The Western School Journal

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"Here's to the Cause and the years that have passed!
Here's to the Cause—it will triumph at last!
The End shall illumine the hearts that have braved
All the years and the fears, that the Cause might be saved.

And though what we hoped for, and darkly have groped for
Come not in the manner we prayed that it should,
We shall gladly confess it, and the Cause, may God bless it!
Shall find us all worthy who did what we could!"

Winnipeg
June, 1915

Vol. X
No. 6

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WINNIPEG

The Western School Journal

VOL. X. No 6.

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The Western School Journal

(Authorized by Postmaster General, Ottawa, as Second Class Mail)

Vol. X WINNIPEG, JUNE, 1915 No. 6

Editorial

The New Leader

The change of government means that educational affairs will be under the direction of a new leader. Dr. Thornton has been interested in educational work ever since he come to the province. Indeed, it may truly be said that education, in its large sense, has been his chief interest. Away back in the early days, when people were content to imitate other lands in everything, he was thinking out and acting out in his own community some of the things for which education should stand. If we mistake not, he was the first to speak on centralization of schools. An article from his pen appeared in the School Journal in March and April, 1899. At Deloraine, his home, he converted a dreary, monotonous landscape into a beauty spot. He is more able than any one else in the province to push forward the school garden idea. His intimate knowledge of life in town and country gives him a clear insight into the needs and possibilities of common school education, and his wide reading and specialized culture make him competent to advise on all matters connected with higher education. He is no faddist.

Dr. Thornton has many difficult problems to solve. There is no member of the administration who will require more wisdom, more patience and more courage. The Journal bespeaks for him on the part of all those engaged in education, hearty co-operation and good-will.

To the Front

Among those going to the front there are some whom each of us will call particular friends. All teachers will so consider those of their number who have enlisted. Among these there is no one whose record will be watched with greater interest than that of Major D. M. Duncan, so well known and so thoroughly beloved by teachers everywhere. There will be a unanimous feeling that no one more worthy or capable of leading a body of men could have been found. May he be victorious on the field as he has been in school service, and may he return laden with honors.

Examinations

"The melancholy days have come,
The saddest of the year."

Examinations are not a complete test of teaching efficiency, but they are a partial test. The chief qualification in a good teacher is that she be a real lady. If she is less than this she can never be a thoroughly good teacher. Examinations, as we conduct them, by means of writing, can never test refinement and true culture. They can merely test knowledge. The day is coming when there will be additions to the written test, and the day is not far distant when there will be no written examinations to test literary appreciation. Even as today the term's work is put on exhibition in some branches, so it will be the general custom in years to come. The time now spent by var-

ious examiners on the reading of a single candidate's papers will probably exceed an hour. Will any one say that if a board of competent examiners spent half the time in looking over the term work of a candidate, they could not make a fairer estimate, not merely of the candidate's knowledge, but of her worth as a teacher? It is clear that we have not yet found out the best way of examining candidates. The old county board quizzing the applicants for positions had something to commend it. Our written examinations never test personality. That is their weakness.

The Audubon Society

A branch of the International Audubon Society has been formed in Winnipeg. The president is Mr. Manlius Bull, and the secretary Mr. J. B. Wallis, of Machray School. Any one wishing to get information should write to the secretary. The society will be of great use to teachers in furnishing information about birds. Let every teacher get in touch with the organization. By joining, one gets a copy of "Bird Lore," and pamphlets that are issued from time to time.

A junior branch of the society may be established in every school very easily. If ten children or more send to the National Association of Audubon Societies, 1974 Broadway, New York City, the sum of ten cents each, they will receive a button a-piece and a fine lot of leaflets describing the most prominent birds of the country. The teacher will also receive free a copy of "Bird Lore," which alone is worth a dollar a year. Every school should be interested in this movement.

Very helpful pamphlets on birds may be had from the Agricultural College, Winnipeg, for the writing. Let our schools be first to stand for preservation of bird life. The wanton destruction of bird life in the United States is said to mean a loss of one hundred million dollars a year. In Canada we suffer a proportionate loss. Inform the children.

TALKING EXERCISES

For Non-English Speaking Children

In the case of shy, diffident, and non-English-speaking children, the teacher should not at first attempt to teach them to read. The time may be far better spent in talking exercises, in gaining their confidence, in overcoming bashfulness, and in accustoming them to the freedom of the schoolroom. Use every natural device to awaken interest, pictures, colored crayon, objects with which the children are familiar, conversation, etc.

Do not permit sing-song reading, drawling, shouting, or mumbling. From the beginning train children to speak in natural, quiet tones.

Teach relation words with sentences in which they show relation. New words should be taught very slowly at first. Keep, if possible, a list of words taught from the blackboard. Introduce words already learned into new, short and interesting sentences. Words already learned should be used again and again in new sentences, by means of class work at the blackboard and by means of seat work.

Many teachers often fall into the error of not teaching the words and idioms thoroughly. At the beginning teach the idioms "I see" and "I have" as—"I see a ball"—"I have a hat"—the child actually seeing a ball and actually holding a hat.—"I can run"—let the child run, and the teacher says, "See the crayon do that"—"It is a hat"—"I can see"—"Can you?" etc. —the teacher always using the objects in connection with the idioms.

Special Articles

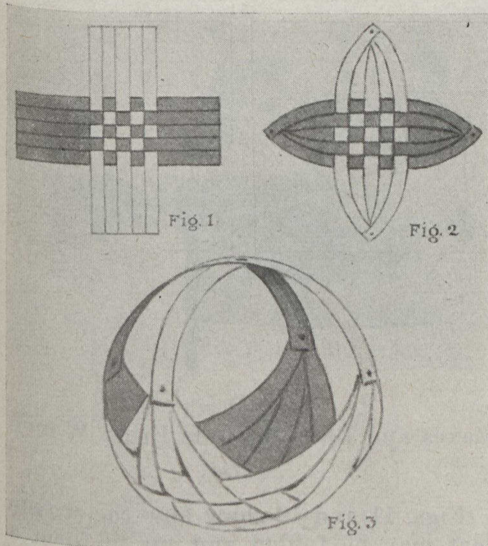
DRAWING, DESIGN AND CONSTRUCTION

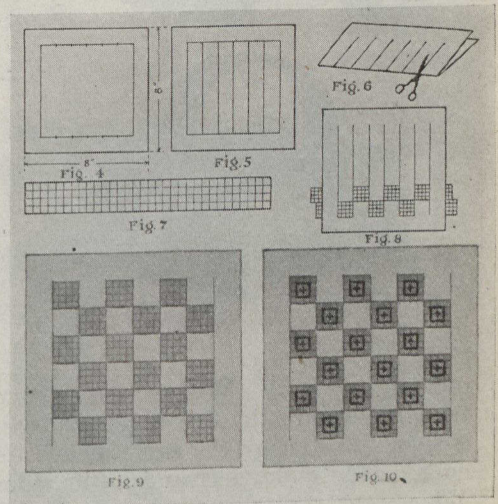
Lesson IX. A Series of Normal Art Lessons for Teachers.

By BONNIE E. SNOW, formerly Supervisor of Art in Minneapolis, Minn.

Exercises in Construction

In the quality of manual training or constructive exercises turned out by the schools, there has of late been a decided improvement. The great emphasis which is being laid on industrial training in all of its phases is responsible for this. Teachers are putting careful thought into the planning of suitable exercises for the development of industrial efficiency, and are demanding the provision of good materials with which to carry on the work. Without proper materials, the teacher's efforts and the children's time are often wasted.





In the primary schools, no other material has proved of greater aid than the improved quality and color of construction papers. When even the simplest problems are neatly executed in material suitable in weight and beautiful in color, results are sure to reach a high standard. The Prang Construction Papers have been especially manufactured to meet the needs of primary manual training. They appear in a wide range of beautiful color tones, and they are heavy enough to retain shape, when folded into boxes, toy furniture, etc. For weaving exercises, the Prang Weaving Papers are put up in packages of assorted colors. They are printed in half-inch strips, and they are heavy enough in quality to be woven without the aid of a needle. The weaving papers generally supplied for use in kindergartens are too flimsy in quality, too narrow in width, and often too glaring in their color combinations. The right quality and the right colors are absolutely essential, to secure the right results.

A May Basket Woven of Paper

This is an exercise that may be woven of the papers above referred to; or strips may be measured and ruled on ordinary sheets of construction paper.

If the weaving papers are used, cut on alternate ruled lines. This will give you the inch-wide strips that are better for the basket than narrower ones. Cut five strips of gray paper one inch wire and eight inches long. Cut five strips of green paper in the same dimensions. By a weaving process, arrange the ten strips as indicated in Fig. 1. With a brass paper-fastener. secure the five upper ends together. Fasten by the same means the ends on the right, left and lower sides. Your work will then look like Fig. 2. Add two strips of paper each one inch wide and eight inches long, for handles, as shown in Fig. 3. These little baskets are charming receptacles for small wild flowers.

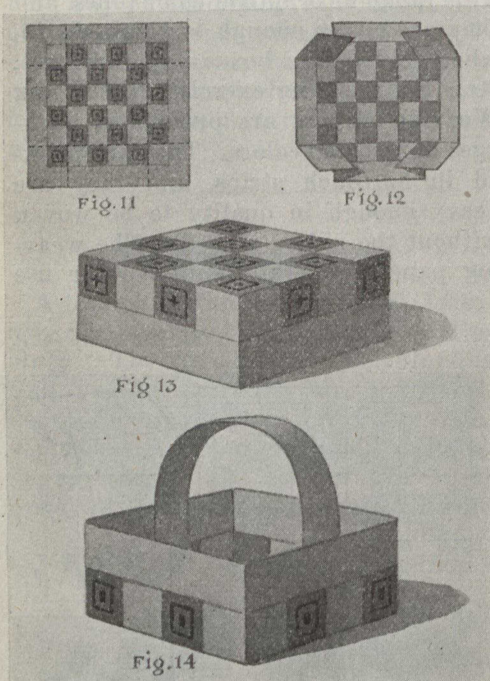


Fig. 11 Fig. 12 Fig. 13 Fig. 14

A New Paper Mat

Gray squared paper used as weaving strips in a mat of violet or orange construction paper gives an opportunity for the added enrichment of design. Use an eight-inch square of colored paper for the mat (Fig. 4). Rule lines one inch from each edge, making an inner square. Set off inch squares on the upper and lower sides of the square. Rule lines connecting these dots (Fig. 5). Fold the mat and cut the slits (Fig. 6). From gray squared paper cut strips eight inches long and one inch wide, for weavers (see Fig. 7). Weave the strips in and out, to form the mat (Figs. 8 and 9). On the gray squares, draw with colored crayon a very simple design (Fig. 10). The crayon should be of the same color (in a lighter or a darker tone) as the body of the mat.

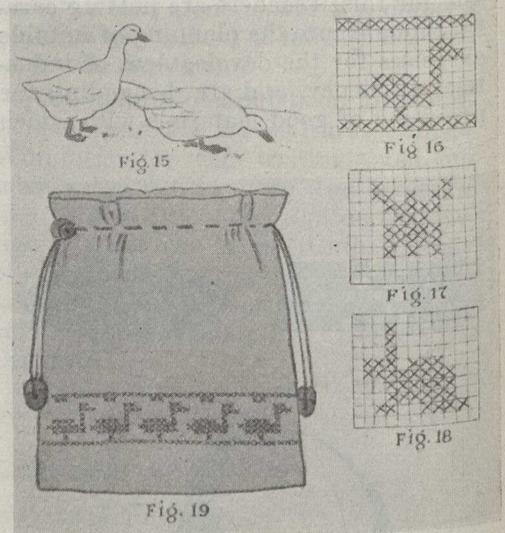


Fig. 15 Fig. 16 Fig. 17 Fig. 18 Fig. 19

Boxes and Baskets Made From Woven Mats

Figs. 11 and 12 show how the woven mat may be folded and cut to form a box cover. The bottom of the box may be made from an eight-inch square of paper, matching the mat in color. Fold the paper into sixteen small squares, cut incisions indicated in Fig. 12, fold and paste to form a box. Fig. 13 shows how the box will look when the cover is placed upon it. A basket is formed by simply pasting an inch-wide strip of paper to a folded-up mat. (See Fig. 14.)

A Design for Cross Stitch Embroidery

Of a quite different nature is the

constructive work shown in the next group of sketches. The development of design units from animal forms seems to suggest cross stitch embroidery. Squared paper is used as an aid in reducing to straight lines the shapes of straight lines. The form is then filled in with crosses, to suggest the embroidery stitch in which the design is to be worked. Canvas or burlap may be used for bags, table runners and mats, and the design worked in cottons, wools or

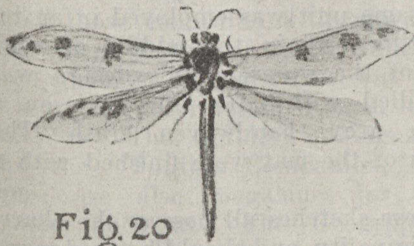


Fig. 20

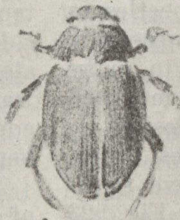


Fig. 21

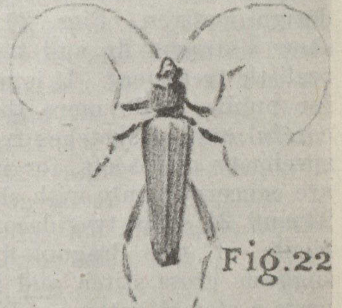


Fig. 22

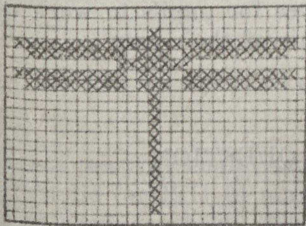


Fig. 23

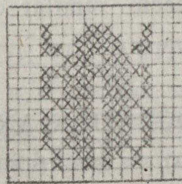


Fig 25

Fig. 26

Fig. 27

Fig. 24

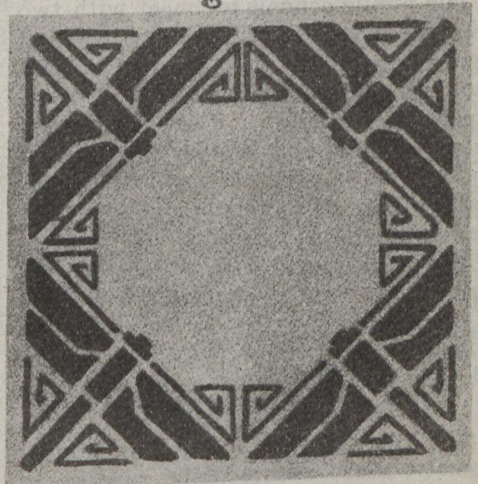


Fig. 28

such animals as the children may select. The goose is a favorite form, and one that may be easily drawn. Sometimes a cut paper shape is placed over squared paper, as a basis for the design. The outline is first traced from the pattern, and then reduced to silk, according to the material. The little bag represented in Fig. 19 was made of white handwoven crash, worked in blue cotton. A strip of Penelope canvas was basted over the cloth, covering the place where the decoration was desired. The border was worked

through the canvas and the crash, and the threads of the canvas were pulled out after the work was finished. Figs. 17 and 18 show cross stitch designs made from two views of a rabbit.

Designs From Insects

Insect life is rich in suggestion for design motives. Figs. 20, 21 and 22 show a dragon fly and two beetles in realistic treatment. It is not necessary for pupils to do more than to make careful outline sketches from mounted specimens of insects, for in design we are concerned only with shapes. Figs. 23 and 24 show two decorative treatments of the dragon fly. Fig. 23 suggests cross stitch and Fig. 24 suggests a stencil pattern, which has been beautifully carried out in the square mat or cushion top, shown in Fig. 28. More or less modification of the unit is necessary, when applying the design to some particular shape. Notice that an extra unit was needed in the corners of the square, on each side of the long, slender shape of the insect body. The same unit was employed in an interesting way in the middle of each side of the square. This design was stencilled with dark blue dye on a warm gray, handwoven crash. The edges of the mat were finished with a hem.

These sketches all possess the charm of originality, and should be used merely as incentives for pupils to work out similar designs of their own.

AN OPINION, A SUGGESTION AND A QUESTION

By FRANK S. COCKBILL

In the intermediate and upper grades of our public schools we meet with two great weaknesses—an inability by silent perusal to obtain the information and thought contained in a piece of reading matter, whether it be in the readers or geography and history text-books; and a lack of general knowledge, especially of the manners and customs, lives and occupations, interests and progress of that wide world with which the children do not come in contact. The school, of course, is aiming continuously to remedy this, but how little in its limited time can the school—and especially the rural school—do unaided?

The remedy for both is the same—namely, more independent reading of the right kind at home, especially in the winter months. Many children read nothing but their school texts, and even take their readers home for lack of interesting reading matter there. The school library attempts to supply this deficiency, and does so to a certain extent, but it needs an extensive and well chosen library to be effective.

My suggestion is this: Let each school board subscribe for a certain number of copies of some monthly or fortnightly children's magazine of the right kind, to be distributed to the children to take home and read, the teacher, by giving compositions in school on subjects contained in them, thus making sure that they are read. The magazine should contain reading matter which will seize and hold the interest of children, and at the same time is saturated with general knowledge. Stories of adventures in foreign lands, of travels, of industries, of inventions, historical stories—one of them a serial to sustain interest—stories of our birds and plants, a page showing how to construct simple children's toys or useful articles, etc., should be included in its contents. Such a system would be comparatively inexpensive, has the advantage of ease of distribution, variety, and continuation of interest—all of which are hard to obtain in school libraries and children's encyclopaedias. What indirect method could be more effective in converting geography and history from dull, dry subjects to subjects of life and interest?

My question is two-fold: First, can

the W.S.J. tell us if such a magazine is published; and, second, is it not within the sphere of an Education Department to superintend publication of such a magazine for the Province?

Editor's Note.—Mr. Cockbill's suggestion is worthy of the consideration of all those connected with education. There is no journal of the kind for children so far as we are aware, but there is scattered information in such magazines as "The Children's Magazine" and the "Youth's Companion," and there are also magazines for older people, such as "The Geographical Magazine." Yet none of these exactly cover the field. It would be impossible for a Department of Education in any Province to do this work single-handed. A magazine of the kind, to pay, would require to have a circulation in the schools of the Dominion, or even of the Continent. Would it not serve, in the meantime, if in every school there were one or two sets of geographical, historical, scientific and industrial readers? All these can be had at reasonable prices, and they are good from year to year. It is true that this would mean different reading for each pupil, but there is an advantage in that. It is not necessary that all pupils do the same work at the same time.

GRADE VIII. ARITHMETIC

By G. R. F. PROWSE, Melita, Man.

Accompanying analysis of Grade VIII. arithmetic for 1911-14 may be of interest to some teachers. The notation is significant; the first number gives the year and the second the question number, e.g., 14 is the first question in 1914. It will be noticed that no questions have been given in averages, work, longitude and time and graphs, duties, stocks and shares, trade discount, and compound interest. I must leave it to the judgment of each teacher how far the selection of questions establishes implicitly a syllabus. In view of the recommendation of the mathematical section on high school work at Easter that public school arithmetic be simplified, this analysis has a certain interest. The papers have to suit pupils in Winnipeg, the smaller cities and towns, and the country; this is a difficult task, which has been well done on the whole.

Ex. 2. Factors

11. Multiply the H.C.F. of 1,862 and 3,675 by the L.C.M. of 112,360,510.

31. Find the H.C.F. of 234,306 and 414.

Ex. 3. Vulgar Fractions

21. $\dfrac{3\frac{7}{9} \times 1\frac{1}{17} + 4\frac{1}{2} - 3\frac{1}{4}}{5\frac{1}{9} - 7\frac{7}{8} \div 28\frac{7}{20} + \frac{1}{3}} \times \frac{2}{3}$

32. $\dfrac{6\frac{12}{15} - 5\frac{22}{35} + \frac{49}{50} - \frac{9}{10}}{12\frac{1}{2} \div 5\frac{7}{8} \times \frac{47}{50}}$

41. $\dfrac{(3\frac{1}{3} - 2\frac{1}{2}) \div \frac{1}{6} \text{ of } \frac{3}{8}}{2\frac{2}{3} \div (\frac{1}{2} + \frac{1}{4})} \times \frac{8}{5} - \frac{2}{3}$

Ex. 6. Decimal Fractions

12. A block of land contains 175.88 acres and is subdivided into lots each containing four-fifths of an acre. Find the number of lots, and also their value at $75.00 each.

22. A man earns at the rate of $2.375 per day, his wife at the rate of $1.1875 per day, and his three children each at the rate of $.625 per day. Find the earnings of the family for 18.25 days.

31. Divide 76.44 by .052.

41. $\dfrac{96.4 \times .064 \times 6.25}{9.375}$

Ex. 7. Linear Mensuration

13. Find the cost of posts to fence a square mile of land, if posts are two rods apart and are worth $6.87½ per hundred.

35. A farmer builds a fence around a quarter section of land, using poplar posts, one every rod, that cost 3c apiece, but they must be renewed every 3 years. The wire costs $72 and need not be renewed. The labor costs $18 per mile. What has the fence cost in 27 years?

3. What is the cost of fencing a field 75 rods long and 50 rods wide with a wire fence, if the wire costs 3¾c per foot and the posts are placed 2 rods apart and cost 8c each?

Ex. 8. Mensuration of Surfaces

23. A block in a town is 500 ft. long and 270 ft. wide. Find the cost of laying a five-foot cement sidewalk around the outside of the block at $1.26 per square yard.

37. A cow is tethered by a rope 56 ft. long. Find how many square yards of pasture she has.

Ex. 9. Mensuration of Solids

14. A ton of Galt coal contains 34 cu. ft. What must be the height in inches of a car 30 ft. long and 8 ft. wide to hold 40 tons?

17. A circular cistern is 6 ft. high and 7 ft. in diameter. How many barrels of water will it hold if a cubic foot contains 6¼ gall. and a barrel 31½ gall.?

33. A flat car 36 ft. long is loaded with two rows of cordwood 9 ft. high, running lengthwise. Find its value at $4.85 per cord.

44. How many barrels of oil in a cylindrical tank 7 ft. in diameter and 12 ft. high (1 bbl.=cu. ft.).

45. $13.50 worth of wood at $6.00 a cord was sold from a pile of wood 40 ft. long, 4 ft. wide and 6 ft. high. What was the remainder worth at $5.50 a cord?

Ex. 12. Proportionate Parts

15. A can do twice as much work as B, but he only works three-fifths of the time. How should $22 which they earned be divided between them?

Ex. 14. Bills and Accounts

36. On March 5, 1913, Mrs. Davis bought from Ryan Bros., of Watson's Corners, 23 yds. flannelette @ 16c; 14 yds. linen @ 32c; 26 yds. oilcloth @ 17½c; 3 doz. towels @ 48c a pair; 12 lbs. raisins @ 15c; 9 sealers @ $1.20 per doz.; 7 lbs. rice @ 6c; 11 bushels potatoes @ 65c; 14 gallons coal oil @ 43c. On March 8th Mrs. Davis paid cash in full. Make out a receipted bill.

Ex. 15. Square Root

27. A field in the form of a rectangle is 39 yds. wide and 52 yds. long. What is the distance between the diagonally opposite corners?

31. Find the square root of 7,284; 6,225.

Ex. 17. Percentage

24. If 375 pounds of sugar be bought at 6 cents a pound, and 10% of it be wasted, at what price per pound must the remainder be sold to make a gain of 14% on the whole transaction?

47. A fruit dealer imported 48 boxes of oranges (240 oranges per box), invoiced at $4.20 per box. The freight was $19.80 and cartage $1.75. Find the gain per cent. by selling the fruit at 35c per doz.

Ex. 19. Taxes

25. A man owns a section of land valued at $22.00 per acre. In 1911 it was assessed at five-elevenths of its value and the special school tax on the same was 15 mills. What tax did owner pay?

Ex. 21. Insurance

16. A merchant insured his stock for $15,000 for a short period and paid 14% of the annual rate, which was 2%. Find premium paid.

34. House worth $12,480 is insured for three-quarters of its value at the rate of ⅜% premium. Find the premium.

42. House valued at $12,000 was insured for three-quarters of its value at 1½%. Before end of year it was burnt. Find total loss of owner and total loss of company.

Ex. 22. Commission

26. An agent received $5,250.00 with which to buy wheat at 62½c per bushel after deducting his commission of 5%. How many bushels did he buy? What was the actual cost per bushel to the purchaser of wheat?

Ex. 25. Simple Interest

18. A man borrowed $3,000 and returned $3,055 in four months. How much was interest, and what rate of interest was paid?

28. Find the simple interest on $864.00 for 63 days at 7½% per annum.

46. Define: Principal, simple interest, rate per cent.

A man loaned $130 from March 29th to June 10th, the rate being 7 per cent. per annum. What would he receive in return?

Ex. 26. Bank Discount

38. On March 3rd, 1913, you go to the bank and give them your note for $725.79 at 3 months from date, which the bank discounts at 8%. How much money do you receive?

MANITOBA THIRD READER

The Three Bears

The purpose in studying this lesson is to cause pupils to take delight in story reading and in story telling. They will not experience such delight unless they see pictures under right conditions. Right condition implies, among other things, that the teacher and class are in sympathy with the pranks of the mischievous little girl, that they are willing to forget school and lessons and everything else in order to go on an adventure with the wild little lass, Silverlocks. And so the first thing is to ask the children to see the little girl, and to imagine just what things she did every day. Their attention is not to be given primarily to word-forms, but to pictures.

"In all reading, thought rather than word-forms should be in the focus of attention." Next they see the little girl wandering in the woods. They picture what she is seeing, and what she is doing—now stopping to examine a flower, to kick the dead leaves, to look at a thrush or a squirrel, to listen to a woodpecker, to pick a violet, to gather colored leaves. The children must see the full picture and feel it. Then come in succession the picture of the bear's house; the young madcap as she peeks in at the door and then enters; the tasting of the soup, and so on. And as children see the pictures and enjoy them, they will wish to read and to act. The acting might well come first; then the reading of the more expressive passages; then the reading of the whole, in sections.

It would be an error to ask children to read sentence by sentence. The unit of thought is a complete picture. This is usually set forth in a paragraph. There are, of course, many forms of seat work following a study of this lesson—for example, cutting in paper the bears, the bowls of soup, the beds, etc., drawing, composition. A teacher who looks through various books in which this story is given will find interesting variety in pictures.

Indian Mother's Lullaby

Here is a series of beautiful pictures, with the mother and the child in the centre. There is a typographical error which takes away from the beauty of the selection. "Piping" should be "pining." Why should an Indian mother make the references and allusions that are here given? If the children can understand and feel this, they have gone a long way towards understanding the little poem. The study can be followed by sympathetic reading, or, better still, by singing. Try the following as one air:

6/8	m	s s s m m m	s s s m m m	d d d r - r	m - - - - m
		s s s m m m	l l l m m fi	d' t l t - d'	l - - - - s
		s l t d' t l	t d t' l - m'	m'r'd'r'd'r'	t - - - - - s
		s l t d' t l	m'r'd'r'd't	m'r'd't d't	l - - - -

Story of a Coat

This is an information lesson. The results of the study should be a broader sympathy for those who provide our needs; greater intelligence regarding the common things of life. As far as possible, the deeds here mentioned should be reproduced in school. If it is impossible to get a spinning wheel, the wool may be twisted by the fingers. A loom may be made of four sticks bound together like a slate-frame.

Nearly every variety of bark will give a color. Every picture in the story must be elaborated—for instance, the caring for the sheep in the springtime may be described in great fullness. When the study is completed it will suggest others of similar kind—the story of a ribbon, a handkerchief, a calico dress, a pair of boots. Or turning to another field, there may be the story of a plate of porridge, a bowl of soup, a loaf of bread. These studies, if followed by doing and telling, are a never-ending delight to the pupils.

HISTORY TEACHING

In the April issue was an article urging that English history be thought of as five great movements, and that all details find their place within a general plan in which these five movements are recognised. A question has been asked calling for further suggestion.

Taking, then, the first division—the struggle for possession of the soil, or the coming of the races—let us see how it works out.

First, pupils should have clearly in mind some outstanding pictures, e.g.:

1. The tall, blue-eyed people, living in tribes, etc.—Celts or Britons and Gaels.
2. The law-making, road and town building, war-making people—Romans.
3. The home-loving, free-necked, weaponed men—the English.
4. The sea pirates—the Danes.
5. The law-makers, organizers—Normans.

(These are probably misleading phrases. They are the first to hand, and will be suggestive. In working out the various pictures certain facts will be learned and names and dates will be fixed—for example:

1. Previous to 55 B.C.—Caractacus.
2. 55 B.C. to 410 A.D.—Caesar, Claudius, Agricola.
3. 410 to 1066—Egbert, Alfred, St. Augustine, Dunstan, Bede.
4. 800 to 1000—Guthrum (Wedmore), Canute.
5. 1066—William the Conqueror.

In working out the pictures in detail, many facts should be thoroughly known and fixed. For example, in studying the topic, Alfred, the following topics would be helpful: Alfred (871-901); his coming to throne; his struggle with Danes; his victory; his work for the kingdom (education, law, religion, organization).

The idea running throughout is that the general plan of the history should be grasped before details are studied. Whenever a detail is mentioned it should be referred to the general plan. This subject will be dealt with fully next year.

SPELLING

B. HODKINSON, Principal Central School, Selkirk

Spelling should be taught by a judicious use of word building, combined with systematic attention to such irregular words likely to be needed in class.

Rules as to changes arising out of inflection, or the addition of suffixes and prefixes, will be found especially helpful, and in the higher classes a knowledge of the common roots will aid in the avoidance of many pitfalls.

Rules as to sound representation should not be so strongly impressed, as the hesitating pupil gives premier position to such a question as "What sounds am I to write forms for?" rather than to "How did the word look?" i.e., the chief object should be to give vivid visual impressions.

Peculiarities of form should, by some device or other, have special emphasis.

Word building will lose much of its efficacy if the teacher is led away by the introduction of words beyond the grade of immediate requirement, from attention to the more necessary words. The practice of asking for other words similarly built is a good occasional exercise for the purpose of extending the vocabulary, but it should not be indulged too frequently. It occasions many fruitless pauses, leads to guessing, and draws the mind of the child from the main object of the lesson.

The elements most frequently missing in spelling instruction are:

(a) Attention to the use of words.

(b) Earnest application on the part of the pupils.

(c) Due provision for the regular revision of words taught in previous lessons.

The last is best secured if the teacher keeps a record of the words taught in each lesson, and rapidly tests the class through the whole series from time to time.

It is by no means uncommon for a teacher to attempt to teach more than can be efficiently accomplished. This practice should be strongly guarded against, as its constant use will both retard the progress and defeat the aim and end in view. Each year of school life should be marked by a distinct development of vocabulary.

All new words should be very carefully explained in simple and familiar language, illustrated by action, picture, etc., wherever possible, and well assimilated by abundant use in sentences sufficiently long to prove that the meaning or shade of meaning has been fully realised, and by the reading of various passages.

The oral exercises of the pupils in this subject should be as diverse as possible, the aim being to make each word a real personal possession, both as to form and sense.

Lessons on Words

(a) With silent letters.

(b) In which letters are interpolated.

(c) In which the vowel sound is not clear, e.g., eleg*a*nt, independ*e*nt.

(d) In which a diphthong appears in different order.

(e) Usually mispronounced locally.

(f) Sounded alike, but of different meaning.

These will and must have their place, but care must be taken not to destroy the balance of the instruction, for the English language is, in a great measure, regular.

The preparation of mere lists of words should never be attempted, but the summary on the blackboard would, in the main, consist of a list, the separate words having been linked together by some relationship of thought during the oral instruction.

Transcription, again, is a most useful exercise for the lower classes if the pupils are taught to write words as wholes, and not part by part.

Spelling aloud has the advantage of keeping the eye on the word for some time, but there are special dangers connected with its use that minimise and put a discount on the slight advantage thus gained.

Dictation tests should not by any means immediately follow preparation. Some little time should elapse—say two or three days—to ensure that the exercise really discovers whether the words form part of the permanent memory or not.

A dictation exercise is incomplete if it does not provide for the correction of every pupil's work. This is a pitfall that must certainly be avoided if the teacher is desirous of making anything like a success of spelling and its attendant test of dictation. Many errors in spelling among our older pupils are solely due to negligence in this all-important "correction," as the pupil soon falls into the habit of writing the same mis-spelt word over and over again, and the writer feels that he cannot urge the young teacher too

strongly to correct every exercise given.

When giving out a passage, the teacher should pronounce the words in the usual and accepted way. The lesson is to fit the pupil for the needs of daily life. Spelling should be but lightly touched upon during other lessons. The full study of words that arise from time to time should be adequately provided for in the subsequent spelling lessons.

By these foregoing hints and suggestions, the writer does not by any means pretend to give a sort of "Royal Road to Correct Spelling," but only the means and methods (or some of them) that have proved both effective and a success for himself and those who have passed under him.

The reader no doubt has found, or been faced with the difficulties of the pupils in the lower grades on the use of such words as "there" and "their," and other kindred knots. This has generally been overcome by transcription, by which the pupils have had it impressed firmly on the eye and mind, in the form of short variable or invariable phrases, e.g., there is, there are, there were, there was, etc.; also in contrast, their book, their house, their cows, etc. A free use of these or such other as come to the keen teacher's mind will very soon eradicate this seeming difficulty.

HISTORY

By A. H. HOOLE

The world today in its present state of civilisation and organisation is the outcome of centuries of slow progress, which progress is traceable to the characters and lives of men and women; to organised action on the part of the masses arising from social conditions, and to great national movements. Each of us is a factor, great or small, in the social and national constitution of the world. Each has a part to play. If we are to fulfil our purpose in the onward movement towards perfection, we must be aware of our responsibilities and our debt to the past and present; that is to say, we must know something of the history of the world. In order to carry out faithfully our duties as citizens of the nation to which we belong, we must be acquainted with the important factors and events in national history. The purpose of education, as we believe it, is to fit the individual tc serve his country and the community in which he lives in that capacity which has been ordained for him, to the best of his ability. That he may do this he must understand his relation to the country and the community; he must be conscious of the powers which are his, how it is he enjoys them, and how they may best be exercised. This is one of the great functions of history.

History must be known by the child, if the man is to be alive to his advantages and privileges, and to value them properly. Life today is such that men and women have little time to spend on the study of this subject, even if they had the inclination. That the child may read intelligently and relate history to himself and understand all that it means to him, he must be able to picture what is written; to live in his mind the experiences of those of whom he reads. History thus calls for the exercise of the imagination; and more than this, it makes demands on sympathy, reason and judgment; it stimulates the conscience and forces the mind to form definite conclusions and a definite opinion.

As the child reads he will meet with great and good men and women. He will see the mighty influence of character, good and bad. He will place himself in the position of the people he reads about, and see things through their eyes. As he traces the growth of the democracy, of constitutional government, and of civil and religious liberty, he will find recorded heroic acts, tremendous self-sacrifice, the deeds of men animated by lofty ideals, who lived not merely for their day and generation, but for the welfare of future generations. It will help to make him thankful and help him to realise that in his life he is to forget self, and live so that he may contribute to the well-being of the present and future. What has been done in the past, he will learn has been done for him and others.

The responsibility of the individual is nowhere more clearly set forth than in history. Its great progressive movements have had their origin in the minds of individuals: that is, in private opinion. The intensity of private opinion has led to its expression. The utterance has given rise to discussion, and others have found that opinion to coincide with theirs, and humble men and women have thus influenced others until the mass of opinion, crystallised into conviction, has resulted in concerted action, which contributed largely to the civilisation we enjoy today. The child may be led to see that when it grows up it can help by doing its share towards reform, and the uplifting of the life of the community and nation. This is, after all, the great purpose in teaching the subject under discussion. It is true that it has not been put before the child as it might have been; it has not been emphasised as it ought to have been. Perhaps it seems difficult to put all that has been said before the scholar; but many vital lessons may be taught, or rather brought into the inner consciousness of the child mind in very simple words. How can the growing scholar comprehend society as it now exists, national government and international relations intelligently; how can he realise the importance of the day in which he lives unless he knows history? He cannot understand the character and aims of nations unless he has a knowledge of their history.

The necessity of high ideals in national life only emphasises the necessity of high ideals in private life, and they may be set before the child in the study of history better than in any other. It affords an opportunity for teaching manners and morals, and those virtues we most admire.

We live so much to ourselves, and there is so much to focus our attention on self, that we need to have our attention drawn to the real purpose of our lives, and the earlier it is done the better. We must begin with the child if we hope for the type of citizen who loves his country, who is willing to do his part to the point of self-sacrifice. The apathy of the average man in regard to political and municipal affairs is deplorable. No interest is shown, no responsibility felt, no conscience exercised. They might apparently have no relation whatever to his life. The result is that needed reforms are neglected, politics becomes a party game, and even a profession. It is not to be wondered at that corruption is practised. What the child firmly believes, it can be confidently expected to believe when it attains manhood and womanhood, if that belief is a worthy one. The need is for self-reliant, intelligent, unselfish individuals of balanced judgment, large sympathies and true motives. A right study and teaching of history will materially assist in creating such citizens. There could be no more imperative reason for its inclusion in the school programme.

OUR ELEMENTARY SCIENCE COURSE

By H. W. HUNTLEY

In the last month's issue of the Western School Journal I read a well meaning article on "Science in Our High Schools," written by Mr. Little of the Kelvin School, Winnipeg. Since this article strikes at and proposes, for the most part, eliminating what is to my mind the strongest feature of our science course, I feel much inclined to criticise his statements and proposed system. But in doing so I wish it to be understood that I am prompted entirely by my interest in the development of the science curriculum, and not in the least by a spirit of contradiction.

In this article Elementary Science is severely criticized. It is referred to as having "no definiteness—a ramble over several subjects." Surely this is not altogether true. A note book is used where the student must show complete study of five of our obnoxious weeds, five of our native birds, and a general diary to keep him alert, and also to develop his observational powers. During the winter months a little physics is taught. Surely this is not such a chaos as the writer would have us think. Is it not a case of treating different aspects of the one thing, nature? The student is asked to leave the routine of the classroom and to go into the fields to observe the birds in autumn before going south, and again in spring on their return, also to observe the insects and weeds. This should add variety to the classroom. It develops observation. And last, but not least, it creates an inductive attitude. A special text-book is prescribed for this course, but, because of the nature of the subject, a little latitude is offered to the teacher in order that he may adapt his work to the locality. Certain birds and weeds about Melita or Deloraine could not be conveniently studied in Winnipeg. The writer seems to take exception to this method of procedure. Yet in speaking of Chemistry he says, "I think the teacher should have a little latitude in making his own course, because each town and district has some distinctive peculiarity, and every teacher has preferences for certain lines of work." Now, I would suggest that what applies to one should apply to the other. Again, he states that the teachers do not know what is expected of them. This surely is a serious accusation. But I fail to see how this would interfere with the merits or demerits of the course. If the course itself is satisfactory surely the proper method of procedure would be not to throw it out; but rather to fit the teacher for its proper application. I admit teachers need a special training in Biology to be very successful with elementary science at the beginning. But surely this difficulty is not insurmountable.

Now after attempting to meet the various objections raised by the writer against the elementary science course, let us see what can be said in its favor. First it is a broad subject covering in a simple and general way the different aspects of our natural sciences; and thus brings the wide field of science within the comprehension of pupils who are too young to specialize in any particular one. Suppose, for instance, a course in Physics was started in the first year of the high school. No course could be given without including many of the different principles which are decidedly beyond the comprehension of the pupils of those years. Experience and psychology join in convincing us of the fact that abstruse principles cannot be understood at this age. Now elementary science avoids the difficult principles and considers the simpler phases of these sciences, as are manifest in every day experience.

In the second place the sciences are interdependent and before one can be well understood there must be a general knowledge of the rest. To begin one special science without sufficient ground work to understand its place in nature, is not only to make the subject exceedingly difficult, but to miss the very object of its study.

Thirdly, one of the chief aims of education is to enable a pupil to discover the line of work for which he is best fitted. It is quite true, as Mr. Little has said, that one of the important functions of education is the building of character. But, what is character? Is it not high idealism commensurate with natural capacity. To give one ideals which are altogether outside of his reach would be to make him a dreamer. Mind, I do not mean to say that a person should have no taste for arts which he is incapable of following. For instance, it would make a man's life fuller and happier if he had a taste for music and art, even if he could neither sing nor draw. But, to have a person, wholly incapacitated by nature for drawing, desire to excel in that more than anything else would be to make him lie still and merely wish, or to make him utterly unhappy. Character is then having high ideals, but especially along the lines for which he is fitted. Now if education can find out what these lines are it will have attained its object. Elementary science seems to me to be one of the subjects by which education can carry out this purpose. It is well known that the trend of the present day is to gravitate towards the sciences. But it would be a mistake for a boy to enter the field of science if naturally unfitted for it. A general course, like that which elementary science is intended to be, not only gives the boy an opportunity of knowing whether he is fitted at all for science, but also enables him to discover to which of the sciences he may have a particular bent. Or, in other words it goes a long way to enable the pupil to find himself. Now it is clear that in building up his ideals along the line of his capacity, an introductory general course will have this advantage over wading at once into his special science—even if he could discover by other means what it was—that it would enable him to find out the relation of his science to the rest of nature, and this, as everyone knows, is the great essential to the building up of proper ideals.

Again, one would infer from Mr. Little's paper that even if this elementary science course were applicable to rural schools it certainly was not necessary in Winnipeg and other cities. In reply one might ask if the opportunities are not as good in Winnipeg with its parks, rivers, and adjoining woods. It seems to me that they are equally as good as those of most rural towns. Or, again, one might ask if the observational powers of the city pupils are not as much in need of development as those of the country. It again seems to me that they are. My experience has taught me that the city pupils have a good opportunity to study nature, and that at the end of the course they can talk intelligently about, as well as take an interest in, our common weeds, flowers, and birds. Last year, pupils who called every small bird a sparrow, and every weed a plantain, at the beginning of the year, could, at the end, point out and name the common varieties of each, as well as show a keen interest in them. Moreover, the act of observation increases their knowledge of and arouses their interest in their environment, which is an important matter when one considers that many of them were not born in Western Canada.

Lastly, I would like to take exception to Mr. Little's remark that Botany cannot be studied without a ground work in Physics. What principles of Physics are necessary to Botany can probably be better studied in their con-

crete application than if they were first studied in the abstract. At any rate, with a course like our elementary science in the first year, ample Physics and Chemistry are studied to enable the student to do Botany well in the second year.

In conclusion, I believe that I can safely say that our natural science course justifies its existence. Suggestions for its improvement I should always like to see, but I would be one of the first to protest against its abolition.

A WORD FROM THE HISTORY COMMITTEE

The History Committee, in sending a recommendation for some lessons in Social Topics, did not have time to go into the question of the actual topics, but they wished me to forward the suggested outline that I spoke of at the final session. I do this more as an explanation of the request than as a definite piece of work.

Grade IX. "Canada in the Making"

1. Immigration. Why?
2. Composite Nations of History.
3 to 8. The Various Nationalities Here. A kindly introduction to the main peoples coming to our shores.
9. Our Attitude Toward Them.
10. A Canadian Ideal.

Teacher's Reference, "Strangers Within Our Gates."

Grade X.

1. The Trek to the City.
2. Nature's Challenge. "Work Not, Eat Not."
2. The School. What Society Expects in Return.
4. From Barter to Modern Commerce.
5. Money. What it does and what it is not.
6. Owning Together. A Study of the Postoffice.
7. War. Causes. The Alternatives.
8. "Backing the Referee" Law. What it is. Our Attitude.
9. "Bread and Butter Game." Competition or Co-operation.
10. "Cogs" Developing Social Conscience and Responsibility.
11. "Prices." Why, How Determined, How Manipulated.

I have taught these lessons and find them both interesting and within the understanding of High School pupils. I hope that by the Department adopting the suggestion of a bonus question that those teachers who are able and anxious to do constructive work in developing intelligent citizens will have the required authority to do so and their students a suitable recompense in marks.

Yours sincerely,

W. D. Bayley.

THE CITY BOY

God help the boy who never sees
The butterflies, the birds, the bees,
Nor hears the music of the breeze
  When zephyrs soft are blowing.
Who cannot in sweet comfort lie
Where clover-blooms are thick and high,
And hear the gentle murmur nigh
  Of brooklets softly flowing.

God help the boy who does not know
Where all the woodland berries grow;
Who never sees the forest glow
  When leaves are red and yellow;
Whose childish feet can never stray
Where Nature doth her charms display.
For such a hapless boy, I say,
  God help the little fellow!

—Sel.

The Classroom

ON THE TEACHING OF HONOR.

By W. H. GRIFFIN

Honor is a word much misused. Among a certain class it means false bravery, or an over-sensitiveness to insult; but by those who understand it best, it means true courage and prudence. A man of honor is the highest type of humanity. He should always be pictured to children as the ideal, which they should try to reach. He should be held before them as the very highest embodiment of kindness, politeness, fearlessness, loveliness, courage and generosity. He should be pictured as the very best possible type of humanity.

How shall this beautiful combination be taught? First, by stories. These may come from history, personal experience, and every-day occurrences. During the past few years several instances of the highest types of honor have been recorded, and what might seem to be strange, these have come from the common walks of life, from railroad engineers, sailors, firemen, common day laborers, etc. These instances show that honor consists in guarding the lives and property of others, even to the great danger of losing all of one's own property, health, and even life. The honorable man feels that the interests committed to him must be guarded, whatever it may cost. In money matters it means the protecting of property at all events. In confidential communications, it means that a secret must not be revealed; that when a promise has been made it must be kept, no matter how much self-sacrifice it may require. Stories of honorable action always are of great interest to children, especially when they are of recent occurrence. The last war gave us many instances.

Second, honor may be taught by example. This is the best way. Confidential communications should be kept sacred. Little children often tell the teacher secrets; very unimportant, and often meaningless, but secrets, nevertheless. Let them be kept sacred! Tell a child something, and say, "Now tell no one." Let her keep it. It will be a good lesson. Exact truthfulness teaches honor. Little falsehoods destroy it. There are a hundred ways in which honor can be taught by example, and as many by which it can be destroyed. False honor should be overcome by showing that it is false. When a child has done a wrong thing, false honor demands that it should not be told; true honor requires that the guilty should be brought to justice. It is dishonorable to conceal a dishonorable act, in school or out of it, and a school should learn this fact as thoroughly as possible. A false code of honor should be destroyed, and a persistent and constant example is certain to do this work.

TWO WAYS OF TEACHING MORALS

First Way.—An incident—a boy had told a falsehood. This was so grave an offence that the teacher determined to make him a public example, as a warning to all other sinners who might be tempted to commit a like offence. In order to make this a first class case she recited all the circumstances, so that the majority of the pupils, who had not heard of the sin, could be thoroughly informed. The time set for the "trial" came, the boy was made to face before the whole school, and the recital commenced. No trace of sympathy appeared either in the teacher's manner or voice; on the other hand, she appear-

ed hard and unfeeling. The impression upon the school was that she was rather glad to make this incident a text on which to preach a sermon. The culprit was lectured most thoroughly, the enormity of the sin of lying was pictured, and the name of God, as an all-seeing punisher of evil-doers, clearly placed before his eyes. There was no corporal punishment, the lecture and scorn were more severe than any whip could be. His sense of humility could not be greater than it was. The boy went to his seat, feeling that he was an object of the scorn and detestation of the entire community. He could not have felt worse had there been a placard pinned to his back with the word "LIAR" printed upon it in large letters. He was not sorry for his sin; neither did he determine to reform any of his bad ways. He only had an unutterable sense of shame and degradation, which soon degenerated into a feeling of anger and then hate. In this condition the "trial" left him.

Second Way.—At about the same time the incident just mentioned occurred, in another school, in a neighboring village, another boy had told a falsehood. The teacher in charge of this school was not like the teacher just described, for she did not look upon offenders as persons to be punished, but as boys and girls to be trained, so as to become good and efficient men and women. As soon as she knew that one of her pupils had been guilty of a grave offence, she at once commenced studying how he could be reclaimed, and educated so as to make a useful man. On inquiring into the circumstances of the case, she found that there were no mitigating circumstances connected with it. Her pupil had told a deliberate, wilful lie. What should she do? What could she do? The thought of making a public display of the offence and offender did not occur to her. After an almost sleepless night she adopted the following course. First, she would talk with the boy; second, she would bring the one to whom he told the falsehood face to face with him. She would show both what a terrible thing a lie is, how unreliable it made both a boy and a man,—nobody could believe him even when he told the truth; he would be distrusted at home, in school, and in the world. One lie needs another, and this another, and these many others, until in the end a man must become a liar all through, and in the end a poor, despised, miserable thing. She said that even God—the great, good, loving God—could not love liars, and he could not have them near him. The teacher's heart was full, so full she could hardly find words to express her thoughts. When she had carried out her plan, she found that her triumph was complete. The poor boy broke completely down. He felt the enormity of his sin. His mother said afterward that he cried all one night and could not be comforted. Why? Because, as the poor boy said, "I am a miserable sinner, a poor miserable liar." That boy was never known to tell anything but the exact truth after that.

METHODS OF ELOCUTION

It is generally acknowledged that the best English is spoken upon the stage. The methods by which this is brought about might be studied with profit by teachers, who could learn many good points for their elocution classes from the lessons given in a modern school of acting.

At the Lyceum Theatre in New York the daylight hours are almost entirely taken up with the teaching of the principles of acting to a class of forty or more young men and women, who thus learn a great deal about the voice, and face, and limb, that they would never acquire in actual acting, unless they

happened to be geniuses. Here the teachings and writings of Delsarte have full sway, and everything in expression, in movement, and in pose, is reduced to conformity with the laws he enunciated.

It is amusing to watch the class at work. One of them is called to the footlights, and told to say, "Be seated, sir," to a person received upon sufferance. The backbone becomes rigid, the lip almost—but not quite—curls, the eyes are half averted, the hand is waved towards an imaginary chair. "Very good; now let the class express the same idea, but without the words." And the forty-fold disdain sends a cold chill over the house. Then "Be seated, sir," is said again, to a person of respectability, to whom honor is due. Warmth, deference, welcome fill the room in an instant.

After rehearsing this two or three times, the instructor, himself a well-known actor, says:

"Mr. X——, step forward; I want you to imagine that some one has just entered the room. He is an enemy of yours whom you thought far away. He knows a secret which will ruin you and you fear him. What feeling would you have as your eyes fell on him?"

"Terror," says Mr. X——.

"Just think for a moment and you will see you are wrong. The fear would come more slowly. The first feeling would be one of stupefaction. Express it."

Mr. X—— opens his eyes to their widest extent, and throws back his head.

"That is only mild amazement. Open your mouth, unclasp your hands, let your knees fail you, and try to feel what you portray. Now let the whole class express stupefaction."

Pronunciation, and especially enunciation, the students are drilled in most thoroughly. They reach the school in possession of all the varieties of speech that America can boast of, yet they leave it speaking only the English of the stage. Sometimes it is hard work to get matters right.

One shy, pink-faced youth had to exclaim with vigor, "Worse and worse!" He said, "Wur-uss and wur-uss!"

"Where did you come from, Alaska?"

"No, sir; from New York."

"Then you ought to be ashamed of yourself, and you can't go on until you pronounce that phrase correctly."

The variations which followed made the pupils giggle.

"Wuss and wuss!"

"Wrong."

"Woise and woise!"

"Awful."

"Whorse and whorse!"

"What is the matter with you?"

The youth gave a spasmodic wriggle and temporized between a brogue and a nasal twist.

"Wurss and woise!"

"Give us that again tomorrow," said the teacher; "I want to have it framed." In the schoolroom an occasional correction, offered in a kindly manner, of some fault of speech, coupled with a reason for the correction, will often accomplish more than weeks of readers, grammars and rhetorics.

THOUGHTS ON TEACHING LANGUAGE.

By GEO. P. BROWN

Language, in the large sense, is the embodiment of thought. In its more limited sense, it is the embodiment of thought in words.

The unit employed in our thinking is the judgment. All knowing, of whatever kind, is an act of discriminating and identifying. Even those forms of thinking, if I may be allowed so to speak, that we call feeling and will, are at bottom, thought. There is a deep significance in the biblical statement of

the creation: "God said let there be light, and there was light." The supreme act of the absolute will is thus declared to be an act of thought. So, too, the emotions are undeveloped thoughts. They have aptly been termed the "much smoke and little fire of intellect." In fine, the ultimate essence, the true being of all that exists, is reason; and to the human mind every act of the reason is an act of thought.

If this be true, it goes without saying, that the sentence must be the unit of language. It is the form of the reason, and through its study the undeveloped reason may come into a knowledge of its own being, or to a more perfect self-conscientiousness. The Greek exhortation that was held as the highest expression of wisdom—"know thyself" —would seem possible of realization by a method having as its beginning the study of the sentence, the objective form in which the human reason spontaneously embodies itself. That may seem a more exalted view of the function of grammar study than we have been accustomed to; but if we reflect long enough and deeply enough we shall find that it is not too exalted a view. Our theology teaches that the universe of mind and matter is a vital organic unity and not a mere mechanism, in which each part is determined by the totality of influence of an external and wholly foreign environment; is, in truth, a Universe; may it not follow that man may approach the knowledge of this universe, and so, a knowlit, through the study of that form of the reason in which it has spontaneously clothed itself, namely the sentence?

A knowledge of language is the result of a method, or process. It does not spring fully perfected into consciousness, like Athena from the head of the Zeus. That may do for our conception of the absolute—but the finite mind moves on in the acquisition of knowledge by a process, and this process takes on different aspects as knowledge or power increases.

"Differentiation in structure and specialization of function" has its application to the method of language teaching and language, leaning as it does to progress in any other form of spiritual development. This method has been differentiated in these later years into "Language Teaching" and "Grammar Study."

"Language Teaching" seems to be that form of language study in which the child "learns by doing." It is the period in which use matures into habit. The child learns language as it learns to walk. It has a judgment to express and it essays to give utterance to it through the use of the symbols used by others. These symbols are artificial; but they are natural, too, in the sense that language is the spontaneous product of the human mind. "Man," some one has said, "is a language making animal." The impulse to construct a language is irresistible.

The child has an instinct for language, then. But not for language as such. He seizes upon it as a medium for giving utterance to his thoughts. It is at the first only an instrument of which he is unconscious. He does not distinguish between the language and the thought. To him the language is the thought.

This is an important fact in determining the method of teaching. The child learns language as it learns to walk, by forming an ideal, an end or motive in his mind, and setting to work to make that ideal a reality to him. He always goes for something. If he had no purpose in his going he would never go, and would never learn to walk.

But it seems to me that the language teaching in some of our schools is the teaching of a form without a content. It is like expecting children to learn to walk without any desire in the mind of the child to go for something.

This is, in my opinion, the essential idea in any and every method of language teaching. It is the only principle that seems to me worthy of a sovereign

function in determining how to teach children "language" in that period of their development in which "language teaching" is the prominent phrase. "Language teaching" is the leading of the child to think first of all, and to give expression to his thought upon being helped over the rough places where he would otherwise fall. Indeed the method pursued in teaching a child to walk suggests a method proper to be used in teaching it to talk. If the child has something that it is interested in saying, either orally or with the pen or pencil, the essential conditions are supplied for successful teaching. No teacher who has supplied this condition, by supplying the proper environment and directing the attention to it, will find much difficulty in selecting or originating devices by which proper language forms shall be planted and improper forms uprooted. Here, as everywhere, habit is the result of practice.

But what about grammar? In the first place, "grammar" is not to be separated from "language" by any sharp lines of demarkation. The one differs from the other chiefly in this, that in "language teaching" the child's attention is riveted upon the thought to be expressed, and it is changed to the form of language by a direct and special effort of the will. In grammar the attention is directed to the structure of the sentence especially, and but incidentally to the thought expressed.

From this view we draw the conclusion that the study of the structure of the sentence is a study of the structure of the thought.

Much attention can be given, incidentally, to the different form structures of sentences, and to the embodiment of what the child thus discovers, in definitions and rules, while the main part of the energy is spent upon the thought to be uttered, and the form of uttering it. The German people excel us in the good sense and skill with which they teach young children the elementary ideas in their grammar. The strictly scientific method of procedure from individual case to general notion or rule is as applicable to language teaching as the teaching of botany.

But what have we to say about grammar teaching?

It is evident from what has gone before that grammar teaching in its distinctive sense is only possible when the child has come to the ability to reflect; that is, to turn the eye backward upon his process of language expression and discover the laws that have unconsciously been followed in his use of language. But when the child has come to this stage of growth (in which it does net need concrete things to direct its thinking, but can think under the stimulus of words that express general notions rather than individual objects), then the study of the structure of the sentence, and through that of the thought, may be properly begun.

And it seems to me that when this stage has been reached, the child may be led to see the dependence of the structure of each particular sentence upon the structure of the thought it is used to express.

Every thought is of one of two kinds; analytic or synthetic. Something is added to the subject that was not contained in it—by the predicate; or else the predicate is consciously separated from the subject. By the first, our knowledge is increased; by the second, made more clear and defined. This distinction the teacher should understand, although it is not yet to be placed before the pupil. This field of inquiry is too large for present discussion. It must suffice to say that the essential characteristic of thought is the separation (or seeing as separated) of the subject from the predicate, and the combining of these two elements, either affirmatively or negatively, by use of the common idea of being that belongs to both. This gives the three elements of a complete or perfect sentence; that

is, one in which these three elements of the thought are distinctively expressed.

Now the whole business of grammar has to do with the manner in which these three elements are combined and expressed in sentences. The use of words in forming and correcting these elements is the ground for their division into parts of speech. And the combination into phrases and clauses of words, as another way of expressing these parts of speech (and so forming and combining the elements that constitute the sentence), is the ground for that part of grammar teaching that we call analysis and parsing.

AN OUTLINE IN LITERATURE FOR PRIMARY GRADES.

By Mary McShimmon

Grade 1—Ethical Centre.

The Love of Home and the Duties of Children Therein.

I. Typical Bible Stories:—

Moses, Joseph, David, Samuel.
Christmas at Bethlehem.
The Boy in the Temple.
The Prodigal Son.

II. For Reading to Children:—

Fairies of Caldon Low. Mary Howitt.
A Child's Morning Hymn. Coleridge.
The Child and the Piper. Blake.
The Nurse's Song. Blake.
Little Bell. Westwood.
The Angel's Whisper. Samuel Lover.
The Children's Hour. Longfellow.
Fiftieth Birthday of Agassiz. Longfellow.
Hiawatha's Childhood. Longfellow.
Alec Yeaton's Son. Aldrich.
Little Brown Hands. Krout.
A Child's Thought of God. Mrs. Browning.
Martin Luther's Letter to His Little Son.
Fairy Tales from Andersen and Grimm.
The Pied Piper. Browning.

III. To be Memorized or Studied by Children:—

The Lamb. Blake.
Good Night and Good Morning. Lord Houghton.
A Boy's Song. James Hogg.
Robert of Lincoln (selections) Bryant.
Discontent. Sarah Orne Jewett.
Hiawatha's Playmates. Longfellow.
The Children's Hour. Longfellow.
Bed in Summer. R. L. Stevenson.
Whole Duty of Children. Stevenson.
Rain. Stevenson.
Good Play. Stevenson.
The Land of Counterpane. Stevenson.
System. Stevenson.
A Good Boy. Stevenson.
Escape at Bedtime. Stevenson.
Happy Thought. Stevenson.
The Lamplighter. Stevenson.
Thank You, Pretty Cow. Taylor.
Twinkle, Twinkle, Little Star.
Why do Bells for Christmas Ring? Eugene Field.
Mother and Child. Eugene Field.
Christmas Carol (1st verse). Holland.
Winter. Tennyson.
What Does Little Birdie Say? Tennyson.
Mary's Lamb. S. J. Hale.

IV. Books Recommended:—

Child's Garden of Verses. R. L. Stevenson.
The Eugene Field Book.
Land of Song. Part I. Katherine Shute.
Open Sesame. Part I.
Verses for Children. Lucas.
The Listening Children. Thacher.
Child Life in Poetry. Whittier.
American Lyrics. Knowles.
Poems Every Child Should Know. Burt.
How to Tell Stories to Children. Bryant.
Stories to Tell to Children. Bryant.
For the Children's Hour. Bailey and Lewis.

Grade II—Ethical Centre.

The Love of Animals, and the Responsibility for the Care and Happiness of Pets.

I. Typical Bible Stories:—

Noah and the Ark.
Elijah Fed by Ravens.
David, the Shepherd King.
Daniel and the Den of Lions.
The Shepherds at Bethlehem.

II. For Reading to Children:—

St. Francis and the Birds. Longfellow.
The Emperor's Bird's Nest. Longfellow.
To a Field Mouse. Burns.
Tray. Browning.
The Pied Piper. Browning.
The Pet Lamb. Wordsworth.
Legend of the Northland. Cary.
The Skylark. James Hogg.
A Midsummer Song. Gilder.
The Bell of Atri. Longfellow.
Birds of Killingworth. Longfellow.
Over Hill, Over Dale. Shakespeare.
Llewellyn and His Dog. Southey.
Maryland Yellowthroat. Van Dyke.
Whip-poor-will. Van Dyke.
Stories from Andersen and Grimm.
Æsop's Fables (simple text).
The Spider and the Fly. Howitt.

III. To be Read by Children:—

Mother Goose.
Heart of Oak. I.
Eugene Field Reader.
Myths of the Red Children. Wilson.
Primers and Readers.

IV. To be Memorized or Studied by Children:—

Poems by Stevenson and Field.
Old Gaelic Lullaby.
Lullaby of an Infant Chief. Scott.
A Night with a Wolf. B. Taylor.
I Love Little Pussy. Jane Taylor.
The Pet Lamb. Wordsworth.
To a Butterfly. Wordsworth.
Who Stole the Bird's Nest? Child.
Seven Times One. Ingelow.
The Lost Doll. Kingsley.
Hiawatha's Friends. Longfellow.
Answer to a Child's Question. Coleridge.
How Doth the Little Busy Bee. Watts.
The Four Winds. Sherman.
Shadow Children. Sherman.
Piping Down the Valley Wild. Blake.

V. Books Recommended:—

Child's Garden of Verse. Stevenson.
The Eugene Field Book.
Poems Every Child Should Know. Burt.
For the Children's Hour. Bailey and Lewis.
Heart of Oak. I and II. Eliot.
Child Life in Poetry. Whittier.
Open Sesame. No. I.
Land of Song. No. 1. Shute.
The Listening Child. Thacher.
The Golden Windows. Richards.
Zuni Folk Tales. Cushing.
Uncle Remus. Harris.
Puss in Boots and Reynard the Fox.
Æsop's Fables.

One little grain in the sandy bars;
One little flower in a field of flowers;
One little star in a heaven of stars;
One little hour in a year of hours;
What if it makes, or what if it mars?

But the bar is built of the little grain,
And the little flowers make the meadows gay;
And the little stars light the heavenly way;
And the little hours of each little day,
Give to us all that life contains.

—Selected.

The Children's Page

EDITOR'S CHAT

Dear Boys and Girls—As the grown-ups monopolized the Journal last month, and as J-u-n-e spells holidays for nearly all of us, we must make this page this month say both "How-do-you-do?" and "Good-by." We want to make this a page to be remembered, one that will give you thoughts that will last all summer, one that will give you pleasure now. And chiefly this month we are going to talk about a little brother of ours, Citizen Bird.

Now, we know you are all very well read; that you have devoured every book in the library shelves that you were allowed to have; that you have read all the Sunday School books, and everything you could get in the house, and that most of all you have read everything you could find about the Great War. We don't need to be convinced of this, because we have had very clever compositions from many of you, telling us all the most interesting things about the Allies (and, by the way, there is a new one now—Italy), about the reasons for going to war, and about the guns used, and the battles fought; and knowing all this, we are this month going to try and enlist your sympathies in another war. This war, like the Great War, has Allies, who are fighting other Allies over the question of the lives of many of our citizens. This war has a cause, it has weapons, it has battles and engagements, and we hope that in the end it will have a great victory for the Allies who are upholding the rights of the poor little weak citizen.

Can any of you imagine a country or a city or a town or a village without birds? Can you fancy spending a day out under the trees and never hearing their happy little notes? Can you imagine how lonely an early morning in summer would be without the chirps and trills of wakening birds? Can you think of winter without its little cheery gray visitors, the sparrow, the snowbird, and chickadee? A kind Providence has given these little creatures an instinct which tells them when to leave us for the South, and when to come North to us again, and the same Providence lets them know where to get their food, and also tells them when danger approaches; but in spite of this wonderful instinct it is not always possible for Citizen Bird to be up and armed and ready when his enemy comes, and so often he is caught unprepared, and the enemy triumphs. And this is just where our work comes in as Allies of our brave little friend.

All little birds have three great enemies, and we blush to say it, but the greatest and most fearsome of these is the "cruel small boy." His allies are two—the cat and the sharp-shinned hawk. What a disgraceful alliance! What right-minded boy wants to join forces with two beasts of prey? And yet that is what many of them voluntarily do! You all know the harm the enemy can do our little brother. What ruthless Germany has done to little Belgium is what these wicked three are doing to our birds. Desolate little nests robbed of their precious eggs; crippled little mother birds and father birds; starving baby birds left orphans; cosy nests torn to pieces; happy little song birds picked up in the hawk's beak, as they sing with the joy of living. These are some of the works of the wicked Allies. The cruel boy uses his catapult or air gun or twenty-two, or he adds to his collection of birds' eggs (each egg a little life less, a little song gone). The cat, most cunning of enemies, creeps up stealthily behind her victim and crunches her song out in a second, or climbs up boldly to the nest and with one stroke of

her paw ends the lives of the little hungry family. The hawk, like a great aeroplane, sails down and catches the unwary victim up and stills its happy song for ever in his great talons. Remember that only two of the hawks are harmful—the sharp-shinned and Cooper's hawk. The others are great friends of man.

Now, like the brave Allies who are fighting against the wickedness of Germany in Belgium, we must form great armies to fight the wickedness of the birds' enemies, so that they may be preserved for our pleasure and delight for all time to come. Now, who are the Allies to be in our army? First, all kind boys; second, all kind girls; and third, all kind grown-ups. What do you think of our army? Don't you think we should win? Well, we have the army; now how about the weapons? The first weapon to be used on the greatest enemy, the cruel boy, is kindness. We can make him one of us, and so defeat him as an enemy, by teaching him how much birds mean to us, and how much they suffer when they are hurt as he hurts them. When he has come to understand a little that birds are his little brothers, and citizens of the world, as he is, then we should try and persuade him to join the Audubon Society, about which your teacher will tell you, and the pretty little button given by that society will remind him of his promise to be kind, every time he looks at it. In a little while he will be no longer the "cruel boy," but one of our Allies, a "kind boy." And then the second enemy! To protect birds from cats, we must be cunning indeed! We must place boxes and cans high up out of cat-reach for the birds to build in, and we must place protectors around the trunks of trees and posts, so as to prevent cats from climbing up. You will find suggestions for making these protectors in a little pamphlet issued free by the Manitoba Agricultural College, and the boys could easily make some in their manual work, and could also make some of the bird-houses suggested. Then, too, it would do no harm to punish cats when you catch them crouching ready to spring at one of our little brothers. Punish them severely, so they will know what it is for, but don't injure them, as they are only obeying an instinct, too, and, unlike the "cruel boy," they have never been taught any better. Finally, the weapon for the hawk. There is only one that is of any use, and that is a gun; and for this reason you will have to leave this enemy to be settled by our Allies, the "grown-ups." A hawk cannot be punished or taught, or made to belong to the Audubon Society, and I don't know that we should want him, anyway; so whenever possible he must be killed.

Now, are you going to enlist in our army? Are you going to help Citizen Bird to prove his right to live unmolested and happy? Your teacher will tell you about the Audubon Society, and what you must do to join it, and we hope to find many new recruits after the holidays. Come and be an Ally, and fight for our little brothers of the fields and woods.

PRIZE STORY

Well, do you know the Editor was almost buried under an avalanche of Spring poetry? We never really felt sorry for other editors before when they complained that they had too much; but do you know, it was very hard to know what to do, so as not to disappoint our young poets? Of course, it was not very good, a great deal of it, but then you are all beginners, and we hope later on in the year to have another poetry competition, and in the meantime you must read all the poetry you can, and practice writing it, and we will expect a great improvement the next time. The prize was won by Agnes Connolly, of Gourlay School, and we also publish a poem by Percy

Dickie, of Gunton Consolidated School, which we consider very good. Hon. Mention is given to Eva McGowan, Reta Wallace, Gladstone; Wilhelmina Wiesbrot, Beatrice Grantham, Archie McIntosh, Mayfield; Elford White, Lester Stamboski, no address; Hilton Gunn, Ernie Gillespie, Rosa Cozens, Percy Dickie, Gunton Consolidated School.

In September we will give a prize for the best story on "How We Formed an Audubon Society in Our School," and we hope we will have any number of good stories.

Welcoming Spring

Agnes Connolly, age 12, Grade IV., Gourlay School

We welcome you, Spring, in your dainty dress
Of flowers which speak of loveliness,
And the babbling brooks which sing with mirth,
And the winds which tell of a violet's birth.

You bring us treasures loved and rare,
You scatter your jewels everywhere;
Your birds sing around us of gladness and love,
And Spring rain patters down from above.

The grass comes growing beneath our feet,
Like a green carpet, soft and sweet;
The crocus and daisy around us spread,
And the lily springs up from her green mossy bed.

The very busy little bees,
How they go humming amid the trees;
And the butterflies, all on the wing,
Are dancing in welcome of you, fair Spring.

Percy J. Dickie, age 16, Grade VI., Gunton Consolidated School. April 14, 1915.

Something told the bluebird,
  And the bluebird told the brooks,
That all the pretty flowers were peeping
  From out their sheltered nooks;
The brook was very happy,
  And it laughed near all the way,
It told near every person
  Of the coming of the May.

The robin told the flowers,
  And the flowers told the bees,
That soon the little boys could walk
  In flowers to their knees;
The bees seemed very happy,
  And laughed and flew away,
And told all other persons
  Of the coming of the May.

THE BIRDS' NEST

One summer some larks built their nest under the ties at a railroad crossing. The officers of the road noticed the nest and tried to protect it.

After some time three little birds were hatched. Very early in the morning the happy father and mother could be heard singing, as they brought food to their little ones.

When the little larks were older they would perch on the rails in the bright sunshine. One day, while one of the little larks was sitting on the rail, the mother and father heard the rails quiver and sing. They knew a train was coming. They called to the little lark, but it would not hear. They scolded and fluttered, but the little one did not understand the danger. In desperation the mother seized the little one by the wing and dragged it away not a second too soon.

The flagman at the crossing had seen the brave rescue. Very carefully he placed the little ones and their nest in a clover field near by. The father and mother bird followed, chirping their thankfulness.

Birds of Passage .

In the budding woods the April days,
Faint with fragrance from the life begun,
Where the early fluttering sunbeam plays
Like a prisoned creature in the sun,
With sweet trill or plaintive note,
Quick pulsation of a throat,
With the life and light of Spring,
There the birds of April sing.

When the sunny Summer days are long,
And the woods are green and full and fair,
Richer, stronger, freer falls the song,
Warm, melodious, on the vibrant air;
Though more seldom comes the tune
In the golden days of June,
Yet, upborne on restless wing,
Happy birds of Summer sing.

When the glowing Autumn days are past,
And the woods stand brown against the sky,
When the north wind breathes a chilling blast,
Southward see the birds of Autumn fly!
As they sing a parting strain
To the music of the rain,
Spring and Summer cannot bring
What the birds of Autumn sing!

Dora Read Goodale.

Uneasy lies the head of all who rule;
The most so is his whose kingdom is a school.

—Holmes.

Selected Articles

MOTIVATION OF READING

By C. R. STONE

A common procedure in teaching reading in grade schools is to have one pupil read aloud and the others read silently the same subject-matter at the same time. This practice is open to criticism because, in the first place, it is not the normal life situation for oral reading. We read orally when we have something to read to somebody. In the procedure that is common in schools there is no real audience depending upon the reader for the thought. Hence the reader is not reading something to somebody, but merely reading because he has to read, or to please the teacher, or to show how well he can read. It is evident that the real motive for oral reading, that of reading something to somebody is not present. So in the second place, since the situation under which the child reads in such procedure is artificial and since the motives are artificial, the result is that the reading is oftentimes artificial, sometimes with the voice pitched high, sometimes with incorrect emphasis, sometimes with considerable stumbling and repeating. Under such a situation the child is oftentimes unconscious that oral reading is for the purpose of conveying thought.

After some experience in teaching reading and in the observation of the teaching of reading, I became convinced that the oral reading should be placed upon its true basis, that of a reader and an audience that must depend wholly upon the reader for the thought. During the last two years in conjunction with my teachers, I have worked out certain devices for doing this from the third to the eighth grade.

In each room the teacher uses one thirty-minute period a week for miscellaneous reading with the whole room. The pupils bring in reading matter of various kinds—jokes, riddles, poems, clippings from papers, short selections from Christmas books and library books—and read to the room. Oftentimes the pupil is asked to state a reason for his choice of selection. This is most successful when it is managed so that a large number of pupils contribute. Generally fifteen to twenty-five pupils will read during the thirty minutes. The skilful teacher will see that all pupils are interested in making a contribution and will have some reserve material on hand to encourage the pupil who has not been resourceful.

Another plan used for having a reader and an audience that has not read the subject-matter is as follows: In a third-grade room, one class was given the "Fifty Famous Stories" and the other class "Great Americans for Little Americans." The first class read a story to the second class, which had no books and so constituted the audience. Then the pupils of the second class were allowed to take their books and read to the first class. Under the plan the reading is necessarily at sight, as the time ordinarily used in study is consumed in listening to the other class read. The poorer readers are encouraged to prepare at home. Under this plan the pupils of the class having the books have the advantage of seeing the words in the book and at the same time the reader has the advantage of an audience (the other class). This plan works best with two sets of books with comparatively short selections. This same plan is also used with one class at a time by giving half the class one book and half another book. With this arrangement the pupils have their study time for preparation.

The main difficulty in applying the scheme of always having a real audience comes in the regular textbook work where all the pupils are using the same selection and have of course read the subject-matter previous to the recitation. But we have not found the difficulty so great as it first appears. An eighth-grade class has studied and discussed "Rip Van Winkle" (Baldwin's Eighth Reader). For the next study each pupil was allowed to select a paragraph and make a drawing illustrative of it. At the next recitation the drawings were exhibited and it was evident that some had put the real feeling and spirit of Rip into the drawing, while others had not. So each pupil was allowed to read the subject-matter which he had illustrated and at the same time the drawing of the pupil was exhibited so the pupils could see it. The other pupils had been asked to close their books. Then they were asked to judge whether or not the picture was a true illustration of the word picture read by the pupil. One pupil had a picture of Rip fixing his fence. It didn't take the other pupils long to convince him that his picture needed revision. In the light of the suggestions and criticisms made by pupils and teacher, the pictures were revised with great improvement in representation of the character of Rip. Each pupil had read to an attentive audience with a view to giving the listeners a picture. The audience had a specific purpose for listening. It should be borne in mind that this situation of a reader and an interested audience was produced in connection with reading-matter that the pupils had studied.

Plenty of other illustrations might easily be given of lessons observed to show that, although all the pupils of a class have studied the same selection, there is plenty of thought undiscovered by the pupils for a basis of interest on the part of those who close their books and listen to the reader, provided the teacher is skilful in utilizing a specific purpose in the form of an attractive problem.

Oftentimes it is not wise to have continuous oral reading of the selection, but, as the discussion of the selection proceeds, to have certain parts read orally to settle arguments or disputed points. In reading-lessons as ordinarily taught, there is probably too much time given to the oral calling of words and too little time devoted to purposive thinking.

Practically all of the oral reading done in our grades above the lower third is done under a situation of a reader and a really interested audience, and we believe that this plan is bringing about a gradual improvement in the pupils' ability to get thought out of subject-matter and also in their ability to convey it to others by means of thoughtful oral reading.

C. R. Stone.

BEAUTY

By E. H. CHANDLER

To lead a little child into this beautiful world and open his eyes to the marvels which await him, is a most precious privilege. He could stumble along without leadership, and he would see many things. But how much a guide is worth! Teachers may well put themselves to great pains for the sake of introducing their pupils to Nature. No effort will bring any greater reward. They may open these young eyes to the colors of the birds, to the varieties of the trees, to the delicate beauty of the commonest wayside flower, to the intricate traceries of a butterfly's wing, or the grace of a clinging vine, to the glory of the sunset and the grandeur of the lightning. Children may be taught to distinguish bird notes and name the common birds. Their eyes

may be trained to the harmonies of color and the marvellous detail in the frost and the snowflake. No child will be cruel to birds or insects or animals of any sort, if he is properly introduced to them and learns their true place in God's marvellous universe. A sensitiveness to the beauty of the world and the infinite love manifested in its wonderful resources, means much to develop the mature character. This is wanting in many a man and woman because there was no one to guide their early years.

THE TEACHER'S "KIT."

Oftentimes when doing institute work we are asked such questions as follows: "Yes, but how shall we apply your methods in country schools? We see that much better work can be done, and have no doubt that it is done in city graded schools. Where we teach, however, the trustees have all they can do to pay us our salaries, let alone buying us the measures in dry, liquid, and linear measure, the weights and scales, the cubic inch, foot, and yard, etc."

In answer to such questions we ask the following: "Who furnishes your dentist with forcepts?" Your lawyer with his blanks, pen, ink, and paper?" "Your minister with his marriage certificates and reference books?" "Your carpenter with his saw, hammer, and plane, though you pay him but 50 cents per day for his work?" And did you ever see a poor, old, tramping cobbler without his "kit?" Let each man equip himself for his trade or profession, say we. The poorest kind of a carpenter must pay for his tools more than you, as a teacher, are required to pay. And better still, your money once invested is good for a life time, while the poor carpenter's saw, hammer and plane will wear out and must be replaced. Five dollars will buy enough to make a teacher's life a thousand times happier, and his work five thousand times better. Buy your own time-savers, then, fellow teacher, and make yourself so popular that your trustees cannot afford to let you go for a paltry $100 or $200 a year.

WHAT MAKES A SCHOOL?

An account of a recent visit to a school will enable us to answer this question. The building is excellent, costing at least forty thousand dollars. It is located in the centre of a large lot surrounded by beautiful trees, and walks laid out with a view to to beauty and convenience. While walking to the front door we passed a girl and a boy. We noticed that both of them stared at us with more than inquisitive eyes, and the boy was decidedly impolite. We did not remark this especially, thinking that these children were exceptions to the general class of pupils. Entering the building we found it in every way well appointed, and well kept. The halls were wide, light and high, clean and in good condition. The building seemed to be a model in almost every particular. On entering the principal's room we found him a polite and good appearing gentleman. His manner was mild, kind, considerate, and in every way he showed the gentleman he was. Soon he entered the large schoolroom. Instantly his countenance and manner changed. His face became drawn and stern, and his manner constrained. He was on his dignity. No pupil dared to speak to him, and he was not inclined to speak to any one. His manner towards his assistants was the same as towards the pupils. When he asked a question it was not done as though it was a privilege, but a right. He never said, "If you please," or "May I ask a question?" but broke in with a stern

voice and a dictatorial manner. The manner of reciting was after the old text-book method. The question was asked and the answer carefully noted, whether or not in the words of the book. In geography we heard the following: "What is the latitude of Liverpool? of Manchester? Dublin? Paris? Berlin? Rome?" The answers were generally correct, but no deductions were made from the facts, as to climate, opportunities for trade, character of the people, for the fact seemed to be enough. In arithmetic, many rules were correctly repeated, and examples given, especially were the "cases" in percentage discussed with great thoroughness, but it was all according to the book. History was little less than chronology, and not very good at that, although the dates of many battles were given and the commencements of eras told. The amount of "knowledge" was great as shown by the recitations. There was no reason to suspect that anything was fixed up, but the suspicion was strong that the facts told had been "recited" many times before. But of this we gained no information. When the school closed in the evening the military order was observed, and the form rigidly required. At the first tap of the bell all rose; at the second, all turned; at the third, the first section passed out; and so on, until all had gone. The principal kept his coolness and distance until the last pupil and teacher had left, and then he changed his attitude, and became affable, polite, kind and considerate. We took tea with him, and found his family a most delightful one. We discussed many subjects, but education was not mentioned. He takes no educational papers, and reads no educational books. His forte is the text-book line. Now what were the faults of this school? We will give them as they occur to us, so that we can answer the question, "What makes a school?" by contrast, showing what does not make this a school.

This school is not building up character. It is making text-book plodders, and men who will unthinkingly obey what they are commanded to do, but it is not making intelligent, thinking men and women. Independence of thought and action is not cultivated here. This is a very serious defect, in this age, when success in any work calls for individual thought.

This school is not making scholars. To know a thing is one thing, but to know how to use a thing is altogether something else. To know that London is in lat. 51.5°N. and long. 0.5W. is in itself of little use, but to be able to draw some valuable inferences from this fact is of great use. The value of an education may be summed up in three particulars: 1, accurate and quick observation; 2, good judgment or reason; and 3, power of correct generalization. This school touches the first of these particulars a little, but the second and third hardly at all. So it is that this school is not making good scholars.

This is not a school because it is immoral in the motives it touches. The moral motives are all based upon freedom of intellectual and spiritual action. Coercion without freedom leads directly to wrong action. A child must choose the right on his own motion. A school law must contain within itself the motive for its obedience. This was the virtue in Solon's laws, and this is the force leading to the obedience of all good laws. A child cannot be driven into being good. He must wish and then try to be good.

This school takes no note and gives no progress. It stands alone. The great republic of teachers is not valued. There were no educational books, papers, or literary magazines in the school. The teachers were entirely ignorant of the work of Pestalozzi, and couldn't tell much about Horace Mann. Of the present educational revival they knew little or nothing. They had heard

of manual training, and thought of it as a "cranky" invention to obstruct mental culture.

This school is sadly deficient in its order; in fact, it is one of the most disorderly schools in the country. This is in spite of its almost faultless military drills and movements. Order in school work is not what machine men would call order, but it is what the government calls it. The rules of this school are many, in a good school they are very few. A poor school is governed from without, a good school from within. This school is governed from without, and so has poor order.

HOW DO WE REMEMBER?

By PESTALOZZI

Professor Starr, of Columbia College, recently delivered a valuable lecture on this question, an abstract of which will be interesting to our readers. Prof. Starr said that some years ago it would not have been possible to answer it as definitely as it can be answered today. That anything more is known now is because the study of physiology has been joined to the study of psychology. There is a great difference in degree in the sense perceptions of different animals. A note which is too high for the human ear to hear may be heard by one of the lower animals. A mouse may cause a sound which no man or woman could hear, but which to the ear of a cat would be like a roar.

One of the most interesting discoveries in physiology has been the finding of the path by which the sensory perceptions are transmitted to the brain. Each sense has a part of the brain matter which belongs to and operates principally for that sense. The eye looks upon something, the optic nerve transmits the sight to the visual tract in the brain, and the visual tract receives the picture and stores it away to be more or less perfectly seen again. A sound strikes the ear, is transmitted by the auditory nerve to the tract devoted to the sensation of hearing, and there the sound becomes known. So, for the other senses, there are nerves communicating from the outer organ to the particular tracts in the brain. Memory is the recognizing faculty. There is a memory faculty for each sense. We should speak of memories and not merely of memory. A blind man, for example, has no sight memory. The eye or the optic nerve or both being impaired from birth, the man has never had an impression conveyed to the visual tract, and so the faculty of visual memory never having been used, there is no picture stored away there; there is nothing in that part of the brain to call up later.

To illustrate how the memory power in the various tracts operates, a recent experiment was made upon two dogs. The brain of one was bared, and that section owned by the faculty of remembering things seen was removed. Nothing was done to the dog's eyes or optic nerve, yet the dog was blind. It could look with the eyes, but the power of knowing what the eye was fixed upon, or of recognizing, or of remembering the sight was gone. In the case of the other dog, the visual tract was exposed, but only a portion was removed. Then the scalp was drawn over the wound, and the dog nursed to health. The result was that the dog was like a new-born puppy. Its acts of seeing were new. Objects which it had often looked upon, and which the dog recognized whenever before it had looked upon them, were now new sights. The removal of a part of its visual tract had destroyed its memory pictures. Formerly the dog had known how to put its paw in its master's hand, either when the master extended his hand or when he said, "Give me your paw." After the operation the master put out his hand. The dog did

not raise his paw. He saw the hand, but did not remember what to do because his visual tract, wherein the sight memory had lodged, had been impaired. Then the master said, "Give me your paw." The dog raised it at once, because his auditory tract, wherein the sound memory lodged, had not been affected.

The first experiments of this sort were conducted by a Berlin investigator, and show that there are sets of memories which have definite fixed placed in the brain, and that physiology knows where they are.

The degree of strength in the memory of effort depends upon one's power of association, and upon bodily conditions. A thing once put in possession of any of the memories is always there, and, strictly speaking, there is no such thing as losing possession of it. What we call "forgetting" is our inability to bring to bear such an association of ideas as will present before us the matter of previous cognition that is stored away in one of the brain tracts. A story of Hawthorne bears upon this. He was visiting a house, one room of which he thought he had seen before, yet he could not remember that he had ever been in the house or near it. All his efforts at memory failed. Some time later it was discovered by friends that Hawthorne really had seen the room before, having been taken to it when only 14 months old. Another instance of one's having facts or impressions stored up in the memories that all effort, all intentional memory fails to recall, is that of the German servant girl about whom Coleridge tells. She was prostrated with a nervous fever, and was frequently delirious. During these times she repeated long passages from classical and rabbinical writings. Her recitations were fervid and exact, and those who heard her wondered greatly. Some listeners wrote down what she said, and they were found to be literal extracts. The girl was illiterate, and no one could explain the curious incident. Inquiries were made concerning her history, and it was found out that she had lived in the family of an old and learned minister, who was in the habit of reading aloud favorite passages from the very writers in whose works these extracts were discovered. The sounds, which were perfectly unintelligible to her, had nevertheless been retained in the auditory tract; and, though all her intentional efforts to recall them would have failed, still, in the exalted mental state of delirium they were re-known. Our brains contain all the knowledge that we have ever acquired, though communication with it may be cut off.

SEEING WITH THE EYES

From the beginning of his life, his mother takes him to the open window; he sees the sky and the ground, the garden before the house; the trees, garden, men and animals; objects near him and others far away; great and small ones; some apart and others close to one another; he sees white, blue, red and black. But he does not know what distance is, nor size, number, or color.

Some weeks after, his mother takes him in her arms outdoors, and he finds himself under the tree he can see from the window: dogs, cats, cows and sheep pass by him. He sees the hen pick up the corn his mother throws to it, the water flowing from the fountain; his mother plucks flowers of all colors, puts them into his hands and gives them to him to smell.

Some months after his mother takes him further: he sees now close to him the steeple which he had before seen far off. Hardly can he walk, when urged by the double need of playing and knowing, he crosses the threshold in four steps in order to get into the open

air, and feel the pleasant warmth of the sun in a little corner behind the house. He tries to grasp everything he sees, picks up little stones, pulls the glowing and perfumed flower from its stalk, puts it into his mouth; he would stop the worm in his path, the butterfly flying about, and the sheep grazing near. Nature unfolds before him and he wishes to enjoy it; every day he gains new ideas, and he appreciates all he sees better than the preceding.

Mothers! What must you do? Nothing but follow the way that nature and providence indicate. You see what objects God presents to the view of your child as soon as he opens his eyes, and the inevitable effects of his voluntary impressions; bring the child closer to the object that strikes him, and to attract him more let him see what he is most anxious to see; seek what is best within your reach in the garden, house, meadows or fields—the objects which, by their color, form, movement, brightness, are connected with this favorite object; put them round his cradle and on the table before him. Give him time to examine the properties of the objects, to observe how they wither and disappear, and how you can restore them by filling anew the vase with flowers, calling the dog who has gone away, and lifting up the broken toy. That is something for his heart and judgment; but the most essential thing, young mothers, is that your child prefers you to all, that his sweetest smiles and lively affections are for you alone, and that you prefer no one to him.—Pestalozzi.

The Better Way

Who serves his country best?
Not he who, for a brief and stormy space,
Leads forth her armies to the fierce affray.
Short is the time of turmoil and unrest,
Long years of peace succeed it and replace;
    There is a better way.

He serves his country best
Who joins the tide that lifts her nobly on;
For speech has myriad tongues for every day,
And song but one; and law within the breast
Is stronger than the graven law on stone;
    There is a better way.

He serves his country best
Who lives pure life and doeth righteous deed,
And walks straight paths, however others stray,
And leaves his sons as uttermost bequest
A stainless record which all men may read;
    This is the better way.

No drop but serves the slowly lifting tide,
No dew but has an errand to some flower,
No smallest star but sheds some helpful ray,
And man by man, each giving to the rest,
Makes the firm bulwark of the country's power;
    There is no better way.
      —Susan Coolidge, in The Congregationalist.

SCHOOL NEWS

Normal School, Victoria

Occupying as it does one of the most commanding sites in a city famed for scenic attractiveness, and with the building itself one with many architectural beauties, besides being most commodious and comfortable in respect to its interior arrangements, the Victoria Normal School is easily one of the foremost assets which have been added to facilities for education second to none in the whole of Canada.

The site and the building represent an expenditure of approximately $250,000. The building is complete and modern in every respect. A gas generator and an electric plant supply heat and power. On the tower and in all the class rooms are electric clocks. A beautiful auditorium is in the centre of the structure. In accordance with modern standards, provision has been made for the use of the cinematograph by the lecturer. This room is capable of seating an audience of 300, this being the number of students who can be accommodated.

A suite, consisting of kitchen, laundry, sewing-room, dining-room, parlor and two bedrooms, has been provided for a complete course in domestic economy. This will be appreciated by parents who know that the demand for specialists in domestic science is at present greater than the supply. Coal, gas and electric ranges, with a plentiful supply of water are available.

A manual training room and a blacksmith shop are other features for the boys. An art room for clay modelling was used this term for designing. Drawing, both in pencil and colors, were taught this term. A room for nature study was also utilized, but a chemical laboratory and one for electrical work are yet to be brought into use. The magazine room has been furnished with some of the best periodicals, and the beginning of a library has been made. Books of reference and collateral reading on various subjects of the curriculum are on hand.

In the blackboard room, students are required to show how their manual skill will help them to teach history, geography, and, indeed, all the subjects, The class rooms are comfortable, airy and well furnished.

The Normal School has been built not only for the present, but for the future. Many generations of students will leave its doors for a life of usefulness before it will need anything in the way of repair or alteration.—The Colonist.

WHAT THEY SAY ABOUT US

Enclosed is my subscription for the School Journal, which I could not very well do without. I am delighted to get the magazine every month.—A. Milne.

I always look forward to my magazine, for I find it very helpful.—Mary A. Rose.

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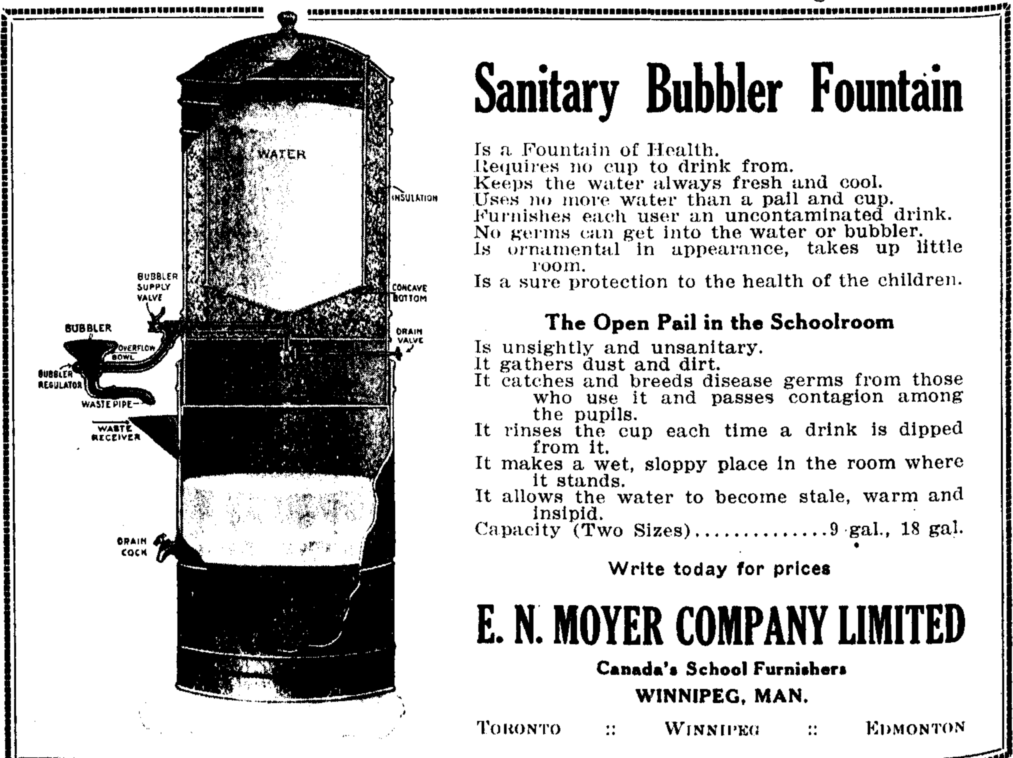
How to Carry Money

The first consideration of intending travellers should be towards arranging to carry their funds safely and in such a manner that they will be readily negotiable. With the development of banking facilities it has come to be generally recognized that Travellers' Cheques afford complete safety, while at the same time travellers who carry them will find that they can obtain funds by this medium in all countries which they may visit. These cheques will be found most useful and convenient, as the exact amount of foreign money which will be paid in each country is plainly stated on the face of the cheques, thus preventing loss in exchange and obviating the necessity of providing oneself beforehand with the currency of the country visited. In a few foreign countries a trifling deduction is made for stamp duties. By referring to the cheques the traveller can also ascertain the currency in use in the country through which he is passing.

These cheques, which are issued by all branches of the **Canadian Bank of Commerce,** who have an office at 2 Lombard Street, London, E.C., are enclosed in a neat leather pocket case, occupying no more space than a small purse, and are accompanied by a booklet in which is inscribed for identification the signature of the purchaser, authenticated by an officer of the bank. The book also contains a list of the banks and various institutions where arrangements have been made for their encashment, and to insure safety it should be carried in a different pocket to that containing the cheques.

To the average traveller is recommended the purchase of $20 and $50 cheques, with a small number at $10, to provide a sufficient currency for the requirements of a day or two in any of the smaller foreign countries. The charge for these is 50 cents per $100, which in view of the facilities accorded is a most reasonable one.

The cheques are in such general use that they are cashed without hesitation at practically all large hotels, as well as on board ship, etc., and those who carry them have invariably expressed their satisfaction through their use.



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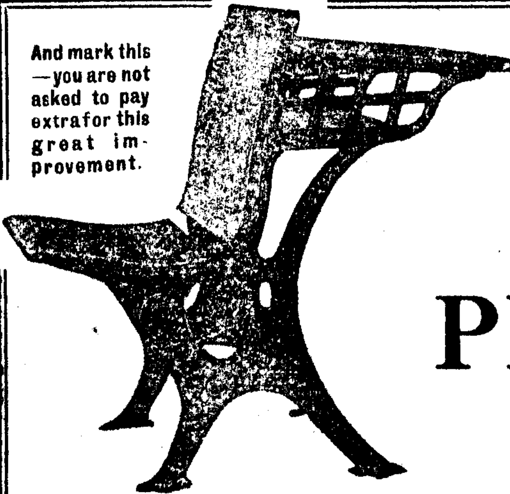

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