pass unnoticed would have been better. Someone has said that a boy is like a galvanic battery that is not in connection with anything. He generates electricity and plays it off into the air with the most reckless prodigality. It is as much a boy's business to play off his energies into space as it is for a flower to blow, or a catbird to sing snatches of the tunes of all of the birds.

Doubtless Phil had already turned countless hand springs, slung a stone at the saucy meadow lark, "hollered," and tagged every youngster he'd passed, and still there was lots of pent up energy, a "spring stir" in his legs and arms which had to have some expression. Hence its "cuffing and slapping."

Perhaps Phil and Georgey were settling by force of arms which should have the precedence, for know you not that there is a street etiquette in the "Court of Boyville?" No royal court has the rank more exactly settled, and happy is the lad who by natural dignity or bravery has been saved the ordeal of fighting his way to "read his title clear."

Yes, I know we feel that, "it is mean to send a boy for a stick to whip himself." Ghastly business! Something akin to inviting a martyr to light the fagots which are to consume him. It is ludicrous, but why not eminently

appropriate? There must have been a horrible fascination to the two waiting culprits as they watched the mysterious juggling with the sticks, "I'll use Phil's stick to whip Georgey, Georgey's to remember Phil with," How each youngster wished in his sinful heart that he hadn't been so particular to choose the most brittle uncertain switch he could find.

And then Charley, the gentle, the lachrymose,—why should a teacher call upon such a one to witness the phantom whipping, unless to dull his naturally sensitive soul? Is it not against all the laws of pedagogy,—all the laws of goodness, to humiliate a boy by punishing him before an audience, or to insult any lad by inviting him to be that audience?

Then to inveigle poor innocent Charlie into the idea of witnessing the punishment of his fellows, ah gruesome delight,—and suddenly swoop down upon the lad who "never did any harm," with, "Thou art the man!" How awful! The punishment when at last the teacher brings the switch down vigorously was touching (?) No doubt Phil and Georgey thus miraculously delivered in the hour of their extremity, felt toward the wavering pedagogue, "Infirm of purpose, give me the dagger."

But to sum up the real points of the case: A teacher having once decided on a course of action should pursue it. He should give a punishment either to reform the offender or to protect the society over which he rules, not "to get a whack" at a pupil, but in the spirit of true kindness. He should not punish for an offense not committed. He should be too honest to make a statement and then deny it. He should teach gentleness by gentleness, and be not too impatient for results which only come with living. Neither should he willingly reveal his knowledge of a weakness of the pupil. All his treatment of his pupil should be frank and unaffected and earnest.

F. A. R. (Santa Clara, Cal.)

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## PUBLIC MEETINGS A NECESSITY.

A portion of Inspector Roger Gonlet's report in last issue struck me very forcibly, viz., his idea of public meetings, to be held by Inspectors, at which lectures shall be given on education and instruction. He says, "This would have the beneficial effect of enlightening public opinion and diffusing the proper spirit of earnest co-operation. Society does not look upon the teacher with the respect due to the importance and dignity of his calling. Several of our good teachers have left the profession because their services were not duly appreciated. The small remuneration has a most detrimental effect on the standing of our schools, as a lower grade teacher is often displacing a better one."

I think he has hit the right method—a method much more likely to be effectual than all the talking we teachers do at our conventions, because it would be more likely to reach the persons who most need to be reached. We may talk among ourselves and it will go little further, for, even if a few parents and friends of our pupils listen to us, they are those who are already impressed with the importance of the work to be expected of the teachers of their children. It is those who will not come to discuss matters with us that we need to reach.

And, moreover, it is the opinions of others than teachers to which we need to get them to listen. When we talk they say, "Oh, it is but natural that

teachers should have an exalted opinion of their work, but theirs are not unbiassed opinions."

And even if we get a lecturer to speak to the public at the evening sessions of our conventions, his words will carry less weight than they might at another time: for it will be said, "Oh, he is paid to talk so now," or "He is merely sailing with the tide." But if lectures on these subjects could be delivered occasionally in country churches or school houses, where a lecture is a novelty, many people would hear who otherwise would never hear nor think about such subjects.

Let the people once be thoroughly impressed with the importance of the work good teachers are doing, and little need be said to secure proper remuneration. The people of Manitoba at least, are willing, when they see a good thing that they must have, to pay for it.—*B. Stratton, Neepawa.*

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### THE JUDGMENT AND THE SENTENCE.

It is common enough to hear the words judgment and sentence used interchangeably. This is not only incorrect, but may lead to error. In our experience we have to deal (1) with thought, (2) with the expression of thought. This leads to two sets of terms, one set relating to thought products, the other set relating to forms of expression. On the thought side we have (1) the notion, (2) the judgment or its related forms the exclamation, command, and interrogation, (3) the argument and continued discourse. On the form side we have parallel to this (1) the word, (2) the sentence, (3) the syllogism, paragraph, essay, &c. The fundamental distinction then between judgment, and proposition or declarative sentence, is the fact that one term refers to the mind-product itself, the other to the expression.

The judgment as such is a simple act of thought. It is instantaneous. We do not think one notion and then another notion and then relate them, but the relationship of the notions is the judgment and is a single act. On the other hand the expression of a judgment in language takes time. In order to secure expression the judgment has to be analyzed and the parts synthesized. In the language of Creighton, "judgment we may say, is a single intellectual act: its conclusion is expressed by means of a proposition. The view which regards the judgment as a compound of two parts—subject and predicate—rests upon the substitution of words for thoughts. It analyzes the *proposition* (the verbal or written expression of the judgment) instead of the judgment itself. In the proposition the parts do exist independently of each other. The subject usually stands first, and is followed by the predicate. But there is no such order in the parts of a judgment. When one judges, "it is raining" or "that is a drum," the piece of knowledge is one and indivisible."

The practical application of this view is not difficult to make. In thinking, the pupil first gets whole thoughts or relations, he thus analyzes these and puts part over against part to get his sentences. It would be a serious fault if he thought in "sentence *parts*" rather than in "sentence *wholes*." But when he is not expressing his own views but striving to get the views of another from a printed page the process is reversed. He begins by dealing with sentences. He must do so, for he has nothing else to deal with. The sentence presents itself at first not as a unit, (except as a visual unit) but as distinct parts. These

parts or words give notions. Such notions, imperfect and vague at first, are roughly held in mind while the eye glances over the sentence-whole, and then they are all blended or related by an act of mind. In other words, in *composition* the order is (1) judgment, (2) the analytic-synthetic act, (3) the proposition; in *reading* the order is (1) the proposition, (2) the synthetic-anticipative act, (3) the judgment.

Similarly we have in the writing and in the study of literature the two related processes. (1) *The poet or author's side*: He has a feeling. It shapes itself into thought. It takes the form of words. These words are beautified. We have the written production. (2) *The reader's side*: We begin by studying the written production. The beauty of the rhythm and the fine distinctions in the use of words affect us. The thought takes possession of us. We have in a measure the feeling of the poet or author.

This is but saying that the mental act in reading is practically the reverse of the mental act in writing. In its own field the analytic-synthetic principle has a wide application. But there are fields in which it does not apply.

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### THE BRIGHT SIDE OF LABOR.

Where do poets get their themes?  
 In summer skies and silver streams,  
 Majestic mountain, peaceful plain,  
 And nature's songs of joy or pain;  
 And all that's glad, and all that's sad  
 Is versified, both good and bad.

Brave heroes' deeds, the plodding swain  
 In humble cot, the golden chain  
 Of love that links mankind to man  
 And God above, and never can  
 Be lost or changed. Those are the themes  
 That fire their souls; inspire their dreams.

But when did poet ever find  
 A subject suited to his mind  
 In school-room tasks, or books, or fun?  
 I think that surely never one  
 Did find of poetry a trace  
 In such a gloomy, prosy place.

Ah well, 'tis true, the school-room seems  
 A working shop, where love light beams  
 In feeble rays, and constant work  
 Is aye in order; if you shirk  
 Those irksome tasks, or break the rule,  
 Down comes the strap which rules the school.

But underneath this dreary mask  
 "Is there no heart to feel?" you ask.  
 Ah! Looking deeper, can't you scan  
 The moulding lines that make the man—  
 The future statesman, great man, seer,  
 Our future nation forming here?



While constant work is still the rule  
 Of life as well as public school,  
 'Tis well to learn it in our youth—  
 To love our work and love the truth.  
 Then love-light's poor and feeble ray  
 Will, brightening, rule the school away.

O ! School boy, plodding at your books,  
 Be diligent, the future looks  
 To thee. The great world needs the man ;  
 Then get the training while you can,  
 Do thoroughly whate'er you do,  
 Our country all depends on you.

—D. S. Tod, Treherne.

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It is reported that a young man, being examined preparatory to joining the church, was asked, "Under whose preaching were you converted?" "Under nobody's preaching," was the prompt reply: "I was converted under my mother's practicing." Did any preacher ever utter so powerful a sermon as the young man embodied in those few words?

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Never give up to children if they are in the wrong ; do not rob them of a memory that their mother and father were always true to their principles.—*May Ladies' Home Journal*.

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## Primary Department.

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### A RAINY DAY WISH.

7-

Oh, just listen how it pours !  
 Things are getting wet out-doors ;  
 I wish the sun would come and try  
 To make them all be nice and dry.  
 Little men and women and babyland.

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### THE RUNAWAYS.

Five little brothers set out together  
 To journey the livelong day ;  
 In a curious carriage all made of leather  
 They hurried away, away ;  
 One big brother and three quite small,  
 And one wee fellow, no size at all.  
 The carriage was dark and none too roomy,  
 And they could not move about,  
 The five little brothers grew very gloomy,  
 And the wee one began to pout,  
 Till the biggest one whispered, "What do you say ?"  
 Let's leave the carriage and run away !"

So out they scampered, the five together,  
 And off and away they sped;—  
 When somebody found the carriage of leather,  
 Oh, my how she shook her head;  
 'Twas her little boy's shoe, as every one knows,  
 And the five little brothers were five little toes.

—*Ella Wheeler Wilcox.*

### THE TIP-TOE SONG.

TIME 6-8.

*Mrs. L. Ormiston Chant.*

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

Like the gently falling snow  
 Softly we come creeping;  
 Lightly stepping as we go,  
 For our baby's sleeping.

Like the low wind on the grass,  
 In the twilight stealing,  
 Not a footfall as we pass  
 Children's steps revealing.

*Chorus*—Tip 'oe, to and fro,  
 Softly we come creeping;  
 Lightly stepping as we go,  
 For our baby's sleeping.

This is baby's slumber song,  
 Telling we are near her,  
 If her sleep be short or long  
 Waking we shall hear her.

### LOVELY MAY.

KEY OF D. 2-4.

5.	5.	6.	5.	8.	3.	5.	8.	7.	6.	5.	4.	6.	5.	3.	5.
5.	5.	6.	5.	8.	3.	5.	8.	7.	6.	5.	4.	3.	2.	3.	1.
2.	2.	3.	s4.	5.	6.	7.	—	7.	6.	3.	s4.	6.	5.	2.	—
2.	2.	3.	s4.	5.	6.	7.	—	7.	6.	3.	s4.	5.	—	—	5.
5.	5.	6.	5.	7.	3.	5.	—	7.	6.	4.	2.	1.	—	—	—

All the birds and bees are singing,  
 All the lily bells are ringing,  
 All the brooks are full of laughter,  
 And the wind comes whispering after,

*Chorus*—What is this the flowers say ?  
 What is this the flowers say ?  
 What is this the flowers say ?  
 It is lovely May !  
 The flowers say 'tis lovely May, lovely, lovely May.

Look my children, see the meadows,  
 When the sunshine chases shadows,  
 Are alive with fairy faces,  
 Peeping from the grassy places.  
 See the fair blue sky is brighter,  
 And our hearts with hopes are lighter,  
 All the bells of joy are ringing.  
 And our grateful voices singing.

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“I am coming—coming !  
 Here’s a leaf to say,  
 Spite of wind and weather,  
 Summer’s on the way.”

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### THE NEW MAN.

The new man is not here yet, but he is on the way. More properly, he is the coming man. He cannot be made up in a hurry, nor can he be made over, like last year’s dress, by being turned and newly bound. Man is not so easily adjusted when you come right down to it. From his very nature of strength and dominion he is firm and determined.

The only way to attain to the new man is to make him out of the present boy.

There is certainly no more current subject than boys, no more absorbing subject.

As a first requirement in the making of the new man out of this very present, omnipresent boy, nothing is more important, more indispensable, in fact, than a father and mother—a really good father and mother.

There are many most excellent men and women who have boys, but they confine their excellence to other departments, seeming to take the ground that a boy ought to be thankful for all his benefits, parents included, no questions asked as to quality.

This does not refer to the great unwashed population, but to the washed and polished, among whom it too often happens that where the parents are not good enough the house is too good.

A boy’s hands and feet are almost always dirty ; they must be. How can a boy get along in the world and keep clean ? If he is ever in the house any length of time he is nagged with “Do’s” and “Don’ts” till he is apt to become perfectly callous.

It is “Do take off your hat. Don’t throw it down. Wipe your feet. Don’t perch about like a monkey. Do sit down like a Christian. Go wash your hands. Don’t make a noise. Do get something to do.”

“What ?” Aye, there’s the question—*What ?*

A boy should be kept busy every moment of his waking life ; not working, but *busy*. Tradition and experience teach no truer lesson than that of the devil's employment office. To keep ahead of its arts, to anticipate its wiles, requires eternal vigilance.

Give a boy some regular, responsible occupation ; something to do that must be done ; something that has continued interest ; something to do the first thing in the morning—blacking shoes, tending fires, cleaning cellar, porch or walk, carrying milk or papers.

Give him hammer, nails, and all kinds of tools. He will soon learn to handle without hurting. Encourage him in making things—playhouses, boxes, carts, derricks. Give him a garden to cultivate, pets to take care of. Again, give him something to do that must be done, that he will do because he is interested.

How often arises that question—*what to do*—such a big question that it is dodged by sending the boy into the street, bidding him not to keep "running in." So he stays out until his boy's appetite—his big boy's appetite—brings him in.

Then, how is he met on that ground ? Is there not a continuance of more or less nagging during the meal to insure good manners ?

There is really no greater point in the temperance work than in feeding the boys. They should have good, strong, nourishing food, and plenty of it. Let the meals be something to be remembered, something to be anticipated.

Feed the boy, feed him well and plenty. Make a man of him.

Keep him at home also ; interest him in home plans for the evening, for rest and recreation. Let there be something to do, somebody coming, somewhere to go. Hold the boy from making too freely his own plans, or following those of some questionable comrade. The devil is abroad after dark—don't let him catch our boys out !

A boy should, as far as practicable, select and buy his own clothes—at least his furnishing goods. He should make out and check off his own laundry lists, lay out his mending, and be able to do it.

He should be often required to care for his own room, and to cook a simple meal, as breakfast or Sunday supper.

These are all manly accomplishments—anything is manly in a man that better qualifies him to protect and help a woman, to be her knight, her true helpmate in every way.

Stir yourselves, fathers and mothers ; come on girls ! Surely there is no greater, grander mission than this, having a hand in the making of the new man. Let us make him what we want him to be.—*Hal Owen.*

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People who entertain the cheerful expectation that English will sometime become a universal world language will be encouraged by the announcement that the German Emperor has given orders that English be made a compulsory study in the German high schools, displacing French, which hitherto has been compulsory, but is now relegated to the position of an optional study. Without drawing too large conclusions, this change has an undeniable significance. It means that for great industrial and colonizing nations, such as the Emperor wishes the Germans to be, a knowledge of English is more important than a knowledge of French. French will still be the language of courts and of diplomacy, but English the language of the markets.

## In the School Room.

### NATURE STUDY IN PRIMARY GRADES.

I have been asked to tell the JOURNAL'S readers what we are doing in Nature Study in my room. That is rather a difficult task, for our lessons are informal and my methods perhaps unpedagogical. However, here are some samples of what we do. Blow away the chaff and take the wheat (if there is any).

I shall begin as we began this spring. Now, don't think that we have been sleeping all winter, for we haven't (though perhaps we have been nodding), but with spring sunshine, I think there always comes a revival in our hearts—a desire to awaken to newness of life, and to work and grow. Well, one of these spring afternoons, when I came into my room, I found several large apples on my table. Naturally we began to talk about them. I found that nearly all the children had been in orchards in Ontario, and had seen the apple trees in bloom, so I asked them how an apple "came to be an apple?" Of course, it grew where the blossom fell off. But how? And why were there not as many apples as there had been blossoms? No one knew, and I was coaxed to tell the secret. So I told the old story of the "velvet bee who powdered his legs with gold," and carried the gold from the rich blossoms to those that had no little boxes of gold dust; of how the green cup with its little green seeds seemed to receive new life and to grow bigger and bigger, until it became the big, juicy apple in my hand. "Why," said one little girl, "that is just like the fairy with her wand changing Cinderella into a fine lady." We talked of the seeds, and how, if we planted them, they would grow until they produced more seeds. Then we opened them carefully and looked at them. I "wondered" if all the seeds were like this, and suggested that we try to find out. Would each boy and girl bring some other kinds of seeds the next day? And they did. (I had serious thoughts of opening a seed store). We soaked the seeds and used the magnifying glass to examine them. How would they like to plant some of the seeds of a few kinds, and watch them grow? Why, yes; every hand went up. "What makes them grow?" said one of the boys. What makes *us* grow? Air, food and water. Would we experiment and see if plants grow in the same way? And would someone suggest experiments? These were suggested:—(1) Cover a plant closely so as to keep the air from it. (2) Take two plants and into the water with which one is watered put a few drops of ammonia. (They had seen me do this when watering our geraniums). (3) Don't water a plant for a few days and see what will take place. Now we know how to make our plants grow. Each day we will take a look at them, note the changes and the differences or resemblances in them, and make drawings of them as the new leaves unfold. We have some seeds planted in cotton batting, some in soil, some in sawdust, and some on cheesecloth tied over a glass of water. In the latter we have a splendid opportunity of watching the roots, while in the former cases we can watch the plants above ground, occasionally taking up some to see the difference between the roots of those grown in soil and those in water. My class last year grew flax in a moistened sponge, where the growth could be watched without disturbing the plants. They also grew wheat and beans in boxes, until the ripened seeds were produced.

But our plants indoors do not furnish all the material for our plant study. We collect outdoor plants, which we study:—(1) As a whole. (2) Names of

parts. (3) Descriptions of root, stem and leaf, and their uses to the plant. (4) Describing, comparing, drawing, coloring, and simple classification of leaves and flowers. I might add that we do not use technical terms. I never could remember those big words, so I can't have the heart to burden my children with them.

The trees are just coming into leaf now, so we are trying to learn something about these larger plants too. Each day we take two or three questions. I cannot always answer them myself, but I give them to the class and we see how many of us can find the answers for ourselves. May I give some of the questions?—Do "pussies" grow on any but the village trees? Do leaves or blossoms come first on the trees? Can you give a reason for your answer? What color are the very young leaves? Are all young leaves the same color? Can you find any young trees that grew last year from seed? Where are they? Why do some trees send up shoots from the roots? What tree is the hardest to climb? What tree do you like the best? Where do we find bushy trees? And where the tall, slim ones? Can you tell why they grow like this in different places? etc.

While looking for something to tell each other about the trees we will have a good opportunity to see the birds, and, like the little Hiawatha, to learn their language, their names and their secrets. Shall I tell you how we began our bird study this year? One day we were having a lesson in "Number Work" when suddenly a bird just outside of one of our windows began to sing, "I'll bet you that's a robin," interrupted one of the boys, "It's the first one this year." Now was the accepted time. We listened together while our bird sang his old, sweet song. What was his song? Several answers were given, and one little girl said, "Oh, I know, we had it in one of our gems,—

Baby, what does the Robin say?  
Do you hear his evening song?  
He sits and sings his twilight lay,  
With a heart all merry and strong.

He sings 'Good-night, my baby dear,  
Sleep well, sleep soft, and do not fear;  
For somehow I know as I sit and sing,  
That God takes care of everything,' "

Number work was forgotten for a time. Each child had some "wonderful" thing about robins to tell. I proposed that during the next week we should find out all we could about our "Spring bird." As help I suggested a number of questions, among them "What color is the robin's breast?" This caused a laugh and someone said "Huh, it's red," but next week there was not one child to answer "red." Someone said it was a mixture of red, orange, brown and fawn, but when the answer came, "It is just like our Jersey cow" we decided to accept that, for the present at least. Well, I couldn't begin to tell you what we all saw and what we learned, but the strangest part was that everyone seemed anxious for more. I said that I wondered if *other* people were as interested as *we* were, but this only brought the questions "thicker and faster." Soon I found myself at my wits' end for information as to what *other* people had seen and learned. Pictures, stories and legends were soon devoured, and I found my bird-children still with open mouths. In my search for something to satisfy, I came across some reading matter:—

"We have a secret—just we three,  
 The robin and I and the cherry tree—  
 The birds told the tree and the tree told me,  
 And nobody knows it but just us three.  
 But of course the robin knows it best,  
 For he built the little—I won't tell the rest—  
 And laid the four little—something—in it.  
 (I'm afraid I shall tell it every minute)  
 But if the tree and the robin don't peep,  
 I'll try my best the secret to keep;  
 But of course when the little birds fly about,  
 Then the whole secret will be out."

I also found a beautiful little reading lesson in Ellen Cyr's primer. The parent birds try to teach their young ones to sing 'do-mi-sol-do'; the young birds make vain attempts; the father inspires them by drawing their attention to the blue sky and the pretty flowers; they all wish to sing, and finally one succeeds. There is no difficulty in getting good expression in this reading. But I'm afraid I'm "diverging"; I must come back to the robin again. When we have considerable information, we try to systematize it. This is a difficult task for Grade II, but we attempt it, and meet with better success than you might think.

In all this work (Is it work?) the only part that I play is that of overseer. Everything is learned by observation and experiment, supplemented by information gained from books, etc.

Now, I have written a great deal, and perhaps said nothing, and yet there is much more I'd like to say if it were not for a deepening vision of the Editor's W. P. B.

In conclusion, as the preacher says, let me ask a question, "Don't you think that our success is measured largely by our ideals?" "Not failure, but low aim, is crime." In the 1898 report, Supt. Goggin has given us a three-fold ideal, which has impressed me strongly. You will find an extract from this report in the February 1900 JOURNAL. Look up your old Journal. The article is well worth re-reading. And if we but partially read this ideal, may we not hope that, in years to come, one at least of the children, then grown older will, at the whisper of the May wind or the song of some little bird, pause to remember one of these lessons? And, if so, will we not be amply repaid for our work? And may we not hope that any seeds of tenderness which shall be dropped into good ground during these lessons may bring forth fruit, some thirty, some sixty and some a hundred fold?

ANNIE S. GRAHAM.

Carberry, Man.

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## THE ORAL EXPRESSION OF CHILDREN.

When a boy of eight stands before his teacher to tell something, he does not always succeed in giving adequate expression to his thought. His *form* may be bad; his *language* (general arrangement, sentences, words) may be faulty; his *voice* may be unpleasant. What is to be done about it?

I. As regards general *form*, i. e., his manner of standing and looking, his management of his hands and feet, the way in which he keeps his clothes, &c.,

the teacher can do much in every way. More particularly can she by example cause him to be all that she desires. If she is always careful to treat her pupils as if they were the elect of the earth, that is, if she will carry her best society manners into her own little social community; if every day and every hour she will practice the kind and loving look, that is, if she will be habitually polite; if she will be careful in her every bodily attitude to carry herself gracefully and with dignified bearing, that is if she will not sit on a table or swing back in her chair; if she will be neat and clean in her dress, adorned as a bride for the wedding, that is, if she will as far as circumstances permit keep clean from grease-spots and the dust of last month; if in short, she will be all that in her heart she would like to be in the most perfect society in this world, then there will be no difficulty on the side of *form*. For then she will instruct her pupils in *form*, and her instruction will be liked and heeded; but there never yet was preacher in pulpit or in school-room, who succeeded in permanently awaking a love in his hearers for beauty, truth or right, who did not lead the way.

II. As regards language little can be said here. Improvement is desirable, first of all in the use of words. Here again the living example and faithful supervision of the teacher are all-important. It is she whose ear is attuned to "sweet sounds and divine harmonies" that will be first to observe the crudeness and lack of elegance in her little ones, and it will be her delight to point to nobler forms and show the way. The play-ground with its spontaneous expression will be her opportunity, and if it is not there she teaches most of her lessons, it is there she learns what to do and what to teach. In sentence structure and general arrangement every reading lesson, every arithmetic lesson, every conversation will play its part. Iteration and reiteration with a view to improvement this is the law of progress. Without continued self-criticism there is no forward movement. And if to the direct work in class there is added the influence of a well-selected school library, so that the thoughts and manners of books may steal into the souls of pupils, there surely will be something to show for it as the days go by.

III. As regards *voice*, it may be said that the faults may be in enunciation or in production. Every teacher must be her own guide here; book wisdom will not suffice. She will find the flat *a*, the *u* sounded as a single vowel, the omitted *d*, the thin *i*, and she will find that no two pupils are alike. Hence she will be led to deal with individuals, and under such conditions her work will avail. And if she possess the voice that is "ever soft, gentle and low," if she has tuned it through careful watchfulness until it echoes the changing feelings of the soul, she need not fear but that "through slow degrees she will subdue *her little people* to the useful and the good." For in the presence of a voice that is musical distinct, clear-spoken, all harshness will disappear. Even in play the spirit of boisterousness and lawlessness will give way to the spirit of order and peace.

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## SCHOOL COLLECTIONS.

*What collections are you making this summer in your School? Why are you making them?* The value of a collection educationally is not that you may have something to look at, but that through collecting, observing, classifying, pupils may learn to perceive and know. The value is not in the collection but



in the making of the collection. But though a collection may be valuable from the stand point of science, it may be bad from the stand point of morality. Consider for example the making of collections of butterflies and birds' eggs. Here are some collections that are possible and if made in the right spirit will be profitable. (1) Woods, (2) Leaves (shapes, families, margins, veining, &c.) (3) Cross-sections of twigs, (4) Flowers, (5) Roots, (6) Production of Foreign Countries, (7) Grains, (8) Soils, (9) Manufacturers—cotton, linen, rubber, iron, &c., (10) Pictures—geographical, historical, (11) Scraps of information. Will anyone give us a paper on the making of collections by a school for school purposes?

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## Editorial.

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### NUMBER AND QUANTITY.

A. *The difference between Number and Quantity.* 1. Lay out on the table in two piles 25 cent-pieces, and 5 five-cent pieces. The piles may be compared as to value, weight, size, number. The comparison may be set forth by the following ratios: Value, 1 : 1; Weight, 21 : 1; Size, 30 : 1; Number, 5 : 1.

2. Change some of the cent-pieces to dollars, dimes and quarters. The first three ratios will be affected, *numerical* ratio will remain the same. *Number* is independent of the physical properties of things. In fact where no physical properties exist as in the case of wishes, threats, emotions, the process of numbering is quite possible. Number primarily answers the question *How often?* or *How many?*

3. In order to arrive at the ratios expressing value, weight and size, it was necessary to find in each case a unit of measurement and to compare each pile with this unit. Such units might be one cent, one grain, one cubic inch. The comparison of each pile with the unit of measurement was made by numbering. A comparison of quantities therefore necessitates (1) the employment of a unit of measurement, (2) the use of number.

B. *What comparisons may be made in pure numbers?* Take any 6 objects as different as possible and place them to the right, and any 18 objects as different as possible and place them to the left. It may then be asked:

1. *How many in each group?* (Counting) This counting is done by establishing a one to one correspondence between a series of objects and a series of remembered sounds. When the objects run out we stop the jingle of sounds, in one case at *six* in the other case *eighteen*. There is no comparison of an aggregate with a unit in this process.

2. *How many more in one group than the other?* (Addition and Subtraction) This leads to problems such as  $18-6 : 18-12 : 12+6 : 6+12$ . The results are primarily arrived at by counting, but the use of a decimal system and of known and remembered results enables us to change counting into relating by short methods.

3. *How many times is the number in one group greater than the number in the other group?* (Multiplication, Division, Partition) This leads to problems such as  $6 \times 3 : 18 \div 6 : 6$  is what part of 18? 6 taken how many times is 18? What simpler numbers express the relationship 6 : 18? In every case the relationship here is between numbers. Equality or inequality in the objects compared is

not a factor in the comparison. It is an open question as to what extent a child can make these relations in pure number. More particularly if the objects compared are intangible and imperceptible—mere objects of attention—is it a question how far young pupils can think the numerical relationship between the groups.

C. *What comparisons can be made between quantities?* Take a surface containing 6 square inches, and a surface containing 18 square inches. Each is expressed in terms of a fixed unit—the square inch. The relationship between each surface and the unit of measurement is expressed by the numbers 6 and 18. The following questions in *quantitative* relationship may be asked:

1. How many square inches in each surface? (Counting).
2. How many more square inches in one surface than the other? (Addition and Subtraction).
3. How many times is one surface greater than the other surface? (Multiplication, Division, Partition).

Here it is evident the comparisons are similar to those in which numbers were compared. In fact it is through number that the quantities are related or compared. But there is this peculiarity, that in every case numerical relationship is paralleled by a quantitative relationship. There is an objective illustration of the numerical relationship, that is to say, every conclusion reached may be tested by the senses or by some mechanical device.

D. *The practical problem for teachers.* The question now arises, "Should we begin work in school by a study of pure number, or by a study of relationships between quantities?" With all due respect to writers on this subject this question has not yet been satisfactorily answered. On the one side we have those who clearly define *number* and in their theory are consistent with their definition; but they do not show that the study of *number* is the most profitable study for children. They assume it. On the other hand are those who talk learnedly about the psychology of *number* whereas they have been discussing *quantity* and quantitative relations all the time. Now the great problem seems to be to determine the most profitable study for pupils of the first year. They cannot compare objects quantitatively without using number: and they may make hundreds of comparisons of quantity with very little perception of numerical relations. On the one hand it is possible that quantitative comparison may lead to visualizing—not thinking; on the other hand it is possible that the attempt to make relations in pure number may lead to *words, words, words*. We have opened up this subject simply to invite discussion.

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The teachers of the North-Central Division will hold their Convention in Neepawa on Wednesday and Thursday, May 22nd and 23rd. All are cordially invited to be present at the meetings.

The Convention at Baldur meets June 6th and 7th.

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There is a battle royal on in Victoria, B.C. It appears that the gentlemen engaged on the staff of teachers applied to the school board for an increase of salary, and the ladies, who were not consulted, are wishing to know where they are to come in. The usual letters, editorials and statistical tables, are well to the front.

There is probably no paper in the universe that would be editorially responsible for the following, except the paper that gave it birth—*The Canadian Teacher*. Does it not give dignity to our work? Do we not feel our hearts burn within us as we read? Yea, verily:

"A teacher writes requesting us to publish a test set of examination papers. Nothing we could give along this line would be half so valuable as our Examination papers of the past five years. To pupils who intend writing at the coming examinations these papers are invaluable. To make a pupil feel at home at an examination there is nothing like a perusal of these papers. There is a similarity in papers from year to year, and the pupil who is acquainted with the papers of the past few years is much better equipped than the one who is a comparative stranger to past examinations. In our own experience as a teacher we had our pupils give a careful study to the papers of the previous eight or ten years, and we found it to be time well spent. Give these papers a trial and mark the result."

It is such food as this that caused an Eastern correspondent to write in a recent letter something like this:—"We are plugging away hard preparing for the next exam. We have not many on hand, because we ran off most of the stock last year, when the percentage of successful candidates was the highest in the county." Well might we say, "from such an ideal as this, good Lord deliver us."

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According to the Bookman, the best selling books of last month were "Alice of Old Vicennes," "Eben Holden," "Richard Yea-and-Nay," "The Visits of Elizabeth," "Quincy-Adams Sawyer," "In the Name of a Woman."

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In connection with the Pan-American Exposition, at Buffalo, a teacher's entertainment Committee, consisting entirely of Buffalo teachers, has been organized. They undertake to provide rooms, meals, conduct tours, etc. The organization is responsible and is highly recommended. Apply to D. Upton, 433 Mooney-Brisbane Building, Buffalo.

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The summer school is not likely to materialize. Two teachers have expressed a wish to attend. Next!

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The following circular has been issued by the Department of Education:

"Complaints have come to the Department that agents are canvassing the trustees of the rural school districts for the sale of Yaggy's Geographical Portfolio, and that these agents are producing testimonials given by Inspectors and others over ten years ago, and making use of only portions of these, thus conveying an entirely different meaning from that for which they were given. This portfolio is not authorized, nor is it recommended by the Department of Education or Advisory Board. The Department wishes to warn trustees so that they will not be misled by these agents. The \$52.50, we believe, could be more profitably spent in buying more useful apparatus. This portfolio is not required for school work."

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The C.P.R. announce that Pan American rates are likely to be one-and-one-third fare, good for fifteen days at the Exposition. Those wishing to spend vacation in the East can not take advantage of this rate. A regular holiday ticket good to close of navigation—Winnipeg to Toronto and return—costs \$51.55 or \$55.00 according to mode of travel.

OF WESTERN CANADA.

We hold over for next issue an excellent article by our B. C. editor—Miss Agnes Deans Cameron. We have to thank contributors for their response to our appeal of a few months ago. Please “keep the pot a-boilin’.”

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MANUAL TRAINING IN MANITOBA.

A Holiday Course in the above important branch of education will be held in Winnipeg (or some other district if desirable) during the month of July, for teachers (ladies and gentlemen) of the Province of Manitoba.

It is intended to act as an introduction of this subject to the teachers, in order that they may become familiar with its value, and should there be any students who would like to complete the training necessary, opportunities will be given at future dates. The whole course will be entirely free to qualified teachers, and approved models will become the property of the students. Class will commence the first week in the holidays and will be held every morning from 9:30 to 12 noon.

All wishing to join should communicate at once with

WM. J. WARTERS,  
Superintendent, Winnipeg.

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*Attention is called to the fact that even with free editorial service and free contributions, the Journal no more than pays the cost of publication, and that prompt payment of subscriptions is most necessary to its continuance.*

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Book Reviews

WIGWAM STORIES.—By Mary C. Judd, Price 55 cents.—The author of this book has done a service to school children in bringing together in so attractive a form so much material that has been hitherto practically inaccessible to boys and girls. Part I. gives sketches of the various Indian tribes, their appearance, manner of living, customs, etc. Part II. tells of their traditions and myths. Part III. is devoted to the Indian of to-day, his condition and his present beliefs.

The book has an additional interest in being illustrated by Miss Angel de Cora (Hinook-mahiwi-kilinska), a Winnebago Indian and student of Howard Pyle.—GINN & COMPANY, Publishers.

**FIRST STEPS IN GEOMETRY.**—By G. A. Wentworth and G. A. Hill, ready in May.—The purpose of this book is to prepare the pupil for the study of formal geometry. The subject is approached on its concrete side, the inventive power of the learner is moderately taxed, and familiarity with geometric definitions and truths is secured by numerous questions, and by drawing exercises requiring the use of instruments. Pictures which bring geometry into relation with common life have been inserted, and considerable space has been given to practical applications such as the measurements of heights, distances, areas, and volumes. When the pupil who has learned what is contained in this book comes to the study of formal geometry, he can give his entire attention to the single task of mastering the abstract reasoning employed in proving theorems.—GINN & COMPANY, Publishers.

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### QUESTION DRAWER.

Is a bass singer's voice naturally pitched an octave lower than a soprano singer's, or is the difference due to a *limbre* of voice?—R. M.

The following from the *Britanica Encyclopædia* should answer :

*Pitch* depends on the number of vibrations per second ; and the length, size and degree of tension of the cords will determine the number of vibrations. The more tense the cords the higher the pitch, and the greater the length of the cords the lower will be the pitch. The *range* of the human voice is about three octaves, that is from fa-1 (87 vibrations per second) to sol-4 (768 vibrations). In men, by the development of the larynx, the cords become more elongated than in women, in the ratio of 3 to 2, so that the male voice is of lower pitch and is usually stronger. At the age of puberty the larynx grows rapidly, and the voice of a boy breaks in consequence of the lengthening of the cords, generally falling an octave in pitch. A similar change, but very much less in amount, occurs in the same period in the female. At puberty in the female there is an increase of about one-third in the size of the glottis, but it is nearly doubled in the male and the adult male larynx is about one-third greater than that of the female. In advanced life the upper notes of the register are gradually weakened and ultimately disappear, while the character of the voice also changes owing to loss of elasticity caused by ossification, which first begins about middle life in the thyroid cartilage, then appears in the cricoid, and much later in the arytenoid.

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### Inspectoral Notes.

The subject of spelling is receiving a fair amount of attention in the schools of this division. Writing on the whole is satisfactory. It should be taught however, so thoroughly that the hand would work automatically.

Music in the rural schools has made considerable advancement during the past three years. Some of the purest, sweetest, most enjoyable singing that I have ever listened to from average school children, I found in a rural school where the musical director was the director of everything else.

As usual Arbor Day has been observed as a holiday by nearly all the schools. This certainly is evading the very object for which the day was established and if the day is to continue as a permanent institution something more than "playing at" Arbor Day must be done. To encourage the planting, protection and preservation of our native trees and shrubs and to secure an acquaintance

with the best methods for the accomplishment of such results is the question before us, and it is a question that should claim the best thoughts of our farming citizens.

What is Nature Study? Some people fear it is a new thing that will require time, like arithmetic. That means more books, more reciting of lessons, another burden upon the council's over-burdened back. Nature study is only seeing the thing one looks at, and the drawing of proper conclusions from what is seen. It simply trains the eye and the mind to see and to comprehend the common things of life with the result of establishing a living sympathy with everything that is. Among the disheartened incidents in connection with the work is the frequent changing of teachers. A new teacher at least every year and often a new teacher each term is the rule and there are but few exceptions to it. No sooner have teacher and pupils become acquainted and mutual affection and confidence established than a change takes place and the same effort to become acquainted has to be repeated. Often, too, as the result of such procedure, the pupils are obliged to go over much of the same ground again and again, to say nothing of the impossibility of following any line of work to its logical conclusion. In such cases, trustees of low salaried districts are unable to retain their successful teachers, and strong protests are frequently made against the so-called "piracy" of teachers by the more wealthy districts. Certainly more consideration should be shown as to the time when such transfers are effected, but teachers must seize the occasion of promotion when it presents itself. If teachers are to show self-sacrifice in standing by their posts in the face of better offers elsewhere, school boards should also show a similar spirit in their efforts to make those posts more attractive. Every advancement, based on merit is felt for good by the whole teaching body. It is the very life of the profession that the demand for superior skill shall be sharp and aggressive. It means hope, ambition, emoluments and honor for the teachers and more profitable service for the schools.

A. MCINTYRE.

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## Selected.

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### CHICAGO READING LESSON.

(As told in a daily paper.)

Freak methods of education were illustrated April 9th, 1901, when forty sets of language lessons were sent out to the Chicago public schools. These lessons are in the form of big posters, on which are printed in heavy type the word to be learned by first and second grade pupils.

The method, as explained, is a combination of visualization, auralization and action. The pupil is shown words such as hop, skip or jump. A teacher then proceeds to put the word in action. The pupil imitates her, and after the whole class spends sufficient time in hopping, skipping or jumping, it becomes language, perfect so far as the word in question is concerned.

The sight of a pretty teacher going through this pantomime is said to be a great stimulus to education. There is no question about the enjoyment of the pupils during the lesson. They imitate the actions with the faithfulness of monkeys. Some of the sentences for the first grade are: "Ring the bell. Run on your toes. Half sole your shoe. Play stop tag. Ride on a broomstick. Make snowballs."

In addition to these intellectual exercises, the children are taught to mew like a cat, bark like a dog, and imitate other sounds that heretofore have been considered to come instinctively.

## GOOD COMMON SCHOOL EDUCATION.

Every boy and girl that is educated should be able to—

- Write a good legible hand.
- Spell all the words in ordinary use.
- Know how to use these words.
- Speak and write good English.
- Write a good social letter.
- Add a column of figures rapidly.
- Make out an ordinary account.
- Receipt it when paid.
- Write an advertisement for a local paper.
- Write a notice or report of a public meeting.
- Write an ordinary promissory note.
- Reckon the interest or discount on it for days, months and years.
- Draw an ordinary bank check.
- Take it to the proper place in a bank to get the cash.
- Make neat and correct entries in day book and ledger.
- Tell the number of yards of carpet required for the parlor.
- Measure the pile of lumber in the shed.
- Tell the largest number of bushels of wheat in the largest bin, and the value at current rates.
- Tell something about the laws of health, and what to do in case of emergency.
- Know how to behave in public and society.
- Be able to give the great general principles of religion.
- Have a good knowledge of the Bible.
- Have some acquaintance with the three great kingdoms of nature.
- Have some knowledge of the fundamental principles of philosophy and astronomy.

Have sufficient common sense to get along in the world.—*National Educator*

## THE ALPHABET OF SUCCESS.

The following alphabet is printed on a neat card and hung up in coffee houses and places of resort and business in Great Britain :

- Attend carefully to the details of your business.
- Be prompt in all things.
- Consider well, then decide positively.
- Dare to do right ; fear to do wrong.
- Endure trials patiently.
- Fight life's battle bravely, manfully.
- Go not into the society of the vicious.
- Hold integrity sacred.
- Injure not another's reputation or business.
- Join hands only with the virtuous.
- Keep your mind from all evil thoughts.
- Lie not for any consideration.
- Make few special acquaintances.
- Never try to appear what you are not.
- Observe good manners.
- Pay your debts promptly.
- Question not the veracity of a friend.
- Respect the counsel of your parents.
- Sacrifice money rather than principle.
- Touch not, taste not, handle not intoxicating drinks.
- Use your leisure time for improvement.
- Venture not upon the threshold of wrong.
- Watch carefully over your passions.
- Extend to every one a kindly salutation.
- Yield not to discouragement.
- Zealously labor for the right.
- And success is certain.

—*The Boys' Lantern.*

## THE HALF-GROWN BOY.

In the life of every youth there comes a period when he is growing so fast that he is awkward, when his clothing hangs loosely on him, and his arms push through his sleeves with such haste that his mother wonders whether a day will ever come when his limbs will look in proportion to his size. Patience, mother, and do not emphasize the little difficulties incidental to rapid growth, by your comments and criticisms. Tell the boy when he pleases you that he is your dearly beloved, and let him still have his share of the petting he likes; big boys need mother-love and kisses just as little ones do. But do not exclaim when he knocks down a chair in his clumsy progress through the room, and refrain from calling attention to any little forgetfulness of his, in company. If you have made him your companion, and treated him as if he were a reasonable being, and his sister's equal, from babyhood on, you will not need to be fearful about ultimate coming out just right. He will be fully grown one of these days, and a credit to you; and in the meantime make home happy for him, and devote yourself to his real interests with an eye to the future. If he likes athletics, so much the better. A boy whose physical life is upbuilt by healthful and regular exercise, will usually make a finer man, mentally and spiritually, than will one who is timid and shrinking, and who recoils from hearty outdoor sports.—*Christian Herald.*

## A GAME.

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

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## WILL INTERFERE NEXT TIME.

A Lewiston man was passing through a country district near the city one day when off in a field he saw a boy throwing stones through the glass of a deserted house. The man's first impulse was to shout to him to stop, but then he thought that the boy's father should have taught him better things, and it was not his duty to chastise another man's children for their wickedness. So he went home that night and began to tell the instance at the supper table. His boy, who had been out in the country hunting all day, began to turn colors and finally broke out:

"Well, pa, you needn't be so roundabout. You know it was me, and I guess the man who owns it knew, for I saw him running after me down the road."

Before that evening was passed, sure enough, the owner of the old house drove up and demanded the pay for the glass.

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## Department of Education, Manitoba.

The following is a list of the Inspectoral Divisions of the Province :

The Western Division, to comprise the following lands:—The municipalities of Ellice, Birtle, Archie, Miniota, Hamiota, Wallace, Woodworth, Pipestone, Sifton, Arthur. S. E. Lang, B.A., Esq., Virden, Inspector.

The Brandon Division, to comprise the following lands:—The municipalities of Blanchard, Saskatchewan, Odanah, Daly, Elton, North Cypress, Whitehead, Cornwallis, Glenwood, Oakland, South Cypress. A. S. Rose, Esq., Brandon, Inspector.

The South-Central Division, to comprise the following lands:—The municipalities of Cameron, Whitewater, Riverside, Argyle, Winchester, Brenda, Morton, Turtle Mountain, Louise. H. S. McLean, Esq., Killarney, Inspector.

The North-Central Division, to comprise the following lands:—The municipalities of Rosedale, Lansdowne, Langford, Westbourne, North Norfolk, Portage la Prairie, South Norfolk. T. M. Maguire, Esq., Portage la Prairie, Inspector.

The North-Eastern Division, to comprise the following lands:—The municipalities of Springfield, Brokenhead, St. Clements, St. Andrews, St. Pauls, Kildonan, Assiniboia, Rosser, Rockwood, Woodlands, St. Laurent, Gimli, Posen, and all the territory North and East of these municipalities. E. E. Best, Esq., 182 Carlton St., Winnipeg, Inspector.

The South-Eastern Division, to comprise the following lands:—The municipalities of St. Francois Xavier, Dufferin, Lorne, Pembina, Stanley, Montcalm, Morris, Macdonald, St. Boniface, Ritchot, De Salaberry, Franklin, La Broquerie, Tache, and all the territory East of these municipalities. A. L. Young, Esq., 533 Ross Ave., Winnipeg, and Roger Goulet, Esq., Jr., St. Boniface, Associate Inspectors.

The North-Western Division, to comprise the following lands:—The municipalities of Dauphin, Ochre River, Clanwilliam, Harrison, Strathclair, Shoal Lake, Rosburn, Silver Creek, Russell, Shell River, Boulton, and all the territory North of these municipalities. A. W. Hooper, Esq., Dauphin, Inspector.

Mennonite Division, to comprise the following lands:—The municipalities of Rhineland and Hanover. H. H. Ewert, Esq., Gretna, Inspector.



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