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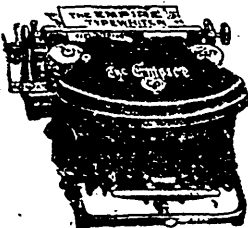
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NO. 8.

School Room Experiences.

IN AND OUT OF THE SCHOOLROOM.

Much of the quaintness of our boys and girls eludes description, but sometimes they themselves express it in words, and make it able to be conveyed by others.

One of my ten-year olds, writing a letter to an imaginary city friend, explained that they had about a hundred cattle at his home, counting cows, pigs and hens.

One little girl, who disliked to be at a loss for an answer, hazarded the opinion that a postman was a man made out of post. This was Lulu, a child with an inordinate desire to please for the sake of pleasing. It was this desire that impelled her to copy her spelling one day—spelling, truly unspeakable, for the most part. Poor simple little one, she made the fact that she was cheating so obvious, by a constant movement of the paper under her desk, that I felt sure it was her first offence; and I think she will not make the mistake again, having, as she did, approbation as her object.

All of my children used "seen" incorrectly, and I offered a small reward, in the shape of a drawing and tracing book, to those who would try hard for a week to refrain. One of the girls came up, after tea, to her mother, with whom I boarded, and told her of my plan, adding "But, mother, daddy said 'seen' every half-minute." Curtain drops on school teacher hunting for something to say—mother looking doubtful. School teacher decides before morning to let alone the "seen" and tobacco questions.

I had been reading to them Seton-Thompson's story of Krag, the great Mountain Ram, and how he so splendidly defended his band against five wolves, and afterward so gallantly led them to safely down a perpendicular cliff, that the English sportsman tracking him, dropped his rifle, ashamed to destroy so noble a quarry. I had doubted if the boys and girls would understand. Fie upon me! The next morning the girls rushed in to explain breathlessly how the boys had three times drowned out the same gopher, and each time he had so pluckily made for the ditch, and once there had struck out so heroically that he was to be henceforth and forever left unmolested.

Just one more, this time from my experience as a Sunday School teacher. One boy in a class of about twenty-five had managed to appropriate, or at least distract from me, the attention of all the others within his reach. I spoke to him once, or twice, and with some difficulty detained him a moment at the close. I then delivered what I considered a most pathetic and appealing little homily, and from the submissive and subdued and comprehending expression of his clear grey eyes, flattered myself my appeal was not in vain. Not wishing to run the risk of wounding his soul in its present sensitive condition, I allowed him to go out by a corner door, instead of passing through the still-assembled intermediate classes in the large school

room. I went home comfortably conscious of having exercised virtuous self-control, of having obtained a great influence over a bad boy, of having chosen my words tactfully and effectively. At the door my small brother, also of my afternoon class, met me. "You're a beauty, you are. We all waited for Billy, at the front door, and he told us how he slipped under your arm, and bolted out of the back door before you could say a word to him. My, but you're a great one, you are!"

—J. H.

A SCHOOL EXPERIENCE.

I have had several laughable experiences during my short term of teaching, and also some from which I derived great benefit.

During my experience I have often found difficulty in teaching some subjects because the pupils would not have the necessary books. In my last school, when I first entered on my duties, I found quite a few of the pupils without books. In the course of a month or six weeks I had managed to persuade all of the pupils to get the necessary books with the exception of one boy in Grade V.

On inquiring the reason why he had not obtained the books which I had requested him to get, he replied his father did not think he needed them, and would not get them for him. I was rather surprised and did not know what to say, so I went on with my work, but during the day I thought a good deal on the subject, and finally determined on going to see the father to talk the matter over with him. I visited him that night and told him what the boy was doing in school and showed him why he needed the books, and finally asked him if he would not get them.

He consented at once, and said the reason why he had not got them before was because I had never visited him and never in any way informed him of what his children were doing.

His way of looking at the question somewhat surprised me, as I had never cared for visiting, and had very seldom done any. However after that, I always took good care that all the parents were kept informed of school affairs. —D.B.H.

HOW AN UNRULY BOY HELPED HIS TEACHER.

For four or five years School District No. 21 had received a bad name on account of the ill-behavior of a few boys. It became my duty to have charge of this school for six months, well aware of the fact that there were at least two boys who disregarded the authority of the teacher. One of these boys in particular was pointed out to me as the ring-leader in the various freaks, and so I entered the school fully determined to handle him if the case required it.

I was further informed that this boy of fourteen years was exceptionally clever, not only in mischief, but also at his studies. Remembering this fact I supposed that two things might have been neglected, viz., gaining his full sympathy and supplying him with sufficient work. Consequently on my first morning I took particular pains to get acquainted with Jack, to inquire about the school work, the games, his home, friends, etc., that is, I planned to get his sympathy and become his friend by showing myself very much interested in all that interested him. I gained his sympathy the first day and retained it until the last.

I next discovered that he was too far advanced for his class, and so I pro-

moted him to a higher grade, where he received enough work to keep him busy, and because he was my friend he would nearly always do whatever work I assigned him.

Throughout the entire term Jack was most considerate of his teacher, and couldn't do enough to oblige. As an example of his thoughtfulness, I will give one instance. I made the remark in his hearing one warm day early in spring, that it was about time the trustees were taking off the storm windows and giving the floor a good scrubbing. To my surprise, when I came to school next morning, (which was Friday) I found that Jack had been there quite a while before me and had made a drawing in bold outline on the blackboard of a grave nicely fenced, and on this grave a large monument on which were printed the words, "Sacred to the memory of Mr. Cleanliness, who departed this life April 10th, 1902." The hint thus given proved quite successful, because this remained on the blackboard over Sunday when some of the trustees or their families were there to see it. In two or three days there was a general cleaning up without the trouble so often taken to get it. So it turned out that the boy who had to be expelled on one or two occasions became the teacher's best friend.

—W. J. P.

Contributions.

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NATURE STUDY.

(A PLEA FOR THE PRESERVATION OF LIFE, BY J. B. WALLIS.)

The present period is one which is characterized by great energy in all matters of reform and philanthropic movements. Many schemes are on foot for the amelioration of the condition of the poor; generous men have given and are giving huge sums for the founding of libraries and colleges, and for the trial of new departures in education; trades-unions endeavor to better the condition of the workingman; and temperance and other social reform movements are making great progress.

One would naturally suppose that a small portion of this great and worthy activity would be directed towards man's subjects, the members of the animal and vegetable kingdoms. Man's position on the earth as lord of creation, with full power to take or preserve life other than his fellows, does not give him the right to take the life just as the whim may seize him, but rather entails upon him the duty of studying his subjects that he may know what is worthy of preservation and what of death.

Do we then find a crusade on foot looking to the kinder treatment of animals and the preservation of life? Scarcely a sign of it. A few men are anxious concerning the killing of certain birds and the robbing of their nests; and, with the exception of a man here and there throughout the country who looks at the matter from the proper standpoint of the recognition of the rights of *all* living things, that is all.

Almost every day we see instances of the callousness which seems to reign almost without check: animals ill-treated; horses worked to death; oxen worked till they lie down in the furrow and then thrashed perhaps with logging chains; dogs allowed to run loose, almost starved and living on what they can find. These may seem extreme cases, but many a cultured lady does worse. Many who could

faint at the sight of blood or would be horrified at seeing a horse thrashed, would never think twice of killing an unfortunate moth which had been attracted to their light, or of crushing a worm which was on their path, and yet perhaps the tiniest insect feels as much in proportion to its size as does the hugest mammal.

How can we remedy this matter? For every thinking person will agree that a remedy is required. Shall it be by legislation or by a Humane Society? Such would be of little use. The only remedy lies in the developing of a right sentiment and a feeling of responsibility, not in the adults for they can be reached only in a few isolated cases, but in the children.

CHILDREN MUST BE REACHED.

We must lead children to gain an insight into the world around them; they must see for themselves the beauty of animals and plants and the wonderful struggle they make for existence. By doing so they will gain a sympathy and love for Nature which must necessarily shew itself in a kinder treatment of and greater care for all her children. No child who knows the wonderful life history of the butterfly and has watched for himself its changes till it reached its last beautiful form, would ever heedlessly or intentionally tread a caterpillar out of existence. But the great necessity is that the child observe and find out for himself. By doing so he will gain a feeling of comradeship with all living things which will never utterly die out.

Here then is where the teacher can help; in fact it is to the teacher we must look for regeneration. Hence we have another argument for the new method of Nature Study which it is hoped will play so great a part in the education of the future.

It is evident that if children are taught the sacredness of life and their duty towards living things, and have gotten that feeling of comradeship which I spoke of above, there will be no need to ever think of asking them to be kind to living things, as this must follow.

I propose then to briefly consider a few reasons why we should study nature from this standpoint and to indicate very generally how it may be done.

It must be noticed that in the following all things having life are included, thus the vegetable as well as the animal kingdom must be thought of. The reasons, already mentioned, naturally fall into three divisions—*Æsthetic, Useful and Moral.*

THE AESTHETIC REASON.

Did you ever think how much of our enjoyment of life is due to the surrounding life? Not human life, but life of plants, life of animals, life of birds and life of insects. How much pleasure do we all feel when, in spring, Mother Earth awakens from her long winter's sleep and we see the first dainty anemone come pushing through the soil, the tiny grass blades peeping up, the earliest of the spring birds greeting us at our doors, or hear the cheery *caw! caw!* of that old villain, the crow. We are delighted to see and hear evidences of life just because it *is* life. Through the summer and fall there is such an abundance of life that we cease to consciously notice it, but if it were not there how we should miss it! It is part of our environment and we cannot realize how we should feel without it.

This feeling of love for life, irrespective of its beauty of color, form, etc., I venture to call "*Love for the Beauty of Life,*" and children feel this beauty of life around them far more than adults. The hum of bees, the chirp of the cricket or the song of the whip-poor-will means far more to them, for so full of life themselves they delight in all evidences of life.

In distinction to this beauty of life we have beauty in life, which manifests itself.

not in the mere act of living, but in the color, form, song or music, and adaptation of living things.

COLOR, FORM AND MUSIC.

One of our commonest and purest pleasures lies in the contemplation of the beauty of color, form or music. Many educationists make a strong point of the training of children along these lines and this is well. But where do we seek these beauties? Almost without exception in man's work. People will enter a picture gallery and go into ecstasies over a painting of a landscape or a sunset and yet those same persons would probably see no beauty in the same landscape in nature, and have most likely seen dozens of sunsets far more beautiful than ever artist portrayed on canvas, without a thought of their beauty.

It is the same in form. We delight to see beautiful architecture and sculpture. Everything around us, even the chairs we sit on and the cups we drink from must be beautifully shaped. This is splendid, but why do we not look for beauty of shape in the surrounding world? It is there in myriads of cases. It is there in the oak with its vigorous upthrusting of its branches, in the birch which seems to be anxious only to hide itself, in the flowers which cover the fields, in the insects which visit those flowers, in birds, in animals and in fish.

Again in music. There are few among us who would not go many a mile to hear a Patti or an Albani. But how many of us know the song of the robin or cat-bird or in fact any of our birds? It is true we may know the song of the canary, for we sometimes keep canaries in prison, but that is about all.

Many people think we have no song birds in Manitoba, but that is a grand mistake. It is true we have nothing to compare with the glorious quartette of the Old Land—the blackbird, song thrush, skylark and nightingale—but we have some very sweet songsters. Our robin, cat-bird, bob-o-link, golden oriole and meadow lark, with many others, form a chorus not to be despised. But to fully appreciate bird songs there must be an accompaniment to them, for they need one just as much as human songs. Go to the prairies and with the blue sky above you, the bright sun shining, the warm south wind gently fanning you; with flowers everywhere around and insects giving notice of their presence by music; there watch the bob-o-link as he sits on the tip of a swaying willow and listen as he springs from his perch and flies off, a burst of music telling his little mate hidden away in her nest that he is near and watchful. Or go to the woods and, to the sound of the gently waving trees, of whispering leaves and perhaps the tinkling of water, listen to the robin or cat-bird as they pour out their love songs, almost bursting their throats with melody. And if you are very fortunate and very patient you may hear what Lowell has so beautifully mentioned: the female singing to her eggs:—

“His mate feels the eggs beneath her wings,
And the heart in her dumb breast flutters and sings;
He sings to the wide world, and she to her nest,—
In the nice ear of Nature which song is the best?”

I have never heard this, but I have heard a mother-bird sing to her babies, veritable baby-bird talk, but as full of love as possible, and never did I hear sweeter music. Dumb perhaps birds may be so far as speech goes, but they can express their emotions by the tones of their voice as well as we.

The accompaniments of birds' song then are all the beauties of earth and sky and these they must have to give us the greatest enjoyment.

But there is other music besides the song of birds. The loving heart that listens will hear much that is beautiful in the hum of bees, the croaking of frogs, the chirp of the locust or the sighing of the wind through the leaves. Children love and appreciate all these things until forced away from them by uncongenial tasks.

And yet how little conscious is the average adult of all this beauty. Truly we have "eyes that see not, and ears that hear not."

ADAPTATION IN ANIMALS.

The fourth form of beauty, adaptation, is entirely different from the three already considered, in that it can only be observed by the exercise of thought. Hence it is the highest of the four forms of beauty in life.

By adaptation is meant any peculiarity of a living thing which helps it in its life-struggle, and since these peculiarities of part or whole are so many and so various, and even yet so little understood, the study of adaptation forms a rich mine of interest, absolutely inexhaustible. Take the study of say color in birds. Why is it that some birds are so brightly colored and others so plainly? Watching will give the answer. Dull colored birds always seem anxious to hide, but the brighter ones seem to have but little wish for concealment; some, like the blue jay, loudly advertise their presence. Plainly coloring is largely a matter of protection. Who has not marvelled at the manner in which a prairie chicken or a meadow-lark harmonizes with the grass in which it is hiding? So it is in dozens of cases. Get the bird in his natural environment and it requires a sharp eye to pick him out, even many of the brightest colored ones being extremely difficult to see. But why is it that in many cases the male bird is brilliant and the female dull? We are told that this follows from the Law of Selection. The male requires his bright colors to attract his mate, but the female has the best chance to escape her enemies and bring up her family by harmonizing with her environment. Yet in other cases the female is bright and the male dull, and in others both sexes bright or both dull; hence there is immense scope for investigation here, for there are many things not understood in connection with this matter.

In regard to adaptation in insects, its forms are so many and varied that volumes might be written. But, to take a very common case and one which can be readily observed, all that is necessary is to go to some bush and look for caterpillars. You will probably easily find some brilliantly colored or hairy ones which are living quite openly on the surface of the leaves. Search more carefully and you may find under the leaves some green ones which can scarcely be distinguished from their food, and perhaps on the bark brown caterpillars which you can hardly make out a foot away. In the last two cases coloring is evidently a matter of protection, but what about the brightly-colored caterpillars? If you watch you will probably find why they do not conceal themselves. They and the hairy ones are immune from the attack of birds, hence their open manner of living. Another most interesting subject is the study of the mouth parts of insects, to see how wonderfully they are adapted to the needs of the insects at the particular stage at which they are examined. Thus nothing could be more useful to the caterpillar of the humming-bird moth than the strong biting mouth with which it is furnished; but in the imago this biting mouth has become modified into the long proboscis sometimes 2 1-2 inches long, so beautifully adapted for sipping the nectar from the deep corollas of flowers. Other delightful subjects would be the differences of legs, of wings, and of the eyes and head.

In the study of adaptation in animals the amount of interest and enjoyment

to be obtained is as great as in the study of insects or birds. Here again protective coloring is to be found and in some cases is so very marked—as in the rabbit—that children readily understand it. Another most interesting line of work is in the study of animal's tails, for instance the musk-rat, red-squirrel and gopher. These are excellent types and very little observation work should shew why there is such a difference between them. Other lines would be the feet, taking especial notice of the claws, pads, and axis of the foot; the mouth including, of course, tongue and teeth; and the shape of the head with the eyes and ears.

Fish also shew many beautiful adaptations. Their color almost tells you where they find their food, on the bottom or near the surface of the water; from their shape one can infer whether they are of the hunting or hunted; and from their mouth their food. What could be more suggestive than the mouth of a pike or of a sucker? Or more indicative of "no one touches me with impunity" than the dorsal fin of a pickerel? The study of fish is almost untouched—that is the study of fish in their native haunts, and yet is full of interest. It is a difficult thing to do but the use of a water-glass will greatly facilitate the work.

I have not hitherto spoken of reptiles as exhibiting beauty because in them the beauty of color or of form, while often present, is not so noticeable as in other living creatures. But in speaking of adaptation it would be impossible to leave them out for they exhibit in the highest degree some of its beauties. We, in Manitoba, have but few reptiles about us, still there are four common ones which serve as types splendidly. They are the toad, snake, "mud-turtle," and "lizard," or more properly newt. The toad or frog is a never ending source of enjoyment to children if they have followed his transitions from the egg to a water creature and thence to an amphibian. His tongue, his skin, his feet are all objects of interest if looked at from the idea of utility to him. The snake has one or two noteworthy adaptations which are easily noticed if one does not mind handling him. The wonderful mouth with its jaws capable of such great distension, the body with its back-bone of innumerable joints, are points not only of interest but of use, for upon them the child can base his conception of the great pythons or cobras of other lands. The turtle always appeals to children. Like the snail he carries his house on his back and that delights the little ones. Very useful the turtle must find his shell, too, as a protection at any rate, for children find they can stand on it without inconveniencing its occupant in the least. Then the turtle's head and mouth, its feet and claws and tail all exhibit beautiful adaptations. Last we have the newt, probably more disliked than any other creature in Manitoba. I scarcely know one person who would touch one on any account. Yet they are perfectly harmless and while not beautiful in color or form, are specially adapted for the life they lead. Put them in water and see how they behave. Lo! their awkwardness is gone! and they swim with as much grace as they walked with clumsiness before. The secret of the strange tail is now explained. But there are still one or two more points to be noted, the legs and feet for one and the juice which the creature exudes for another.

ADAPTATION IN PLANTS.

With regard to plants it must not be supposed that because they are incapable of locomotion they do not shew adaptations. It is in plants indeed that we find adaptations all the more wonderful because we do not credit them, as we do the animal kingdom, with instinct. Take even the subject of seeds: see how the different plants have arranged for the dispersal of their families. Many have given

their children tufts of silky hair by which they are carried by the winds incredible distances. Others with great forethought have provided hooks or bristles by which the seeds attach themselves to the chance passer-by. Still others have hit upon the plan of laying up a large stock of oily food in the seed case, so that the seed can last long without harming, and when its chance comes and it starts, its store of food will last it until it is able to compete on equal terms with its neighbors. Again look how loudly flowers which require insects for fertilization proclaim their presence by color or smell, and how, as in the clover heads, when one floret is fertilized it draws back from attention to give its less fortunate sisters a better chance. See to what shifts plants are put to protect themselves against their enemies. How the hawthorn and rose cover themselves with daggers, how the early anemone shelters itself from the cold nights and how many little plants protect themselves from the ravages of insects by covering themselves with hair. Just what a forest that hair is to an insect will be well understood if one watches an ant trying to climb a hairy stalk. Roots, too, form a most interesting study. What relation the roots bear to the leaf system of the tree or plant. Why it is that the roots of some go straight down and others spread along close to the surface. What marvellous devices too plants have found out for the purpose of fertilization or of preventing self-fertilization.

BEAUTY IN NATURE.

I have endeavored above to touch upon the kinds of beauty we find in life and the lines we might work along in teaching them. However there is still the question: "Is it worth while to lead our pupils to see the beauty of life for their own sakes?" It seems to me the answer must be, "Yes, a thousand times Yes!" Whatever conduces to our happiness, to our enjoyment of our life on earth is worthy to be thought of. Now observation of beauty does bring enjoyment; we see that, and try to bring our pupils to an understanding of the beauties of Art. But Art is the idealization of Nature, and its expression by words or pictures, and how can we really appreciate such ideals if we have never attended to the originals? How can we enter into the spirit of such poems as Wordsworth's or Shelly's, "To the Skylark," if we have never been interested in birds? If we only study the productions of others we shall never be more than copyists; for material for original work we *must* go to the source of all ideals—Nature. Again, beauty in Art can only be enjoyed by a favored few. The great majority of people have not the means to surround themselves with objects of art. Nature, however, is for all alike; we all can enjoy the beauties she so lavishly spreads before us, but alas! of the million and one things in sky, on earth, or in stream we see hardly the one. They are too common for notice. But give children an insight into Nature's beauties and you have opened to them a mighty well of pleasure which will never become empty all their days.

METHOD OF TEACHING.

Surely then it is worth while for the children's sakes to promote this love of beauty in Nature and since that is so a word or two on the method will not be out of place. I have spoken of beauty of life, of color, form, music and adaptation. The first of these requires no teaching, children feel it more than we. Of the four following it must be noticed that color, form and music appeal to the senses and adaptation to reason. This will indicate roughly at what periods their study should be taken up, although a certain amount of adaptation may be considered by quite young children. The watchword of all modern Nature Study and its extension—Science—is "Experiment." Put the child in the position of an original investigator.

The idea is not to cram him with facts, but to lead him to discover those facts for himself. With young children all that should be done is to lead them to appreciate the color, form, or music of the living things around them by seeing those things in their proper environment. They will readily appreciate the color of some beautiful bird or insect or flower, such as the oriole, butter-fly or dandelion; they can see beauty of form in the dove or cuckoo, trees and grasses and in many of the animals around them; they can enjoy the music of birds and insects. As they get a little older the idea of protective coloring may be introduced to some extent; the reason why a weasel is brown in summer but white in winter is easily understood. Study of form might now take in more than outline, it could be extended to the parts, such as the beautiful antennæ of moths, the wings of flies or the petals of flowers. Children might now learn to distinguish the songs of different birds and the different notes—of warning, of joy of invitation—of the same birds; for many birds have a most extended vocabulary and can scold or make love or cry in fear as well as human beings. Finally, after much work of this kind, the scientific stage is neared when the question "Why?" must be asked and answered in every possible case. The children have already done a little of this and upon what has been done can base further advance. The preceding work has given them much knowledge of the habits and peculiarities of insects, flowers and the like; now the time has come for the classification of that knowledge and the reasons for the various things observed, sought. *To be continued.*

THE EDUCATED MAN AND THE STATE.

(Continued.)

An Address Given Before the Central Teachers' Association at Portage la Prairie, Oct. 10, 1902.

BY PRINCIPAL W. N. FINLAY, OF THE BRANDON COLLEGIATE INSTITUTE.

No single step taken by the state in later years is fraught with so much of good for the people, as a whole, as the provision which renders it possible for so many of the boys and girls scattered all over the state to carry their preparation for life beyond the little district school.

Now, if the state gives freely of its wealth, establishes schools and colleges and places men and women in positions of power, has it not a right to ask, "What return has been made for this assistance; and have those who control the training of the youth kept in view their obligation to the state and the dignity and needs of its service?" The question is a perfectly legitimate and a perfectly fair one, and while it is easy to answer it in generalities, it is not so easy to give a reply of that definite sort which shall lead some—whither? It seems to me, however, that it may be stated as a general result, that the state has been well served by the institutions of learning. It can be satisfactorily shown that in the main these institutions have not only served the general purpose of the diffusion of knowledge among men, that they have trained men in such a way as to make them more effective in the pursuit of their own fortunes, but also that they have given back to the state men well trained to serve it, and I believe there can be no question that, judging from the general result attained, the expenditures of the state for education are justified by the result, and that harvest which the state is to reap from its investment has only begun.

Great reforms in politics and advancement in science, in invention, in sociology have generally come from educated men—men who have departed from the beaten paths, and whose intellects have been broadened and quickened by thorough culture—men like Paul, Luther, Galileo, Tyndall, Spencer, Burke, Bismark and Gladstone

who have directed the course of civilization and have decided for the world its destiny. The light thrown upon questions from the workshop of the scholar has made the world richer and nobler. Dr. Harris has wisely said that "the common place of intellect has no adaptability—small power of re-adjustment in view of the circumstances, and furnishes that large restless and discontented class of people who mistake revolution for reform." We have in the immediate future gigantic problems, the solution of which presses heavily upon the best culture of our great Dominion, and our educated citizens, instead of shirking the calls of patriotism, must be leaders in the "battles of the future." We are brought into contact with many nationalities and different forms of civilization. There are home problems, social and political, requiring for their study the best intellect of the best men and women and, further, the state is looking to her educated citizens for the solution of these problems. It is a notable fact that the government of our country is rapidly passing into the hands of educated men. Statistics show us that in North America the number of college trained men is less than one per cent. of the population, and that from this small percentage are filled more than fifty per cent. of those legislative, executive and judicial places of the general government which have to do in any large way with shaping its policy and determining its character. Not only in the ordinary positions of the government service is this true, but the government is calling more and more frequently upon the educated man for the expert service for which his training is supposed to fit him, and this not only in the relation of scientific experts, but in all other directions in which the government seeks the advice and the assistance of trained men.

The state needs educated men, and in this land of wheat fields, she needs educated farmers. In this connection, I think, as teachers, we ought to heartily endorse the proposed action of our provincial government in reference to the establishing of an Agricultural College. Agriculture requires more judgment, care and skill on the part of laborers to-day than a hundred years ago. This is due to the more varied uses of ground, to the employment of finer and more complicated implements, and machinery, and to the better feeding and care of animals—and the farm product in general depends in a greater degree upon the profitable utilization of human labor. Every intelligent man of enterprise says that the most intelligent labor is the best and cheapest, on account of being the most competent and responsible. The higher the grade of intelligence and the better the schooling of our laborers the greater the advantage for industry and agriculture.

Yes, the state needs educated farmers, educated mechanics, educated merchants, and professional men. In a word, the whole people must be educated if the highest conception of citizenship is to be reached.

Thus the questions naturally arise, "What kind of education will produce the highest type of citizen?" and "What should be the aim of school education?" Upon this subject many books have been written and many addresses delivered, and still educationalists have come to no definite decision. We must remember that the school is not the only agency which is concerned in the work of educating the rising generation. The home, the church, society, even the state itself, have responsibilities along this line, but each must unite in surrounding the young with influences that will develop noble manhood and noble womanhood. I think, however, in his report to the Department of Education in 1899, Principal W. A. McIntyre of the Provincial Normal School, has stated what, to my mind at least, is the proper conception of what the products of our school education should be, when he says, "The products of the education given in a well-conducted school will com-

prise at least the acquisition of knowledge, the development of power, the formation of proper habits, the cultivation of pure tastes, and the inbuilding of right disposition." Again the question has been asked many times, "Shall we emphasize the practical side of education and ignore the culture, or shall we emphasize the culture side and ignore the practical? Which is of greater importance?" This it is impossible to answer. We lack a unit of measure. It is like asking which is the more important—eating or sleeping? The loss of either is fatal. The teacher who recognizes in a subject only its application to trade had better give up teaching. The one who sees in it only an exercise in logic (say) will also fail, but the greatest failure comes from seeing in the subject neither utility nor logic, as is the case with the teacher who blindly follows the old-style, traditional text-book. For example, in the study of arithmetic, although it is true that a large part of our so-called applied or practical arithmetic is not generally applicable to ordinary business and hence is quite unpractical, it by no means follows that it may not serve a valuable purpose. "Hamlet" may bring us neither food nor clothing, and yet a knowledge of Shakespeare's masterpiece is valuable to every one. It is a matter of no moment in the business affairs of most men that they know where the Caucasus Mountains are, or which way the Rhine flows, or who Cromwell was, and yet we cannot afford to be ignorant of these facts.

Professor Hudson says, "To pursue an intellectual study because it pays," indicates a sordid spirit of the same nature as that of Simon, who wanted to purchase with money the power of an apostle." The real reason for learning most subjects, as it is for teaching them, is that it is a part of Truth, the knowledge of which is its own reward. A person who is wholly ignorant of any great subject of knowledge is like one who is born without a limb, and is thereby cut off from many of the pleasures and interests of life.

There is a saying which is current, to the effect that of those who enter the doors of German universities, one-third breaks down and one-third goes to the devil, but that the remaining third governs Europe. Whether this statement in its entirety is true or not may be hard to say, but it requires only a limited study to show that the last part of the statement is true, at least so far as Germany is concerned. and that the educated man, trained in the university, governs Europe today. In the encyclopaedia of American Biography is a list of 15,000 names, over one-third of whom were college men; that is, a class composed of about 99 per cent. of the population produced less than two-thirds of these 15,000 distinguished men, while the college men, who represent less than one per cent of the population, produced more than one-third. Dr. Harris, the commissioner of education, in the United States, made the statement at the National Educational Association, which was held in Minneapolis last July, "that English and American statistics show that the college graduate is 200 times more likely to become distinguished than his fellow man." You will please not infer that I consider college men the only educated men. Some college graduates are not in the educated class, while many who have never attended a class at college are educated in the highest and best sense of the word. For the latter class it is impossible to obtain statistics, but of one thing I am confident and that is, of those men who are guiding the affairs of the state and have the greatest responsibilities of citizenship resting upon them 95 per cent. are educated men.

We must remember that education is not an end, but a means, an instrument for doing good; and if education is the best means for doing good, is it not quite

natural that these statistics I have quoted are so entirely in favor of the educated man and if the state is responsible in a large measure for putting him in possession of that instrument, should he not use it in serving the state, and be prepared to shoulder more than his share of its burdens? All ought to be imbued with the idea of service to one's country, that one lives to aid the country that has done so much for him. As teachers we ought to impress our pupils with the fact that every one is constantly receiving something from the state, and that he therefore is always debtor to the state. The true meaning of taxes should be set forth in such a way that everyone could understand that they were simply one of the ways in which a person's indebtedness to the state may be discharged, that jury duty and military service are other means for doing the same thing; that even the holding of office is primarily a rendering of service to the state, and not as it is so often deemed, an opportunity to get something from the state. One thing that the state has a right to expect of those educated in its different institutions of learning is a decent respect for the service of the state. A good citizen should always study the best interests of the whole community, and not let his private interests come between him and what is best for every one. The desire to outstrip all competitors may be so encouraged by praise and rewards that the seeds are sown in school which take root in after life, and make self-advancement the whole duty of man. Let us not in educational work offer prizes or rewards to those who do the best work, but if we offer them at all, let us offer such to all the students who do well. The latter has three advantages over the former: 1. Each student will assist the other and will not advance himself at another's expense. 2. It makes it possible for all to win. 3. It makes it possible to gain a prize without injury to the health.

I am not advocating the giving of prizes, but if they are given, I think they ought to be given upon the basis referred to, and I should like to see our provincial university set us the example.

Let us as teachers remember that it is only by making the most and the best of any individual that we can thoroughly fit him to do the most and the best for the community whose corporate life he shares. For the nobler, wiser and more skillful a man is, the more fully and perfectly will he fulfil those functions which the actual circumstances of his life set before him, which the community demands as his duties, and which he will himself delight to render, just because being wise and good, he has truly conceived his place and function in that system of the universe of which he forms an integral part.

An educated man ought to be a cultured man and ought to raise the standard of culture in his own community. I do not mean by a cultured man one who has a great abundance of good manners, etc., though such indeed is desirable. I do not mean the term to apply to those who have acquired a large amount of miscellaneous information, for culture is never quantity, it is always quality of knowledge. It is always a result of growth. It is not extent of information, it is quality of mind. It is something added by the memory, it is something possessed by the soul. Some fellows go to college and know so much when they graduate that they no longer enjoy their old home and fireside because of the frequency of grammatical errors there. Again, some go away to study music and when they return cannot enjoy the service in the old home church because of discord in the singing. I am sure you will agree with me in saying that such are strangers to culture. We would crave though, for that culture which enables people to think great thoughts which have as their natural accompaniments—noble deeds,

There is no disputing the fact that the educated man has in the world, by reason of his education, a higher potential. Is it equally true that he has on the average a stronger and higher type of character? Is the educated man broader in his sympathies, more tolerant, more courageous, more patriotic, more unselfish, by reason of his life within the walls of a university? Are the men who come each year from the college doors prepared to shoulder more than their proportionate share of the burdens of the state, and of the country, or are they provided with a training which will enable them more easily to escape its obligations? A man who has been educated by the state ought to give back to the state more and better service than does the average man, simply because he has received more from the state than has the average man.

But, asks some one, is education a thing to be sought after, if it brings greater responsibilities, but to such the reply comes, that what we call life, which is only another name for experience, is to be sought, not evaded; and he is happiest, not who gains and keeps the most, but who has the widest opportunity of sounding the depths of experience, and of pouring out the entire force of his personality through thought, feeling and activity. Living at ease, without care or responsibility, involves escape, not from pain and loss, but from growth, education, power, and leadership. Nothing great has ever been obtained without the payment of a great price. We must not forget that at the end of the glowing account of the brilliant achievement comes the list of the killed and wounded. The long, slow emergence of men from barbarism has been marked, stage by stage, with anguish and the shedding of blood. All noble achievements have flowered on the stem of pain. If the Hebrew race had not pierced its heart with the terrible griefs of life, the Psalms would not have been written; if Dante had not walked the solitary path of exile and climbed the lonely stairs, there would have been no *Divine Comedy*; if the great passions had not sown and reaped their bitterest harvest, there would have been no "*Hamlet*," "*Macbeth*," or "*Lear*." "*In Memoriam*" has had an influence upon sensitive minds, of the highest kind, because its music is so full of minor chords. The breadth of that noble sweep of the harp of life was possible only to a singer who had passed through the shadow of death and found sunlight beyond it. The sorrow of the world has given poetry its most moving notes; and music its most shrilling tones. No man has ever gained anything real without giving a part of himself in payment for his achievement. Beyond every genuine work of skill or art or mercy, there is a hidden history of surrender of the things that men value: time, ease, leisure, rest, pleasure. Character is made by those alone who have counted all lesser gains cheap in comparison with that final wealth which enriches the soul and grows not by saving, but by spending.

Our country has need of the man who sees things as they are, and hates violence; who has no fear of oppression because he is strong; who cannot be deceived because he has been trained and knows truth from mania; who cannot be terrorized because he is not afraid; who cannot be starved because his hands have skill and his brains have cunning. The state needs and is calling for this real sort of scholar to aid in the transformation of unthinking, careless men without tastes or wants or desires into men with ideals: men who can see the relation of law to society; men who can see the beauty and interest of life; men who love honor more than life, and loyalty more than gold. This kind of man, breathing the breath of freedom, will reach men's hearts and control men's wills, not by machinery, but by the strength of integrity and sincerity, and through faith in his words,

Editorial Notes.

CHRISTMAS GREETING.

A Christmas greeting to all subscribers to the Journal! May your hearts be full of good cheer and sympathy! May you realize that it is more blessed to give than to receive! May your work be such that you will receive the comforting assurance, "Inasmuch as ye have done it to one of the least of these my little ones, ye have done it unto me"!

NORMAL TRAINING IN ENGLAND.

London has just inaugurated its first training school for teachers. The new training college is attached to the University of London, and is designed to prepare students of both sexes for any branch of teaching. According to the last report of the British Board of Education, out of the 25,000 certified male teachers in England and Wales, not more than 18,000 were trained, and only 212 had three years' training. Out of 43,000 certified female teachers, only 20,000 were trained, and only 150 had three years' training. The college opened with sixty-two pupils. It is not so bad when 38,000 out of 68,000 teachers are trained.—*Journal of Education.*

A GOOD BOOK.

The Morang Co. have issued a work of great interest to the teaching profession. It is a series of quotations from Parkman's works with connecting paragraphs by the editor—Pelham Edgar, Ph.D. The work of editing is very carefully and conscientiously performed, and the book reads like a continued history. It is just what is required for lighting up the study of Canadian history in the schools. One who cannot buy Parkman's complete works should have this volume, and one who has his complete works will be sure to get it anyway.—*The Romance of Canadian History.* (Morang Co., Toronto.)

TEACHERS WANTED.

It is with pleasure that we publish freely the following manly advertisements. A Board of Trustees that does not know what the education of the children of the district is worth should give way to more intelligent and open-minded citizens.

| SCHOOL DISTRICT. | POST OFFICE. | SEC. TRFAS. | SALARY. | NOTE. |
|------------------|--------------|------------------|------------------|-----------------------|
| Winnipeg..... | Winnipeg.. | S. Mulvey | \$720 for 6 mos. | 1st—male. |
| Garnett..... | Bates..... | F. Smallwood.... | \$500..... | 1st or 2nd. |
| Humberstone.. | Pipestone.. | Robert Forke.... | \$35 per month. | (Is it 12 or 10 mos.) |
| Niverville..... | Niverville.. | Wm. Wallace.... | \$430..... | 10 mos. teaching. |
| Windsor..... | Teulon..... | F. Heale..... | \$480..... | |
| Gonor..... | Gonor..... | J. J. Gunn..... | \$500..... | 1st or 2nd. |
| Neepawa..... | Neepawa.. | M. H. Fieldhouse | \$400..... | \$20 increase yearly |

THE SUNDAY SCHOOL.

What a change there would be in Sunday School work if the directors had regard to one or two of the fundamental principles of psychology! One of the greatest problems for years has been that of getting growing boys to attend the services. A city clergyman has been known to bribe his wayward boy with good coin

of the realm, and one of his good deacons has been known to use a persuasive power of a less attractive form. Now, there is nothing more certain than that children delight in activity suited to their age and condition, and if they be studied carefully it will be easy to determine just what exercises and studies in the Sunday School will attract them. Little children delight in imitation, and they love stories. Does any infant-class teacher need further hint as to subject-matter and methods. When there is so much of the beautiful and true in and out of the Bible, that little ones delight to see and hear, and which they will remember because it has the charm of living interest, is there any need to dole out doctrinal truths that are not easily apprehended by teachers themselves, or to ask for the memorizing of Golden Texts, that have no significance to the learner, but are given in the vague hope that some day they may prove to be useful. As the old teacher remarked, "Perhaps the boy may some day be in jail, and then it will be good for him to have these things lodged in his memory!" Would it not be better to lodge some good things in his disposition, so that he would be likely to keep out of jail? In the primary grades, therefore, there should be song, action and story. Everything should appeal to the heart, the imagination, the love of the beautiful. The memory will look after itself.

In the higher classes, it will be noticed that while the love of activity continues, it is not based altogether in imitation, but that here is a desire for individual initiative. At this stage there is an instinct of boys impelling them to act in "gangs." If these two things are recognized in Sunday School work and provision is made accordingly, there will be no difficulty in getting boys to come to class. For boys will always go where they get what they want. They don't always want something low and mean. If they are given something to do, if they are joined together as an organization with something to ACCOMPLISH—something that means united effort—they will never desert the Sunday School class. If thought and theory are divorced from deeds, they will always be distasteful to growing boys who have any spirit and manliness in them. And boys who are united in doing something, are the boys who will delight in hearing and reading the lives of the world's heroes—the heroes of history, the heroes of the Cross.

It is about time the course of study in Sunday Schools was based on the laws that govern the unfolding of the child-mind. With all reverence we make bold enough to say that even as Jesus announced that the Sabbath was made for man and not man for the Sabbath, so we to-day can say that the Bible was intended for man, and not man for the Bible. What is needed is a systematic study of the child rather than a systematic study of the Bible as we have it in Sunday School to-day. The systematic study we need for children is not a study of the Books of the Bible in order, but a study suited in method and spirit to the growth of the human soul.

A FINE ARTICLE.

The last number of the *NorWest Farmer* has an article of rare value to every member of the teaching profession. It is a beautifully illustrated article on the Song Birds of Manitoba, by no less an authority than Mr. Atkinson, whose name is known to all our subscribers. The appearance, habits, and most striking characteristics of all the leading birds are given in such a way as to call forth appreciation for the little feathered friends. A teacher with this article in his possession would soon know by name all the singing birds of his district, and would have an eye for their beauties and a love for their peculiar little ways.

Selected.

COURTESY.

Courtesy is in universal demand. A street car official in every first class American city is a pattern for courtesy and politeness. A sharp tone, an impatient jerk of the bell rope, a scowl is now only a tradition. I know a man who has been a conductor on one line for twenty years. He was always popular with the regular people, but he had his moods, and would sometimes be crusty and sharp with an unreasonable stranger, and the regulars rather enjoyed it. For more than five years he has had none of these moods. I was with him for quite a while when he was on a vacation, and I chaffed him on his change of heart. He laughed and said: "It was not easy, I was born that way. From the cradle I was a gentleman with those I liked, and a boor with those I did not like. When there were complaints the officials merely joked about it, for they all liked me. But there was a new order. For every complaint, right or wrong, we were laid off without pay. "Our patrons must not think they are treated discourteously." The first time I kicked like a mule, the second time I growled, the third time I took my medicine like a man and it ended there. I am courteous to everybody. They may have their moods, but I don't."

The same is practically true of salesmen in every large store, of hotel waiters, and sometimes it will reach Pullman conductors.

No man can have a mood who serves the public.

I used to know a very gruff man who was chairman of the selectmen and president of a bank. I was taught to believe that he was gruff because he was honest, that smooth men were suspicious. The gruff "honest man" finally looted the bank of every dollar it had, and did the town all the harm he could, and then I learned that his gruffness was a bull-dog growl to keep people from being too inquisitive.

The school must teach children to be courteous and to practice courtesy. It is worth as much as teaching "Paradise Lost," or cube root. Of course, teachers practice what they teach.—*New England Journal of Education.*

Dr. Maxwell, in speaking of the "Ethics of the Teaching Profession," asked :

Do teachers have that social position which those that train the children ought to occupy? Teaching, he said, is not recognized as one of the learned professions. They do not occupy the strong social position which their life work entitles them to. "Does being a teacher allow that person to enter the circle of social refinement which professional men such as lawyers, doctors, etc., enter because of their work? It is doubtful. Outside of the minister the position held by teachers is the most important. All vocations leave their impress upon the men engaged in that work. It is only the perfect souls which maintain themselves complete. The general lack of respect in which school-masters are held is due to two reasons, one, corporal punishment, personified in the traditional birch rod, and the other, because they often think too little of their calling. These two reasons lower his position in his own eyes. Corporal punishment is a thing of the past, and I am proud to say that it is prohibited in New York city. Men are more humane now than they have been in the past. I might even say that they are more humane now than they were ten years ago, and yet we cannot free ourselves of the contumely we have borne since the time of Solomon—cruelty to children. But cruelty, which is savagery, is gradually passing away and is being replaced by gentleness and loving kindness. In the present day cruelty in a teacher shows lack of skill in his calling."

We wish to remind our subscribers that the terms of THE JOURNAL are payment in advance. Those whose subscriptions have expired would confer a favor by remitting before the end of the year. Any change of Post Office should be reported at once.

MEANINGLESS MUSIC.

"Give me thought first," is excellent advice to follow, especially before teaching a song to the youngest children. The meaning of the words and the spirit of the hymn or song are as necessary to its proper rendering as though the words were to be read instead of sung. Of course, if the words are before the pupils, mistakes are less liable to occur. Many people have dull ears, or have never been trained to hear accurately. These are the poor spellers, and their articulation is muffled and confused.

A little talk of the poems we sing, especially of our hymns and patriotic songs, would bear much fruit. We have heard, perhaps, of the "consecrated, cross-eyed bear." It should be a warning.

A pretty little round, apparently needing no explanation,

"A boat, a boat to cross the ferry,
We'll float and sing and all be merry,
Sing, sing, sing and be merry!"

a close listener discovered was being jubilantly sung by a class of bright little foreigners, "And all be married!"

"My mother has a picture of St. Cecilia," said Margie.

"I'd much rather have a picture of Saint Solly, though I've never seen one," said Alice.

"Who is Saint Solly?" asked another little girl interested in art.

"Why, don't you know the one we sing about,

"The Saint Solly, mortal and fair,
Are robed in her garments of white,
Over there."

Let us sing with the heart and with the understanding also. "The meaning of the song goes deep."—*School Education*.

In the School Room.

Here is a sample of work from a seven year old pupil, Grade I. in the Aberdeen school, Wiunipeg. There had been a nature study lesson. The pupils had



observed the cat. Nothing was told them. They made further observations at home. This is the boy's own thought, his own language, his own penmanship. It is not a reproduction of what was done in class. Is it satisfactory work for a Grade I pupil? We should be glad to have specimens of actual work printed each month. Who will send something for next issue? In sending in material it should be given on paper the size of *The Journal*, page.

My Kitty

We had a kitty in our room
It was a gray kitty
It could walk softly.
We looked at its feet
There were soft cushions
on kittys feet
There were five cushions
on the front paws.
There were four on the
hind paws.
The cushions looked like
rubber.
Kitty had five claws on
her front feet and four
on her hind feet.
The black spot in kittys
eyes was large in the dark
and small in the light

Bercy Brown

INDIVIDUALITY OF THE PUPIL.

One will admit that there is a metaphysical catch involved in this complaint against the school, that it has the effect of obliterating the native individuality of the child. The history of the United States shows that persons who go out to the frontier as pioneers prove themselves to be full of resources in the way of subduing the wilderness and converting it to human uses, destroying wild beasts, defeating the Indians and bandits, and the like adventures. This would be called individualism by most people, but it is a very small part of individualism. The individualism which one wishes to cultivate in urban society fits one to become self-directive among his fellow-men, and not merely to be effective against wild nature at first hand. In order to hold one's own in the midst of the urban or industrial civilization it is necessary to have a knowledge of human nature, and a knowledge of the motives and purposes of one's fellow-men—yes, of the essential aims of the civilization in which one lives. It should enable one to select his vocation intelligently and make a success of it in a competitive civilization.

The one with small individuality takes his initiative from others and does not strike out for himself. He is dragged or pushed along, and does not contribute his quota of directive power to the community. This second kind of individuality, which can hold its own in an urban civilization, is scarcely considered by most of those who talk or write on the development of individuality, and the very best training of this kind of individuality—namely, that in our large schools—is therefore popularly supposed to have the effect of obliterating individuality. This kind of individuality is the most important of all individuality—it is civilized individuality. The development of this higher order of individuality can take two directions:

First, that of resistance to the influence or demands of the social whole. This development of the individual makes him disobedient at school and a criminal in society, and converts his career into a zero by uniting against him the organized forces of the community.

Secondly, the development of the individuality may take the normal direction of mastering the motives and purposes of the social whole and growing into a leader of some one of its manifold interests. This lies in the direction of attaining skill in a chosen industry and in attaining through letters a knowledge of science and philosophy which are social aggregates of observation and reflection; a knowledge of history which shows the nature and behavior of social organizations, especially of the state and church and civil society; an acquaintance with literature which reveals the depths of emotion and feeling, and shows how feelings become conscious thoughts and actions, literature in this respect being the study, *par excellence*, for giving a knowledge of human nature. Besides this, the pupil needs a training in the control of his individualism for purposes of intelligent co-operation with others, and he gets this in a large school better than in a small school, and he gets it in a school far better than with a private tutor or by himself in a family.

Dr. Thwing, who has written so much and so well on the higher education, has shown by the statistics of men distinguished for letters and science and in the practical fields of activity that the college graduate is two hundred times as apt to become distinguished as the rest of society—his chances of originality by the cultivation of a higher order of individuality that can leave the beaten path and accomplish something that earns him the gratitude of his fellow-men are two hundred times those of the ordinary man who has not received a higher education.

Whatever gives to the mind a larger view increases individuality; whatever gives to the youth the power of self-control and of inhibiting his impulses and whims for the sake of combination with his fellows increases his higher order of individuality and makes him a more worthy citizen, and in doing these things the common school system is performing its greatest work.—*William T. Harris in October Educational Review.*

DOLL SONG.

- | | |
|--|--|
| <p>1. Sleep! sleep though the winds may blow; Sleep! sleep! care thou can'st not know; Cold and hunger can not fright. Though the earth is wrapped in white Thou shalt have sweet dreams to-night, Sleep, my baby, sleep! Sleep! sleep! sleep my baby sleep, Thou shalt have sweet dreams to-night, Sleep, my baby, sleep!</p> | <p>2. Sleep! sleep! till the flush of day Sleep! sleep! sleep the night away Slumber in thy lowly nest. While I watch my birdling's rest: Mother's care is first and best, Sleep, my baby, sleep! Sleep! sleep! sleep my baby sleep. Mother's care is first and best, Sleep, my baby, sleep!</p> |
|--|--|

DING, DONG, BELL.

- | | |
|---|---|
| <p>1. Ding, dong, bell, pussy's in the well. Who put him in? Little Johnny Green. Who pulled her out? Little Tommy Trout.</p> | <p>2. Ding, dong, day, pussy's laid away Who dug the hole? Little Johnny Cole. Who sang the song? Little Lily Long.</p> |
| <p>3. Sing, song, sigh, pussy's had to die, Who told the news? Little Charlie Cruse Who cried the most? Little Polly Post.</p> | |

CHORUS.

What a naughty boy was that,
To drown poor pussy cat

THE BELL SONG.

1. Ring the merry Christmas chimes, ding, ding, dong!
Ring them out to foreign climes! ding, ding, dong!
Christmas morn again is here,
Tell them of its Christmas cheer.
Ring the tidings far and near, ding, ding, dong!
2. Ring the merry Christmas chimes, ding, ding, dong!
Tell them of the olden times, ding, ding, dong!
Tell them of the shepherd song,
List'ning to the angel song,
Ring the tidings loud and long! ding, ding, dong!

CHORUS—

Ring the merry Christmas chimes, ding, ding, dong!
Ring them out to foreign climes! ding, ding, dong!

THE CHRISTMAS TREE SUNDAY-SCHOOL BOY

(Recitation)

- | | |
|---|--|
| <p>There was a boy in our town— I will not speak his name. Who always joined the Sunday-school When time for Christmas came. Oh, he was just as fine a lad As any that you see, But naught cared he for Sunday-school. Except the Christmas tree. He'd be on time through rain or shine For e'en a week or more, And with the very best of them Repeat his lessons o'er. On Christmas night he'd always fill A seat in the front row;</p> | <p>He was so very, very prompt At Christmas time you know. And when the candy-boxes came From off the Christmas tree, None were as happy as that boy, He almost burst with glee. He'd take a box for his own self, Then one for "Sister Lou," "Who was too sick to come," he'd say, "Poor, poor, dear Sister Lou." With those two boxes he'd away, And not again they'd see That boy, until another year Brought round the Christmas tree.</p> |
|---|--|

Primary Department.

EDITED BY ANNIE S. GRAHAM, CARBERRY, MAN.

I.—FOR THE TEACHER.

“ BLOW, NORTHERN WINDS.”

“ Blow, northern winds,—

To brace my fibres, knit my cords, to gird my soul, to fire my words,
To do my work—for 'tis the Lord's—
To fashion minds.

“ Come, tonic blasts,—

Arouse my courage, stir my thought, give nerve an spring, that as I ought,
I give my strength to what is wrought,
While duty lasts.

“ Glow, arctic light,—

And let my heart with burnished steel, that bright magnetic flame reveal,
Which kindles purpose, faith and zeal,
For truth and right.

“ Shine, winter skies,—

That when each brave day's work is done, I wait in peace from sun to sun,
To meet unshamed through victory won,
Your starry eyes.”

—Selected.

SCHOOL ART LEAGUES IN TORONTO.

In this age of invention and machinery, when men's lives are passed so largely amid the rush and hurry of absorbing business interests, there is danger that the development of one side of our nature may be overlooked. Man is a complex being, his nature is many-sided. The physical has received much attention of late years, but the cultivation of that side of human nature alone leads to the production of mere animals. The mind and brain have been trained to a high degree, but the development of the intellectual faculties only simply makes man cunning and shrewd. The healthy body, the trained intellect, are greatly to be desired, but with their development must coincide the growth of the highest side of man's nature, the spiritual. To make the perfect whole, to realize the noblest ideals, this trinity of body, mind, and spirit must be uniformly developed. Whatever tends to strengthen the soul, to uplift the moral nature, to create and fix true and lofty ideals in the mind of the young, is surely a vast aid to education.

All the great thought and deep emotion of the past have been recorded for us in the form of Literature, Music and Art. To train the child to interpret these correctly is to open to him a vast treasure-house of enjoyment, culture and power, and at the same time to safeguard his moral nature. Contemplation of the highest and grandest human effort must create a love for what is great and true and divine.

The influence of environment during the first few years of a child's life cannot be overestimated and it is, therefore, of great importance that that environment should be of the best possible character. Also, “the artistic development of the

race has a most important influence on the practical life of the people. A workman with artistic taste is able to earn one-third more wages in any department of artistic manufacture because he can give to the constructed articles a higher value." Realizing these two facts, the people of Toronto, some years ago, started a movement with the purpose of making the surroundings of the school room, where so many hours of a child's life are passed, more artistic and beautiful. The history of the movement is briefly as follows :

At the beginning of the Rosedale school in Toronto, in 1896, Mr. James L. Hughes, Inspector of Public Schools for the city, made the suggestion that a League be organized, having for its object the improvement of the decoration of school rooms. The suggestion was acted upon immediately and the parents, who were present in large numbers, at once enrolled themselves as members. After some time the Rosedale League took steps to extend the movement and, accordingly, a deputation waited on the Ontario Society of Artists to ask their co-operation. That body was very much in sympathy with the movement and prepared a memorandum which set forth their views regarding the formation of a general organization. These suggestions were adopted and an Advisory Board was appointed, consisting of representatives from the Ontario Society of Artists, the Toronto Guild of Civic Art, and the Woman's Art Association, and besides these, the Minister of Education, the Mayor, the Chairman of the School Board, the Inspector, and the Superintendent of Public School Buildings were to be members *ex officio*.

There are at present nineteen Leagues in Toronto, with a large membership of parents and teachers. A Central Committee has been formed, which adjusts exchanges and seeks to promote the general good. This Central Art League now owns over five hundred dollars' worth of pictures for circulation through the schools of the city. Two rooms have been specially decorated by Art Leagues in the walls and ceilings, and suggestions have been made for more artistic decoration of new schools. The individual Art Leagues in the various schools have raised sufficient funds to purchase many fine pictures for their own particular buildings. During the winter months lectures are given under the auspices of the different Leagues and the money so raised is devoted to school room decoration. These lectures are also the means of awakening increased interest in the subject of Art.

Probably the best result of the movement has been the co-ordination of the home and the school. Parents and teachers are invited in the effort to improve the children physically, mentally and spiritually, and to surround them with influences that are stimulating and uplifting.

A list of photographs, prints and casts suitable for school-room decoration has been prepared by the Advisory Board for the guidance of the Art Leagues in purchasing pictures.

The aims of School Art Leagues as set forth in a pamphlet prepared by the Advisory Board are as follows :

1. To improve the architecture of schools by having the buildings correctly designed in harmony with the fundamental laws of true architecture.
2. To have the interiors of school-rooms made artistic in proportion, in construction, and in the coloring of walls and ceilings.
3. To provide good reproductions of the best art, the great masterpieces of the various schools of painting, architecture, and artistic design, to hang on the walls of the school-rooms.
4. To purchase a few small copies of the most beautiful statues, the finest vases.

and other forms of beauty, that the pupils may see them regularly day after day, and study them.

5. To procure as large a supply as possible of pictures for cabinets to be used in connection with the teaching of Geography and History.

6. To stimulate as far as possible an interest in good art in the construction, the interior decoration, and the furnishing of all homes.

7. To encourage the organization of Art Leagues among senior pupils for the study of art as a means of culture and enjoyment.

8. To take any steps that local conditions may render desirable to improve the artistic environment of children and awaken a wider interest in art.

In closing let me quote a few sentences from "The Influence of Art Education in the Evolution of Humanity," by James L. Hughes. "Art has a directly beneficial influence in the development of the mind by training the judgment, and the imagination. It cultivates the powers of observation also. Seeing is really an act of the mind. Thousands of pictures form themselves in the eye daily that are not seen. We see only those to which we give attention. Culture in seeing means culture of the mind, not of the eye."—Contributed by Miss Stella Washington, Morse Street School, Toronto.

THE TEACHER'S HIGHEST REWARD.

Only a small part of a true teacher's recompense goes to him in his check or monthly payment for services. There is an impalpable reward for a successful instructor with which the coarse dollar cannot compare.

The consciousness that he has given his pupil something that will make his home brighter, his ideals finer, his life happier, brings with it an uplift of heart which is of more value to him than many times the amount of his salary. The realization that the pupil feels that something of worth has touched him, that his ambition has been aroused is payment, indeed.

What is money, compared with the consciousness that you have opened a little wider the door of some narrow life, that you have let in the light of opportunity, have shown the boy or girl that there is something in existence worth striving for? What is salary compared with the thought that you have made the dull boy feel, perhaps for the first time, that there is possible success for him that he is not quite the dunce he has been taught to believe himself? What is financial reward pitted against the glow of hope that has been kindled in the breast of the youth who never before was encouraged to do his best? Is there anything more precious in this world than to gain the confidence, love, and friendship of the boys and girls under your care, who pour out their secrets to you, and tell you freely of their hopes and ambitions?

As a rule, a teacher's salary is pitifully mean and small when compared with the magnitude of the task entrusted to him,—the shaping of the destinies of thousands of young lives,—and it is greatly to the honor of the teaching body that so many of its members give of their very best to their pupils without any thought of the wholly inadequate pecuniary compensation they receive.

A conscientious, successful teacher performs for his pupils and his country a service whose value can never be measured by dollars and cents.—*Success.*

II.—FOR THE MOTHER.

CURIOSITY IN CHILDREN.

It makes me groan with indignation when I hear children snubbed for asking questions. They should be informed about matters when they want to know, and not when mothers think it proper to teach them.

I have heard children snubbed for asking questions and then scolded for not taking more interest in what their mothers wished them to learn.

If a parent is wise she will understand that the proper time for giving information is when the child is moved to ask for it.

Few mothers stop to reason out the cause for this great but natural curiosity which is a part of every child's being.

Florence Hull Winterburn says: "If all the wonders of this world should break suddenly and without preparation upon a full-grown man, his mind would faint under it."

The commonest things, apparently without cause, would seem miraculous. Knowing no laws of nature, he would attempt outrageous feats, and exhaust all his energies to satisfy his curiosity.

Happily we grow into knowledge gradually, so this cannot happen.

Yet something like this happens every day in a child's life. He opens his eyes at dawn and watches the streak of sunlight stream through the window and strike athwart the ceiling, and questions crowd themselves upon his mind.

What keeps the line so narrow? Why doesn't it break and scatter all over the room?

Why is it on that side of the house in the morning and on the other side in the evening? He assails the first person he meets with these queries and with twenty others succeeding.

His little brain is alert and eager. There are so many queer things. He wants very much to know why his goblet of water "sweats," and why people have to wear clothes; what use flies are (a puzzler!) and why babies can't walk just as well as grown people.

Thoughts rush through his mind in disorderly process; everything starts him off on a new track. His confusion is pitiable.

He is like a person suddenly introduced into a show where a dozen hands are playing different tunes. He wants to see, hear and know everything. And half the time somebody responds to his complaints with a remonstrating "Don't be silly."

It is as if they said, "Don't be natural, don't be a child."

There are two phrases, "Don't be silly," and "Don't bother me," that have a great deal to be responsible for in the lives of children.

A child that is constantly snubbed in that way soon becomes sensitive and self-conscious and loses that wonderful charm of naturalness and spontaneity that is so delightful to see.

Children see everything and understand comparatively nothing. Remember that the next time you are showered with questions, and remember, too, that it is one of the most important problems of a mother's life to answer these questions thoughtfully and judiciously.

To a child his mother is all-wise, and she should be cautious of shocking that beautiful confidence.

III.—FOR THE PUPIL.

CHRISTMAS SONG.

By DR. H. J. GAUNTLETT.

Key G. 4-4 time.

| | | | | |
|-----|----------------|------------|----------------|---------|
| 5.7 | 1, 1, 1.7, 1.2 | 2, 1, 1, 3 | 5, 3, 3.2, 1.7 | 1, —, — |
| 6.6 | 5, 1, 4, 4 | 3, —, 6, 6 | 5, 3, 3.2, 1.7 | 1, —, — |

1. "Once in royal David's city, stood a lowly cattle shed,
Where a mother laid her baby, in a manger for His bed;
Mary was that mother mild, Iesus Christ her little child.
2. And He is our childhood's pattern, day by day like us He grew,
He was little, weak and helpless, tears and smiles like us He knew;
And He feeleth for our sadness, and He shareth in our gladness.
3. And our eyes at last shall see Him, through His own redeeming love,
For that child so dear and gentle, is our Lord in heaven above;
And He leads His children on, to the place where He is gone.
4. Not in that poor lowly stable, with the oxen standing by,
We shall see Him: but in heaven, set at God's right hand on high;
When like stars His children crowned, all in white shall wait around."

"HANG UP THE BABY'S STOCKING."

Hang up the baby's stocking,
Be sure you don't forget,
The dear little dimpled darling
Has never seen Christmas yet.
But I've told her all about it,
And she opened her big blue eyes,
I'm sure she understands me,
She looked so funny and wise

Dear! what a tiny stocking!
It doesn't take much to hold
Such little pink toes as baby's
Away from the frost and cold.
But then for the baby's Christmas
It will never do at all,
Why Santa wouldn't be looking
For anything half so small.

I know what we'll get the baby.
I've thought of the very best plan.
I'll borrow a stocking from Grandma,—
The longest that ever I can.
And you'll hang it by mine, dear mother,
Right here in the corner—so,—
And write a letter to Santa
And fasten it to the toe.

Write "This is the baby's stocking
That hangs in the corner here,
You never have seen her, Santa,
For she only came this year;
But she's just a *blessed* baby,
And now, before you go,
Just cram her stocking with goodies
From the top down to the toe.

—Selected.

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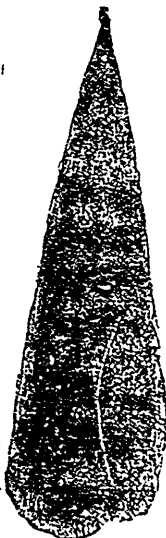
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Department of Education, Manitoba.

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Normal sessions for those proceeding to second class Professional standing will be held in Winnipeg commencing January 13. Applications will be received up to December 15.

All applications should be made to Department of Education, Winnipeg.

LICENSE TO TEACH.

1. First and Second Class Professional certificates obtained in the North-West Territories, through examination in the Territories, will be accepted in this province. Holders of such certificates should forward them to the Department of Education before engaging to teach.

2. Trustees who, after advertising, are unable to secure regularly qualified teachers may secure teachers who hold first or second class certificates from other provinces. A full statement of the circumstances, signed by the trustees, together with the certificates of the person whom they desire to appoint as teacher, should be forwarded to the Department. A certificate will then be issued to be good until the July examinations.

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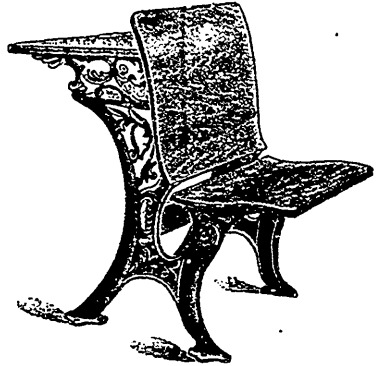
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