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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL
OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

VOL. XV.
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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 1.

JANUARY, 1895.

VOL. XV.

Articles : Original and Selected.

CALL A SPADE A SPADE.

BY W. E. JONES, RICHMOND.

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I can readily apprehend that the predominant thought in the minds of this audience takes the shape of the question, what is he going to lecture about? The answer to that interrogatory will appear by and by. I say, with all the emphasis appropriate to good and necessary advice to the students of this institution, CALL A SPADE A SPADE.

Do not ever commit the absurdity, perpetrated by a certain popular writer who describes a spade as "a well-known oblong instrument of manual industry."

Be simple, be unaffected, be honest in your speaking and writing. Never use a long word when a short one will do. Elegance of language is not only permissible but is indeed desirable, when you can command it, but that is in the power of but few: simplicity and straightforwardness are in the power of everyone, therefore be natural in your speaking and writing. Write much as you would speak; speak as you think. In this connection I am reminded of an anecdote of Dr. Johnson, who as you know was a rough diamond, but a remarkably wise and candid critic. He was once consulted by a very clever literary lady of airy and volatile temperament,

who was conscious of being invariably heartily laughed at whenever she spoke in the conversation of literary circles. She confessed this suspicion to the doctor and asked his advice.

“Madam,” said he, “be natural and true to yourself. You are apt to forget it and that is why you are esteemed a fool.”

These words of the great lexicographer contain the key-note of my theme this evening, CALL A SPADE A SPADE.

It is affectation which is the root of offences against good language and good manners. The simple and uncouth expressions of the circus clown are often far more nearly allied to the roots of our mother tongue than the high-flown efforts of mannerists and euphemists, and people are never ridiculous as long as they are contented to remain themselves.

I charge our educational institutions with neglecting the cultivation of what is called the “Queen’s English,” that is, the proper use in writing and speaking of our idiomatic mother tongue. I am not going to discuss this subject from the standing-point of grammar, spelling and pronunciation. Many of our writers and speakers use faultless grammar, yet they offend against the idiom of our language; and again many whose grammar is woefully defective do catch that idiom and, being understood by those whom they address, they influence the spread of knowledge, and so accomplish an educational work that the grammarians fail in utterly.

As a rule, you will find that discussions on these points are not common among men of learning, for the same reason that points of etiquette are not discussed among well bred people. Grammarians and rhetoricians may set bounds to language, but usage will break over in spite of them.

The discussion as to what is correct in the structure of language intended to express our ideas depends on the direction and deviations of the current of a nation’s thoughts, and the influence exercised on words by events beyond man’s control. The elegance, accuracy and propriety of the language in use among a people depend mainly on the preservation of a pure standard of speech at the bar, in the pulpit, in parliament, and as far as possible by the periodicals and principal newspapers, though the jargon of the average press, unhappily, acts more commonly in the opposite direction; indeed, for much of the vile English in common use, both in ordinary conversation and in our periodical literature, to say nothing of that used by a majority of platform speakers, the newspapers are responsible.

Excluding the leading newspapers, which as a rule do express themselves in idiomatic English, the press are very great

offenders in the expression of thought and still more against the canons of a refined taste.

Certain it is that, owing to various causes, some of which I shall presently mention, the well of pure, sound English is in great peril of permanent defilement: and any duly qualified person who has a chance of being listened to, can hardly do a better service to the young people of our country than by giving them practical hints which shall aid them to correct the habit of using language which is not English, and which is utterly at variance with the advice which the title of this lecture seeks to enforce, Call a spade a spade.

The need of such monitors is pretty obvious, when we read over in a Queen's Speech prepared under the scholarly eye of Mr. Gladstone such a sentence as this :

“The territories which have hitherto been under the sway of the King of Denmark, should continue so to remain.”

I do not stop to criticise the grammar of this sentence, but I protest that the expression is unidiomatic. It is not the Queen's English, though Her Majesty was made to utter it. The question whether any word or phrase is or is not good English is strictly a question of fact, not altogether one of grammar. We have most of us received our first notions of grammar in connection with the dead languages. For Latin and Greek there are fixed standards of purity; at any rate conceivable standards, though scholars may dispute as to where the line should be drawn; but for a living language there is, and can be, no standard but the usage of educated men.

But although I admit the force of usage, which is continually legalizing expressions before unknown, or proscribing expressions once familiar to our forefathers, I am entitled to claim that these innovations should be governed by the usage of the educated classes, and not of the illiterate and vulgar. A conflict is always going on between the written and the spoken language of a country, because it is written by the cultivated few, it is spoken by the less cultivated many. Those who write labor on the whole to preserve the traditions and fences of the language, those who speak to break them down.

This is an age when newspapers and cheap literature, these media of imparting knowledge, are universal. Everybody who can read, reads them. The more sensational they are, the nearer they approach in their methods of expressing language to the common idiom in vogue, the more popular they are, and it is for this reason they are popular. The average country newspaper is a hideous travesty upon good English, so is most of

the literature which finds favor among the public, including quite a proportion of people who call themselves educated. They become familiar with the slipshod English and all the atrocities of the language which they read; and on the model so acquired they frame their conversation and they copy it when they write. This is one of the ways in which the pure stream of our mother-tongue has been defiled.

National mind is reflected in the national speech. If the way in which men express their thoughts is slipshod and mean, it will be very difficult for their thoughts themselves to escape being the same. If it is high-flown and bombastic, a character for national simplicity and truthfulness, we may be sure, cannot be long maintained. Every important feature in a nation's language is reflected in its character and history. Look, to take a familiar example, at the process of deterioration which our Queen's English has undergone at the hands of the Americans. Look at those phrases which so amuse us in their speech, their books, and their newspapers: at their reckless exaggeration and contempt for congruity: and then compare the character and the history of the nation. The preservation of the purity and force of our noble mother-tongue, for its own sake alone, appears to me a sufficiently important object to have much more attention paid to it than is given to it in our institutions of learning; and forty years experience as a public journalist have proved to me that hundreds, I may even say thousands of young men and women who graduate from them with what is called high honors are incapable of writing a page of clear, idiomatic, understandable English.

I do not propose to come to the defence of mere doctrinaires, who find fault with a writer's or a speaker's language merely because his words are so arranged as to produce meanings ludicrously different from what he really intended. These critics proceed on the assumption that no sentence is correct unless the mere syntactical arrangement of the words, irrespective of their meaning, is such that they are incapable of having a double aspect. Let me illustrate this: we say, and properly, "we saw a red Indian's wigwam," but we don't say "we saw a blue sailor's jacket." Yet according to these doctrinaires, a phrase is inadmissible that does not allow of being followed out as a precedent. In the first phrase what is meant is the "wigwam of a red Indian," and by the latter, "the sailor's blue jacket." Both are strictly idiomatic; and the latter expression though it does not follow the precedent of the former, conveys to the mind the only meaning it is capable of.

It is quite a mistake to think that all sentences must be framed according to a formula, whatever be the context. Provided you avoid real ambiguity, you have a perfect right to arrange your words in any order which the idiom of the English language admits of. If a man writes or speaks in a way which cannot be misunderstood by a reader of common candor and intelligence, he has done all as regards clearness that can be expected of him; but much that is written, many of the great speeches we read, and most of the conversation indulged in, is not clear; it is confused, it is either interlarded with words which do not express the thought or idea intended, or else it is smothered by a redundancy of words that obscure the meaning. Read, for instance, the declaration in some law suits: it will take you a considerable time to know what its prayer is, unless you happen to be familiar with the subject. Though it may be grammatically expressed, it is not idiomatic.

Again I say, "Call a spade a spade." I do not propose to advert to the genuine peculiarities of certain writers, who, having a style of their own, with peculiar habits of expression, the world of readers first tolerates and after a time they often learn almost to love these writers for their own sakes. Carlyle is one of these literary libertines: Ralph Waldo Emerson is another, and Kipling is a third one. There is no danger that they will influence the literature of the time, or that their works will change to any great extent the idiomatic English standard of the educated people of the nation.

Most original writers have some habits of expression which are peculiar to themselves, and their writings are read by those only who are capable of winnowing the excellencies from the froth and exaggeration in which these writings may abound. Seven-tenths of what is written and read is of that class of literature which reaches to and does not go beyond the standard of average intelligence. They write what is expected of them and in the style most likely to appeal to the average understanding.

There are two or three prevalent faults of style to which I will now advert, which are common to both writers and speakers: the first is the use of inflated and pompous terms and the unnecessary use of words in giving expression to thoughts and ideas that are both simple and common.

Here is a specimen from the speech of a Cabinet Minister on a question under debate during the Franco-Prussian War. Speaking in relation to a motion made in the French corps legislatif, he said:

“The Minister having secured the attention of the tribunes
“observed that in presence of the gravity of the situation the
“mobilization of the National Guard was a measure of neces-
“sary precaution against the eventuality of a tentative disem-
“barkation of the troops of the enemy on our coasts. Of two
“things the tentative must be assumed at once, whatever
“painful preoccupation it may excite, or the great cause of the
“solidarity of the peoples must be definitely abandoned.”

Interrogated respecting the concessions of the Eastern line of
the Gavalotte defence, the speaker called in doubt “the exacti-
“tude of the details put in evidence by the honorable deputy
“who improvised the motion before the legislature and invoked
“the textual reproduction of the project of law.”

The measure, he said, “had been consecrated in the interests
“of the future, and came to establish the beginning of a new
“military hierarchy, destined to close in a brief delay all the
“so regrettable attributions of the system of to-day.”

There are just one hundred and sixty words in this extract.
If I understand at all what this speaker meant, I think I could
put his meaning and make it absolutely intelligible in forty
words. I do not know which it was, the French Minister from
whom this is quoted, or the English Minister who recited it in
our House of Commons, that is responsible for this avalanche of
unintelligible jargon, but I do know that it is a most atrocious
misuse of language. It is however very common, and I regret
to notice that it is very much in vogue in the literature of the
day: and I think I have heard something very much like it
from young men of this college who have been ambitious to
shine as public speakers.

The practice also of interlarding English with foreign words
and phrases is not to be commended. Our language is full and
copious, capable of expressing every phase of thought, and there
is no excuse for importing the foreign coin when our own mint
can furnish us with all the literary currency that is needed. I
am not speaking against a quotation from its original, but
against the jerky practice of slipping in foreign words to express
ideas that can only be intelligible to readers when written in
English.

Another practice is to write of past events in the present
tense. When it is used very sparingly and by a master-hand it
may add occasional variety and liveliness to a composition,
though it is not in accordance with the idiom of the English
tongue. Used thus sparingly and discreetly, I do not object to

it, but the artifice of the style runs through whole papers, indeed whole volumes of our popular literature, and unless it is arrested reading will become nearly impossible to all lovers of pure wholesome English. Not satisfied with the emasculation of the past tense this class of writers have gone a step further by introducing a new tense, the paulo-ante-futurum or the præteritum-prophiticum for the further botheration of school-boys. Thus a writer of English history writing the records of a certain family who lived in the reign of Queen Anne, wishing to tell us that a certain baronet's wife and three sisters-in-law were the orphan-daughters of a country-squire named Talbot, and that these latter became wives of certain peers, expressed his meaning by saying :

“ The four young girls *are* the orphan-daughters of Marma-
 “ duke Talbot. Helen *is* the first to get married, but the others
 “ *will soon* be in their turns followed. Jane *will* marry Lord G.
 “ and the others *will become* in due time Lady H. and Lady R.”

Mercy on us ! Jane and Helen, Elizabeth and Phœbe have been dead for two hundred years, yet this author speaks of them as though their respective marriages were events to come off in the future.

I venture to denounce another style of writing which has become fashionable. It affects to be humorous, and its adoption is prompted by the idea that it is necessary to be smart, and that that end may be attained by jerking in handfuls of substantives, adjectives and adverbs unconnected with any verb, as though the true object of writing was to puzzle instead of to inform the reader. Let me give you a sample.

Suppose that I am passing along Main Street and I want a pair of gloves which I obtain at Mr. Dubrule's shop and pay him a dollar for them. This is how a literary libertine such as I have referred to would describe the circumstance :—

“ I am on Main Street. See a gents' furnishing store. I
 “ enter. On the left a counter. In front of it a chair. I sit
 “ down. Behind the counter a clerk, well barbered of course.
 “ A pair of gloves, if you please. Tan color I notice. Will I
 “ try these ? Too large. I try a second pair. Too small.
 “ A third. A wriggle, a thrust, a struggle. They're on.
 “ That'll do. One dollar did you say ? Thanks. Anything
 “ else this morning ? O thanks. I rise. Resume my umbrella
 “ and depart. Once more I'm on Main Street.”

Can anything be more horrible than this murdering of our English idiom ? This jumbling, jerky insolence of composition

or rather decomposition? After a dose of this kind one longs to exclaim with Hamlet:—

“Leave thy damnable faces and begin,
 “Tell us what thou hast to say, if anything
 “Thou hast, and if not hold thy peace.”

Another new-fangled mode of writing may be called the parenthetical-allusive style. The chief characteristic of this style is an assumption that in knowledge and intellect the reader is exactly on a level with the writer, and that consequently it is unnecessary to say plainly what he means.

Now the function of critical and didactic writing is to convey information or instruction from one who is qualified to teach to another who desires to learn. If the latter knows as much as the former he doesn't need to be taught, and it is not unreasonable to ask why on earth a writer who acts upon the presumption that his pupil knows all about it should write at all. Here is a specimen which I clipped many years ago from a newspaper correspondent, writing the criticism of a speech from the gallery of the House:—

“We all remember what Sir John said on a certain celebrated occasion. Now, without waiting to ask the question which Mr. Blake asked of Sir Leonard, under circumstances somewhat similar,—though the reference to the red parlor (as to which see Hansard's Reports of that session) was a fairly good hit, one cannot help regretting that Tupper did not reply and settle the question of veracity in his triumphant style as he did on another occasion (who doesn't remember it.)”

This is vile. It is most bewildering, not only to those who did not know what he meant but to those who did, and yet such nonsense goes down, and because it is not ungrammatically put together, it is still called English.

Then there is editorialism,—for if we laugh at the infirmities of others, we must not shrink from commenting on those of ourselves. We must not:—

“Praise the things we are inclined to,
 “While damning those we have no mind to.”

The editorial “we” covers a multitude of sins. By the use of this method of addressing the public the reader is impressed with the notion that the vaticinations and denunciations laid before him proceed from some infallible oracle, and not from some humble and perhaps only half-educated mortal, sitting biting his pen in anxious search for the materials for an article. The veil of the plural number, though almost universal as a

form of addressing the public, through the newspaper, has never found favor with the best writers; custom sanctions it, that is all. It is neither elegant nor convenient, and as a form, if it were adopted by writers generally, it would be intolerable to their readers. It has bad effects on style and on taste, and is destructive of all the traditions of our English idiom. It tempts even modest men to put on the disguise of egotism: and on the other hand it spoils all the graces and charms of those passages where the writer's own peculiar thoughts, actions or expressions can be brought forward. Many a confident assertion or dogmatic impertinence now uttered under the mark of plurality would have been modified had the editor been distinctly reminded of his individual responsibility by a more natural form of speech. Personally I have experienced considerable embarrassment from the practice of concealing myself under this cover: but custom having sanctioned it, I do not feel courageous enough to be odd and peculiar, or to be characterized as a pedant wishing to make himself conspicuous in the profession.

In considering the perils to which a language is exposed the constant influence of corruption from foreign sources must not be overlooked. It would be safe to say that our English language has suffered in its purity more from the Americanisms that have been imported into it during the past 100 years than from any other cause. The slang expressions, extravagant similes, and coarse humor, which permeate our periodical literature, and particularly through the columns of our newspapers, as well as the ordinary speech of the day, come very largely from that source. Our language circulates much as our blood does. It brings back with it to the heart all sorts of impurities from the extremities to which it has penetrated and unfortunately nature has not provided any lungs for the oxygenation of speech. Writing and speaking were both more generally pure in the days of the essayists, of Goldsmith and of Burke, than they are to-day. The deterioration of our mother-tongue commenced with the colonial age. It is hard to fight against these colonialisms, and it is lamentable to notice how avariciously these un-English words and phrases are seized upon and made to pass current by many good, scholarly writers, who think it necessary to write *down* to the average intelligence, rather than to raise that intelligence by having a careful regard to the idiom of our comprehensive mother-tongue as it was spoken and written by the masters of the art 100 years ago.

With regard to magniloquence and misuse of words, I have

to earnestly remonstrate with those writers who will talk of "encountering an individual," of "partaking of refreshment," of "sustaining bereavement," of "a maternal relative,"—there is folly and conceit in such expressions. They are not English, though again I do not challenge the grammar of them. They are senseless elaborations of language, and I am sorry to say that some sciolists who should know better encourage these innovations upon our mother-tongue.

The study of language, as Professor Max Muller observes, is properly one of the physical sciences, but the difficulties of future philologists will be greatly increased by the intrusion into our English tongue of changes and combinations which have got there by no natural process, but owing to conscious and wilful interference.

You will perhaps say, "we are placed in a dilemma if we have to suspect the legitimacy of our English, as it is written and spoken in the common literature which comes within our reach, and in the conversations of those whom we are accustomed to class among the educated class."

Yes, I advise you to suspect the purity and correctness of very much that you read, and much that you hear from even educated persons. The standard is too conventional to be followed with safety.

What you read, let it be of the best,—the pure English from the mint of such minds as Goldsmith and the essayists of his time, the writings of Macaulay, Harrison Thirlwall, Glegg, Green, Whateley, Alford and a host of others who do write good, idiomatic and elegant English, and the speeches of John Bright, Fawcett, Lowe, and the Duke of Argyll,—all masters of strong and pure Saxon.

Learn to speak correctly,—don't worry yourselves to death about the grammar,—find out what is the true idiom and follow it,—then write as you speak and speak as you think.

In brief, "call a Spade a Spade."

Editorial Notes and Comments.

At the beginning of a new year the teacher may feel strong enough within him the desire to magnify the office of his calling, and yet fail to find in his environment the opportunity of doing so. The publicists of our time, however, never fail to sound the praises of the efficient teacher, and when we hear one of them declaring that buildings, equipments, library and apparatus do not make a school, but that our educational

system depends for its results upon the fitness of the teacher, we can hardly accuse him of exaggeration. The teacher undoubtedly makes the school, but who or what makes or ought to make the teacher? On whom or on what rests the responsibility of providing efficient teachers? "*Study the child* is the watchword of the teachers of the present," says a contemporary, "and the voice of the croaker is evidence that it has disturbed the rest of a good many slumber-loving people. 'What do I want to study children for?' an aggrieved groove-runner writes. 'I know what a child is made of the moment I see it. I have to deal with a class and cannot bother with individuals. If there are a few blockheads among them I cannot help it. They are born to be trodden under foot in the world and they may as well get used to it in school. I believe in pushing the class ahead to the next room, and if the great majority passes I know I have done my duty. Child study may be all right in private schools with small classes and a happy-go-lucky curriculum, but not in public schools with large classes and strict rules.' This is a tolerably emphatic declaration, and, it is hoped, has eased the writer's mind. What parent would send his child to such a teacher to be educated? Child study has opened a new, a better world for the rising generation. Education has received a new meaning through it. The child must be the measure of all educational result. Each little one fills a particular place in this world. There is, as Kant puts it, 'a divinity' within him. That the educator must try to discover and make free to assert itself. Study the child and learn to administer to his particular needs! In these words lie all the problems of education."

—The *Atlantic Monthly* has given the "good old times" man access to its pages, and this is how he discusses the old-fashioned country school: "They had no curriculum," he says, "no notions of time allotments, and harmonious development, and logical sequence, and the rest of it, but only a simple and direct way of getting children to read, write and cipher at a very early age, and to be ashamed if they did it badly. Then—and here was the great unconscious principle that the country school was demonstrating—wherever any pupil had a point of individuality to work upon, some taste or some talent, there the teacher found his opportunity. The college youth, himself just waking up to the charm of literature or the fascination of scientific experiment, was led instinctively to pass on to his enquiring pupil some spark of the divine fire of original study. The close personality of the relation gave a

power to the teaching which no mechanical system could ever attain. It was the method which the experience of the world, from Socrates down, has shown to be the only effective one—the method of direct impact of one mind or another.

“Under the system, which was no system, the mind of the pupil blossomed out into the most vigorous growth of which it was capable. It never got the ruinous notion that a machine was going to do its work for it; there was no machine. If the teacher had anything in him, it was called out by the fresh, unspoiled enthusiasm of the ‘getting through’ the country school. The pupil went there term after term, year after year, simply demanding, as did the pupils of ancient Greece and those of the fair early days of the mediæval university, whatever new the teacher of the moment had to give. There was no ‘course,’ because there were no limitations of subject or of time. In that procession of active youth coming from the larger life of the college there was sure to be, sooner or later, some representative of every subject of study. The strain on the personality of the teacher was immense, and it produced a response. Individual answered to individual, and out of this give-and-take came originality.

“Then there was a change. All this was found to be unscientific. The method must be made conscious of itself. There arose a being whose shadow has since darkened all the land, the ‘educator.’ To be simply a teacher was no longer enough; we must have educators, and that quickly. This hodge-podge of pupils of different ages must be broken up into ‘grades.’ Every pupil belonged in a grade, and there he must go and stay; if, at the given time, there was no grade in which he precisely fitted, so much the worse for him; away with him into the outer darkness.”

—When Mr. William Patterson, of the Royal Arthur School, Montreal, introduced the discussion amongst his fellow teachers of “civics” as a branch of school study, he probably had in view school exercises similar to those which have been described as having lately taken place in a neighbouring high school previous to a local election. “Two days,” it is said, “were appointed as registration days. Regular judges and clerks of election, one for each party, were appointed, and registration books kept in due form. On election day, ballots, a reproduction of the official one, excepting in color of paper, were provided, and every registered pupil, boy or girl, appeared at the polling place, was entered upon the poll-book, was handed a ballot by the judge, retired to a booth, marked his ballot, and

saw it duly numbered and deposited in the ballot-box. There were official challengers at the polls representing each party, and some votes were sworn in according to the usual form. After the polls were closed the judges and clerks completed their duties in regular fashion, and duly delivered the poll-book and ballot-box and ballots. Two hundred and sixty out of 320 pupils participated in the election, including nearly every boy, the girls reflecting the divided sentiment in regard to voting which exists among their mothers. Before and after election some time was spent in exercises giving instruction in regard to voting, some of the few wrongly-marked ballots thus serving a useful end. Afterwards written discussions on the ballot were handed in by the school as a lesson in civics."

—"Every reader of this journal," says *Intelligenee*, in commenting on the above exercise, "will bear witness that he has seen in it very few commendations of novelties or matters that would require the slightest interruption of the regular daily programme of work, either in high school, grammar school, or primary school. As a rule, teachers and principals, although permitting much less of it than formerly, are too ready to allow extraneous matters to interrupt the regular and steady current of daily school work. But we believe most heartily in the practice, and we wish it were universal, of devoting a day to memorial exercises in honor of the soldiers who fell in defence of the Union and in planting and nourishing those sentiments of national loyalty which have made and have preserved us a nation. In fact there is no duty resting upon the public school, not even the duty of teaching our children to read and write, which is so imperative as the duty of creating intelligent, patriotic citizens. We believe also that the schools ought to impart to our children the fullest practicable amount of information in regard to the duties and responsibilities of citizens. Our schools should do more than they do to prepare the pupils for citizenship. There is too wide a gap between the schoolroom and the live questions in which every intelligent citizen is interested. There is no citizen whose opinion is of any worth who would not approve of such an exercise, provided, of course, that it was conducted as a matter of business, and not as a frolic. Make a note of it, and when the next election comes round consider whether it would not clearly be putting a little time to the best use to let the young people in your high school, particularly in the upper classes, go through the regular process of voting, accompanying the exercise with

a discussion of our system of voting and of the sacredness of the ballot."

—There is something perhaps in what the *Home Journal* says, when it addresses our teachers to the effect that it is over-taxing parents and friends to ask them to supervise work which properly belongs to the duly qualified instructor. Text books and methods change so rapidly that we who finished our school days a score of years ago feel that our powers are altogether inadequate to the demands upon them when we are confronted with some knotty point in grammar or a more serious difficulty in mathematics. We can only sigh helplessly over our inability to throw any light on the subject, and feel strongly that it was the duty of the teacher to have explained the problem so as to make it clear to the juvenile understanding. Is it not about time our teachers were beginning to discuss whether the home task should not become a thing of the past?

—One of the recommendations of the Committee of Ten is as follows: "The committee venture to suggest that, in addition to the regular school sessions in the morning, one afternoon in every week should be used for out-of-door instruction in geography, botany, zoölogy and geology, these afternoon and Saturday morning exercises to be counted as a regular work for the teachers who conduct them. In all laboratory and field work the committee believe that it will be found profitable to employ as assistants to the regular teachers—particularly at the beginning of laboratory and field work in each subject—recent graduates of the secondary schools who have themselves followed the laboratory and field courses." In our climate this suggestion appears especially apt for the fall and spring terms. It is directly in line with objective teaching, tends to bind the school work with the things of daily life, and may be promotive of the best relations between teachers and pupils. In how many of our schools has it yet found a place? We should be glad to have accounts of even small beginnings of such a practice.

—Every school is exposed to the tendency of pushing academic methods down too low, or to the counter tendency of pushing primary methods up too high. Nor is there a sharp line of demarcation between the two stages and phases of teaching; the one shades off into the other. And this region of transition is the truly delicate part of teaching; a nice touch, a strong touch are necessary to the successful tiding over of this crisis. Never will the advanced teacher get beyond the need of

developing an idea; but he will get beyond the business of developing ideas. Never will the primary teacher have to develop every idea; but he will be always in the business of developing ideas. The two arts contrast in every way. The primary teacher is before the children telling them where to come and seeing that they get there; the advanced teacher is behind the children telling them where to go and seeing that they get there. The primary teacher makes use of allurements; the advanced teacher makes use, if need be, of a gentle whip or spur. So we should discriminate. That is why I say that inductive teaching should not be carried beyond its proper limitations, and *vice versa*. I deem it as great an offence to babyize the upper grades as to stultify the lower ones.—*John Kennedy*.

Current Events.

There is an honest word of advice in the New Year's address of the *True Witness*, of Montreal, when it says: "In the year to come we also wish to see union and tranquillity reign; we desire that all foolish differences, that only tend to darken life, be drowned in the stream of true and honest tolerance; we trust that a harmony and mutual understanding may exist between the different races and different creeds that go to make up our Canadian population. And, if our desires are realized, as we trust they may be, we will see this country advanced one more giant stride along the highway of national prosperity, and approach one station nearer to the goal of destiny, the position of queen of this new world, home of good principles and shrine of the civilization of true Christianity. Once more, to all, 'A Happy New Year,' and we will add, 'many happy returns of the same.'"

—William E. Lace, who lately kept a baby farm in Toronto, was before the police court recently. The witnesses related shocking stories of the ill-treatment of infants in Lace's establishment. Lace used to call them in out of the dirty yard, where they played with a lot of goats, and whip them with a piece of rope. If they fell Lace would kick them and put them to bed. He had in his place some children of six years of age. He used to feed them on dry bread and a cooked mixture of flour and water without sugar. If they would not eat it they were whipped. Miss Tracy gave testimony as to children sleeping on straw mattresses, and when the little ones forgot themselves in the night, Lace would take them out of bed and plunge them in cold water, and if they objected they

were beaten with a strap. Lace was found guilty and sentenced to jail for three months and to pay a fine of \$100. This is the highest sentence that can be imposed for such an offence.

—The management of the Montreal School of Cookery will inaugurate a series of laundry and cooking lessons for the benefit of the poor women of the city. A nominal fee of five cents an hour will be asked. The cooking classes will meet on Monday and Tuesday evenings; that of the laundry on Thursdays and Fridays. In connection with the latter class it is proposed, after a certain efficiency has been attained, to grant the members diplomas, which will enable them to secure work themselves. Miss Richards, a lady from England, and an expert upon the delicate dishes of English cookery, will arrive at the school on February 18th, and will give a six weeks' course in this branch of the epicurean art.

The *Star* wants Mr. Hackett's bill of tax exemption made clearer. The clause it would have explained reads thus:—“Every school and school-house and other educational institution, and the land on which they are erected, and the dependencies thereof, shall be exempt from all municipal taxes, whatever may be the act of charter under which such taxes are imposed.”

—An important feature of the past year is the erection of an extension to the main building of the Faculty of Medicine at McGill University. The influx of students has been so great of past years that the old building was found to be totally inadequate to accommodate those who wished to learn and to learn thoroughly. The formation of classes was rendered extremely difficult, and it was clearly seen that more room had to be provided for the proper carrying on of the work of the University. Last year, owing to a very generous gift from Mr. J. H. R. Molson, the Faculty was enabled to purchase the property of Sir William Dawson, situated in the rear of the college grounds, and to commence upon this land the extension which was opened a short time ago, and which will, with its modern apparatus and very efficient appointments, adequately supply the needs and requirements of the Faculty for some time to come. The new building is built from plans prepared by Mr. Andrew T. Taylor, and is constructed of Montreal limestone. It serves as a continuation of the two older buildings and is so arranged as to connect with the Pathological department.

—The old buildings of the Medical Faculty of McGill have been altered to meet the requirements of the increase in the

number of students. The ground floor consists of library, museum, faculty rooms and registrar's office. The floor above has been converted into an enormous dissecting room, anatomical room, and private apartment for Dr. Shepherd, the professor in charge. The space formerly occupied by the department of practical chemistry and physiology has been changed into a chemical laboratory under the control of Professor Ruttan. All these are being fitted with modern apparatus and fixtures. The whole building, including the extension, is beautifully furnished in ash.

—Pres. Schurman, of Cornell university, concedes that "Greek must go"—in other words, that the university must recognize that Greek is not essential to one who desires the university to stamp him as a graduate. This does not completely state the case. Once there was nothing but Greek and Latin for a young man to study when he entered college; now the subjects of study are numerous; and others beside Latin and Greek are so valuable that it is profitable to put the latter aside. This is not all either. The preparatory schools are of a far higher character than they were, and the student gets a language drill in them that once required two years in college. Of course it seems hard to put aside the practice of ages, but as Emerson says, "To-day is a king in disguise." We must act for to-day and in the light of to-day.

—The formal opening of the Teachers' college in New York gave an opportunity for the expression of opinions concerning the new phase of education which it represents. Pres. Eliot said: "This institution will not ignore a knowledge of the child's mind; it will give psychology its just place in the teacher's business. It will endeavor to lead the child into a comprehension of the various beauty which surrounds him, and thus indicate the way which all American schools will follow. When a love of beauty permeates the whole system of our education, then a new influence will be developed in American society. Cicero says somewhere that 'Beauty is only an image of something still more beautiful, of which the present beauty is only an expression.' In our case may not that higher beauty be the loving spirit without which no true teacher can truly work?"

—Pres. Gilman at the opening also referred to the teaching of "hand-craft" as well as "read-craft" of high importance to right development; he presented by several illustrations the need of "hand-craft" by the teacher. The fact that this college has secured magnificent buildings and an adequate

endowment from private purses shows the interest that has been aroused by the New Education in this city.

—It is proposed to found in this city a school of music, which will provide the means for a complete course of study in all the branches of the art. The need of such an educational institution in Montreal is apparent to any one at all familiar with the musical conditions of this community. The efforts of those who for many years have striven to develop here a taste and love for music, have, within the last decade, produced most encouraging results. A widespread and constantly increasing interest in musical art has been awakened, and the importance of music, as one of the great elevating and refining influences by which society is moved, is now generally recognized by our people. With this interest has developed, also, a desire for increased musical knowledge and increased facilities for its attainment. Unfortunately, the gratification of this desire lies within the reach of only a small proportion of our population; and this chiefly because of the very limited opportunities afforded by our existing musical resources. To the larger proportion, however, not a few of whom are endowed by nature with musical tastes and abilities, the Conservatory, with its many and diverse branches of study, its class teaching, its faculty lectures and musical entertainments, the interchange of thought, the opportunity for observation, and the varied practical experience it affords the student—to mention only some of the more important advantages it offers—would at once open a way for the acquisition of the extended musical education desired: while to those whose means are restricted, the greatly reduced cost of tuition would make possible a thorough course of study which otherwise could never be obtained. It is to afford these musical advantages to the many who may desire them that the present scheme is projected. For its successful accomplishment, it is evident that the proposed Conservatory must be operated and maintained upon broad and progressive principles, and be fully equipped for thorough and comprehensive work. It is intended, therefore, to make its curriculum as full and complete as that of any similar school on this Continent. The branches of study will embrace everything connected with vocal and instrumental music, and include elocution and some of the foreign languages.

—It is pleasant to learn that Compton Ladies' College has resumed its work after the holidays. The Rev. Mr. Parker has issued a circular in which the medical inspector declares that everything has been done in the interest of the institution and those committed to its charge.

—Dr. James McCosh is described as the most eminent Scotchman who ever Americanized himself. Whether he really had that distinction or not, he was a voluminous and popular writer and did good work in the field of education, both as Professor of Logic and Metaphysics in Queen's College, Belfast, and as President of the College of New Jersey, at Princeton. It is worthy of note that, although Dr. McCosh was more than fifty-seven years old when appointed to Princeton, he held his office there for twenty years. Of his works, the most popular was the "Method of the Divine Government, Physical and Moral." *Apropos* of a continuation of the "Method" the following anecdote is told by an American biographer, also, we imagine, of Scotch extraction. The publication of the book attracted public attention to the author, both in Great Britain and the United States. Some one having sent a copy of it to Lord Clarendon, then Lord-Lieutenant of Ireland, that nobleman began to read it before divine service on a Sabbath morning, and became so interested in it that he forgot to attend church. It was to this circumstance that Dr. McCosh owed his appointment at Belfast.

—The Department of Public Education in South Africa again gives notice that a free course of training for (a) acting uncertificated teachers (excluding pupil-teachers), (b) certificated teachers, will be given in Cape Town during the summer vacation. Lecturers specially qualified to illustrate the best modes of teaching the various elementary school subjects will be engaged. All books and material will be supplied free, and the cost of the journey will be refunded by the Department at the end of the course. Teachers will thus only require to provide their own board and lodging.

—Commissoner Hubbel, the organizer of the anti-cigarette movement, has urged the board of education to encourage physical training among pupils. His resolution gives permission to the trustees to appoint a board of physicians for the purpose of taking physical measurements of such pupils in the grammar grades as may desire it, such services to be performed gratuitously; that on such examination the physician point out to such students as may be found physically deficient any matter especially calling for correction; that permission be given to such male pupils of the grammar grades as may be designated by their respective principals to parade annually on the third Saturday of June; that such day shall be known as Public Schools' day.

—One of the sights of Montreal is a visit to the *Witness* office, which, for internal elegance, convenience and completeness of equipment has but few rivals anywhere. One's attention is arrested on the sidewalk by seeing through a window a Chinaman patiently turning a crank with the air of one who has a contract for a century of faithful labor, and means to fulfil it. The Chinaman is made of wood, and for steady, patient, endless toil commend us to a wooden Chinaman. Making bold to go in, we find ourselves in an enviable public office with tiled floor, hot-house flowers and what not. Then we were piloted up a spiral stair, through the great editorial room, to the battery of linotypes, which are the marvel of the nineteenth century as Gutenberg's movable types were of the awakening life of the fifteenth. The great Hoe press of the *Witness*, which prints almost any number of pages, from two to thirty-two, is the most complete machine anywhere. Close beside it you are shown on enquiry a patch on the floor where exploded the famous bomb some months ago, which the *Witness* doubtless owed to its active and effective war against gamblers and bunco steerers, a class which by exposure and clever caricature it has managed to drive from the city, or at least to deprive of the open tolerance and public freedom which they before enjoyed at the hands of sympathetic officials. The stand for law and order taken by the *Witness* lately resulted in an investigation of the police and detective system of Montreal, which has revealed the need of some revolutionary change. The paper is devoted to temperance and all good things. It claims to be independent in politics, and has certainly opposed with equal vigor the Conservative government at Ottawa and the Liberal Mercier government at Quebec. It is at all events a clean family paper, very carefully edited, and one of the prettiest in get-up and typography that comes to our office.

Literature, Historical Notes, etc.

THE OLD SCHOOLMASTER'S STORIES.

The past comes present as our own,
 Is human nature aye the same?
 The cause inconstant is it only seeming so?
 The effects are but another name.

In the winter of 1852 I taught at Knox Cross-roads—a place where four country roads converged at the outlet of Long Pond. A quarter of a mile from the village a dozen dwellings clustered about a sawmill, shingle-mill and grist-mill on the outlet stream.

The red schoolhouse stood between the "mills" and the stores, tavern and church. The post-office was at the store kept by Mr. Hamlin, a very respectable old gentleman; but the other store, Crocker's, was a "rum-hole." Of course intoxicants were sold at the tavern, kept by Bixby; and down at the mills Junkins's grocery dealt out hard cider and rum. The children of these three rumsellers were among my largest and most influential pupils.

The school was the first of my teaching in which intoxicating liquor directly hindered progress in study and promoted disorder in the school-room. Some ten of the largest boys, youths from sixteen to twenty years of age, often went to one or the other of the drinking places at noon, and frequently returned excited, if not actually intoxicated. They were youthful tipplers, and almost sure to become sots. Remember that this was more than forty years ago, when the great temperance movement had scarcely begun.

I remonstrated emphatically with the young men, and they promised amendment, but soon I found them as bad as ever. So things went on until one afternoon Hilton Chase and Atherton Knights entered the school-room so much under the influence of liquor that I was obliged to send them from the room. These large boys were sons of two farmers in the neighborhood.

I felt that their parents ought to be informed of the matter, and therefore I called on Hilton Chase's father that evening. He was a red-faced man, and looked like a regular tippler, but I still hoped that my statement of his son's case might induce him to aid me in trying to reform the boy.

"Got drunk at school, did he, the little sarpint!" exclaimed the old man, boisterously, "Hoss-whip him, sir! Give him a good hoss-whipping! I'll bear ye out in it! I'll bear ye out in it, and ef I ketch him tight, I'll give him another one!"

The knowledge that his son had been intoxicated did not seem to shock the old man at all, so I left him, disheartened. As Atherton Knights's father was much such a man as Chase, I thought it not worth the while to call on him.

This experience set me thinking on what I could do alone to save the young people. A law restricting the sale of intoxicating liquors was already on the state statute-book, and I began to consider carefully what could be done under its clauses against the illegal rum-holes of Bixby, Crocker and Junkins. But I kept my own counsel, and the term closed without

trouble. The people wished me to come back, but I thought I should not teach there again, as I saw no good prospect of making the school what it ought to be.

During the month of March, following the close of school, I met that fervid old prohibitionist, Neal Dow, and my eyes were as if suddenly opened to the evils of the liquor traffic. I organized a Temperance Watchman's Club in my native town, and labored with all the enthusiasm of my youth in the new crusade against the rum demon.

While in this frame of mind I received a letter from Mr. Bixby, the tavern-keeper at Knox Crossroads, written by his daughter Ellen. He had been chosen school agent, and he asked me to take the school again.

At the bottom Ellen added "Please do come back, sir," and twenty more names of my larger pupils at the Crossroads followed hers.

It was a very pretty solicitation, but I was casting about for courteous terms in which to decline it, when the thought flashed on me like an inspiration that Knox Crossroads was of all places the one where I should find work to do in the cause of temperance.

"I will go back there!" I exclaimed aloud. "I will organize a Watchman's Club. I will stop the sale of rum there. I will save those boys from becoming drunkards."

Accordingly I returned to Knox Crossroads early in the following November, determined on a vigorous temperance campaign.

I boarded that term with Mr. Hamlin, the postmaster, himself a strictly temperate man and a quiet believer in prohibition. When I told him my plan of action, he heard me through without comment, pondered a while, and then said:

"Yes, rum is the bane of this place. I have felt it to be so for the last ten years. But, my dear sir, I'm afraid you are undertaking more than you can accomplish."

"Well, I'll do my best, anyhow," I said. "I've arranged for Peck, the temperance orator, to visit me next Friday evening, and on Saturday we will have a rally meeting at the church."

Almost every one in the place was present at that rally. Peck spoke eloquently for two hours, and then I proposed the formation of a Temperance Watchman's Club. I called on every man in that place to join it, and I advised the women to organize a Ladies' Temperance Society.

The women responded, almost unanimously; but most of the men held back. Still we organized both societies, and arranged

for future meetings. Peck took leave, exhorting me to do good work. Next day the resident clergyman, Mr. Andrews, preached a temperance sermon, and it seemed as if I had scored a success.

But on Monday morning a long, slim package lay on my desk in the school-room. It contained the old iron ramrod of a gun.

Temperance reformers were then called "ramrods," and this hint had been sent to me by Mr. Junkins, the hard-cider vender, with his compliments.

I sent my thanks to Mr. Junkins. "We shall use the ramrod for a pointer at the black-board," I said, "and we hope it will point the way to needed reforms."

Twice a week the Watchman's Club and the Ladies' Temperance Society met, with much enthusiasm, yet many of the large boys went to Bixby's, Junkins's and Crocker's quite as much as before; and those dealers in rum smiled broadly and contemptuously in my face when we met on the street.

Evidently they regarded me as a well meaning young fanatic, who might as well be allowed to have his fling, since it did not greatly disturb regular business.

Thereupon I resolved to adopt more effective measures. I quietly collected evidence, and on the following Saturday walked to a neighboring village, where I procured warrants for the arrest of Junkins and Crocker on a charge of illegal sale of intoxicants.

The arrests were made on the following Tuesday, and I succeeded in getting both men committed for trial. They procured bail and came home—the two angriest men I ever saw. Crocker assaulted me as I passed his store that evening, but got the worst of the scuffle, and Junkins actually threatened my life.

They forbade their children to go to school to me, and raged wildly throughout the district against my attempt to enforce a law which a majority of their fellow-citizens had declared to be necessary.

Next day I learned very clearly what is meant by the adage, "Blood is thicker than water." Most of the people of the district were akin, and when the Watchman's Club met that afternoon only three of the twenty-four members were present. The Ladies' Temperance Society had similarly dwindled. When I called on the absentees and exhorted them to stand up with me for their principles, they seemed shocked and terrified. One lady, who had lately read a beautiful paper on "Temperance" to us, was very angry with me.

“I never supposed you would be so mean as to have my Uncle Junkins arrested!” she snapped out.

At roll-call the following Monday morning I had but thirty-one pupils out of sixty-three registered. “Uncle Junkins” had not raged through the district in vain!

On Tuesday afternoon, as I passed Crocker’s grocery, a large dog rushed out and seized me by the leg of my boot; but he died suddenly by my use of a cordwood stick that I seized from Crocker’s pile.

Next night the school agent, Bixby, called on me, and after some painful hesitation, said that he thought it would be better to cut the term of school short. “You’ve got everybody by the ears,” he said.

“You mean that I have tried to enforce the state law?” I asked.

“Wal, it’s made a fuss,” said he.

“Is that all you have against me?” I demanded.

“Wal,” said he, “that is what has made the fuss.”

I refused to go, and brought about the prosecution of Bixby himself.

The war was now fully begun. I lost nine more pupils. Rowdies hooted me when I appeared in public, and I was threatened with all manner of personal violence.

On the Monday following all three members of the school-committee visited the school—Mr. Andrews, the minister, Mr. Carter, the lawyer at a large village four miles distant, and Mr. Calvin Crocker,—a brother of the Knox Crossroads Crocker,—a prosperous farmer and lumberman of the town.

They told me, in brief, that I had “made so much trouble” that they thought it best to close the school; but I stood on my rights, and refused to close it.

On Thursday morning I found among my pupils three young men of very evil appearance, strangers in the vicinity. Somewhat to my surprise they gave me their names, and informed me that they wished to attend the school.

Each asserted that he was twenty years old, but I could see that they were older. So I told them that, as non-residents, they must bring a written permit to attend the school.

Next day they produced permits from Agent Bixby. They were manifestly rowdies, but they sat quietly turning over a few school-books, and pretending to study.

On Friday afternoon, after school was dismissed, I happened to open an under-drawer of my desk, a drawer which I seldom

used, when I espied in it a quart bottle half-full of whiskey. Its label bore my name and address; but the name had been partially erased as if for purposes of concealment.

Here was evidence of a conspiracy to show that I was of intemperate habits, and I guessed the rowdies had been introduced to assist in the scheme.

I threw away the bottle. Next day I hired a buggy, and taking Mr. Hamlin, who was the resident justice of the peace, with me, we drove into two adjoining towns, and procured from the records attested copies of the dates when my new pupils were born. One proved to be twenty-four years of age, the second twenty-eight, and the third thirty-one.

My next step was to invite Mr. Carter of the school-committee to visit the school. On seeing the evidence of falsehood in the matter of age, he ordered the three rowdies to leave and come no more. They left me with but twenty-one pupils.

The Watchman's Club and Ladies' Temperance Society had ceased to meet, the members avowing that our meetings aroused so much "hard feeling" that they did not think it best to continue them. They were, in fact, afraid of Junkins, Crocker, Bixby and the drinking set generally.

On Friday of that week, after dismissing school, writing my records, performing difficult examples, setting copy and putting everything in good trim for the next day's session, I left the schoolhouse after dark had set in. A few steps from the door I was assaulted by three men, one of whom struck me with a club. I have always been fortunate in such affairs, and in this case I succeeded in wrenching the stick from the ruffian's hands, and turning it against my assailants. They all ran away, but I followed him who had struck me as far as the mills. There he disappeared among the piles of lumber. I thought he took refuge at a back door of Junkins's stable.

On Monday morning of the seventh week of the term an attempt to burn the schoolhouse seemed to have been made. At least a fire, set in the adjoining woodshed, had consumed a part of the fuel there, and had then mysteriously gone out, instead of burning down the house. No doubt it had been quenched by the person who set it, for I was immediately confronted by a story that a nephew of Junkins's had seen me at the schoolhouse about one o'clock on Sunday morning. The inference was that I had set the fire!

"He knew he had got about to the end of his rope here, and he meant to burn the schoolhouse and lay it to us," was the

theory of the fire which Junkins and Crocker put forth vigorously, and I think some people believed it.

My opponents made the fire the pretext for again calling in the school-committee. All three of the board came on the following Tuesday, and fully one hundred persons, mostly men, were present.

I improved the opportunity to make a vigorous appeal for justice. I described the outrages which I had suffered, and threw the fire story contemptuously in the faces of my enemies. It was plain that I had the sympathy of the better class of those present, and in the end the committeemen expressed themselves satisfied that I was in the right.

I thought I had triumphed and should win the struggle, but I had already lost it. Those three committeemen were so weak and so yielding to the pressure of the rum-sellers that they sent me, by messenger, next day a legally framed paper, dismissing me from the school. The cowards had said to my face that I was in the right, and then, when at a safe distance, thrust me out.

I received the dismissal on Wednesday afternoon, but feeling sure that I had a legal right to do so, I determined to disregard it, and meantime to go on with the school. So I went to the schoolhouse at nine o'clock next morning. The doorway was guarded by Crocker, Junkins and fifteen others, armed with clubs, pitchforks and guns.

With a dismissal in my pocket, I could not legally force my way into the house, and fortunately I had the good sense to refrain from an attempt.

"Gentlemen," I said with the blandest smile I could summon, "I see it is your opinion that it will require seventeen of you to prevent me from entering this schoolhouse. I thank you for the compliment you pay to my fighting powers, and wish you good morning."

In great indignation I took leave of the place, went home, and employed a lawyer to aid me in the prosecution of the school-committee for their illegal action. Four days later I was waited on by the town agent, a crafty old lawyer, who induced me to settle for the full amount of my wages for the term of ten weeks, of which I had actually served but seven. My own lawyer counselled me to this compromise, but I have since thought I should have been successful in a suit for damages.

The cases against the three liquor-sellers whose committal I had procured were never properly pushed, for I could not be

present to attend to the production of my evidence, and they contrived to escape on some pretext.

Such is the story of my fight with the rum-sellers at Knox Crossroads. With proper support from the better class of people, I might have put an end to the illegal sale of intoxicating liquors in that place, but the "better class" are apt to be cowardly everywhere. They folded their hands and allowed the "Uncle Junkinses" to drive me out of town.

Their reward has been with them. I have taken pains to follow the course of events at Knox Crossroads for forty years. It has always been disorderly; many of the youths whom I tried to save went from bad to worse; the place has been the scene of three murders, and it bears such a bad name throughout the county that it has utterly lost its prosperity. Few remain there who have at once pretensions to decency and means to move away.—*Youth's Companion*.

Practical Hints and Examination Papers.

In every school there are a few dull pupils; pupils whose eyes have still the vacant stare after nearly all have grasped the principle the teacher wishes to explain. The teacher should make special endeavors in their behalf. He should always treat them kindly; never scold, never worry, never fret. Do not lose patience though they make great blunders. Cover their dullness as far as possible with the mantle of love; never exhibit it to the ridiculous laugh of their brighter classmates. Have them understand that you are their best friend who spares neither trouble nor labor for their advancement and who would, as far as possible, give them an equal opportunity for the race through life.

Wake up the ambition of such pupils by asking questions they can answer and by pointing out the progress they have made; this will also strengthen their self-confidence. If possible make them voluntarily try again and again. The dull pupils should be asked oftenest and the easiest questions, keeping them astir as it were, and the bright pupil in reserve for the more difficult work. No questions should be asked a dull pupil which, with good reason, the teacher doubts whether he can answer, for every question not answered will lessen his self-confidence and also his self-respect to his standing in the class. Often the pupil's dullness vanishes entirely after his ambition has been aroused and he is started aright.

If the dullness relates to one special branch, point out to the pupil the value of this study for practical life and that his education would always have a defect if he does not master the difficulty now.

If, then, with all your care you do not succeed as well as you wish

and you begin to think that your labor is thrown away, look to the after life of the pupil ; I assure you he will appreciate your labor then and be ever grateful for the kindness bestowed upon him.

—There is a great difference between knowing facts as facts and knowing them as instruments to arouse psychic activity. The vast bulk of teachers are in the first stage ; they are comparatively useless until they pass into the second. A man steps on the stage before a waiting audience ; he speaks a few sentences, tells a very simple incident and his hearers know they have a master ; they listen spell-bound. He uses the facts as an instrument to awaken mental activity. All good teachers follow this plan, from the multiplication table to the description of the earth and its contents. All poor teachers follow one plan too—but they do not teach. It is fortunate that many pupils are able to supply partly what the teacher fails in.

—Put life into the singing. How tired we are when a school of lively pupils is dragging and droning the life out of a naturally bright and cheery song. Ye editor has seen a class of pupils singing a jolly song—a song that should give pleasure and bright countenances to every one, yet the faces of the pupils were totally void of expression, or, if expressive, looked as if the owners had come to sing a dirge at the funeral of Santa Claus.

Story for Reproduction.—It seems that a white mouse in the museum saw a chance to escape from its cage, and took advantage of it and ran out. One of the holes in the elephant's trunk seemed made exactly for the mouse, and into it darted the frightened creature. A spark in a barrel of powder could hardly cause more commotion. The elephant became wild in a second, and, with a terrific shriek, rose on his hind legs, waving his trunk frantically in the air. He tugged at his chains till they nearly snapped ; he flung himself about in a perfect agony of fear and madness, and all the time his strange cries rang through the building. The alarm was taken up by the other animals, and a perfect Babel of appalling roars, howls, yells and screams filled the menagerie. The keepers knew that if the elephant was not quieted he would soon burst his chains. It began to look as if a bullet would have to be sent into the mad creature's brains, when the little mouse dropped out of the trunk and ran away.

Busy work in numbers.—1. How many pupils in the school-room ? If there were ten more how many would be there ? If there were eight less ? 2. How many panes of glass in one window ? How many in all the windows ? 3. Write the name of the month. How many days in the month ? How many days in last month ? How many in next month ? 4. How many hours in a day ? In two days ? 5. Draw five lines across your slates, and draw five more across them. How many blocks on your slates ? 6. How many children in the row you sit in ? How many feet have you all ? How many fingers ? How many noses ? 7. There are three bones in each of your fingers, and two in your thumb. How many bones have you in one hand ?

In both hands? 8. Draw a clock on your slates. How many numbers on its face? In how many ways can you write the numbers? Make the hands say four o'clock. Make them say noon. Midnight. Six o'clock. 9. How many meals do you eat in one day? How many in three days? How many in a week? 10. How many Sundays in this month? How many days, not counting the Sundays? How many school-days? 11. How old are you? How old will you be in 1898? In 1900? 12. How many eggs in a dozen? In three dozen? What is the difference between two dozen and a half dozen?

—In "Abandoning an Adopted Farm" the author tells a story of a boy who being "deficient in mathematics" was set to do this "sum,"

0 0 0 0 0 0
0 0 0 0 0 0

Making hideous grimaces he begins "Nawthin *from* nothin—leaves nawthin. Nawthin from nawthin—leaves nothin, nawthin from nawthin—leaves nawthin—nawthin from nawthin—leaves nothin, nawthin from nawthin leaves nothin." Then he paused confused, but rallying all his brain power he exclaimed, "Well now, if I'm ever going to carry I've got to carry *now*. Nawthin from nowthin—leaves *one*."

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—Mr. Frank O. Payne has been writing to the *School Journal* about teachers he has seen, and this is what he says about the matter. I have known some of Mr. Payne's specimens myself, but I would hardly care to write about them so openly as he does. Do you think it is wise for a teacher to say an ill-word of any of his kind, such an ill-word as this?—

"The various pedagogical publications and instructors in institutes usually have a great deal to say about 'the lazy, careless *pupil*' and what to do with *him*. Does it ever occur to the teachers that often, very often, there is laziness to be found on the rostrum as well as at the desks? Is not the adage true, 'Active teacher, active school?' Is it not much more than half true, 'lazy teacher, lazy school?' Yea, verily, in all sincerity it may be said that the teacher is known by his pupils and his work by their work.

"A certain college professor, under whom it was my misfortune to sit, used to take his position each morning in a revolving chair close to his desk and very close to the blackboard. With his book open before him and his arms spread out on his desk, he would sit, the very personification of laziness, while the recitation progressed (I almost said retrogressed). Whenever it became very necessary to explain a point, he would whirl around on his revolving chair (his legs wound around the support of the same), and picking up a piece of crayon, write in slovenly character what he desired to explain. That portion of the blackboard immediately behind him soon became

covered with 'Sturmiian functions,' etc., and rather than reach for an eraser, he would employ his coat sleeve for that, to clean off the chalk marks. In an entire year's work under him, I never saw him stand once or exhibit any enthusiasm or energy.

"A teacher was hearing a lesson on the barometer. 'Did you ever see a barometer?' she said. The pupils had never seen. 'There is one up in the case yonder,' said the teacher, 'some day we will get it out and look at it.'

"'I don't like to teach botany,' said a teacher, 'it is too much bother clearing up after a class has been analyzing a plant.' Let every teacher dispel such laziness. How if you enter upon your work with zeal, will the faces brighten as they turn towards yours! This is the present reward; there are others that will follow."

Why does he not have something to say about the industrious teacher as well.

Yours truly,

INDIGNATION.

To the Editor of the EDUCATIONAL RECORD:

DEAR SIR,—So they are going to commemorate the distress of war and bloodshed which Montgomery and Arnold brought to this country in 1775? What a lesson of patriotism will the report of the Committee on the proposed monument be to the children of Canadians! Have your readers seen it? I enclose it for publication, if you care to find a corner for it.

TRUE PATRIOTISM.

[The report will appear in our next issue.—Ed. *E.R.*]

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

Among the most welcome of our exchanges are *The School Journal*, published weekly by Messrs. E. L. Kellogg & Co., New York; *Education*, published monthly by Messrs. Kesson & Palmer, Boston, and containing the cream of the literature of education; *The Journal of Education*, published at 86 Fleet Street, London, which keeps us posted on all things pertaining to education the world over, and more particularly in England; *The Open Court*, a weekly journal devoted to the religion of science, published by E. C. Hegeler, Chicago. Dr. Paul Carus edits *The Open Court*. *The Kindergarten News*, published by the Milton Bradley Co., Springfield, Mass., comes to our table each month with something new and interesting concerning child-education and child-life. *The Magazine of Poetry*, published by Charles Wells Moulton, Buffalo, N.Y., promises its readers a treat in the shape of a January number consisting of notable single poems. The students of the Presbyterian College, Montreal, issue each month of the session a *Journal*, which is a credit to them. The January number keeps up the good record.

We welcome to our table *The Pedagogical Seminary*, edited by Dr. Stanley Hall, President of Clark University, Worcester, Mass. Dr. Hall believes that the proper study of mankind is the child, and in the *Seminary* gives many valuable and interesting results of his investigations in the realm of child-study.

The Magazine of Travel, published at 10 Astor Place, New York, is a new monthly devoted to the interests of travel. The first number has a most attractive appearance, and contains plenty of instructive and interesting reading. Among its articles are "American and Foreign Travel Compared," by Chauncey M. Depew; "Mexico," by E. H. Talbot; "The New Education," treating of the relation between travel and practical education, by Edwin Fowler, M.D., A.B., Principal of Columbia Institute; "The Mountain Paradise of Virginia," by Charles D. Lanier; and a short story, "Christmas on the Limited," by Frank Chaffee.

The *Atlantic Monthly* promises some interesting features for 1895. The publishers announce that Dr. John Fiske will give a series of historical papers during the year, while the first three chapters of a serial, "A Singular Life," by Mrs. E. S. Phelps-Ward, appear in the January number. Among the good things in the January number, a paper on "The Want of Economy in the Lecture System," by John Trowbridge, is of special interest from an educational standpoint. It treats of the lack of economy in lecturing, unaccompanied by practical instruction. "The Survival of the American Type," by John H. Denison; "The Genius of France," by Havelock Ellis; and another of J. M. Ludlow's international papers, "Co-operative Production in the British Isles," tend in no small degree to make the number a good one. Messrs. Houghton, Mifflin & Co., the publishers of the *Atlantic*, issue a monthly bulletin of new books, which our teachers might like to look at.

STORIES FROM PLATO, by Mary E. Burt, and published by Messrs. Ginn & Co., Boston. "Being dead, they yet can speak." And that they can speak, even to children, is shown by the author of this book. Here we find stories from Plato, Hesiod, Homer, Ovid, Pliny and others, told in a manner and in diction to be appreciated by the youngest. Hints are also given as to what may be derived from these ancient tales. The book is well illustrated and has an attractive appearance.

Our teachers should send for a *Classified Catalogue of Educational Works* for 1895, to Messrs. Longmans, Green & Co., London, or 15 East 16th Street, New York.

PROGRESSIVE PROBLEMS IN ARITHMETIC, by J. White, and published by the Copp Clark Company, Toronto, is a collection of about 900 problems, carefully graded, so as to lead the pupil on step by step to higher mental effort. This is a book for teachers.

EXERCISES IN ARITHMETIC, PARTS I. AND II., by W. N. Cuthbert, and published by the Copp Clark Company, Toronto. Part I. consists

of exercises on arithmetical work from first notions to easy fractions. Part II. has some 1800 problems, covering the whole school course in arithmetic. These exercises are all graded, and will be found most useful in testing the pupils' knowledge as they advance in their study of the use of numbers.

NEW YEAR AND MIDWINTER EXERCISES, by Alice M. Kellogg, and published by Messrs. E. L. Kellogg & Co., New York and Chicago, consists of recitations, quotations, authors' birthdays and special programmes for school-room entertainments. The poems and readings are all well selected. The programme arranged for Burns' birthday is a pleasing admixture of quotation, reading, and original composition by the pupils. There is a similar programme for a Dickens' memorial exercise.

FORTY LESSONS IN CLAY MODELLING, by Amos M. Kellogg, and published by Messrs. E. L. Kellogg & Co., New York. To know how to make is a most important branch of knowledge, and the child's constructive faculty, as well as his artistic taste, his hand, as well as his eye, are trained by such work as modelling in clay. These lessons furnish a graded course, beginning with simple forms and advancing to more difficult and complicated ones. The exercises are all illustrated by means of figures.

Official Department.

REPORT OF COMMITTEE ON SCHOOL EXHIBIT.

The Committee on School Exhibit beg leave to report:—

1. That in their opinion it is desirable that the school exhibit be a recognized feature of future conventions.

2. That in order to render such exhibit of educational value the following regulations be adopted:—

(I.) The number of specimens from each Elementary School shall not exceed six in each of the following subjects: Writing, Arithmetic, Book-keeping, Map-drawing, and Drawing from authorized Drawing Books, and shall be sent from third and fourth grades only.

(II.) The same number of specimens may be sent from all the grades of Superior Schools and in the same subjects, with the addition of Algebra and Geometry.

(III.) Specimens of Kindergarten, Botanical and Industrial work may be sent from any schools: such shall be styled "Special Exhibit" and shall not compete for prizes.

(IV.) All specimens shall be prepared upon the authorized test-paper or upon other paper of equal size (8 x 10 inches), special exhibit excepted.

(V.) All specimens shall bear the name, age, grade, school and municipality of the pupils whose work they are.

(VI.) All specimens from Elementary Schools shall be sent through the Inspectors for the various districts.

(VII.) No specimens shall be sent rolled, but shall be protected between cardboard or in suitable boxes.

(VIII.) All specimens shall be the *bonâ fide* work of the pupils whose names they bear.

(IX.) A committee, consisting of the Protestant Inspectors together with five members resident in the place in which the convention is held, shall be appointed annually at convention to receive and arrange the exhibit.

(X.) Three prizes, consisting of school apparatus, to the value of ten, eight and six dollars, shall be offered annually in each class of schools, Academy, Model and Elementary, for the best exhibits sent in from these schools, according to the regulations. No school obtaining a first prize shall compete again for three years.

(XI.) The Central Executive Committee shall annually appoint three judges, who shall determine the values of the several exhibits competing for these prizes.

3. The committee recommend that an annual grant be made to defray the expenses of the committee on exhibits, and that this grant for the coming year be \$125.00.

4. That the Editor of the EDUCATIONAL RECORD be requested to publish these regulations annually in the month of January.

5. That School Commissioners be urged to provide the necessary test-paper for the schools under their control.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, November 30th, 1894.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present: R. W. Heneker, Esq., D.C.L., LL.D., in the chair; Sir William Dawson, C.M.G., LL.D., the Ven. Archdeacon Lindsay, M.A., George L. Masten, Esq., the Rev. W. I. Shaw, LL.D., the Rev. A. T. Love, B.A., the Right Rev. A. Hunter Dunn, D.D., E. J. Hemming, Esq., D.C.L., Q.C., the Very Rev. Dean Norman, D.D., N. T. Truell, Esq.

1. The minutes of last meeting were read and confirmed after adding the word "unanimously" to the statement that the amendment raising the grant to Huntingdon was carried.

Excuses for absence were submitted for Mr. Finley, Dr. Cornish and Professor Kneeland.

2. The chairman read the official announcement of the election of Mr. N. T. Truell as representative of the Protestant Teachers' Association to replace Dr. S. P. Robins, resigned, and while welcoming him to the meeting spoke in appreciative terms of the value of the services of his predecessor.

3. Application for examination for an inspector's certificate was read, and the Secretary was instructed to make the necessary arrangements for an examination to be held as soon as possible.

4. A letter from the Hon. G. W. Ross was submitted by the Superintendent of Public Instruction, on the subject of a general nomenclature of schools in the various provinces and an Inter-Provincial recognition of diplomas. The following reply was recommended by the Committee:—First. That while this Committee recognizes the value of a uniform terminology it cannot recommend that the names now in use in this province be changed, but suggests, as a means of facilitating the comparison of the educational reports of the several provinces, that the statistics be given under the general heads of elementary, secondary, and superior schools, or that some other convenient classification be agreed upon by the ministers and superintendents of education.

Second. That this committee recommends that the several provinces accept extra-provincial diplomas *pro tanto*, but that each case be considered by the educational authorities on its own merits, as is the case in the province of Quebec under regulation 40 of this Committee.

Owing to the importance which we attach to the study of French and our desire as soon as possible to demand of our teachers the ability to teach this language conversationally, we do not think it wise to accept, especially for the higher diplomas, examinations taken elsewhere, while at the same time we recognize that other provinces may value more highly than we do some other subjects and be unwilling to accept our standards therein.

5. Letter from the School Board of Three Rivers asking for a grant from the Superior Education Fund. It was decided that the grant will be made, if possible, after the head teacher has taken out a diploma for this province.

6. A letter was read from Inspector Hewton in relation to the extent of his territory and the redistribution of schools, consequent upon the appointment of a new inspector and the raising of one partial to the rank of a full inspectorate. The matter was referred to the Department for decision.

7. Letter from E. W. Arthy, Esq., asking that Jackson's system of vertical writing be authorized, was referred to the sub-committee on text-books for report.

Mr. Arthy's letter concerning a new arithmetic was read, when it was moved by Sir William Dawson, seconded by the Very Rev. Dean

Norman, "That this Committee will give due consideration to the text-book on arithmetic referred to in Mr. Arthy's communication so soon as it is in a position to be submitted to our committee on text-books."

The report of the sub-committee appointed to confer with the A. A. Examiners was submitted by Sir William Dawson and accepted for consideration hereafter as to detail. The report stated, as did also a special letter from the Secretary of the A. A. Board, that, as a result of the conference held on the 1st of November, the A. A. Examiners had agreed that in 1896 and thereafter the requirements for French should be as follows:—Grammar and Dictation, Translation at sight, Retranslation, English into French. The Committee concurred in this change.

The proposal of the A. A. Board to charge one dollar fee was discussed and held over for consideration after the Universities have expressed their opinion.

Dr. Heneker reported progress on behalf of the sub-committee which had been appointed to secure a grant for contingencies and to adjust other financial matters that have been pending with the Government. The sub-committee was continued.

Moved by the Rev. A. T. Love, seconded by the Very Rev. Dean Norman, "Whereas Principal Robins, LL.D., was appointed at last meeting a member of a sub-committee to recast the system of making grants for superior education, and Dr. Robins is not at present a member of this Committee, we request that he act in said capacity and aid the sub-committee with his very valuable judgment in the important matter above mentioned." Carried.

Dr. Heneker reported progress for the sub-committee on the EDUCATIONAL RECORD. The sub-committee was continued.

The Secretary read the annual report of the Central Board of Examiners.

Moved by the Dean of Quebec, seconded by the Rev. Dr. Shaw, "That the report be adopted, and that the recommendations therein contained be carried out." Carried.

The annual report was submitted on behalf of the Directors of Institutes, showing that the four Institutes had been attended for four days by upwards of two hundred teachers.

The Committee expressed its appreciation of the gratuitous services of the lecturers and instructed the Secretary to inscribe the fact in the minutes.

A letter was read from the Normal School Committee, asking the Protestant Committee to consider the difficulty arising from the fact that there are about eighty pupils this year who are eligible for the bursaries which are limited by regulation to forty.

Moved by Sir William Dawson, seconded by Mr. Masten, "That Dr. Shaw and the mover be a sub-committee to confer with the Normal School Committee on the present necessity in regard to the

bursary fund and to take such measures as may be feasible to meet the requirements of the teachers-in-training." Carried.

Moved by Dr. Hemming, seconded by Mr. Masten: "That Mr. N. T. Truell be added to Dr. Hemming's sub-committee on grants." Carried.

FINANCIAL STATEMENT, PROTESTANT COMMITTEE OF THE COUNCIL OF
PUBLIC INSTRUCTION, NOVEMBER 30TH, 1894.

1884.

RECEIPTS.

Sept. 28—Balance in hand, as per Bank Book..	\$3,343 05	
Nov. 29—Dep. Discount on Institute Printing.	70	
		—————\$3,343 75

EXPENDITURE.

Oct. 9—Three months' Salary of Inspector of Superior Schools.....	\$125 00	
Three months' Salary of Secretary...	62 50	
T. J. Moore & Co., Supplies for Superior S. Ex.....	24 00	
Institute Expenses, Printing and Advertising	14 85	
Nov. —Dr. Harper's Institute Expenses	\$35 49	
" Travelling "		
A.A. Board...	10 00	
" Postage for last year.	42 10	
" Express Charges .	17 55	
		————— 105 14
Nov. 29—Balance on hand, as per bank book..	3,012 26	
		—————\$3,343 75
Nov. 29—Contingencies debit Balance	\$1,352 18	

R. W. H.

Moved by Mr. Truell, seconded by the Ven. Archdeacon Lindsay, "That in consideration of questions suggested as to the operation of the new course of Bible study, the following committee be appointed to give attention to the working of the same in the schools and to report at a subsequent meeting on any improvements in its details or in the mode of carrying out what may seem desirable:—The Lord Bishop of Quebec, Archdeacon Lindsay, Mr. Truell, Mr. Masten, the Rev. Mr. Rexford, the Rev. Mr. Love."

There being no further business the rough minutes were read and the meeting was adjourned to the last Friday in February, or earlier, on the call of the Chairman.

G. W. PARMELEE,
Secretary.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 2.

FEBRUARY, 1895.

VOL. XV.

Articles : Original and Selected.

HOW TO MAKE ROOM FOR ALL THE SUBJECTS
WHICH ARE TO BE TAUGHT IN OUR SCHOOLS.

This is a question which is ever being brooded over by the conscientious teacher, and when it is proposed to introduce any change in the school curriculum, no reply comes readier to his lips than the phrase "there's no time to introduce any such change." The plan which the teachers of the Superior Schools of our province have adopted of working on three time-tables during the year has been generally acknowledged to be an excellent one, and the following article by Professor Miall may be of service in showing how the time necessary for legitimate school-work may be economised :—

If the teacher were very teachable, says Mr. Miall, what a time he would have ! No one can write on education without insisting on new subjects, and yet the old claims are not relaxed. We must have natural science in several branches, modern languages (more efficient than heretofore), drawing, and gymnastics. But classics, and mathematics, and divinity, and cricket, and football, must be kept up or even improved.

Increased hours are not to be thought of ; indeed, many people think that the school hours are already too long. Fewer lessons, shorter lessons, and not so much home-work are the cry. More potatoes to carry, and a smaller basket to put them

in. We may well wish the schoolmaster strength to take a line of his own.

I believe that the problem is not an insoluble one after all. All that is essential can, I think, be got into something less than the customary time. But, to manage this, we have to begin gently, and to bring the boy over to our side; that means study of his nature, and adaptation of our methods to his strength and weaknesses.

I will not in this paper propose a single important change which has not been actually tried with good results. It would be pure waste of time to describe methods which have never been put into practice. Nor will I speak of methods which have never been tried on large classes and under school-conditions. Many of the suggestions here made are drawn from the settled practice of foreign schools, and are unfamiliar to English teachers merely because we have so little curiosity about what our neighbours are doing.

Suppose that at eight years of age the boy passes out of the preparatory school and begins book-learning. Take a good look at him before you start and notice his curly head, his "shining morning face," his restless hands and feet. I want you to realize that he is an absolute child still. He has curiosity and activity; he is quick to imitate grown-up people. But he has little perseverance; he cannot sit still long together; he cannot think continuously. Such a child must learn a little at a time. He must learn from spoken words rather than from printed books. He must have plenty of easy, varied, childish occupations, which exercise hand and foot and tongue. Don't forget that he has many things to do besides his lessons. He has to grow, to play, to prosecute a thousand private activities. His imagination is likely to be strong; his notions of accuracy and duty weak.

Watch him at his games. See how ready he is to combine and organize, how quick to imitate real life.

These qualities of the boy are your opportunities or your obstacles, according to the way in which you treat them. Try to screw him down to the Latin grammar. He will resist or evade you. If at last you carry your point, it will only be by weakening his natural force and treating him as a conquered enemy. Try to interest him in a piece of real and necessary work. He is willing but awkward and soon tires. He is good for little as yet—a colt, that will be ruined if you harness him to the cart before he is fit for it. If you are content to work him gently for a time, to begin with the things that he likes

and is curious about, you may do much with him in the end. But, if you are zealous and impatient, you may do him much harm; you cannot possibly do him any good.

There are two or three things which the boy of eight will take to with alacrity. He will gladly learn to draw. Give him paper and pencil and a colour-box and let him copy the shapes of various coloured objects. Among other things let him trace and paint the countries of Europe and the counties of England. Attend carefully to the way in which he does his work and see that he gets hold of the best methods. Teach him to get the shapes true, to lay his colours evenly, to letter neatly. But do not trouble him to learn the names by heart. You will find before long that without a word said he has learned all the names which signify.

Now is the time to teach him the rudiments of a foreign tongue. You will naturally choose a spoken tongue, and French is on many accounts the best for your purpose. You want no books at all in this stage. Begin with the names of the objects about you. Teach your class the French names of the things in the room, the things in their pockets, and so on. You can go a good way with only two verbs, *avoir* and *être*. Let the others slip in one at a time. When you have had your five or ten minutes' conversation, let the boys write down a few simple sentences from dictation.

Stories from English history will be welcome. Tell them in your own words, instead of reading them or hearing them read. Show pictures by the lantern of the boats and houses of the time, photographs of the old castles and abbeys. Draw rough maps on the blackboard and get the children to make better maps for the next lesson. Every story will furnish a short dictation. Story, ten minutes; dictation and correction, ten minutes; questions, ten minutes. Half-an-hour for the whole lesson will be enough at first.

Arithmetic and the simplest methods of geometry will require another daily lesson. Do not make your arithmetic too rational, but bring out its practical uses as much as you can. In the geometry you want to illustrate rather than prove. There need be no demonstrations as yet.

Reading aloud will enter into every day's work. Clear pronunciation is to be attended to from the first, and it costs much trouble to get it. Little pieces of poetry may be learned by heart. It is a good plan to divide a poem into stanzas or short lengths, and let each child read the same portion aloud every day. After four or five days he knows his own portion.

After four or five recitals without book he knows every other boy's portion too.

It is well not to take two sitting lessons in succession. After half-an-hour's French or arithmetic let the children be drilled in the open air, or dance, or practice jumping.

Continue a little longer the various arts already learned in the kindergarten. Compasses and a T-square and an inch measure may be used now and then. Give the class little geometrical problems, such as to describe a circle about a square, to make a parallelogram equal to a given triangle. The hard names need not be shunned, but the spelling of them is rather a bother.

Once or twice a week a letter should be written. It will be done ever so much better if it is to be posted when written and addressed.

There need be no separate lessons in writing, spelling, dictation or grammar. These will enter into every lesson in English history, French, etc.

The geography and English history will gradually become more formal. But I would never use a text-book of geography at all, and I would never give a lesson out of a school history. It can be used now and then as a book of reference. Train the children little by little to turn up in the history the particular facts which are wanted for the class lesson.

At nine or ten the reading of an easy French book may be undertaken. One copy of the book in the teacher's hand is enough. A tale-book is to be preferred, and there is nothing better than a tale by Erckmann-Chatriau. Read a short passage aloud in French. Have it translated clause by clause. Dictate it to the class and correct the dictations on the spot. Give short explanations and frequent questions on points of grammar. Frame sentences in French out of the words contained in the passage just read. Vary these until the idioms have become perfectly familiar. By this time, the regular verbs, and perhaps a few others, will have been learned by heart, bit by bit and in class.

In arithmetic there will now be a short blackboard lesson given every day and half-an-hour's practice on paper or slate.

An object lesson may be usefully given once or twice a week. Drilling or dancing and drawing should be kept up steadily.

The lessons are gradually lengthened to fifty minutes, the last ten minutes of the hour being occupied by changing classrooms and running out in the open air. Three lessons a day are enough for boys of ten, but lighter occupations will fill up

another hour or two of their time. Two lessons requiring close attention should come together as seldom as possible.

At twelve years of age there is still no striking change; there are three regular lessons a day, viz.: English, French and arithmetic with geometry. Two object lessons in natural history and one in experimental science may be given in the course of the week. Map drawing, model drawing, drilling and gymnastics fill up the rest of the school time. No home work is required as yet.

At fourteen, a second language, Latin or German, may be introduced and French will claim less time. If it has been well taught the class will now be able to read, write and speak French with tolerable ease. Continual practice and revision of the grammar are, of course, still required. Natural history may be left to the school club and experimental science may receive more serious attention. There will be four set lessons a day, a number which should not be exceeded without careful consideration. The strain of four good lessons is as much as the schoolboy or the schoolmaster can well bear. Each lesson is, I suppose, strenuous, spirited and lively. There is no saying off things learned by heart, no bookwork. I would have no preparation made by the class. In my own college classes I warn the men not to read in advance, and I should do the same if I were a schoolmaster.

The exercises should be short and *extempore*, given out and corrected in class. It is useless for the boys to write at great length exercises which are not corrected till the next day or the day after. After so long an interval the mistakes have as good a chance of being remembered as anything else.

I should not be inclined to spend too much time upon English grammar. The boy who knows any other grammar need only take up English grammar as a special subject. Treated historically, it can be made very delightful, as may many other special subjects, but we need not put it among the indispensables. Some of the text-books which treat of English grammar and analysis of sentences make me bless my own stupid old school, which never mentioned these things at all. Mastery of English, I would remark, does not come by grammar and analysis, but by observation and practice.

Many people, chiefly schoolmasters and art professors, will object to the introduction of no more than two foreign languages into the school course. And yet any one who collects evidence on the point will soon find out for himself that the average grammar-school boy gets only a miserable smattering of the

Latin, Greek and French which custom requires. When he leaves school he cannot read, write, speak or understand one of them. Now I do know, from actual experience, that an hour a day for five or six years will give a boy or girl command of one foreign language and a useful knowledge of a second. Let us then go for two only, and relinquish without regrets the unattainable third. It is the three languages, never really learned, which overburden the school course. We are like the monkeys which clutch at so many nuts that they carry none off.

No doubt there are boys here and there of exceptional literary gifts who would thrive well enough upon a school education largely made up of Latin and Greek. There are also a very few who would thrive upon mathematics or experimental science. But it is neither just nor sensible to make these early specialists the rule for the multitude. The specialist ought to get through the ordinary course betimes, and work at their own subjects for the three or four years which can be saved between the completion of the ordinary school-course (fifteen or sixteen) and matriculation at the university (nineteen). Even for them, early specialization has many risks.

“It is not what is done at school that is so important,” I have more than once heard a schoolmaster say, “but what is done afterwards. We sow the seeds at school which grow up into trees later on. Surely it is a good thing to get through the tiresome rudiments betimes. Grown men and women will not fag at grammar, but they will carry on in after life the studies which they began at school.”

There is one thing about this argument which moves me more than it would some other people, and that is the circumstance that I used it myself in all sincerity of conviction a good many years ago. But, unless it is substantiated by facts, there is not much in it, and the facts, when you get at them, tell all the other way. I will ask the reader to apply the following test for himself:—Put down on a sheet of paper the names of all your male relatives, brothers, uncles, cousins, who have grown to be men, and also the languages of which they have practical mastery. If your experience at all resembles that of the people who have made the trial before, you will find hardly a single case in which there is mastery of three languages and few in which there is mastery of two. Some will be found to know one modern language well, mostly because of residence abroad. But the commonest case of all is that in which no foreign language, ancient or modern, is possessed. As things go, it is unusual for the lawyer, or doctor, or clergyman, to have

mastered any one foreign language to the point at which it can be used in conversation or correspondence. I feel persuaded that it would be a real gain to culture if every capable school boy got sound French and no foreign language besides.

I would not in the least press the claims of science upon the schoolmaster. Pleasant talks about natural history and entertaining lessons on the chemistry and physics of every-day life are enough for boys under sixteen. I have found the dreariest stuff taught in schools under the name of science. Chemical analysis, in particular, is nearly always badly done, and even if it is well done, the schoolboy is not ready for it. The professor of chemistry will tell you that his students are seldom better and often worse for the chemistry they did at school.

We want to inoculate the curious schoolboy with scientific ideas, not to put him through a systematic course of science. The systematic course will come fitly when he has passed out of the imitative into the reflective stage. The passage is marked by the discontinuance of the imaginative games in which the boy pretends to be somebody else. Set before your unreflecting schoolboy mechanisms, natural and human contrivances, puzzles and simple problems. Never produce your systems. Take a fresh subject each time. Excite and stimulate his curiosity, for that is the instrument by which you can get the work done. I would have no text-book of science produced in the school, except in the upper classes, and then only for reference.

Young boys should, I think, have no home-work to do. They should have their evenings and holidays free for play, and home reading, and fret-work, and wood carving, and natural history rambles. It is the indolence and selfishness of the parents which makes them cry out for home-lessons to keep the children quiet. After fourteen, a moderate quantity of home-work, say an hour a day, will do no harm. But it should never be set upon the new and hard parts of the subject in hand; the good teacher will save these for the class-lesson and set home-work on the applications of what has been mastered in class. The new bit of translation, the new grammatical construction, the new step in algebra, will be taken in class, but the little historical essay, the illustrative map or the practical problem in geometry will be chosen as an exercise to be done out of school. I would give the home-work as much as possible of a voluntary character; it should never be essential to the progress of the schoolboy.

These recommendations as to home-work are largely based upon what I find to answer with the older boys who come to

college. We do the essential part of our work in the laboratory and class-room, and do it in such a way that no one can by mere thoughtlessness miss the meaning of what is going on. We have few subjects in hand at once. Five is considered too many, especially if one or two are new. The work done out of college (I am speaking here mainly of the biological work) is voluntary and intended to incite interest or insure practical mastery rather than to cover part of the teaching routine.

Why should the half-trained youngster be treated with less consideration than the older student; have his subjects multiplied and the hard parts left to be puzzled out at home?

I would beg the teacher who finds himself unable to cope with a crowded time-table to simplify the business at all hazards. Take up only so many subjects that each may come round pretty nearly every day. Limit the lessons to fifty minutes (less in junior forms) and have ten minutes out of every hour for a scamper out of doors. Let the home-work sink to a subsidiary, and in great part voluntary, occupation for the older and more ambitious boys. Above all, trust to enlightened and animated teaching and not to long hours and the fear of punishment.

Editorial Notes and Comments.

The Committee appointed by the last Convention to take into consideration the question of the training of teachers for our province has had its first meeting, and while nothing very definite was done, there seems to be a brighter prospect opening up for us in this respect through the information laid before the Committee and after its preliminary deliberations over the same. The point to be reached in this movement has already been reached in the other provinces of the Dominion; and only when we of the Province of Quebec can say that all the teachers in all our schools are trained or experienced teachers should we be anything like satisfied with the means we have at our disposal to secure the same. One of our educationists declares that the test of the teacher is efficiency. Not the showing he is able to make in an examination, but the final result he can produce in the character of those who come from under his hand. The efficiency is not the sort that can be counted upon always to work an increase of salary. But to leave a lasting mark on the mind and character of a pupil is the unmistakable sign of the real teacher. And the source of this power lies not in the teacher's acquirements, but deeper in

the very fibre of his character. "Words have weight when there is a man behind them." said the prophet of Concord. It is the man or woman behind the instruction that makes the real teacher a great deal more than a mere instructor. It is doubtful whether the supply of such men and women will ever be equal to the demand, notwithstanding the efforts of our educationists to teach pedagogic perfection and plead for its employment in our schools. What we may expect however, and what our citizens should demand is that no teacher should be employed in our schools without having had some previous training to fit him or her for the work of supervising the education of the generation that is growing up to lay claim to our common citizenship. To reach the desired results there seem to be but two plans the Committee have to select from, namely, the re-organization of the Normal School in such a way as to provide for the training of a larger number of licentiates or the utilizing of two or three academic centres where the future teachers are being prepared to pass the examination of the Central Board.

—The campaign in favour of better English among the pupils of our schools is making favourable progress. Nor should be there any halt in our efforts until a perceptible success has been attained both in the manner of the pupil's speech as well in his manner of writing or composing. The teacher who would succeed in this direction should begin at the beginning. "Can my pupils construct a sentence?" is the first question every teacher has to ask. Let the motto in all our schools be for a month or two the simple statement which has already been put in the mouths of many pupils attending our schools; namely, "If we wish to learn *to think* correctly we must learn *to speak* correctly and *to write* correctly." To emphasize this position, a distinguished reformer has said, "the first speech of children is imitative; we recognize the fact in all our attempts to teach them to talk. Whether we say sentences over to them, or they overhear the speech about them, it is all one; they form their own words and sentences upon the model that is presented. When the child comes to school, we continue the process; we set it examples to copy, we form its oral and written expression upon our own, but we know perfectly well that the child's expression is also formed upon the models which are or are not deliberately placed before it. Every teacher knows that in correcting faulty sentences, mispronunciations, inelegances of words and phrases, she is contending with all the defective speech of the neighborhood.

It is a commonplace of education that nothing more quickly discloses the child's home than its form of speech, and it is the despair of teachers that they are called upon, in the formal, brief lessons of the schoolroom, to overcome the influences which are in the very air the child breathes all the rest of the day."

—It may safely be said of our Superior Schools that there is now singing and physical exercises in all of them; and yet all the teachers may not be convinced of the necessity of having such enforced as school recreations. The question of physical training in the public school is thus discussed by M. V. O'Shea in the last *Atlantic Monthly*. The Delsarte philosophy makes the chest the centre of all being, and its proper development and carriage is the principal object of most of the exercises; but in order that this end shall be secured the whole body must be harmoniously developed. This is one object, of course, in all systems of exercises for training the body; yet in none of them has symmetrical, harmonious, expressive development been emphasized to the extent it has in the Delsartean systems. Most others, ancient and modern, lay great stress upon physical strength; while all Delsartean systems seek rather to develop freedom, grace, and poise, believing that health and sufficient strength will necessarily follow. Especially with school-children there is less need to give particular attention to muscular development than to train them to use freely and graciously what bodily powers they become possessed of in their plays; but this does not imply that a system of exercises intended to make free the muscles of the body and to relieve the nervous strain induced by severe mental effort cannot at the same time develop muscular power. Fault is sometimes found with the Delsartean systems because they have apparently failed to recognize this fact; for many see in their exercises only weak attempts at grace and elegance of carriage and manner, qualities usually considered foreign to our sturdy American life. We have been accustomed to think that substantial strength and usefulness cannot go along with grace and harmony of bodily movement; but it is time to consider whether this is not an entirely erroneous view, particularly since such systems of physical culture as the Emerson, the Preece and others have already accomplished so much to prove that it is. It is perhaps true that hurry and struggle are not generally compatible with beauty and grace in form and movement; but this only seems to urge the greater need of inducting the present race of school-children into ways of acting that may be self-poised and

deliberate. The Delsartean exercises constantly favor this by the emphasis which is laid upon many poising movements that require the greatest calmness and steadiness of person in their execution; they favor it, again, by the greater stress which is laid upon the frequent relaxation of the entire body from muscular constraint, thus predisposing the mind to composure and restfulness; they favor it in still another way by the many graceful curved movements, and bending and stretching movements, which are executed with slowness and precision, instead of in a jerky, agitated manner, as in the case with most of the movements to be found in a majority of the schools where physical culture has a place. The exercises are usually accompanied by soothing, restful music, and this is always of marked psychological benefit, producing a peaceful effect as no other agency readily can.

—At this moment, when the question of education by the State is likely to disturb the whole Dominion of Canada, it may be interesting to notice from Miss Tuckwell's book on "The State and its children," how far Plato's notion has expanded. As the editor of the English *Journal of Education* remarks in reviewing this book, to teachers it must be interesting to note the long arm the State is stretching out over children. As early as Magna Charta, the State claimed rights over the young, but only the wealthy and orphaned, laying down rules for the guidance of those having wards under their care. Until a quite recent date, the State has had little concern with any but orphaned children; it is hardly going too far to say that up to the beginning of the nineteenth century children have been the absolute property of their parents; only their life has been protected against parental violence. Our century has seen a rapid and far-reaching change. Factory legislation, compulsory education, the Children's Charter, with the object of preventing cruelty (1889), the extraordinary powers conferred upon sanitary inspectors, who have large authority, to enforce personal cleanliness, etc., are a few instances of the growth of State control. The book just published by Miss Gertrude M. Tuckwell, "The State and its Children," gives further application of the principle that the child is not merely the child of his parents, but the child of the State. The idea is indeed as ancient as Greek civilization, but it is utterly repulsive to the average English mind. Yet, in the usual tentative, halting, compromising, English fashion, we are making a considerable advance in State control of the children, as both politic and practical. In her book, Miss

Tuckwell shows what children, other than orphans and the utterly destitute in the workhouse, are passing under the control of the State. Since Howard made his famous tour of the gaols, about 1792, reformatories have been created to receive youthful offenders; unfortunately, they are only sent to them after a brief term of imprisonment in the common prison. No one is sent after the age of sixteen, and the offence of which he is convicted must be one that in an adult would entail penal servitude. The sentence is from two to six years. The industrial school has followed the reformatory. Children must be under fourteen upon entering it, and must be (*a*) unmanageable in the workhouse, or (*b*) have parents undergoing a term of imprisonment, or (*c*) frequent the company of thieves or prostitutes, or they may be sent as truants, should no available day industrial school exist in their neighbourhood. The cupidity of some parents is well known; they are found constantly interfering in arrangements made for the benefit of their children. They readily abandon them when helpless; they are more than ready to resume control when wage-earning is within sight. The English theory seems to be that parents will choose what is wisest and best for their children; needless to say, it works out badly, and causes despair to those who have at heart the welfare of the children.

Current Events.

The Frontier Association of Teachers has been organized under the presidency of Mr. James MacGregor, Inspector of the Huntingdon district, who in his opening remarks is reported as having said:—The teachers of this district have long felt the necessity of adopting some means of co-operation among themselves in the interests of education. But the matter rested until returning from the Teachers' Convention in Montreal this fall. Whether it was the desire for continued social intercourse, or the inspiration received at the convention that revived the scheme may be questioned; but there is no question as to the fact that the teachers on board the train on their way home consulted together and resolved that every effort should be made to organize an association for this district. Accordingly advantage was taken of the presence of Dr. Harper to obtain the benefit of his counsel and experience in relation to Teachers' Associations. The result of this conference was the formation of this association, now known as "The Frontier Association of Teachers." At a subsequent meeting officers

were elected; the executive council and a committee were appointed; and the secretary instructed to notify all teachers of the district on this side of the River Richelieu. The objects of the association are many-fold; and yet they can all be expressed by one word—improvement. Now as all states and conditions of education, whether pertaining to schools, school houses, school premises, school teaching, school boards, or school inspection, are capable of improvement, it is evident that the objects of the association are almost, if not altogether inexhaustible.

—Though we have received no direct report from the secretary in regard to the proceedings of the first two sessions of this association, we have learned that at the last meeting a paper on French was read by Miss Wills, and on geography by Miss Ruddock. In the afternoon, Miss Graham took up the subject of composition; Miss Brown, home influence in the school room; Miss Watson, from the Kindergarten Training School, Montreal, summarized Froebel's system in a well prepared paper, illustrating the subject of "gifts and occupations," with material kindly lent for the purpose by Mr. Arthy, superintendent, Montreal. Discussion followed the reading of all papers. The evening programme was of a mixed character. Music by Mrs. Gardiner, Misses Ames and McGregor, W. Shanks and the McGill students; original poem by Miss Julia Ames, original composition, written by Academy boys, and read by Rhoddy White; calisthenics by Miss Gordon's class; Kindergarten drill and singing, Miss Watson; reading, Mrs. Dr. Shirriff; paper on mistakes in school management, C. S. Holiday.

—A meeting of the Executive Committee of the Provincial Association of Teachers was held in McGill Normal School on the 2nd of April. The programme for the next Convention, to be held in Sherbrooke in October next, was discussed during the session. The prominent feature of the next Convention will be the practical, as far as can be seen, suggestions having been made in favour of having such questions as agriculture in school, English, physical and vocal culture fully discussed.

—The announcement has been made that the Dominion Teachers' Association will hold its next Convention in Toronto during the coming Easter holidays. The particulars of the programme have not yet been issued, but from all reports the gathering is likely to be largely attended. The Executive Committee of the Teachers' Association of Quebec have decided to ask the Protestant Committee to provide the time for

teachers to attend the meetings at Toronto. The Hon. G. W. Ross, Minister of Education, Toronto, is President of the Dominion Association, and is working indefatigably to make its next meeting a success.

—Though Sir William Dawson is no longer at the head of affairs in McGill University, he is anything but an idle ex-principal. Hardly a week passes during which he is not called upon to fill some public function or other, while it is said that much of his spare moments are still spent in his room in the Redpath Museum. A week or two ago, he delivered the first of the Somerville Lectures in the Natural History Society's Hall, Montreal, his subject being, "The General Geographical Relations of Canada," and in course of the evening he noticed the natural division of Canada into great geographical regions, the varieties of climate, conditions, and resources in each, and the consequent great future capabilities of the Dominion in this respect, and with reference to internal trade; showing that we have within ourselves nearly all the resources necessary for civilized men, and that they are so disposed as to be available for foreign trade, and to promote internal exchange of commodities, the facilities for which it is in the highest degree our interest to develop as much as possible. The greatest and most important product of the mineral resources of Canada was undoubtedly fuel. In this respect the coal-producing areas of the country were estimated at 97,000 square miles, though the annual output had not exceeded 4,000,000 tons, an amount which the collieries of Cape Breton could alone produce for an indefinite number of years. The mineral fuel was also well distributed. One part on the Atlantic coast and at the entrance of the Gulf of St. Lawrence, another on the Pacific coast, and a third in the great interior plains and in the Rocky Mountains.

—In speaking of the resources of Canada, Sir William said that, measured by the extent of land to be cultivated in comparison with the number of hands to cultivate it, agriculture in Canada, however, must still be in its infancy, and this conclusion was confirmed by the remarkable developments which had taken place within the past few years under the influence of thought and enterprise. The forests of Canada were, no doubt, in a critical condition, but Canada still had more timber than any other country. The present annual export of twenty-six millions of dollars' worth represented only the natural increase in the forests of the country. Of the native animals a considerable decrease had taken place within

the past few years, but many still remained to be cared for. The fisheries of Canada were the most extensive in the world, yielding an annual revenue of more than \$20,000,000. The Government was doing all in its power to provide for their preservation and improvement. "We are, however," said the lecturer, "entitled to have our shore fisheries for ourselves, and I regard foreign poaching on these as quite as criminal as inroads upon our cultivated fields would be. To round out our fishing resources and enable us to protect them as we should, Newfoundland should join us, and France should be removed from her shores, and from these little islands which by their smuggling proclivities are killing and demoralizing our people on the shores of the Lower St. Lawrence. It would also be an advantage to us if we could induce our generous neighbors on the south to hand over to us their not very profitable territory of Alaska, with those island dependencies which their benevolent regard for the fur seal makes so costly to them. We could probably protect the seals at less expense and more effectually."

—The idea of our Young Men's Christian Associations teaching some of their members the use of their hands in a manual training department attached to the Association Building seems to have met with very general approval. The proposal involves an experiment which, if tried, will result in the establishment of workshops in every city in the land, under the auspices of the local associations, where competent teachers will instruct hundreds and thousands of young men in other callings than those of commercial and professional life. In these manual training will be given to the pupils. "Already" says one of our dailies, "the Montreal Y.M.C.A. has received a \$10,000 lot for the proposed school, and is now proceeding to establish it. There is no doubt that the arena of commerce is, to some extent, crowded. The professions are simply becoming unemployed mobs, often compelled, notably in the legal profession, to have recourse to means of gaining a livelihood not over creditable. The idea of the Montreal Y.M.C.A. is a good one. Schools of technical training are supposed to already exist in certain quarters. It remains to be seen whether the proposed institution will, when in working order, accomplish better results."

—The school authorities of Ontario, in addition to the usual preparatory work, require that the following selections be memorized before admission to the high schools: "The Bells of Shandon," "To Mary in Heaven," "Ring out, Wild Bells,"

“Lady Clare,” “Lead, Kindly Light,” “Before Sedan,” “The Forsaken Merman,” “The Three Fishers,” “To a Skylark,” “Elegy in a Country Church-yard.” “Think of it,” says a school journal of the neighbouring republic, “in these days of much teaching and, some say, little learning—that so many good things should be so securely lodged in the memory of all pupils promoted to a high school.” What is the matter with our friend? Do they study no literature in the schools across the border?

—The trouble in the Toronto University arises, it seems, from lack of etiquette somewhere. The students are surely not so misguided as to think that a University can be conducted on the republican plan, even though there be a literary organ somewhere in the vicinity to speak back to the powers that be. The University authorities seem to have focused their indignation upon the head of the editor of the said organ, and in doing so we think they have done next to a very foolish thing. The editor of course is recalcitrant, and consequently the excitement has continued. A little common sense goes a long way in such cases on either side.

—A conference of educational workers lately busied itself mainly with the question of art decoration in the schoolroom. The president said that the idea of art in the public schools was to educate the child to a love of beauty and truth. The object was to be promoted by means of reproductions of pictures and statuary whose originals were acknowledged standards of beauty. In the same spirit spoke the chairman of the committee:—“The purpose of schoolroom decoration is to surround the child with objects of beauty, and to fill him with appreciation simply from absorption.” Stress was laid on the necessity of care in making fit selection; and we would add a suggestion that some expert in decorative effects should be consulted. It is not given to every young enthusiast to arrange maps, chromolithographs, and plaster casts into a harmonious whole. But the idea is sound. Why should we not demand of our schoolrooms what Mr. Ruskin requires of the works of architecture, that they shall be such that the sight of them may contribute to our mental health, power, and pleasure?

—The Prussian Minister of Education, in acknowledging a copy of “Pestalozzi in Prussia,” by Pastor Seyffarth, of Liegnitz, has expressed his opinion of the great Swiss reformer. We give a translation of his letter, which has attracted great attention and called forth a variety of comment in educational circles:—“Karlsbad, 30th July, 1894. Reverend Sir,—Receive

my heartiest thanks for your gift, a new and beautiful product of your unwearying industry. I need hardly tell you what lively interest I take in your Pestalozzi works. Pestalozzi opened a road for others to tread; it is he who to this day shows us the right path. Most of our teachers are, in some measure, aware of that fact. Our task now is to secure to them at least the bare sustenance of life. It is a consoling thought that there is among our people so large a capital of genuine, indestructible idealism. But even the largest capital is endangered if wild inroads be made upon it by those who cannot see and will not hear. This is why I am so grateful to you for assisting to preserve our treasure of idealism by religious, moral, and pedagogic effort, and by more substantial means.—I am, with much respect, yours, BOSSE.” Pastor Seyffarth is, we need hardly add, the editor of the edition of Pestalozzi in eighteen volumes (1870–73) and the author of the “*Padagogische Reisebriefe*.” Of Pestalozzi Dr. Bosse plainly thinks that he did not fail at Yverdon.

—THE STUDY OF MANNERS.—A new course of study has been introduced in the curriculum of the Elmira Female College, being a systematic study of manners. The Council of Etiquette formed in the college is made up of representatives from all the college classes, and to this council disputed points are submitted. It looks up authorities, considers weight of evidence pro and con, and finally decides according to the best standards. Once every fortnight a member of the council presents an original paper to be read in the college chapel to the rest of the students. Some of the subjects thus presented have been “Manners in Public Places,” “Letters and Letter Writing,” “Chaperones and Their Uses,” and others. The broad question of manners cannot be too much studied or too well understood. When it is brought down to finical questions of etiquette, which can never be decided for all time in all places, too much considering of them is both tiresome and harmful. The kind thing is usually the right thing. It is while one is hesitating over what Mrs. Grundy has decided to be the right thing that the opportunity to do the kind thing passes. D

—SCHOLARLY SPANISH GIRLS.—For the second time in its history, writes Mrs. Rebecca Foslin from San Sebastian, Spain, to a friend in this city, the Government of Spain has conferred its scholastic diploma of the Institute of Spain upon some girls, and Protestants at that! These girls, taught at the Gulick School here, were awarded these diplomas last June for great excellence in their study: One for psychology, one for

Latin, one for Spanish literature. On the day of the opening of the Institute of San Sebastian (where boys are taught), the diplomas were presented by the Director. The professors sat in state on the platform in gorgeous attire, black robes with capes of blue satin, and caps with blue puffs; one professor shining in red instead of blue. The Queen's chaplain was presented in his clerical dress of his order. Two years ago, when the diplomas were given the first time, the boys cheered the boys and hissed the girls. The institute to-day ordered no noise of any kind, but the boys were but barely suppressed. It was a gain, however, and they find they have to work not to be left way behind by the girls. These girls are now preparing to enter the university. When fitted they go to Madrid (or the other university) for examinations.

—The Butterworth school case in Cape Colony shows that there is no exemptions from the ills that the teacher is heir to, even within the shadow of the Table Mountain. The case illustrates the schoolmaster's grievances everywhere. Briefly, the facts are these: For some time there had been friction between the board of managers and the master of the school. At last the board dismissed the master. The guarantors, who would naturally have most at stake, protested and appealed to Dr. Muir, who refused approval of the dismissal. Upon this the board expunged its former resolution, and the master remains in office. The shortcomings charged against the latter are, that he is a weak disciplinarian, that he taught the children false pronunciations, that his methods of teaching Latin are bad, that he threatened—against the rules—to cane the son of one member of the board, and that he did not get the boys of another on. All which may or may not be. We are not in a position to pronounce any judgment on the merits of the case. But was the tribunal a competent one? Is the theory sound that every one who has been to school is an expert in education. Opinions differ as to discipline, and, indeed, as to pronounciation. Much has been written on the teaching of Latin; more, we warrant, than the Butterworth critics have read; and parents have before now been wrongly dissatisfied with the treatment of their children. It would seem a safe rule that, where professional incapacity is alleged, the verdict should lie with the authorities of the profession concerned. We should hardly leave a parson to be tried for heresy by a jury of chimney sweeps.

A Professor of Surgery, speaking upon the teacher's detection of disease in the pupil, observed that one child in a thousand

was born blind. His own experience, combined with the experience of others, led him to think that not less than fifteen or twenty per cent. of school-children had defective hearing, while, perhaps, a somewhat larger percentage had defects of vision of one kind or another, such defects of vision being particularly noticeable in the fifth and sixth grades. Both the sight and hearing of a child should be tested when it entered the school, a watch being used to discover defects in hearing, printers' type as a test for the eyes.

—A brainless frog was exhibited before the American Anatomists' Association last week. Dr. Burt G. Wilder, of Cornell University, said that some time before when he turned on his ankle, he concluded that the reason his ankles was not as strong as a horse's, was that his ancestors lived in trees and did not use their ankles to the extent we do. He then brought out a frog without a brain; a scar where the brain had been taken out was behind the left ear. The frog gave no sign when a motion was made before his eyes—showing he had not brains enough to receive a visual impression. On touching his back he wiggled and acted as though he would like to get away, but had not will power to do it. When put on a cylinder he made efforts to keep from slipping off, showing mental ability resided somewhere yet. And when put in water he struck out as any frog would, showing that all movements do not come from the brain. Food pushed into his mouth, when it choked him, was swallowed—showing that action was reflected from the spinal cord.

—School libraries are now to be found in nearly every town, though it is still necessary to urge the teachers to give more attention to the subject. Wherever the plan has been only partially successful fault seems to be attributable to those in charge of the schools. One form of complaint is that they do not properly look after the care of the books. These are needlessly torn and defaced because children are not instructed regarding ways of using and caring for them. They are wet, torn, smutched and otherwise injured by little folks who do not receive either at home or in the school the instruction which enables them to be intelligently careful of the books. Every teacher should make this a subject of instruction as part of the work of fitting the child for modern life. Some teachers do not help the children to select books and to get out of them the interest and help they may afford. Something is certainly lacking in a teacher who fails to appreciate the importance of such work.

Literature, Historical Notes, etc.

What is the greatest of all epic poems? Considered historically, in the light of its place in the literature of the most polished nations, it is—in the opinion of most people—the *Iliad* of Homer. Some there may be who will say the *Mahabharata*, the great classic of the Hindus. Some say the *Aeneid* of Virgil. But the almost universal voice of criticism will be in favor of the ancient Greek bard. Resting the case simply upon the merits of the poem, apart from its historical prestige among scholars, there is room for much diversity of opinion. There will be advocates of the *Paradise Lost* of Milton, the *Lusiad* of Camoens, the *Shah-nameh* of Firdausi, *Nibelungenlied* of the Germanic peoples.

The *Nibelungenlied*, the *Iliad* of the Northern nations, would seem to possess elements of superiority to all the others. The grandest moral lesson runs through it all. The combats which it describes are sublime. Strength and beauty are combined in its pictures of life. Might and terror have new meanings as the mighty and terrific forces contend in the poem, both in outward, bodily form, and subjectively in the strongest passions of the human soul.

Our Northern race, considered by the Southern nations of Europe as semibarbarous, had yet in its keeping, for centuries, a mightier song of the soul than Roman or Greek possessed. Yet it seemed unconscious of it. The youths of Northern Europe studied the pages of Homer and Virgil without realizing the inherent power of the *Iliad* and *Aeneid* that slumbered amid dust and cobwebs in old, deserted chambers of German houses.

For more than a century the critics have been busy upon the *Nibelungenlied*. It is now fully time that their work be popularized among all the nations of the Teutonic stock. No representative English form of the poem has been produced until now. Where was there to be found a man who could render our *Iliad* in a form to be read by the English and American branches of the old German stock? Our language has so parted from the parent German tongue in the long separation of these kindreds from the mainland of Northern Europe, that we, Americans and English, have changed the forms of our words derived from the mother speech, and have added to them, moreover, a vast number of words derived from Southern Europe. Who was there who could take the Germanic words of our language, and with them reconstruct

the Iliad of Northern Europe, so as to present it in a form—still Germanic in its elements—suited to the men and women of the United Kingdom and the United States?

The man has been found. He is William Morris—perhaps the greatest living poet. He wields the Saxon elements of our language with singular grace and power. Under his hand our Iliad is restored to us, as it was restored to Germany a century ago.

James Baldwin has related to children the plot of the *Nibelungenlied*, in his *Story of Siegfried*. He writes in almost poetic prose. His rendering of the story should be in every library for children.

William Morris has chosen the more Northern form of the poem for his version. The South German form is given in Forestier's *Echoes from Mistland*, a very readable book, which deserves a wide popularity. Probably it has been regretted by some that Morris did not make use of the same form of the poem. The regret, however, will vanish when the reader follows out the rendering of the great English poet of to-day. Less familiar than the South German version, it contains, if possible, elements of even greater power.

The antiquity of the story, and its relation to the great Persian epic, the *Shah-nameh*, is shown in its resemblance to the latter. In the Mardi Gras celebration of New Orleans, last year, the *Shah-nameh* was depicted in the floats. In one of these, the hero was represented as riding through the wall of fire. Neither poem borrowed this feature from the other. Both inherited it from a common ancestry in the remote past.

The *Nibelungenlied* impresses its moral in a somewhat unusual form. The working of the injury to others has been preached against with all the power of the Christian pulpit from the beginning—the danger of yielding to the temptations of ambition, selfishness, or malice, to the injury of our fellows.

Such is the moral of *Macbeth*, of *Faust*, of *Richard the Third*. But have we sufficiently considered the danger of one who receives unmerited injury? Kriemhild is the opposite to Lady Macbeth. She is not the aggressor. She is the innocent victim of repeated wrong, until her soul, long wrought upon by fearful injustice and a sense of moral injury, becomes changed to a demoniac nature.

No one proposes to abolish the *Iliad* of Homer in classical education—though there is little likelihood that it will ever again hold its old place in the education of English and American colleges. But why should not even a *general*

education among Germanic peoples—English and American, as well as German, Dutch, and Scandinavian—include an acquaintance with the Iliad of the great Northern peoples, the Iliad of moral power, the Iliad of verbal strength, the *Nibelungenlied*?

Goethe has been called the “sad Shakespeare of our later world.” The Shakespearian characteristic of *Faust* is its universality. In the temptation which came to Faust is mirrored the desire which comes to all who have passed the bounds of youth, and long to live again in its delights. A touch of the same universality is seen in Hawthorne’s exquisite sketch entitled *Dr. Heidegger’s Experiment*.

The tempter Faust is not the devil of old days. He is the Devil of knowledge, not of ignorance. He is the Denier, not the asserter. He is the cold scoffer, not the warm advocate. Clearly Goethe saw and faithfully he depicted the curse of the Adversary of souls in our own day.—*H. M. Skinner*.

The proposed Monument to Montgomery at Quebec, and the Committee’s justification of the honour thus to be conferred on a rebel and invader of Canada’s soil. The following, says the *Witness*, is the report that has been unanimously adopted, and has been presented to and accepted by the City Council of Quebec by the Special Committee appointed a short time since to consider the application made to that body by certain American citizens for permission to erect a suitable monument to General Montgomery at the spot where the American invader fell in his abortive attempt to capture the city in 1775. What think we all of it?

Your Committee has taken into consideration the letter referred to it from some American citizens, asking permission to erect in the city of Quebec a monument to the memory of General Montgomery on the spot where he met his death. It is true that General Montgomery took up arms against the government of his country, and that to a certain extent he may be termed a rebel. But it is equally true that Montgomery fell, sword in hand, like a soldier and a brave man, while leading the troops of the Continental Congress under his command on the night of the 31st Dec., 1775, to the 1st Jan., 1776. On the part of the Americans, the erection of a monument to commemorate that event is but a homage paid to the bravery of one of their own people, who fought for the independence of his country and believed that he was serving our cause as well.

The Americans are too patriotic themselves not to appreciate the feelings which prevent us from taking an active part in this

movement. But this committee advises that they be generously allowed to carry out their object. Moreover, the companions and friends of Montgomery, men like Washington, Franklin, Jefferson, and Carroll, although rebels in the same degree, are none the less exalted to-day by both the New and the Old Worlds as the founders and leaders of a great nation. Should Montgomery be held despicable because he was less successful than they were? All the historians agree in saying that Montgomery was a man of distinction, and of great courage, and that his conduct while in Canada was marked by a great deal of moderation and humanity. Even the historian Smith, the son of an American loyalist, who fled to Canada, says, in speaking of Montgomery: "His general conduct to the inhabitants was highly decent and proper." At the time of his death, too, although public feeling ran high against the leader of the invaders of Canadian soil, the English governor of Canada, Guy Carleton, who commanded in this city, gave him decent burial with all military honors, and the chaplain of the garrison of Quebec, the Rev. Mr. De Montmollin, also attended to recite prayers over his grave. Some days after Montgomery's death, a number of the leading English merchants of Quebec also applied for and obtained permission from Governor Carleton to show some marks of kindness, in the shape of New Year presents, to Montgomery's companions who had been made prisoners, and they were given a ration of beer, which they had not tasted for a long time. In 1791, when the bill which granted us a constitution was under discussion in the English House of Commons, the spectacle was further witnessed of Fox reminding Burke that during the American war of Independence they had both rejoiced over the success of Washington, and that they had given way to tears over the death of Montgomery. Your committee, supported by the example of these kindly proceedings, and desiring also to manifest courtesy to our neighbors of the United States, who annually visit this city in such large numbers, therefore suggests that, in so far as we can do so, the application be graciously granted, always, however, on the condition that the choice of the site, the plans of the monument and, above all the inscription, be submitted for the approval of this Council.

THE PARTICULAR SERVICE OF OLIVER WENDELL HOLMES.—Whittier did much more than Holmes to soften Puritan theology, but Holmes did vastly more than Whittier to soften the Puritan temper of the community. And here was his most characteristic work. He was neither stoic nor ascetic;

neither indifferent to life's sweet and pleasant things, nor, while hankering for their possession, did he repress his noble rage and freeze the genial currents of his soul. His was "an undisguised enjoyment of earthly comforts"; a happy confidence in the excellence and glory of our present life; a persuasion, as one has said, that "if God made us, then he also meant us," and he held to these things so earnestly, so pleasantly, so cheerily, that he could not help communicating them to everything he wrote. They pervade his books and poems like a most subtle essence, and his readers took them in with every breath. Many entered into his labors, and some no doubt, did more than he to save what was best in the Puritan conscience while softening what was worst in the Puritan temper and what was most terrible in the Puritan theology. But it does not appear that any one else did so much as Dr. Holmes to change the social temper of New England, to make it less harsh and joyless, and to make easy for his fellow-countrymen the transition from the old thing to the new. And it may be that there was the secret, in good part, of that great and steadily increasing affection which went out to him in the later lustrums of his life. It was recognized, or felt with dim half-consciousness, that here was one who had made life better worth the living, who removed the interdict on simple happiness and pure delight, who had taken an intolerable burden from the heart and bade it swell with gladness in the good world and the good God. Whatever the secret, it is certain that no man among us was more widely loved, or will be more sincerely mourned.

STANDARD YARD AND POUND.—Sealed in the walls of Parliament and opened every 20 years.—The originals of our yard measure and pound weight—otherwise the British standard of weights and measures—are sealed or walled up in the House of Parliament at London. The cavity in which these precious standards are preserved somewhat resembles a tomb, and can be opened only by tearing away the wall. The two articles which are therein so safely cased are both of metal. The yard measure is of bronze, in the shape of a bar, 38 inches in length, 36 sections, or one yard, having been marked off upon it with some finely scaled instrument. The weight standard is a cube of platinum, weighing exactly 16 ounces. Weighty as it is, it is scarcely more than an inch in extent on either side, and, if sold for the metal there is in it, would bring nearly \$200.

Once every twenty years the walls inclosing these standards are torn away for the purpose of removing the two pieces of

metal and comparing their length and weight with the official standards in use by the Bureau of Weights and Measures. These comparisons are made under the supervision of the president of the London Board of Trade, and several other officials appointed by the different branches of the Queen's Government.

Extremely delicate and elaborate apparatus for making these comparisons are used, and if the units in use by the bureau referred to have been changed, or deviate in the least from the standards with which they were compared twenty years before, they are immediately changed, so as to conform with the original bronze and platinum types. The ceremony of "comparing the standards" was last made in April, 1892. After the comparisons had been made and no variations detected they were again walled up with the understanding that they would not again be disturbed until April, 1912.

—Pestalozzi is no doubt the most important figure in the history of elementary education, and it is fitting that his personality, his aims and ideas, his work and influence should be closely studied. He could truly say to himself that he "turned the car of education quite around." The world owes him a great debt. The charming Prussian queen Louise was among the first to see this. She said (in 1808); "I am just reading Pestalozzi's 'Lienhard and Gertrude.' I feel happy in the midst of this Swiss village. If I could do as I should like to, I would order my carriage and drive to Switzerland and to Pestalozzi, in order to warmly press the hand of that noble man and to thank him with tears in my eyes. How well he means it with mankind! Yes, in the name of mankind I thank him." She was a mother and knew the true worth of the educator.

Professor (describing ancient Greek theatre)—And it had no roof.

Junior (sure he had caught the Professor in a mistake)—What did they do, sir, when it rained?

Professor (taking off his glasses and pausing a moment)—They got wet, sir.

FIFTY YEARS OF WORK.—A man fifty years old has, according to a French statistician, worked 6,500 days, slept 6,000, amused himself 4,000, walked 12,000 miles, been ill 500 days, has partaken of 36,000 meals, eaten 16,000 pounds of meat and 4,000 pounds of fish, eggs and vegetables, and drank 7,000 gallons of fluid, which would make a lake of 800 feet surface of three feet deep.

A FORCE OF NATURE.—The teacher had up the class in primer of natural philosophy, and she had told the youngsters the story of Newton and the apple.

“Now,” she inquired, “what makes the apple fall to the ground?”

Not a hand went up for some moments, and then a dirty one belonging to a small boy slowly arose.

“I know,” he said.

“Well,” smiled the teacher approvingly “tell the class.”

“Cause it’s rotten.”—*Detroit Free Press.*

Practical Hints and Examination Papers.

METHOD OF TEACHING GRAMMAR.—The following hints and suggestions as to method of teaching grammar are given by Dr. Hinsdale:

1. Formal or technical grammar is an abstract metaphysical study, and the pupil should not enter upon it at too early an age. If he does, the time so spent is wholly or mainly lost, and future interest is impaired or altogether killed. Language exercises should form a regular approach to grammar.

2. The two main elements of the sentence may be taught in the sixth school year. That is, the child should be taught that every sentence has such elements, that they perform such and such functions, that there can be no sentences without them, that they form its framework or skeleton; and in addition he should be taught to point out the subject and the predicate as the two things that are essential to the expression of thought, is an important step in education.

3. In the sixth year also the larger features of the doctrine of modifiers may be taught and illustrated; also the principal parts of speech—the noun, the verb, the pronoun, the adjective, and the adverb, and the pupil be required to practise upon suitable examples. No book should be used, nothing need be said about grammar, and the work should be affiliated with the language lessons.

4. Formal grammar with a text-book should begin with the seventh year. Etymology should first be taken up, if the sentence has been previously taught as recommended; if no attention has been given to the sentence, grammatically considered, then the work should begin with analysis as before, but should proceed much more rapidly. Emphasize etymology in the seventh year, syntax in the eighth.

5. For a time parsing and analysis should conform to definite models. This will ensure regularity and thorough treatment.

Afterwards the two processes may be carried on more rapidly, dwelling on only the more difficult points. When a certain stage has been reached, it is sheer waste of time to require a pupil to parse articles, to compare adjectives, to decline pronouns, and wearisomely to go through a prescribed formula even in handling the important etymological elements. The same may be said about analysis. In the high school, especially, a few questions skilfully directed will often lay open the whole structure of a sentence, and thus enable the class to move on.

To guard against possible misapprehension it may be well to say explicitly that parsing has educational value. Pupils should be taught the facts and regulations that are expressed by inflections and by position, and the best way to do it is to require them to describe the words, telling what they are and naming their properties, for that is what parsing is. Observation and reflection are also cultivated.

4. Some pupils tend to think that the world of grammar is an unreal world, invented by authors and teachers to confuse and distract them. Hence it is important, as Professor Laurie says, that the method shall be as real as possible. Emphasize the fact that grammar deals with real things and properly taught is not artificial. Definitions and rules, if good ones, express facts just as much as the definitions and rules of mathematics; and to teach grammar is to teach these facts. Nowhere is it more important than here to prevent the pupil from filling his mind with merely verbal knowledge. Verbal knowledge about material facts is bad enough; verbal knowledge about words and sentences is even worse. Stress must be laid upon the principle that use, sense, or meaning is the basis of the grammatical classification of words.

7. In teaching grammar to elementary pupils no time should be given to controverted points, or really difficult points; the discussion of idiomatic construction is wholly out of place; instruction should deal only with what is plain and simple, or at least relatively so. In the high school, of course, more difficult work may be entered upon; but even here it will be waste of time to crack the hard grammatical nuts that so much delight the experts. Such work as this belongs to a more mature state of mental development.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The name of Prof. Collar is very familiar in our Province, and when we think what an emphasis was placed on the necessity for an improved Latin pronunciation a little while ago, during one of our teachers' conventions, it is gratifying to learn that the standard-bearer of the fad is not without some proper views on

the study of Latin after all. Would that they were more common among those of our pedagogues who are anxious to have "the boys" think in Latin as well as write in it as a composition exercise. At a convention lately held in New England, Prof. Collar is reported to have said: "I felt last evening as I heard President Hyde's extravagant claims for Latin, that almost precisely the same claims that he made for the study of Latin now as a necessity might have been made two hundred years ago, but that they were not all appropriate now. Those claims ignore all that has been done in the study of Latin in two hundred years. Practically his remarks amount to this: If you want to know about Roman antiquities you must grope for your knowledge in Latin texts. If you want to know Roman history you must go to the original sources. But I think you will do better to go to Smith's dictionaries for the former, and to Ihne, Mommsen, and Gibbon for the latter. If you want to understand classical allusions, there are shorter and better ways than to rummage a great body of Latin literature.

"I suppose President Hyde would say: you ought to study Latin to get at the literature. Well, how many have got at Roman literature through Latin? Very few persons, indeed; there are most excellent translations of everything in Latin; and Latin literature is open to everybody who does not know a word of Latin. Certainly all knowledge can be translated; all ideas can be translated. What then would you lose in regard to Latin literature if you should get it in the best translations instead of in the original? Something is lost. But it would be difficult for all but a few, and those superior scholars, to say what. Now, we had better clear our minds of cant. Latin is useful to be studied for many reasons, and I myself don't see how a person can have a thoroughly inner knowledge of English without the study of Latin; but let us not study Latin because there are remains of Roman roads and bridges, nor to understand classical allusions, nor for a knowledge of Roman antiquities. Let us study Latin for good reasons, but not for the reasons urged. It is not necessary to set up any extraordinary claims for Latin."

And what is going to be said about the extraordinary claims that the University School Examiners of our Province are making for Latin? What about this folly of asking our boys and girls to read Latin at sight? Emerson has somewhere said that after he came to manhood's estate he never read a foreign book in the original if he could find an acceptable English translation. With Emerson and Collar on our side, we teachers of Quebec may surely demand that the study of Latin for its own sake should be abandoned in our province.

ACADEMICUS.

[We are very anxious that our teachers should take advantage of our Correspondence Department, and in preference to a repetition of what has already been said on this score, it may be well to quote the

advice of the Editor of our contemporary, the *Educational Journal*, of Toronto. We would like, on the plea that in a multitude of counsellors there is safety, says the Editor of that periodical, to draw out the ideas of our teachers to a much greater extent than we have hitherto succeeded in doing, on Educational questions. The discussion on the question of age, mental and moral qualification, and just remuneration of teachers, which has been going on in our columns, and which is not yet concluded, for we have more letters to publish, will, we believe, result in good. We may not, for various reasons, be able to publish all the letters sent us, but we like to receive them, and to print as many as possible. Editors are of necessity compelled to be somewhat arbitrary in such matters. No disrespect to the Department is involved in proper criticism of its methods. On the contrary, we dare say that the responsible authorities are glad—and if they are not they ought to be—to have such subjects discussed. No government in a free country can legislate far in advance of professional public opinion. Those who help to form such opinion along right lines are benefactors. Nor is it against the interests of young candidates for certificates to advocate the elevating of the standard, for whatever raises the level of the profession to a higher plane confers a real benefit upon all who purpose to engage in it. The indirect but sure effect of such raising of the standard must be to increase salaries and improve the position of the teacher in every respect. And to all of this the Editor of the *Educational Record* says Amen.]

To the Editor of the School Journal :

DEAR SIR,—Finding that my geography class was not particularly interested in latitude and longitude and did not understand it very well, I tried the following and was successful :

Arthur, tell me where on this apple do I place this pin ? Yes, on the side nearest to me, but now, when I turn the apple, where is it ? Cannot tell ? So you see it is difficult to locate anything on a moving ball. Now I will tell you a story. Will you try to imagine it as I tell it to you ?

There was once an old man who owned a large round farm, very large. 360 measures around, made up, as farms are, of plains, hills, and valleys, also *this* farm was more than half water, remember that. This circle will represent the farm, draw one on your slates, with chalk if you like.

The old man of course had a great many men to work on his farm, and as he sat at home and they came to him for directions he sometimes found it hard to make them understand just where he wanted them to go to work. *He* knew all about it, but they were sometimes new hands and made very bad and ridiculous mistakes, going to his orchards to cut timber, drawing off his fish ponds, and turning aside his trout streams.

Now, Thomas, you are a practical farmer and own a yoke of oxen. What would you do in such a case? "Divide the farm off with fences." That's a good idea, but how? Explain. "Across and across, making square lots and number the lots." A very good idea. The old man bettered it though. Can you tell me how, George? "Yes, he put fences around and around, a *measure* apart, but first he placed a large stake in the center, like this, make it on your slates, and make circles for the fences. Then he ran fences from the road which bounded his farm all around, and made them a measure apart, and brought them to a centre at the great post in the middle. So you see there were 360 of them and the lots could be located. Put lines on your diagram for the north and south fences too. He began at his house right here where he had a high tower and numbered the fences from 1 to 180, then on the other side from 1 to 180. Then he numbered the round fences from 1 to 90. Now you see he could send his men to fence No. 45 north of the road, to fence No. 70 west of the house to cut ice, others to 77 west and 43 north to gather hay, and others to 120 west to bring fruit or dig gold, and they could find their way by the numbered fences. Now I will rest and you may ask questions.

"Was the old man's name Uncle Sam?" I think it was John something who first adopted the plan, but Uncle Sam who owns the same kind of a farm on the other side of the road, soon began to count from his house at Washington, so now there are two ways of locating ships and cities. You will see the number of the fences on your maps at top and bottom. Yes, I mean the world of course. Right, Mary, the stake is the North Pole. So you have found the map of the northern hemisphere and think it resembles your diagram. Certainly I know you cannot make 360 marks for fences, but you can make 36, that will make them 10 what apart—"10 measures?" Yes, the measures mean degrees and every degree is you know 69.25 of our common miles."

Now if you knew that a city was in 74 west and that another was in 88 west, how would you tell the distance in miles between them? Yes, multiply, their differences in number by 69.25. But if one place is east and one west then multiply the sum of their numbered fences by 69.25. You know ships could not sail without fear of losing their way on the great ocean if they could not calculate with a wonderful instrument just how far they are from the equator, which is our imaginary "road," and what number of our fences they are near.

Now shut your eyes and imagine you see a great ball marked off in squares with two poles sticking out and a belt of fire around the middle, with our two farms fenced off and numbered. That is one world. Our side of the fence is called north latitude, the other south. From the first high tower to the left is called east longitude, to the right west longitude. The fiery belt or road is a great circle

because it cuts the earth into two equal parts, and the meridians are great circles for the same reason, and the all-round fence which run in the same direction with the equator are called parallels.

By the way, here are some hard words to spell and define. Spell and define for your afternoon spelling lesson, equator, longitude, latitude, parallel, meridian, observatory.

FRANCES M. HAYNES.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

The article in the *Atlantic Monthly* for February of especial interest educationally is that on "Physical training in the Public Schools," by M. V. O'Shea. In it is described what the author believes to be the best system of physical exercise for schools. In "The Subtle Art of Speech-reading," Mrs. Alexander Graham Bell gives her experience in learning to read the lips after she had lost her hearing, and "A Voyage in the Dark," by Rowland E. Robinson is the experience of one deprived of his sight. Mrs. Ward's novel, "A Singular Life," gains in interest, and two articles on Russia are well worth reading. The *Atlantic* reviews are always good. In the February number are a criticism of three English novelists, Meredith, Caine and Du Maurier, and an article on "Recent Translations from the Classics." The *Atlantic Monthly* is published by Messrs. Houghton, Mifflin & Co., Boston.

The University Extension World, published by the University of Chicago, should be read by all interested in the university extension movement. The January number contains some very interesting articles, among which are "University Extension and University Degrees," and an illustrated description of Professor Geddes' University Hall, Edinburgh.

LESSONS IN THE NEW GEOGRAPHY, by Spence Trotter, M.D., and published by D. C. Heath & Co., Boston, U.S.A. The author believes that Geography is something more than the learning of names of places, that it holds an important position in the knowledge required in every-day life. The lessons are thoroughly descriptive—of men and manners, of plant and animal life, of physical features, as they are found in the various countries of the world, and treat generally of geography in its relations to life. The book is prepared for both pupil and teacher.

STORIES OF OLD GREECE, by Emma M. Frith, and published by Messrs. D. C. Heath & Co., Boston, U.S.A. We are glad to recognize in the simply told stories of this little book our old friends, the gods and heroes, Apollo, Daphne, Orpheus, Prometheus, Epimetheus and Pandora, and the others. We are sure that all children will listen with interest to these old stories and take in, as well, the simpler

truths conveyed in them. The stories are well gotten up and nicely illustrated.

THE DE BRISAY ANALYTICAL LATIN METHOD, PART I., by C. T. De Brisay, B.A., and published by Ellis & Co., Toronto. The study of languages is a most important factor of all education, and it would seem as though Latin, having survived the period of unpopularity through which it has recently had to pass, were returning to favor again. It is still required for higher diploma and matriculation examinations, and intending candidates will be glad to know that its mysteries can be mastered in six weeks. One thing is certain, that the analytical method is by far the more natural, as a careful examination of even the first part of Mr. De Brisay's system will show. The course consists of four parts or sixteen lessons, and, in the case of those who become pupils, special instruction is given by mail, exercises sent in being examined personally by the author. This is found to be a great help to students. We are sorry that lack of space prevents our giving a detailed review of Mr. De Brisay's book, but we would recommend those interested in it to obtain from the publishers the first part, in which intending students will find all information concerning the full course.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, under date December 1st, 1894, to appoint two school commissioners for the municipality of La Côte St. Léonard, county Hochelaga; two for the municipality of Ste. Cécile de Milton, county Shefford; and one school commissioner for the municipality of Ste. Félicité, county Matane; also to appoint a school trustee for the municipality of St. Andrews, county Bagot.

5th Dec.—To appoint a school commissioner for the Town of Chicoutimi.

14th Dec.—To appoint a school commissioner for the municipality of St. Adolphe d'Howard, county Argenteuil.

31st Dec.—To appoint a school commissioner for the municipality of St. Alexis, county Maskinongé.

8th Jan. (1895). By order in council to detach from the municipality of Coffin's Island, county of Gaspé, lots Nos. 37, 38, 39, 40, 41, 42, 44 and 45, and annex them, for school purposes, to the municipality of "Grosse Ile," in the same county.

This annexation to take effect only on the 1st of July next (1895).

10th Jan.—To appoint Mr. Thos. H. Belton, school commissioner for the municipality of the village of Melbourne, county of Richmond, to replace Mr. Robert Dunbar, deceased.

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VOL. XV.

Articles : Original and Selected.

MISTAKES IN SCHOOL MANAGEMENT,

BY C. S. HOLIDAY, B.A., HUNTINGDON.

The following article, coming to us as a modest endorsement by a practical teacher of the valuable advice to teachers in Hughes's *Mistakes in Teaching*, should be read by every teacher. There is in it a compendium of applied pedagogy, which if followed up would work a reformation even in the best conducted of our schools.

The first step towards progress in any department of work, says Mr. Holiday, is to learn to avoid the mistakes one is liable to make. Young teachers should know the rocks which lie in their course before they begin to teach. Experience will then show how to avoid them.

It is a mistake to neglect the details of school management.

What are regarded by many as "minor points," as unworthy of attention, form distinction between a well managed and a poorly conducted school. Among the minor matters to which it is of vital importance to attend are the following :—

1. Drawing the pupils up in line at the close of each recess and marching them in regular order to their rooms.

This should be done in uniform manner, without haste, without pushing, or any disorder.

2. Pupils should be taught to stand and walk, head erect, shoulders well back, hands at the sides, and eyes to the front.

3. Show them how to go up and down stairs, Many go up or down three steps while they ought to go but one ; some are inclined to stamp, they step as if striking the snow from their heels. It will take much care to secure lightness of step : on the other hand, it is wrong to tell pupils "to walk on their toes."

4. When reading or answering, let them stand up. Common politeness requires this ; moreover, the change from the sitting posture is a physical benefit, for the vocal organs have freer play. Let the standing be done promptly ; the pupil should not roll up or grow up.

5. Train them to hold the book in the left hand when standing to read. "Book in the left hand, right foot slightly drawn back" is the uniform rule for the position of a reader.

6. All work should be kept far enough from the eyes. Near-sightedness is on the increase in our Canadian schools. The light should be admitted only from the left side, as in the best schools of Ontario, or from the left and rear, but never from the front.

7. Pupils in class should stand in line, not lean against the wall, or on desks. In fact, when a pupil stands up, it should be on both feet without leaning.

8. Insist on habits of neatness and cleanliness. No paper or rubbish of any kind to litter the floor. Each pupil to be responsible for that part of the floor nearest to his own desk. It is the duty of the teacher to examine the desks frequently to see that pupils arrange their books properly.

9. No pupil should leave his seat without permission. It is well to have a uniform method of doing certain things, such as distributing pens, copy-books, and changing rooms or classes. Let there be one unvarying signal for each movement. The aim being to save time and avoid noise ; anything more than this is "over-drill."

So much for "minor points."

It is a mistake to omit play-ground supervision,

Pupils who are not controlled in the play-ground are not easily managed in the school-room. If children learn evil habits or hear profane language, they do so chiefly during recess. The presence of the teacher in the play-ground restrains what is wrong without in any way checking the interest in the healthful sport. Rough games and rough practical joking which endanger the limbs of those who are playing, would not be indulged in under the eyes of the teacher. Among those I include snow-balling and jumping on passing sleighs. The presence of the teacher has a double effect ; it

represses the evil and develops the good. The child never reveals his whole nature as he does when playing.

It is a mistake to stand too near your class, so to keep your eye fixed upon the pupil answering. In a well-appointed school, the teacher has a platform a foot or so high, extending across the end of the room. This will give him such a position as will enable him to see every pupil at the same time.

It is a mistake to take hold of a pupil to put him in his place. If the teacher stands as he should, so as to see all his pupils at the same time, he cannot make this grievous error. To shake a boy violently into position arouses his worst passions.

Some teachers pour out their vials of wrath on the heads of those whose offences are not of a very serious nature—for example, on the little unfortunate who carelessly lets fall his slate or turns to look at his neighbor behind him. It is of the utmost importance that the teacher should never confound the accidental with the intentional, or thoughtlessness with design.

It is a mistake to complain or grumble much. If there is one teacher who, more than any other, is certain to be disliked by pupils, parents, school commissioners and inspector, it is the inveterate grumbler. He would dislike himself if he had the honor of his own thorough acquaintance. "I never had such bad pupils." "I never saw them do that before." "I do not know what to do with them," he says, when the inspector or some one in authority visits the school.

Now, no teacher who scolds, or sneers, or grumbles, can ever have the sympathy of his pupils, and without it he can never control them or secure their best efforts in their school work.

It is a mistake to permit whispering on the plea of "allowing pupils to assist each other."

Whispering during school hours is an unmitigated evil and those who permit it make a grievous error, for two reasons: (1) Whispering cannot be restricted to the limit named. (2) Children cannot teach each other. Is the art of teaching so simple that every child is capable of practising it? No, indeed. Few adults possess the power.

It is a mistake to allow disorder in the school-room during recess.

Pupils should not be allowed even to remain in the room during recess, unless the weather is unfavorable. During the cold weather those who have any chest or throat affliction may be permitted to remain indoors, but not to move round the room, unless they do so in an orderly manner. If the weather

be too severe for outdoor play, take the recreation as usual, the windows being open for ventilation.

It is a mistake to invoke the authority of the head master or of the school commissioners except as a last resort.

A principal cannot afford to neglect his own class to obey all the calls of weak assistants. If a teacher could only realize how he humiliates himself in the eyes of his pupils by unnecessary appeals to the head master, or to the school commissioners, he would adopt that means of escaping from a difficulty on very rare occasions.

It is a mistake for the teacher to be late. It sets the pupils a bad example. Pupils will certainly not be punctual if the teacher is not. Moreover, it is bad policy for him to be late even for his own sake. If pupils get disorderly before the arrival of the teacher, it need not surprise him to find them difficult to control during school hours.

Here are three mistakes on which I make no comments: 1 To be careless about personal habits. 2 To sit while teaching (at any rate for male teachers). 3 To give a command when a suggestion will do.

The following are mistakes in dealing with parents: 1 To annoy parents unnecessarily. 2 To show temper when dealing with parents. 3 To dispute with an angry parent before the class. 4 To make spiteful remarks before the class about notes received from parents. These are what I might term negative mistakes. Now for one, which is positive, and with which I conclude.

It is a mistake to allow any pupil to be frequently troublesome without notifying his parents.

It is an axiom that parents and teachers ought to work in harmony: the teacher to respect the rights and opinions of parents, and they, in turn, to sustain the authority of the teacher.

There are always in a school a few pupils who, without being guilty of any offences of a very serious character, give the teacher a vast amount of trouble. No class of pupils causes so much worry as these. Sooner or later it becomes necessary to take decided action and administer a severe punishment. The punishment is of course too great for the *last* act of wrong doing. The parent makes enquiries of the cause of the extreme punishment and receives from his own child, or from others, a statement of the last offence only. He concludes that the teacher is unreasonably harsh. Now the parent must not be blamed for the difficulty, unless he has been faithfully notified by the teacher of the previous wrong doings. It is well that these

notifications be on paper and returned to the teacher signed by the parent and kept for reference.

O'er wayward childhood wouldst thou hold firm rule,
 And sun thyself in light of happy faces ;
 Love, Hope, and Patience, these must be thy graces,
 And in thine own heart let them first keep school.
 For as old Atlas on his broad neck places
 Heaven's starry globe, and there sustains it, so
 Do these uphold the little world below
 Of Education—Patience, Love and Hope.

COLERIDGE.

THE SPIRITUAL SIDE.

There are many who decry the influence of an enlarged scope of education, who say that the increase of free schools and colleges has not produced a perceptible increase in the general stock of knowledge or made mankind any better ; that the real result has been to substitute illusive half knowledge for the unlettered simplicity that once prevailed, and awaken hopes of some easy way to wealth by means of a sort of conjuring with terms of which others are ignorant. There is no doubt that many a boy has been kept in school and made into a sort of intellectual machine of no value to himself or to the community ; while certifying to the lack of judgment in the teacher the pessimistic public consider him as displaying the failure of the scheme for general education.

But there is something omitted in the calculation. Let it be conceded that the boy who is good for nothing but to use the spade or the hoe is set to read some extracts from Hamlet when he reaches the Fourth Reader, and that it is one of his tasks to learn something about Milton and Columbus, even of Raphael or Phidias, we are to remember that man is a complex being. It is possible for a man whose lot it is to handle the hoe and the spade to employ his mind meanwhile on subjects that give him content amid his toil. It is not that he has been taught too much, he has on the contrary been taught too little. The fault is that the school is an intellectual factory rather than a place of stimulation to spiritual excellence, a place for addressing the entire being.

Man is not a machine to be made to a model, but a sentient creature, a spiritual being that demands for his perfection the employment of spiritual forces. The school must address the spiritual side of the child ; for life is a mission to all. Something must hallow our work and give strength and stability to the mental structure. The school may thus rightly deal with high things ; nor is it any excuse that the lads before the teacher are

to tread the common paths of life. Work is the lot of all; it was the command to Adam that he was to care for the garden in which he was placed. How shall man's work be hallowed? That is the problem that must stand before the teacher, not to show how work can be avoided. The man who addressed a large school of boys and urged them to study hard or they would have to work for a living was all wrong. He might have justly told them they would all have to work, but by knowledge and by trained minds they could choose that kind which would be most appropriate, and that is about all.

In this busy on-rushing world what is it that sustains mankind? The main object put before our youth out of school is unfortunately money. Too often those who address schools speak of men who started in life with nothing and ended with a million. But if this were a great accomplishment it is in the reach of but few; labor all must, whether much or little be reached. In the battle of life it is spiritual upholding that men need; no matter in what path the boy's steps may wander, how long and severe, or how short the hours he may labor; how few the things he may own or how abundant his possessions he will need to feel that life, his life, is a mission.

This is not so stated to demand that religious forms have a place in the school. When it is seen how poorly attended the churches are it will be apparent that religious forms fail to satisfy the heart of man. It is the spiritual nature of the child that must be addressed, and it is in this that the schools fail; they aim at figures, but that is but the means to the high end of cultivating the spirit. The teacher who looks at a class become perfect in the multiplication table and finds in himself a glow of satisfaction should be startled. He is not there for that. The "little flower in the crannied wall" is there for a spiritual purpose, and so the teacher is in the school for something more than to teach addition.

If, then, the boy goes to the plough from his Fourth Reader that has given his imagination some glimpses of another world in an extract from the Nibelungen days; let it not be counted as a loss of time; let the opportunity be welcomed and seized to impress his spiritual nature; give wings to his spirit and cause his heart to beat rhythmically to high aspirations. It is possible to impregnate him with an idea which, like the music imprisoned in the strings of an instrument and set free by the touch of the artist, may be expanded by influences of the lilies of the field and the stars in the heavens and dominate his entire life.

Editorial Notes and Comments.

The correspondence which has reached us in regard to the proposed changes in our text-books must lie over until the Protestant Committee has had time to consider or reconsider the question. The action of the committee, in rescinding its order in connection with the study of the Bible in schools, cannot but convince parents and teachers that when time has once proved the unwisdom of any of its hasty advisers the committee is not the last to confess that an imprudence has been committed; and if there has been any unseemly haste in recommending new text-books for use in our schools, the committee is not likely to be the last to detect it and to provide a remedy.

—The following intimation has been issued by the Protestant Committee, and must be taken as final, though one teacher in remarking upon it says, “I am *very* sorry about the re-change in Scripture History. I had taken a great deal of trouble, and all the grades had their work well prepared—had committed these long chapters to memory, and now it seems such a misfortune to them to go back to the old scheme.” The instructions are as follows:—You are aware that in the course of study for model schools and academies which was sent to you last September the work in Scripture was entirely remodelled, and that since then there has been some uncertainty as to whether examinations would be held next June upon the new scheme or not. I am instructed by the Protestant Committee to inform you that the examinations next June will be based upon the work laid down in the old course of study. While the committee desires to lay down a definite course of Bible study, it wishes so to adapt that course to the several grades of our schools as to make it workable and effective. With the co-operation of the teachers, upon whom in such a case everything depends, it is hoped that a course for academies and model schools may be so altered as to carry out the main idea of the committee and at the same time impose no unreasonable burden upon teachers or pupils.

—The *Educational Journal* takes the *Mail* to task for its continuing faith in one of the educational fallacies afloat among parents and others. The *Mail*, says our contemporary, a paper which greatly to its credit pays a good deal of attention to educational questions, had an editorial the other day, the general purpose of which was to deprecate the small and decreasing percentage of male teachers in the public schools.

There may be, we believe there are, good reasons for regretting the fact, but we seriously question the validity of the reasons given by the *Mail*. They were based on the old and in our opinion fallacious notion, that male teachers, simply in virtue of their sex, are better teachers for boys than female teachers. As if teaching ability and efficiency in discipline were not a question of individual capacity, irrespective of sex. The teacher does not necessarily know how to teach or to govern because he is a man. Which of us does not know women teachers who are as far superior to the average man teacher in both teaching and governing power as the most efficient men he knows in the profession are superior to the average woman teacher? It is time the old notion, that the tendency of being taught by women is to make boys effeminate, were exploded. Neither reason nor fact bears out the assumption. Personal character and qualifications, not sex, are the true criterion of teaching power.

—General Francis Walker, in recognition of the tendency of the women college graduates to engage in teaching, advises that there should be a special pedagogic course established in colleges attended by women, and it is the duty of these institutions to take the initiative in the matter. I would not have the colleges for women, says the General, teach the mere arts of the pedagogue, which may without offence be called the knacks of the trade, or undertake to anticipate the necessary work of experience. But I would have the history and philosophy of education made prime subjects of study. I would have the psychology of teaching taught. I would have the mind, in its power of perception, observation, reflection and expression, studied as objectively and as scientifically as specimens in natural history are studied in the class-room and the laboratory. The order of development of the human faculties, the child's way of observing, the child's way of thinking when untaught and untrained, the ways in which the child may be interested and drawn out of himself—these should be the matter of eager, interested investigation. Surely they are as well worthy to be the subjects of study as are the processes of vegetable or animal growth, as the order in which the leaves are set upon the stems or as the mechanism of the human study.

—There never was a truer word uttered about school-work than the following:—"The subjects embraced within it should be only such as properly come within the scope of a common school education. All fads should be eliminated and all non-essentials cut off. The much derided 'three R's' should once

more be given a prominent place in the programme. Studies should not be introduced into the curriculum of our common schools simply because they are desirable. I hold that the principle upon which such a curriculum should be based is the essential studies before the desirable ones. I regard it as a sound proposition that it is better that our pupils should learn a few subjects thoroughly than many subjects superficially." Properly understood these are sound conclusions.

—A writer in the Contributors' Club, in the February *Atlantic*, wisely pleads for Interest in the Uninteresting:—As we come into the lower stages of education, we reach a zone, not precisely definable, in which the dangers become more prominent and the advantages more questionable. To almost any youth under, say, eighteen, nothing in the way of study is either violently uninteresting or notably enticing. Doubtless one thing "comes easier" to him than another, and if left to himself he is very, very likely to mistake this ease of acquisition as an indication of permanent interest. Of course, in all this talk genius is barred. Genius, as it will submit to no rules, so also needs no rules. The question is: For the vast multitude of youth, is it safer to say, "Attempt nothing in which you are not interested, lest your accomplishment therein be poor," or to say, "Don't worry about whether a subject be interesting or not, but believe that, on the whole, the traditions of the past will guide you more safely than you can guide yourself just yet, and do what comes to you as if it were the only thing possible for you to do at the time?" Good accomplishment is indeed one of the great stimuli to the intellectual life, but it is only one. The sense of having done faithfully, and a little better than we have done it before, some kind of work that was not "interesting" is also a stimulus, and a powerful one. I hardly know of a more precious gift to any man than the power of seeing the interest which lies concealed in the "uninteresting." Everything is interesting if you can get into it far enough, and he who can fit the sweeping of his room into its right place in the law of God finds that it is no longer the sweeping of a room, but the adjusting of one tiny yet essential spring into the mechanism of the universe. The vast burden of every human life is routine, and one's own routine is seldom "interesting." The real problem of every education is how best to prepare a man to carry his lifelong burden joyfully. Surely it is not by deceiving him into the hope that it will be entertaining, nor by teaching him to avoid it as far as he can. Is it not rather by trying, in so far as in us

lies, to make him see the interest which the uninteresting may have for him ?

—Educational circles in Germany, says a contemporary, are said to be greatly excited over Emperor William's recent speech on education, in which he severely criticised the present system, both as to the matter taught and the manner of teaching. His Majesty held that as regards the basis of instruction in gymnasial schools it ought to be German, and the principal aim ought to be to turn out Germans instead of youthful Greeks and Romans. Said he, "We must courageously break with the mediæval and monkish habit of mumbling away at much Latin and a little Greek, and take to the German language as the basis of all our scholastic studies. It is this cruel, one-sided, and eternal cramming, which has already made the nation suffer from an over-production of learned and so-called educated people, the number of whom is now more than the nation can bear, and who constitute a distinct danger to society." His Majesty also dwelt on certain evils which prevailed to an intolerable extent in high schools, and quoted figures to prove that certain physical ailments, especially short-sightedness, which was increasing to an alarming extent, were directly due to too long hours and bad ventilation in school rooms. He asked his hearers to reflect on the meaning of these figures in relation to the question of national defence. What they wanted was soldiers. The country also stood in need of intellectual leaders and efficient servants. But how was the stock of these to be replenished when the number of short-sighted youth in the upper forms of the schools rose in some cases to as much as seventy-four per cent. When he studied at Cassel, no fewer than eighteen of his fellow pupils out of a class of twenty-one wore spectacles, while some of these with their glasses on could not even see the length of the table. As Landesvater or Father of his country, he felt bound to declare that such a state of things must cease. Naturally, such unsparing condemnation of the traditional system has created a feeling of consternation in the ranks of the old-fashioned schoolmen. The Conservative newspapers, too, are dumb-founded, and admit that the last vestiges of the ancient regime have been thrown overboard, while the organs of the Liberal Progressists and Freisinnige parties laud their Kaiser as the most far-seeing of contemporary sovereigns.—*Exchange*.

Current Events.

—The programme of the second meeting of the Dominion Educational Association has just been issued. The sessions will be held on the 16th, 17th and 18th of April, in Toronto, at the same time that the Ontario Educational Association holds its annual convention. The programme is an elaborate one, and may be had by applying to the Hon. G. W. Ross, LL.D., Minister of Education, Toronto. The following announcement is of importance to those of our teachers who intend to take advantage of their Easter Holidays by visiting Toronto at the time of the great Convention :

Reduced Rates on the Railways will be granted to those attending the Convention and becoming members of the Association, at One First-Class Fare and One-Third Fare for the round trip, if more than 50 attend ; or at One First-Class Fare, if 300 or more attend.

Those travelling to the meeting must purchase First-Class Full Rate one way tickets, and obtain a receipt on the Standard Certificate for purchase of Tickets from Agent at starting point, within three days of the date of meeting (Sundays not included). The Secretary of the Association will fill in the said Certificate, and the Ticket for the Return Trip will be issued at the above rate. The Standard Certificate will be supplied free by the Agent from whom the Ticket to Toronto is purchased, and no other form will be recognized by the Railway Companies. In order that the members of the Association may have the full benefit of the reduced rates granted to the Association by the Canadian Pacific and Grand Trunk Railways, the Board of Directors especially request all who attend the Convention to purchase tickets as above indicated.

The regulations of the Education Department provide that "Any teacher who has been elected a Delegate by the Association of his County or Inspectoral Division to the Provincial Teachers' Association, shall be at liberty to attend the meeting of such Association for any time not exceeding one week each year, providing he always report to the Trustees such attendance certified by the Secretary of said Provincial Association."

As the time formerly selected for holding the Provincial Convention prevented the attendance of many inspectors and teachers who took their holidays then, special provision has been made by the Minister of Education to allow teachers to attend the Convention without interfering with their summer

vacation. It is therefore hoped that this will be appreciated by the profession and that every effort will be made to secure a large attendance at this meeting.

Persons wishing to become members of the Ontario Educational Association will enrol their names either with any of the Secretaries of the various departments (or associations), or with the General Secretary, Mr. R. W. Doan, who will be in attendance for this purpose at 9 a.m. Tuesday, April 16th, in the Examiners' Room, Education Department. The membership fee in the General Association is fifty cents, in addition to any fee which may be imposed by any sub-department.

—The liberation of Morrin College, Quebec, from the financial embarrassments which threatened its existence and the prospect of its early restoration to a footing of the highest efficiency and public usefulness are events of no little importance to the educational interests of the Province, and it has been learned that the outlook for their realization at an early day is now of the very brightest. Under the agreement by which the dispute over the will of the late Senator J. G. Ross was settled some time ago, the institution shares in the deceased's estate to the extent of some \$110,000, while it will benefit to the extent of some \$20,000 more at some future time when certain reversionary legacies from other parties follow. Under these circumstances and in the face of this brightening of their financial horizon, the governors of the college have for some months past had the question of placing the institution on the very highest possible footing of efficiency and usefulness, under very serious consideration.

—The students of the Congregational College received an agreeable surprise on Saturday evening. During the day the college reading-room had been in the possession of a committee of ladies, with Mrs. (Dr.) Barbour at their head. When the doors were thrown open in the evening the students had some difficulty in recognizing in the elegantly furnished apartment before them the old reading-room. They were reassured, however, by the paper on the wall. A fine Brussels carpet covered the floor, and heavy curtains hung by the windows. Conspicuous among the furniture of the room was an oak settee and rocker, presented by Emmanuel Church.

—A lesson from Holmes's life.—This habit of always doing his best is surely one of the fine lessons of his life. It has given his prose a perfection which will carry it far down the shores of time. The letter sent during the last summer of his life to

be read at the celebration of Bryant's birthday was a model of simplicity in the expression of feeling. It was brief, and at another time would have been written and revised in a half a day; but in his enfeebled condition it was with the utmost difficulty that he could satisfy himself. He worked at it patiently day after day, until his labor became a pain; nevertheless, he continued, and won what he deserved—the applause of men practised in his art who were there to listen and appreciate.

—Free text-books are now furnished to many schools. The problem that troubles most boards of education in cities that have adopted the system is how to control the supply and keep the expense within reasonable bounds. One city has a plan that seems to solve the difficulty. A principal who wants a supply is asked to fill out a prescribed order form. The janitor takes it to the office of the board of education, where the order is filled and a receipt taken for the books. During the last two years 200,000 volumes have been issued. Only a few hundred have been returned for repair. For malicious or unnecessary damage a fine is imposed upon the pupil, ranging from one cent up to the full value of the book. On the inside of each one a record blank is pasted on which each fine must be entered. Considering the wear and tear the books are subjected to, the damage is relatively light and the percentage of malicious damage is very small. A text-book's usefulness is not really at an end until there is not a perfect leaf left, as the whole sheets are used to fill up gaps in other damaged books which are sent to the binder to be restitched and, if necessary, re-covered or the cover may only need a little fixing. The work costs from 10 to 35 cents. It is said that exclusive of the high school catalogue the supply list includes 130 different text-books. Of these 40 are readers of various grades and issued by different publishing houses. The board's office stock comprises from 3,000 to 4,000 volumes, not including drawing books, maps, etc.

—The free text-book plan has now been pretty generally adopted in some places. In Canada also there seems to be many towns ready to adopt it. Toronto, which often takes the lead in matters relating to educational advancement, has tried it for some time and is well satisfied with it. The cost to the city for books during 1894 amounted to \$8,900, thus averaging about 30 cents a pupil for the year. The books are frequently examined by officers in the employment of the school board and the pupils are held responsible for loss or damage to them. The responsibility and supervision certainly have great value

not only as money saving agencies but as a means of discipline, teaching the children habits of carefulness and honor in dealing with what is temporarily entrusted to them.

—The death of Rev. Father Lefebre, who for the past thirty years has been the honored head of St. Joseph's College, Memramcook, removes one who may be said to have founded higher education among the Acadians of the Atlantic Provinces. His scholarly and well-stored mind, his ripe powers as pastor, teacher, and counsellor, were constantly and unselfishly placed at the disposal of those who gathered year by year in constantly increasing numbers at Memramcook. It is safe to say, that no pioneer in education in these provinces has done more to infuse into the youth committed to his care the spirit of education than has the zealous and distinguished teacher who has just passed away.

—During the last fifteen years Berlin has expended nearly six million dollars for new school buildings, erecting some years as high as ten. As a result there never has been lack of space for all children that came, though the increase has been some years as high as five thousand. To-day there are ninety-four class-rooms in Berlin unoccupied, but all ready for use. To my mind nothing could speak louder for the wisdom, foresight and efficiency of the school board than the above fact.

—The teachers of Prussia have lately met with a great disappointment in the decision of the minister of instruction, Dr. Bosse, not to present the proposition for an increase in salaries to the reichstag at this session. While the minister is a warm friend of the teachers and deeply feels the justice of their claim for better salaries, he recognizes that with increased taxes for the army, an appeal to the reichstag at this time would be futile. So the poor teachers must wait. But their claim must be met and that in the near future. It is a well-recognized fact that they are not paid as well as other civil officers of like rank in the state. While the city teachers are fairly well paid, many of the country teachers are obliged to eke out a miserable existence on six hundred marks (\$150) a year with free rent. It was proposed that in no case should the salary be less than nine hundred marks a year with house. Think of living and supporting a family on even that amount!

—The reasons given by the Boston school committee for the discontinuance of slates, slate pencils and sponges in the public schools and the substitution of paper, lead pencils and rubber erasers in their place are as follows: A light gray mark upon a

slightly darker gray surface is more or less indistinct and trying to the eyesight. The resistance of the hard pencil upon the hard slate is tiring to the muscles, and the resistance to which the muscles are thus trained must be overcome when beginning to write with pencil or pen upon paper. The use of slates, slate pencils and sponges is a very unclean custom and leads to and establishes very uncleanly habits.

—Sir Donald Smith, Chancellor of McGill University, stated to a newspaper interviewer that no Principal has yet been selected for that institution. He had just returned from Great Britain, and though he had visited Cambridge, Oxford, Edinburgh and Dundee, no offer of the Principalship had been made to any one. One of Sir Donald's favourite projects, the establishment of a "Royal Victoria College for Women," is still under consideration. The RECORD once tried to report, through the influence of a circumstantial account in the newspapers referring to the appointment of a principal to McGill, that a Scotsman had been appointed. The statement was made in good faith, but, alas! turned out disastrously to our reputation for accuracy. It will be safe after this to speak of McGill's new principal only after he has "grow'd up."

—Dr. Francis Parkman, the late historian, had a strict idea of justice. A friend met him one day walking along the street leading a street boy with either hand. "What in the world are you doing, Parkman?" asked his friend. "I found that Johnny here had eaten all of the apple instead of dividing with his little brother. I am going to buy another for the younger boy and make Johnny watch him while he eats it."

—A college settlement has been founded among the mountains of North Carolina. Miss S. C. Chester, a graduate of Vassar, has taken up her quarters in a log cabin about three miles from Asheville, to work among the mountaineers. One or more helpers will stay with her at intervals. Clubs and classes for the children and a library and reading room for elders will be opened and in other ways religious and educational work will be done. Miss Chester has made preparation for her work by a study of the college settlements in cities.

—The special schools for poor children in Berlin whose parents are unable to pay tuition fees are discouraged by the Minister of Instruction, on the ground that attendance upon such a school will act in after life as a reproach or detriment to success. The abolishment of tuition fees will be found also to act as a leveler of class distinction in that it gives all children equal school advantages and puts them on the same plane.

Literature, Historical Notes, etc.

BOYS' SCHOOLS IN ANCIENT ATHENS.

You cannot drive out nature with a fork, nor can you produce such-and-such an individual by such-and-such a method of education. The Athenians, like genius, were born, not made. Nevertheless, there is a fascination in the study of the methods of education adopted by the finest race the earth has ever produced, and the descendants of generations whose mental lives have been nourished by the literature of a dead world, may care to investigate the educational notions of those among whom that literature arose.

But we have first, if I may be allowed the expression, to undifferentiate ourselves. We must give up the dividing lines which mark us out into intellectual, moral, physical, or social beings. In the Athens of Pericles intellectual education, as such and for itself, was hardly conceived of: the whole man was to be educated. (I say man advisedly, for woman, alas! from the Athenian point of view, was not a thing to be educated at all.) Moreover, to appreciate the meaning of education among the Greeks, one needs to realize a far more vivid feeling of patriotism than modern life in Western Europe admits of. The chief aim of the educator was a moral one, and the chief part of morality was to be a good citizen. To produce a brave soldier, a wise ruler, a just judge, in one and the same individual, was the purpose of education, where each citizen might be called to fulfil all these duties in turn. Thus the harmonious development of all the faculties was the result desired, rather than the acquisition of knowledge for its own sake.

Realize an education carried on mainly *without books*, in which no foreign language was ever taught, and in which so little was one branch of learning marked off from another that all necessary subjects—apart from the physical training—were briefly summed up under the head of “music.” Such was the teaching of those whose writings have inspired all subsequent literature. They do not seem, however, to have escaped educational difficulties of a very common sort. A remark of Plato’s leads one to suspect that stupid boys were by no means uncommon in favoured Athens, and that even this attractive method of education was not infallible. Those, he says, who cannot learn to read and write quickly and well within a suitable time should be “let go.” How much trouble this simple

method would save ! But perhaps too large a number of boys and girls would on this system be "let go."

Let us enter in spirit a schoolroom of ancient times—not, perhaps, so very unlike a schoolroom of our own. A circle of boys are seated on their stools, scratching on their wax tablets the pretty, quaint letters of the Greek alphabet, as the teacher writes them up ; picking out the odd and even numbers (for which the letters of the alphabet also served) ; or listening to stories of the Trojan heroes out of the Bible of the Greeks, the Homeric poems ; copying them, learning them, and repeating them aloud. This was the meaning of "letters," to read, write, count and learn the national poets by heart. Necessarily the teaching was mainly oral, and must have been much assisted by the fact that, from the scarcity of books, the boys were obliged to write out the lessons for themselves.

In the golden age of Athens, some science was also taught in the schools ; that is to say, in addition to arithmetic, a certain amount of geometry and astronomy was included in the course. These studies were not pursued very far in most cases. What seems to have been considered absolutely necessary for every one was to be able to "count one, two, three" (compare modern Board-school arithmetic !) ; to distinguish odd and even numbers ; to reckon night and day, and to be acquainted with the revolutions of the sun, moon and stars. Drawing was introduced into the school-course about a century after the age of Pericles.

After "letters" came the lyre, which the boys generally began to learn about the age of thirteen. A picturesque addition to school-life must the quaint, tortoise-shell lyres have been, in their frames of curved horn, upheld in the right hand and played with the fingers of the left ; and—a mental training by no means to be despised—the seven modes of music, and the sixty-seven symbols, with the double notation for instrument and voice. At the same time, instrumental music was not treated as a science in its own right, but was only an aid to singing and was always subordinate to the words. Hence the comprehensive meaning of the word "music" ; for most literature was poetry and most poetry was sung.

The combination of both music and dancing with the singing of lyric poetry is the perfect expression of the Greek feeling for harmony between the different sides of human nature. The training of the bodily powers was, in their eyes, a pursuit as worthy and as important as education in our limited sense of the word. The boy was conducted by his pedagogue to the

wrestling school, at about the same age as his musical education began. There he learnt to run, leap, wrestle, and throw the ball; going later on to the gymnasium, where more complicated and dangerous exercises were carried on. It is not necessary here to speak of the influence of the national games in forming the Greek character, or the glory of success therein, a goal towards which every religious and patriotic feeling became a motive for strenuous endeavour. But the objects professedly pursued in this branch of education—in the order in which Plato puts them—were health, beauty, strength. A perfect man was to be produced—not primarily a successful athlete; which accords with the idea sometimes suggested by the sight of Athenian antiquities, that the secret of the greatness of the Greeks was a sense of proportion. For them, science, as we understand the word, did not exist; history served chiefly to cultivate patriotism; geography, such as it was, was learnt incidentally in the writings of the historians, as they had occasion to describe the position of such and such a place; and foreign tongues were “barbarous”; so limited, so un-self-conscious, so unspecialized, was the education of the masters of literature.

We see that with the Greeks education had its most comprehensive meaning. It began in the nursery; indeed, Plato summarizes it as “right nurture,” since at this period especially may the soul of the child be directed to the love of virtue; and to be educated, according to him, is to love that which we ought to love, and to hate that which we ought to hate. So eminently practical was the view of the Athenian educator. This characteristic appears yet more clearly in an institution which, for wealthy Athenians, took the place, in some respects, of a university education. The sophists, professing, in a word, to teach everything, imparted to such youths as could afford to pay the high fees they charged, a kind of philosophy of life. The life of a citizen, as such, depended much on facility in public speaking, and the sophists devoted a good deal of attention to the teaching of rhetoric; they were, indeed, the first to make a serious study of the art of expression. But, throughout, the teaching of the sophists was based on the conviction that education was essentially a practical affair; their object was to teach the art of living.

The just balance which the Greeks maintained between the two sides of life must have been picturesquely illustrated by the scene presented in the gymnasia. In one court, the youths at their athletic exercises, their beautiful bodies, with well-developed, symmetrical limbs, a sight to rejoice the beholders;

and, in another, philosophers and rhetoricians discoursing on the problems of life with their disciples. Rousseau was not yet born, and the science of education did not yet exist; but there is a marked resemblance between the spirit of Athenian education and some of the doctrines laid down in "Emile." Without dogmatising about it, the Greeks, nevertheless, followed reverently the guidance of nature: the young of all creatures, says Plato, are full of motion and cannot remain at rest; but only the human young have rhythm in their movements. And, taking the hint, the Greeks devoted special attention to a training by means of dancing, singing and harmonious movement of the limbs. Freed, as Greek education was, from the blighting influence of priestcraft, watched over and, to a certain extent, made compulsory by law, and yet left to be carried out in detail by private means, drawing its inspiration from nature, and appearing as the true outcome of the national character, it is allowable to believe that, but for the profound ignorance of the time, we might have seen for once, in the hands of the Greeks, education as it ought to be. The essence of their system was preservation of the true balance between the different human energies, and its inspiration was the moral purpose, always kept in view—the production of a good citizen. There was no labelling and pigeon-holing of the different faculties, nor was the intellect marked off for an exclusive, hot-house cultivation on its own account, as though to accumulate a certain amount of information was to be an educated man. On the other hand, technical education, as such, would have been to the Athenians a contradiction in terms, for the mechanical arts were the business of a class about whose education it was not (in Plato's view) worth while for the legislator to trouble. Culture was aimed at, and science considered necessary; but neither was pursued for its own sake. The conduct of life was the business of the educator, not rules of grammar, nor beetles' wings; the pupil was not to be informed, but developed. In short, education was a work of art, of which the subject was the ideal man.

—MISS PRESTON'S LEAVEN: *Truancy*.—Just after school had been called to order at noon of the second day, the door into the main hall opened suddenly and a tall, pleasant-faced man led in a small boy who was crying disconsolately. Without ceremony, except to remove his hat, the man walked firmly down the aisle, deposited the boy on the recitation seat in front of Miss Duncan and said, somewhat brusquely but with perfect good humor:

"You are the new teacher, I suppose. This is my son. He runs away. He was sent to school regular last term and never come near here oftener than half a dozen times, 'nd I've just found it out. He was sent agin yesterday, both sessions, 'nd this afternoon too, but I'll warrant his phiz is new to you. Hain't it?"

Miss Duncan acknowledged she had not seen the boy before now, and the father resumed:

"I want him to come every day, 'nd he's got to, or I'll break every bone in his body. If he's absent whip him when he gets back, 'nd whip him good 'nd strong. None o' yer little love taps. *Then*, if he don't come reg'ler, lem *me* know, 'nd I'll season his hash. Good day," and he bowed himself out as suddenly as he had entered.

The boy still sobbed, but from the mobility of his features, his weak chin and sensitive mouth, Juliette divined that he was not *intentionally* bad—but weak, and that possibly someone else was to blame for the truancy. How should she meet it?

Not wishing to render him conspicuous now, hoping, by present neglect, to cultivate calmness, she promptly decided not to call out the class now due but to give a general exercise that would hold the attention of the rest and, perhaps, divert that of the crying boy.

"I know of something that is round and has a smooth skin, and is good to eat. Who can tell me what it is?"

And the guessing began. The exercise was spontaneous and interesting, the sobs grew lower, presently ceasing altogether, and the tears were dried with the back of one grimy hand. The flush died out from the face, and Willie Pitt began to like school.

Then, before there was any chance for monotony, Juliette produced a slate and pencil, and saying, "You may sit over there at that little desk all by yourself, and make some pictures if you like," she pointed to a desk in a corner near her, and called her class. She gave him no more attention until the class was dismissed, but, before calling the next class, gave him a box with a variety of colored crayons in and asked him to sort them for her, putting all of one color into this box—handing him one—the rest elsewhere, as she designated. She also gave him an illustrated story book, which, with the crayons, held his attention until the recess bell sounded.

"Before you go out you may bring the book and crayons to my desk," said Miss Duncan, smiling, as she dismissed the others; and Willie rose promptly, carrying the crayon boxes

on the book and depositing all in front of the much-dreaded "new teacher."

"Would you like to go out and play?"

"I don't care."

"I don't know what to call you yet, and came near saying George Washington."

Willie laughed, and told her his name.

"Do you know any of the boys?"

"Yes, ma'am; but if you'll lend me that book and let me stand by the blackboard I'd rather draw than go out."

"You need the fresh air and exercise, but if you will go around and open all the windows for me you will have a little of each, and then you may do as you wish."

It developed later that last term's truancy was caused primarily by a variety of untoward circumstances, an injudicious teacher, lack of work enough to last in school, and the undue influence of some of the older boys in the other grades who went away swimming, boating, fishing, or what not, whenever fancy dictated, and there was not enough attraction in school to counteract all this evil. So Willie had drifted into a truant but not into a hopeless one, as Juliette soon found. He had a genius for form, and she was glad of his help in illustrating many of her blackboard lessons, and it proved a bond of friendship between them. She never had to "whip him good and strong" to keep him in school, for he was happier now in school than he had before been while wandering in the woods or skulking around on the back streets, trying to keep out of his father's sight.

Practical Hints and Examination Papers.

ARTISTIC BLACKBOARDS.—Miss Berry's room is always bright and homelike, and the effect is, in a great measure, due to her use of the blackboard. Having more than sufficient blackboard space for class use, she divides some boards into panels for special uses.

Most of the boards have pretty borders which need not often be changed.

One panel upon which is kept the roll of honor or record of perfect lessons is especially pleasing. At one time it appeared in white and gold. The narrow border was in the form of daisies, white with yellow centres, like a daisy chain. The names of the members of the class were written with white and yellow alternate, and at the end of the week every child who had won the required number of "perfect

marks" had a daisy placed opposite his name. For another term tiny flags took the place of daisies.

Let us look at the side board. A panel is marked off and, leaving a space at the top, the calendar of the month is copied, marking very precisely, with ruler, the little squares and writing the days of the week and dates in their places.

A cluster of scarlet poppies at the top, with the name of the month in rustic letters, completes a decorative piece that will please the children and even cultivate their artistic sense, besides saving the teacher the trouble of writing the date anew every morning.

That pretty panel of birds, in flight, in gay colors was done by an artistic ten-year-old.

A small board, used to illustrate the different forms and margins of leaves, shows the work of the children of the Fourth Grade, each child having drawn one leaf from nature.

The Fifth Grade were studying roots, and their board work done in natural colors is their especial pride.

The use of the blackboard may be both practical and decorative, if the teacher is free to use it for illustration and is not afraid to draw, although she may not be a genius in art.—*Popular Educator*.

Correspondence, etc.

MANNERS IN SCHOOL.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The following letter has lately appeared in the *Witness*, and many teachers are wondering in their minds when they are to allow their pupils to say "Yes, Ma'am." Will Mr. W. A. Kneeland inform us when and how often he uses it while in conversation with his lady friends. Yours, &c., ENQUIRER.

Sir,—In your evening edition of Feb. 22 I notice a letter under the above heading, signed "Point St. Charles." The question raised is, Do teachers encourage children to prefix "please" to every question which they ask. On behalf of the Riverside teachers I reply that not only is the "ridiculously stupid" prefix not required but there is a constant fight maintained to kill out this insipid insipidity of "Please yaas," "Please no," "Please this," "Please that." I feel perfectly safe in saying that not a day passes in this school which does not witness some of my staff correcting children about this very matter and insisting rather upon a plain and independent, "Yes, ma'am," "Yes, sir," etc., in reply to questions, and the dropping of the questionable "Please," etc., in asking questions.

Where children get it I know not, but they come to us full-fledged, and that, too, from Ontario as well as from Quebec province.

I would respectfully ask that "Point St. Charles" and his friends, the people in general, come to our assistance and thus help to take one more thorn out of the teacher's rosy life.

There is no mannerism which I dislike more, nor one which I have tried harder to uproot, and I have no doubt that other principals could say the same.

W. A. KNEELAND.

Riverside School, Feb. 25, 1895.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—Will you be so good as tell us how a Canadian or British subject may become a citizen of the United States, and oblige. Yours truly,

EMIGRANT.

[The naturalization law requires that an alien wishing to become a citizen must apply to a court of law in the state or territory in which he desires to exercise the rights of citizenship for formal papers declaring him a legal citizen; that before receiving such papers he must take oath to be an orderly loyal citizen and renounce his allegiance to his native country and any title of nobility he may have held; and that in order to obtain such papers he must have lived in the United States five years or in the state or territory one year, and at least two years before his application he must have declared under oath his intention to become a naturalized citizen. The conditions are modified by serving in the United States army and by going there as a minor.]

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—I am just afraid you will hardly dare to publish to the teaching world of our province the following bit of a teacher's mind given to the examiners, as I find it addressed in a teacher's journal I have just been reading. The sarcasm has a humor of its own, however, which you may enjoy with the rest of us, and be inclined to put in print just for the "fun of the thing." Yours, &c.,

FRIENDLY SCHOOLMARM.

To the Editor of the Educational Journal :

SIR,—Please allow me to state briefly a few simple rules for the guidance of the examiners who will soon be appointed to set the papers for the Departmental Examinations (Ontario not Quebec) in July next. My purpose is purely philanthropic and disinterested, and the rules are given solely with a view to aid the examiners in making their papers as unique as possible.

RULE 1.—NEVER CONSULT THE AUTHORIZED TEXT BOOKS.

N.B.—If you do, your paper will be quite commonplace, and people will say that you have no originality. Besides, the candidates will read these books, and very likely a number of them will know what your questions mean—a thing to be carefully avoided by every good examiner.

RULE 2.—NEVER CONSULT THE OFFICIAL PROGRAMME OF STUDIES *to ascertain the precise limits the candidates are supposed to follow in their studies.*

N.B.—If you do, your paper of questions will appear reasonable, and there will be nothing to bewilder and stupify the candidate, which is one of the prime requisites of a good examination paper, since it serves to take the conceit out of him and leaves him gazing into the awful abyss of his own ignorance. The educative value of this is manifest.

RULE 3.—*Never make your paper resemble the one set last year in the same subject.*

N.B.—If you do everybody will say you copied the style of Mr. A., B. or C. And worse than that, the candidates will go over last year's paper with their teachers and will be prepared to answer another paper of the same general style. But the main purpose of an examination is to show the candidates how little they know, and this purpose would be defeated if the papers were at all uniform from year to year.

RULE 4.—*Never clothe your questions in simple, unambiguous language.*

N.B.—If you do, the candidates will not lose time, as they should be compelled to do, in translating your questions into ordinary phraseology. The consequence will be that they will spend the whole time allotted in *answering* the questions. As the weather will be hot, they ought to get a cold chill the moment they see the paper; the process of translation helps to bring this on quickly.

RULE 5.—*Never grade your questions, further than to put all the hardest ones at the beginning of the paper, and a few of the easiest at the end.*

N.B.—If you do, the candidates will think you are trying to obey the precepts of the Sermon on the Mount; they may mistake you for a Christian. The consequence will be that they will give answers to all the questions on the paper that they are qualified to answer and will not lose time in attacking more difficult questions which they cannot answer, and many of them will get the full number of marks their scholarship entitles them to. This would be a serious affair.

RULE 6.—*Never forget that most of your questions are intended for the teachers in the schools and not for their pupils.*

N.B.—If you do, you will be omitting your chief function. Teachers are a very ignorant class of people and need to be continually "directed" by abler minds. Never mind the pupils, your chief business is to "direct" the teaching. If this were not done each year, civilized society would soon be impossible.

RULE 7.—*Never omit the airing of your own pet views and hobbies.*

N.B.—If you do, you will miss an opportunity that may not come to you the second time. There is no doubt your ideas are absolutely

correct ; you must do your best to propagate them ; the examination room is the most appropriate place in the world for the discussion of disputed questions and “ advanced ” ideas. The candidates will feel disappointed if you do not give them a few first-rate conundrums, and the public will say you have no individuality.

RULE 8.—*Never put one clear cut question under a single number ; but arrange four or five topics under question No. 1, two or three under No. 2, and so on.*

N.B.—If you number each question separately it will make your paper much easier to answer—a thing to be carefully avoided, because the standard must be kept up. Think on what may be done. A clever examiner once succeeded in asking nearly a hundred different questions under twelve numbers. The effect was fine.

RULE 9.—*Never attempt to answer your own questions.*

N.B.—If you do, even in distinct outline, the result may be paralysis or insanity. Remember that a number of world-reformers like yourself have spent years of their lives in lunatic asylums. Think how great a loss it would be to the world if you should unhinge your mighty intellect. No, let them go unanswered. The failure of a few thousands of young people who have injured their health by over-study and gone into debt to obtain an education would be only a small affair compared with the consequences to you, personally, if you should run the risk of this dangerous experiment.

RULE 10.—*Never proof-read the first printed copy of your questions.*

N.B.—Drudgery of that sort is beneath the dignity of a person in your position, and a few errors in the printing will help to give the candidate a useful piece of training. The world is full of mistakes, educated people must learn to correct them as they occur.

I am, dear sir, yours truly,

AMICUS.

Official Department.

Department of Public Instruction,
Quebec, February 22nd, 1895.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present :—R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; George L. Masten, Esq. ; the Reverend Principal Shaw, LL.D. ; Professor A. W. Kneeland, M.A. ; the Reverend A. T. Love, B.A. ; the Right Reverend A. Hunter Dunn, D.D., Lord Bishop of Quebec ; E. J. Hemming, Esq., D.C.L., Q.C. ; the Very Reverend Dean Norman, D.D., D.C.L. ; Peter McArthur, Esq. ; the Reverend Elson I. Rexford, B.A. ; N. T. Truell, Esq.

Excuses were submitted for the absence of the Reverend Professor Cornish, LL.D. ; S. Finley, Esq. ; the Venerable Archdeacon Lindsay, M.A. ; and Sir William Dawson, C.M.G., F.R.S., &c, &c.

An application was read from G. L. Masten, Esq., for a first class academy diploma, under regulation 56. The necessary certificates

having been submitted, it was moved by the Lord Bishop of Quebec, seconded by the Dean of Quebec, that the application be granted, Mr. Masten having fulfilled the conditions required. Carried.

After letters were read from the universities in relation to the A. A. fees, it was moved by the Reverend Elson I. Rexford, seconded by the Reverend Dr. Shaw, that the sum of two hundred dollars be appropriated towards the remuneration of the A. A. Examiners, and (2), that the attention of the universities be directed to the importance of securing, as far as possible, experienced examiners, or those who have had actual experience in school work, as members of the university board of examiners. Carried.

Letters were read from Mr. E. W. Arthy and from the Educational Book Company, in regard to text-books. The report of the sub-committee on text-books was read, and the whole matter was discussed at once.

Moved by the Reverend Principal Shaw, LL.D., seconded by the Lord Bishop of Quebec, "That the report of the text-book committee adopted in May, 1894, but whose contents have not yet been approved by the Lieutenant-Governor, be reconsidered." Carried.

Moved by Mr. Hemming, seconded by the Reverend Dr. Shaw, "That the report of 11th May, 1894, be amended by the elimination of the words 'for exclusive use,' so far as they relate to books 3 and 4 in the series of the Quebec Readers." Carried.

The report of the sub-committee was then adopted, and will be published when the list of text-books is complete.

The Reverend Principal Shaw read a report on the finances of the Normal School, in which he stated that the sub-committee had found that this important institution was seriously hindered in its work by financial limitation, owing chiefly to the unprecedented number of students in attendance this year for whom bursaries should be provided.

After a conference with the Normal School Committee, it was agreed to approach the Protestant Board of School Commissioners of Montreal, with a request to increase its subsidy to the model schools, thereby releasing from this department of the institution such a portion of the funds as might be necessary to pay the bursaries referred to.

The Protestant Board of School Commissioners received the sub-committee most cordially and increased the subsidy of \$2,000, provided for by 55-56 Vict., Chap. 61, Sec. 2, by adding \$1,000, with the intimation that this amount would be "subject to increase if further examination of the facts justify such increase."

Two conditions were attached by the Protestant School Commissioners to this additional grant of \$1,000. 1st. That a representative of the Commissioners should be appointed to the Normal School Committee. As this Committee is appointed by the corporation of McGill University, it was understood that the demand would be promptly met at the next meeting of corporation. 2nd. That the Commissioners, through their Superintendent, should have the right of inspection of the model schools. To this demand the Normal School Committee answered that it is incompetent to give such a power where it is not conferred by provision of school law. The Committee, however, agreed to a modified proposal coming from the Commissioners, and expressed in the following terms:—

"While our Superintendent has no control over the model schools, he still has the right of visiting them at such times as may be mutually agreed upon between him and the Principal of the said schools

with a view to familiarizing himself with the methods there employed."

The sub-committee re-affirmed the statement, that in view of the importance and growth of the work of the Normal School, it seriously needs to be further strengthened financially. The report was adopted.

On motion of Professor Kneeland, seconded by Mr. Masten, the following report on professional training was adopted :—

Professional Training.—The sub-committee beg leave to state that in their opinion, the report of the sub-committee on professional training, presented on the 26th of May, 1893, should be amended by striking out the last clause of paragraph (b) and replacing it by the following :—"These clauses are not to be interpreted prejudicially to teachers holding diplomas granted during or before the year 1895, within the delays prescribed by existing regulations for securing first-class diplomas."

Dr. Heneker reported progress for the sub-committee on the method of distributing the superior education funds. The sub-committee had met on the 12th of February in Montreal, but wished to consider the question again after more information had been laid before it. The sub-committee was accordingly continued, and is to report finally at the May meeting.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE C.P.I., FEBRUARY 22nd, 1895.

RECEIPTS.

Nov. 29, 1894.—Balance on hand.....	\$3,012.26
Feb. 22, 1895.—City Treasurer of Montreal, 55-56 Vict.	1,000.00
	<hr/>
	\$4,012.26
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EXPENDITURE.

Dec. 1, 1894.—Salary of Inspector of Superior Schools.	\$ 125.00
Salary of Secretary.....	62.50
Cash on hand.....	3,824.76
	<hr/>
	\$4,012.26
	<hr/>
Contingencies debit balance,.....	\$1,539.68
	<hr/>

R. W. H.

The Secretary read the interim report of the Inspector of Superior Schools, which was received. He then presented a list of names for deputy-examiners for the Central Board, when it was moved by Mr. N. T. Truell, seconded by the Reverend Elson I. Rexford, "That members of the Central Board of Examiners be not appointed deputy-examiners for the examinations for teachers' diplomas." Carried.

Moved by the Reverend Dr. Shaw, seconded by Mr. G. L. Masten, "That Mr. Rexford and the Secretary be authorized to appoint deputy-examiners to the places made vacant by the resolution just passed, preventing examiners in the Central Board being also deputy-examiners." Carried.

The next examination before the Central Board of Examiners was

fixed for the last week in June, and the following were appointed deputy-examiners for the several centres :—The Reverend Inspector Taylor, the Reverend J. P. Richmond, Inspectors McGregor, Parker, Hewton and Thompson, W. M. Sheppard, Esq., and the Reverends W. H. Naylor and J. Garland.

It was announced that the Dominion Educational Association would hold a convention in Toronto during Easter week, and that the Executive Committee of the Provincial Association of Protestant Teachers had recently passed a resolution asking this Protestant Committee to request School Boards to make such arrangements for Easter holidays as will allow those teachers who wish to do so, to attend the convention. It was resolved to accede to the request of the teachers. The Secretary was instructed to bring the matter before the School Boards.

Moved by the Reverend Elson I. Rexford, seconded by Mr. N. T. Truell, "That the head teachers of our superior schools be notified that in the examination in Scripture History in the model school and academy grades, in June next, the subject in each grade will be the same as in June, 1894." Carried.

There being no further business, the rough minutes were read, and the meeting was adjourned, to meet on the fourth Friday in May, or earlier, on the call of the Chairman.

GEORGE W. PARMELEE,
Secretary.

Note.—Dr. Hemming dissented from the action of the Committee in proceeding with a consideration of the report of the sub-committee on text-books, and held that the whole matter should have been referred to a special committee, and that action should have been deferred until after the reception of a report therefrom.—G. W. P.

THE DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, 10th March, 1895.

The next examination of candidates for teachers' diplomas will open Tuesday, 25th of June next, at 9 a.m.

The local centres, deputy-examiners and places of meeting are as follows :—

Local Centres.	Deputy-Examiners.	Place of Meeting.
1. Aylmer.....	T. J. Symmes.....	Academy.
2. Cowansville.....	Inspector Taylor.....	Academy.
3. Gaspé Village.....	Rev. J. P. Richmond....	Schoolroom.
4. Huntingdon.....	Inspector McGregor....	Academy.
5. Inverness.....	Inspector Parker.....	Academy.
6. Lachute.....	G. F. Calder.....	Academy.
7. Montreal.....	I. Gammell.....	High School.
8. New Carlisle.....	W. M. Sheppard.....	Court House.
9. Quebec.....	W. Chalk.....	High School.
10. Richmond.....	Inspector Hewton.....	St. Francis College.
11. Shawville.....	Rev. W. H. Naylor.....	Academy.
12. Sherbrooke.....	Rev. Wm. Spearman....	Ladies' Academy.
13. Stanstead.....	Inspector Thompson....	Wesleyan College.
14. Waterloo.....	Rev. J. Garland.....	Academy.

Candidates for elementary and model school diplomas may present themselves at any of these centres, but candidates for academy diplomas are required to present themselves at Montreal, Quebec, or Sherbrooke. They are required to make application for admission to examination to the Secretary of the Board (Geo. W. Parmelee, Quebec,) *on or before the first of June next*. The regulation requires only *fifteen days' notice*, and candidates giving such notice will, of course, be admitted. But as it is almost impossible to make all the preparations necessary on fifteen days' notice, candidates are earnestly requested to file their applications *before the first of June*.

Candidates will please note *that no applications will be received after the time prescribed by law, namely, the 10th of June*.

The applications of the candidates should be in the following form :

I.....(a).....residing at.....(b).....county of.....(c).....
 professing the.....(d).....faith, have the honor to inform you that
 I intend to present myself at.....(e).....for the examination for
(f).....diploma in June next. I enclose herewith (1) A certificate that I was born at.....county of.....the.....day of
18.. (2) A certificate of moral character according to the
 authorized form. (3) The sum of.....dollars for examination fees.

(Signature).....

It is absolutely necessary that candidates follow closely this form of application. The special attention of candidates is therefore called to the following points in reference to the form : In the space marked (a) the candidate's name should be written legibly and in full ; much trouble and confusion is caused by neglect of this simple point—some candidates give their initials—some give a shortened form of their real names—some give one name in the application and a different name in the certificate of baptism. *Insert in the space marked (a) the true name in full, just as it appears in the certificate of baptism or birth, and in any subsequent correspondence or documents connected with educational matters in the Province give the same name in full as your signature.*

In the spaces marked (b) (c) give the post office address to which you wish your correspondence, card of admission, diploma, etc., mailed.

In the space marked (d) insert "Protestant" or "Roman Catholic;" at (e) insert the local centre ; at (f) the grade of diploma.

Three things are to be enclosed with the application :—

- (1) A certificate of baptism or birth, giving the place and the exact date of birth. Note that the mere statement in the application is not sufficient unless you have already sent a certificate when applying for another diploma. In such a case refer to the year in which the certificate was sent, or mention the date of your diploma. An extract from the register of baptism, or, when this cannot be obtained, a certificate signed by some responsible person, must be

submitted with the application. Candidates who are eighteen years old before or during the year 1895 are eligible for examination in June next. *Candidates under age are not admitted to examination.*

(2) A certificate of moral character, according to the following form, must accompany the application : “ This is to certify that I, the undersigned, have personally known and had opportunity of observing(*Give name of candidate in full*).....for thelast past ; that during all such time *his* life and conduct have been without reproach ; and I affirm that I believe *him* to be an upright, conscientious and strictly sober *man*.

(*Signatures*).....(*Signature*).....
 of the.....congregation.
 at to which the
 candidate belongs.

This certificate must be signed by the minister of the congregation to which the candidate belongs, and by two school commissioners, school trustees or school visitors.

As unexpected difficulties and delays occur in the preparation of these certificates of age and moral character, intending candidates will do well to get these certificates at once, in order that they may be in a position to make application at the appointed time.

(3) A fee of two dollars for elementary and model school diplomas, and three dollars for academy diplomas, is to be enclosed with the form of application. Those who failed last year to receive any diploma are exempt from fees this year, but must send the usual application and certificate of character. Those who received a 3rd class elementary diploma are not exempt.

Upon receipt of the application with certificates and fees, the Secretary will mail a card of admission to the examination to each candidate. This card must be presented to the deputy examiner on the day of examination. Each card is numbered, and at the examination candidates will put their numbers on their papers, instead of their names. Great care should be taken to write the numbers legibly and in a prominent position at the top of each sheet of paper used.

In the examination for elementary diplomas, algebra, geometry and French are not compulsory ; but, in order to be eligible for a first-class diploma, candidates must pass in these subjects.

Those candidates who received third-class diplomas last year with the right to receive second-class diplomas after re-examination in one or two subjects, must give notice in the usual way if they intend to present themselves for re-examination. Such candidates are requested to notice that their re-examination must be taken on the day and hour fixed for their subjects in the general scheme of the examination.

Any candidate who wishes exemptions on account of his actual or prospective standing in the A. A. examinations should, if possible,

give at the end of his application the number under which he wrote. If exemptions are not asked for they cannot be given. A certified list of exemptions will be sent to each deputy examiner and if the results of the A. A. examinations are received in time to each candidate who is entitled to exemptions. See regulation 41 in the new edition of the Manual of School Law.

Send fees by post office order if possible. When several candidates can conveniently do so, they should send their fees in one order and the applications &c. in one envelope, for the sake of safety and economy.

The following are the subjects and the order of the examination for the three grades of diplomas :—

	Elementary.	Model.	Academy.
Tuesday, 9-12,	{ Reading, Writing, Dictation ; Arithmetic.	{ Reading, Writing, Dictation ; Arithmetic.	{ Reading, Writing, Dictation ; Arithmetic.
Tuesday, 2-5.	{ Grammar and Composition ; Literature.	{ Grammar and Composition ; Literature.	{ Grammar and Composition ; Literature.
Wednesday, 9-12.	{ History, Scripture and Canadian ; Geography.	{ History, Scripture and English ; Geography.	{ History, Scripture and English ; Geography.
Wednesday, 2-5.	{ Drawing ; Art of teaching.	{ Drawing ; Art of teaching.	{ Drawing ; Art of teaching.
Thursday, 9-12.	{ Book-keeping ; Physiology and Hygiene ; School Law.	{ Book-keeping ; Physiology and Hygiene ; School Law.	{ Book-keeping. Physiology and Hygiene ; School Law.
Thursday, 2-5.	{ Algebra ; Geometry.	{ Algebra ; Geometry.	{ Algebra ; Geometry.
Friday, 9-12.	{ French.	{ French. Botany.	{ French. Botany.
Friday, 2-5.	{	{	{ Roman History ;
Saturday, 9-12.	{	{	{ Grecian History. Greek ;
Saturday, 2-3½.	{	{	{ Trigonometry.

Candidates should examine carefully the syllabus of examination, copies of which may be obtained from the Secretary.

NOTES.

The Dominion Educational Association will hold its second meeting in Toronto on the 16th, 17th and 18th of April next.

At the request of the Executive Committee of the Provincial Association of Teachers, the Protestant Committee recommends that all

School Boards in this Province make arrangements so as to permit teachers to attend this important gathering in Easter week.

On account of the distance and expense, it is probable that but few of our teachers will care to go, but it is hoped that such as wish to go may have every facility offered.

TEXT-BOOKS.

The Protestant Committee has now under consideration the regular quadrennial revision of the list of authorized text-books. This revision is demanded by law. Although the list is now nearly complete, the changes recommended are very few, and have been made only after a full consideration of their effect upon the efficiency of the teaching, upon the parents who buy, and the merchants who sell the books. Final action will be taken in the revision at the May meeting, after which the list will be published, and will show that all interests have been carefully considered.

FIRST CLASS DIPLOMAS.

In consequence of the action taken by the Protestant Committee at its last meeting, every teacher in charge of a department in a model school or an academy, must hold a first class diploma after 1895, except those whose second class diplomas were issued in 1895 or previously. The holders of the last named diplomas will be exempt from the proposed regulation for five years from the date of their diplomas, if elementary or model school, and for ten years if academy. The Normal School diplomas are all considered first class.

A summary of the minutes of the last convention of the Protestant Teachers' Association of the Province of Quebec, is in hand, but is crowded out of this issue. It will appear in April.

In the April number, a list of the municipalities that have subscribed this year for the "Record," will be given, as well as the amendments to the school law which have been passed during the last two sessions.

NOTICES FROM THE "OFFICIAL GAZETTE."

His Honor the Lieutenant-Governor has been pleased, by order-in-council dated the 25th of January last (1895), to detach from the school municipality of Saint Anselme, in the county of Dorchester, lots numbers 372, 373, 374 and 375, of the cadastre of the parish of Saint Anselme, and to annex them to that of Saint Gervais, in the county of Bellechasse, for school purposes. These lots are now the property of George Bilodeau.

This annexation to take effect only on the 1st of July next (1895.)

23rd January.—To appoint John Hamilton, Esq., school commissioner of the Protestant Schools for the city of Quebec, to replace William Wurtele, Esq., whose term of office expired on the 30th of June last, 1894.

21st February.—To appoint Mr. Julien Seguin, school commissioner for the municipality of Le Tres Saint Redempteur, county of Vaudreuil, to replace Mr. Napoleon Campeau, absent.

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Articles : Original and Selected.

THE DUTY OF THE STATE TOWARDS SECONDARY
EDUCATION.

BY JOHN MILLAR, B.A., DEPUTY MINISTER OF EDUCATION.

During the last quarter of a century marvellous progress has been made in education. The advanced nations have more than doubled their previous efforts, and the less favored races have recognized the need of education if they are not to remain too far in the rear. The whole field of learning has been carefully examined, and broader views and sounder principles have been accepted by those who have to do with the question of national education. It is felt that the science of education is but yet in its infancy. We are yet occupying ground that is more or less debatable regarding courses of study, methods of instruction, and educational values. We are not ready to dogmatize as to the proportionate time to be given to the training of the observing, the reasoning, and the language faculties. The utilitarian subjects of the curriculum are not clearly defined, and even if they were known it is still true that man cannot live by bread alone. The complex relations of society and the increasing interdependence of nations and communities render the question, "Am I my brother's keeper?" more pressing than in the days of Abel. The matter of education in its highest sense is the great question of the future. The State has its duty to perform

in fostering everything that concerns the national weal. The State is interested in elementary, secondary, and higher education. Each of these is essential to the development of national prosperity, and the State cannot afford to relegate any of them to private liberality or denominational zeal. High Schools should be supported by public funds. The working classes are benefited by High Schools. Progress in education has improved the masses of the people. The condition of the so-called working classes is better now than formerly. It is estimated that in the United States—and the same is true of Canada—each man, woman, and child did not receive, on the average, more than 10 cents a day in the year 1800. In 1850 it reached 25 cents, and is now probably 50 cents. The progress of education has made the wages of the working classes advance much more rapidly than the cost of the necessaries of life. This is particularly so as regards skilled labor, and higher education is the parent of skilled labor. Had the nation given no attention to education beyond the requirements of elementary schools the mechanic with brains would be little better off than the one not so favored. Science has made intellectual power more valuable than physical strength. The application of steam power, and the use of the railroad, the telephone, and the telegraph, have brought comforts within the reach of thousands who never entered a High School, but who would lack these blessings had superior education been overlooked. Electricity is about to revolutionize all our industries. Political economy and social science are bettering the conditions of the community. The power of the pulpit and the influence of the printing press are bringing gladness to thousands. Schools and books are within the reach of all. Had elementary education been the limit of the State's obligations, the conditions of the working classes would be far inferior in all that concerns human happiness.

The condition of the working classes is best in those countries that have extended educational privileges to the masses. As a result of the Education Act of 1870, in England 70 of every 100 families are each receiving \$1,000 a year. It is well known that the present movement in favor of secondary schools has come from the middle and poorer classes. From the rich friends of the great endowed schools is heard the cry, "Let those who want higher education pay for it." On this side of the Atlantic has been heard by the workingman who has a vote a similar cry from the political demagogue. In Italy, where less attention has been given to education than in England, 97 per cent. of the families receive each not more than \$300 a year. In Portu-

gal and Turkey the position is worse. The foremost countries of Europe are England, France, and Germany. In these countries 14.5 per cent. of the entire population is attending school. In Russia, Spain, and Turkey the per cent. is only 4.7. Russia has done much for higher education in so far as concerns the nobility. It has, however, its Nihilism and its starving peasantry, which are unknown in countries where there are free High Schools. In Canada, and in the United States, 22 per cent. of the people are enrolled in schools or colleges. In Mexico and South America the percentage is only 3.8. The lessons to be drawn are apparent. The poorer ranks are most benefited by educational advantages. Without good High Schools efficient elementary schools are impossible. Unless secondary education is accessible to the working classes, hereditary rank must divide mankind. If wealth and caste should divide the race, there may be some argument for limiting the benefits of higher education to the few. To prescribe such limits in a democratic country is unsound in theory and unknown in practice. The world is not going wrong. The farmer, more than the resident of city or town, requires efficient elementary schools. His stake in the country gives him special reasons for supporting whatever legislation promotes the progress and the stability of the nation. He knows how much the Anglo-Saxon race owes to its energy, its love of freedom, and its democratic views regarding the diffusion of education. From the rural districts have come many of the most brilliant scholars, teachers, editors, lawyers, doctors, merchants, statesmen, and clergymen. The farm and the Public and High School, attended by so many country students, have done more than any other agencies to give Ontario its proud position. The interests of each are the interests of the province.

Agriculture, to be profitable, cannot now ignore the march of science. Chemistry and biology have their place in all that affects the work of the farmer. Questions of commerce have special interest to him, and demand intelligence irrespective of political views. If the High School is not a benefit to the residents of the country, it does not deserve the support of the farmer. It may be shown, however, that many of the arguments addressed to farmers against municipal expenditures for secondary education are exceedingly weak, and may be readily answered. It is said, for instance, that the High School draws pupils from the farm and depopulates the rural districts; that it brings to the cities many persons who fail and come to poverty; that higher education crowds the professions, and that the

farmer is taxed to fit for other positions many who should pay for their own education.

It is true the population of cities has grown, and that of the country has declined. This is due mainly to three causes: (1) The extensive use of machinery, and the consequent lessening of the number of farm hands; (2) the removal to factories, where the work is now done, of the blacksmith, the shoemaker, and other mechanics, who formerly lived at the "cross-roads"; and (3) the growing desire for society and culture, which are more readily gained with city life. It is absurd to suppose that the farmer is impoverished by the large number entering the professions. Is the low price of wheat a result of so many leaving the plough and entering the calling of the merchant or the lawyer? Would the price of beef go up if half our editors, doctors, and teachers were to engage in stock-raising? It is true, the country could get along with a less number of bankers, lawyers, doctors, and engineers. If a profession is crowded, are not its members the greatest sufferers? What calling is not full? The druggist, the musician, the painter, and the typewriter are struggling for standing room. The bootblack, the newsboy, and the cabman meet us as soon as we arrive in the city, and even the profession of the tramp and of the idler has become so crowded as to be no longer lucrative or enticing. Thus competition is a marked feature of the age in every walk of life, and yet, with all its drawbacks, the former times were not better than the present. Why does one person fail, and another with no greater advantages succeed? From lack of industry, lack of good management, lack of ability to think, lack of character, which means want of education.

France and Germany present a suggestive lesson to Canadians. It was a commonly accepted doctrine in France during the time of Louis Napoleon that the State should not expend money for education beyond the requirements of the elementary schools. Germany recognized what Ontario has long believed—that there can be no good national school system if higher education is not supported. Germany taught France at Sedan that brains and not brute force will rule the world. One of the most eminent French statesmen voiced in a single sentence a sentiment which has made his country reverse its policy. He said it was not the needle gun that gained the victory, nor the German schoolmaster, but it was the German universities and secondary schools. France has been aroused. Within the last dozen years no country has made more progress in education. In 1864 no less than 58 per cent. of the men and women of

France could neither read nor write. To-day the proportion of the illiterate is not more than 18 per cent. University facilities have been widely extended, and secondary schools, normal schools, schools of pedagogy, and schools of science have been established in various parts of the republic. It has learned that no nation can more wisely expend its resources than in improving the intelligence of its people. No longer does the *laissez faire* policy of the Imperialists hold sway in so far as it bears on higher education, and, in spite of disturbing elements, France has vastly improved since the days of the Empress Eugenie. China and Japan in our own day should settle the minds of those who fear there may be too many educated persons. The policy of the Celestial Empire would suit those who think the farmer's son should not receive any inducement to go to a High School. The Chinese never have reason to lament the loss of "the good old times," for the old conditions, as well as the great wall, still remain. The cry that too many are entering the professions is never heard in Peking. Matters are different in Japan. Its intellectual progress has been marvellous. Educational activity has during the last ten years been the very life of the nation. It has learned lessons regarding higher education from England, France, Germany, and the United States. It has not been afraid of spoiling the poor boy by giving him a chance to prepare for university matriculation. The wisdom of its course is manifest. Tradition and caste have been unable to stand the march of science. China, with its 350,000,000 of an illiterate population, is no match for the better educated, better trained, and better disciplined forces that Japan, with only 40,000,000, has been able to bring into the field. Victory is not on the side of numbers, but on the side of intelligence. Li Hung Chang has lost his yellow jacket and his peacock feathers, and may lose his head. The eyes of the world are on the struggle, and neither England nor America has found any reason to regret the lessons presented. Patriotism calls for reasonable sacrifices in behalf of education. History tells us that the success of a people will be in keeping with their intelligence. Scotland is a standing example of the position which may be gained by enabling every child to receive that good training which can only be gained from a highly educated teacher. The Germans, in view of their numerous universities and secondary schools, are the thinkers of the world. New England believed in free High Schools. The Southern States did not. Compare the result as affecting the progress and the moulding power of the nation. Why has not Alabama or

Virginia presented such a galaxy of statesmen, orators, poets, essayists, historians, and teachers as Massachusetts can boast? In New York, and most of the Northern States, every city has made its High School free. Twice in the Empire State has an attack been made upon this generous policy respecting secondary education, and twice the attack has signally failed. Twice Michigan has had to contend with a similar assault, and on each occasion the friends of liberality have triumphed. President Angel gives it as his opinion that any expenditure made by the State for giving an industrious student a university training is returned to the State with compound interest. Our popular Lieutenant-Governor voiced public sentiment the other day at the University Convocation when he deplored any movement in the way of high fees which would shut out the children of the poor from gaining a superior education. Our most earnest and successful students at the High Schools are not the children of the rich, and the boy who heads the university class lists was not always born with a silver spoon in his mouth. Nova Scotia has practically made all its High Schools free. The system in Ontario is, perhaps, preferable and more in accordance with the principle of local control. The Legislature makes a liberal grant annually to the secondary schools, and the municipalities concerned may make these schools free, or may impose fees not exceeding a certain rate. To the credit of many of the most progressive cities, towns, and counties, their councils and school boards have made the High Schools and Collegiate Institutes free, and in few places are the fees more than a trifling part of the cost of education. It is safe to say that no municipal tax gives more value than that raised for education, and the most unlikely action that any town would take would be to abolish its High School.

The State is entitled to receive the services of the best talent the nation can produce. Its statesmen, its enterprising merchants and farmers, its teachers and its clergymen, should be selected from the many and not from the few. To make those who want a High School education pay for it is to say that only the wealthy classes are to rule. Why should the boy who has brains not get a chance to rise, even if he is the son of a poor man? It is sometimes claimed that the boy of ability will get on, in spite of his poverty. The argument is plausible, but fallacious. If it is meant that he does not need good educational advantages, then why, it may be asked, should any pupil of ability go to a High School? If it is meant that he will earn money and educate himself, it is sufficient to say a boy must

get his High School training when young, or not at all. It is occasionally remarked that the public should not be taxed to give children education any more than to furnish them food or clothing. Again the argument is unsound. It is the duty of Christian society to help its members, but judgment is to be exercised in the way this help is to be given. The aid given to the poor should, if possible, tend to make them help themselves. A boy may receive a good meal, and be a worse boy than before. It requires no great exertion on the part of a boy to wear a good coat. If he is given a good book, it requires application to read it. He must think, he must exert himself, and, while wearing good clothes may do him no good, it is impossible for him to read a good book, or, in other words, to receive an education, without benefiting himself and the community.

Christianity is the great foe of selfishness. The wealth which a man possesses is not his own. We are simply stewards, and what we have should be used to benefit the community, the nation, the race. Free education is the great leveller of modern society. No one has a right to refuse those less favored than himself by birth or fortune any fair assistance in getting on in the world. The duty of sustaining higher seats of learning should not be left to the churches. If elementary education should be sustained and controlled by the State, and not by churches, the arguments are overwhelming that High Schools, if sustained in any way, should be supported and maintained by the public, and not by religious denominations. The highest instincts of humanity call for the uplifting of the masses. Every impulse from the Christian heart prompts the man of wealth and position to do all he can to advance the cause of mankind. Schools of all grades, readily accessible to rich and poor, have been the products of Christian liberality, and this liberality has been most successfully manifested when the members of different churches have co-operated, not as representatives of denominations, but as citizens of a free and Christian country.

LOCAL NEGLECT.

It is said that the people think highly of the schools, and this is doubtless true. But the schools are a part of the political system, the officials are chosen and then the people turn to their own business. The officials are rarely chosen on account of their fitness and they do no more than they must. The result is that the schools are neglected by the patrons unless the teacher plans for visits and inspection. A very large number of

teachers want no inspection because the operations cannot but put the ignorance of the pupils in a very disagreeable light.

The teacher is the one that is to be blamed if there are no visits by patrons; yet the people ought to visit the school whether or not. It is the practice of wise teachers to appoint a committee of pupils whose business will be to invite in parents; the invitation of children cannot well be refused. The teacher who sets the children to urging their parents to come to the school will not lack for visitors. So that the school that is not visited suffers from the neglect of the teacher. An instance was lately reported where in a town of 3000 inhabitants, 200 visits had been paid during the year; during the preceding year there were only 6. This did not include those attending the graduating exercises; they were visitors on ordinary school days.

Several years ago a pretty village in the Catskill mountains was entered on a beautiful day in June; just on the outskirts a neglected school-house was passed; two out-houses stood in the rear in plain sight the doors of which had been torn off; sticks of wood and boards littered the yard; only some parts indicated that in an earlier age a fence had separated the school-yard from the highway; the clapboards in some places had been removed and there were broken panes of glass; the whole aspect told of neglect.

After settling for a stay of a few weeks, a walk was taken and a pretty little church was passed, it was painted, there were green blinds and a perfect fence surrounded the structure. The next house was evidently the residence of the clergyman and a visit was made. I asked a few questions concerning the health of the village which he replied to with great alacrity. Then I reached the matter that had disturbed me.

“And how about your schools?”

“Oh, the best in the country; excellent, excellent.”

“Suppose we visit the school; can you go to-morrow?”

“Well, I shall not be able to go to-morrow.”

“How the next day?”

“I don't think I can go that day, as I am unusually busy.”

“Have you ever visited the school? You have been here *two years*, I believe.”

This brought matters to a focus; he saw I was aiming at him, and capitulated.

“No; I have neglected my duty, I confess.”

“Then you are not certain it is the best school in the country?”

“No, I am wrong; I will go whenever you say.”

The visit proved an instructive lesson; a promise was made to preach a sermon on the subject of education, and it was one that stirred up the people. When the summer visit was over the leading trustee assured me that a better site would be selected and a new building erected before I came the next summer. And this actually came to pass.

But the new school-house demanded a new teacher; for the old teacher was in a large measure to blame for not interesting the people in the school. It was one of the noticeable effects of Mr. Page's influence on the graduates of the New York normal school, which he founded, that wherever they went the people took an interest in the school. It may be set down as one of the best evidences of a good teacher that the people visit the school. People go where they are wanted. Some schools have frequent visitors. Some have none. But the teacher can always get the patrons there, for the pupils will bring them.

SCHOOL JOURNAL.

A PLEA AGAINST PRIZES.

One of the most interesting of professional discussions among teachers is that of rewards and punishments—what should they be or should they be at all. The anti-prize man has come to the front again and this is what he says about the matter in the January issue of the *Educational News*:

There are still many schools, especially colleges, that continue the stimulating of students by the offering of prizes. The argument of course is that the learner is stimulated to greater activity by the hope of winning a prize, and that therefore more work is secured from the student. This may be so, but from how many? Only from the few, I think. While the hope of winning a prize may be a strong incentive in the matter of securing diligent study, it is doubtful if the result of the study thus stimulated is healthful and beneficial. I quote from Raub's *School Management* the following arguments against, which I think are to the point:—

1. That the benefits to be derived are limited to a few pupils. Were prizes offered to the whole school, graded according to actual merit, they would not be objectionable, but then they would be rewards of merit, and no longer prizes in the ordinary acceptance of the term. Prizes being limited to a few in number, however, the benefits of the system are also limited to those most likely to compete, and these, while they may at first constitute the whole class, decrease in number rapidly until there are but few more contestants than prizes.

2. That pupils are injured rather than benefited. The dull pupils, indeed all but the very brightest, soon become discouraged in the contest and relapse into greater lethargy than before, while the few participants who continue the contest are unduly stimulated, and thus have their powers overtaxed. Indeed, those who enter the contest for a prize are usually the pupils who require least stimulus, and who ought rather to be held back than urged.

3. That prizes help to disorganize the school. It is impossible to award prizes so as to please all. The usual result is, that those who fail in the contest become envious of the successful competitors, and the successful ones regard their less fortunate rivals with feelings no more praiseworthy. Discord is thus awakened, and the discipline of the school becomes much more difficult to maintain.

4. That prizes are fictitious rewards. They have no connection with study. The prize having been gained, there is nothing beyond, unless another prize be offered. The stimulus being withdrawn, the diligence no longer continues, and the pupil's habits of study are destroyed rather than confirmed. The student having nothing but the prize in view overlooks the chief ends of study, and studies not to understand, not to learn, but to recite well and win the prize.

5. That there is difficulty in awarding prizes justly. In awarding a prize the question at once arises, Shall it be on merit of recitation alone, or shall all incidental circumstances—the difference of natural talents, the home surroundings, the age of the pupils, their advantages in securing outside help, etc.—be taken into consideration? Shall it be for scholarship alone, or shall deportment also be considered? Shall it be to those who study most industriously and recite but indifferently, or to those who, being talented, study but little, and yet make perfect recitations?

These and many other questions arise in the very outstart, and to the teacher the act of awarding the prize to the most deserving is a matter of much perplexity.

6. Great harm is frequently done in awarding prizes. When recitation alone forms the basis of the award, merit in study is frequently overlooked. One child may have intelligent parents or brothers and sisters who can aid him in his study; he may have access to libraries, or he may have plenty of leisure, with nothing to distract his attention. All his surroundings are favorable to study. Another, equally talented, is placed in circumstances just the reverse. He finds no one

at home to help him ; he has no library to consult ; much of his time is taken up in doing chores ; his attention is distracted from study. These differences are not taken into consideration in awarding the prize, and the award is too often made to the less deserving of the two.

On the other hand I can see that a system of merits or rewards according to one's deserts might prove not only a healthful incentive but also one that would compensate each according to his efforts. Somehow I never could quite understand why in the parable the one who stood around until the eleventh hour idle should receive the same wages as they who toiled all the day. It never seemed to me quite just to those who bore the burden of the toil, and certainly according to all present theories of political economy we would pay according to the amount of work accomplished, and modern economies are sound on that point.

S. T. D.

A SURE CURE FOR TRUANCY.

BY S. D. SINCLAIR.

It was a town of about four thousand inhabitants, and the truancy bacillus which at first had infected only a few of the worst spirits had spread until truancy had become an epidemic. A number of causes combined to aggravate the disease. It was an especially good season for fishing, rat-killing, and sundry other recreations dear to the truant's heart.

The usual remedies were applied. Every effort was made to increase the attractiveness of the school, and by interest to create involuntary attention superior to that for external things. But the magnets seemed devoid of power. There were half a dozen ringleaders, large boys, who were not school children at all but loafers whose parents did not send them to school, and had concluded that they were incorrigible. These ringleaders lay in wait for the schoolboys and by arguments more forcible than philosophical, persuaded them that it was better to "come along and have some fun." They sat on dry goods boxes and wrote elaborate excuses and signed the parents' names to them for the delinquent to present the following morning. And so the disease increased with uniform acceleration. When mild treatment in homeopathic doses failed, the teachers resorted to corporal punishment but this failed utterly ; in fact, it seemed largely to undo the few good results secured by the "attractive" treatment.

Matters continued to grow worse until a teachers' meeting was called to discuss the situation.

It was decided at the meeting to adopt an entirely different treatment and heroically to focus attention on the evil. Every teacher agreed to visit after school during the next week the home of every pupil who had been absent during the day. This decision was announced in all the class-rooms the following morning, which was Friday. The reporters heard of it and the newspapers devoted a few interesting lines to it. The parents talked it over and some of the boys are said to have given it more than a passing glance.

On the following Monday morning the teachers were agreeably disappointed to find that many boys had suddenly recovered and that there were but few "vacant chairs." They called religiously upon the parents of all absentees and found that the parents were quite anxious to have their children attend regularly and were willing to lend a helping hand. The results exceeded the most sanguine expectations of those who made the experiment.

It took time for the disease to die out and it was not an uncommon thing to see parents accompanying convalescent children to school in the morning, but a genuine and lasting cure was finally effected, and parents and teachers were brought closer together.

Current Events.

—The death of the Rev. J. C. Sanderson, of Danville, removes from our province a gentleman who always took a deep interest in educational movements. His illustrated lectures, in many parts of the Dominion, and more particularly in the Eastern Townships, had made a name for him the rising generation are not likely to forget; while within the circle of his own town he had endeared himself to young and old, both as a pastor and as a gentleman of the old English school. His career has been a useful one in the community which has just lost him, and where he labored as Congregational minister for over sixteen years. Mr. Sanderson was a man of earnest piety, unfailing charity and sanctified wit, as a warm friend of the deceased has said, a careful student, a wise pastor and friend, and a great, uncompromising and inspiring force in the temperance cause.

—Sir William Dawson in his last lecture before the Y.M.C.A. of Montreal, divided his subject into three parts, namely, Babel, the Dispersion, and Nimrod. Geological evidence, as the *Witness* reports, seemed to show that not only had the antediluvians lived first in the valley of the Euphrates, but that the

postdiluvians had also first settled there. Even before Egyptian civilization men had lived in the land of Shinar. It was popularly supposed that the antiquity of man was high, but it was forgotten that while changes were often brought about slowly, yet that civilization sometimes made very rapid strides. It was to be remembered also that the men who survived the Deluge were not savages. God had interfered with the building of Babel not because of the wish of the people to be united, but because they wished to establish an idolatrous worship. The ancient Chaldeans worshipped the heavenly bodies, their ancestors and heroes. Nebuchadnezzar found an ancient mound near Babylon, which he thought had been erected by a former king. This mound is yet in existence, and is supposed to be the remains of the tower of Babel. The record of the dispersion is genealogical and not geographical. It follows, too, the history of one family. The writer of the tenth chapter of Genesis did not know as much about our ancestors, the Aryans, as about his own people. Javan, one of Japet's sons, was the ancestor of the Greeks, according to their own records and those of the Egyptians. The Chaldean accounts represent Nimrod as a great hunter, and as having as his companion a necromancer whose dress resembled that of an Indian medicine man. The Chaldeans believed in the existence of a female deity whose worship resembled that paid to the blessed Virgin by the Roman Catholics. Nimrod, falling under the displeasure of this divinity, was smitten with disease, of which he was cured by Noah, whom he visited. Monumental evidences prove the truth of the tenth chapter of Genesis. Egypt was colonized from the west as well as from the south. It has been proved that the descendants of Melchisedek reigned in Jerusalem and worshipped the true God. They were subsequently driven out by Jebusites and Canaanites.

—While the Protestant Committee of Quebec has so far taken no action in providing a tangible reward to the teacher, when the returns from his school places it high on the list, an official list has just been published in France, of schoolmasters and schoolmistresses to whom there have been awarded the twenty-four silver and one hundred and nineteen bronze medals for distinguished activity in inducing vaccination and re-vaccination. The medals were given by the Minister of the Interior, at the suggestion of the Academy of Medicine. A new field of scholastic endeavor is here opened out.

—Every teacher who neglects to have a thermometer in school, and to ventilate the school-room at regular periods should

read about the interesting test, which proved that fresh air in winter was beneficial to even young and delicate children, as reported in the *Journal of Household Economics*. It was tried recently in a babies' hospital in Boston. All the sickly babies that were suffering from chronic indigestion and lack of nutriment, and who would not improve in spite of good food, perfectly ventilated rooms and careful bathing, were wrapped as for the street, put in perambulators and taken to the top ward of the hospital, where all the windows were wide open. They were kept in this room from two to four hours daily and soon showed a marked improvement. Their cheeks became rosy, they gained in weight and appetite and would often fall asleep and remain so during the entire time they were in the air. Very delicate children had bags of hot water placed at their feet. It is recorded in the account of this experiment that not one child took cold as a result of it.

—The organ of the Minister of Public Instruction of Ecuador dwells with satisfaction on the progress of education in the republic. Formerly educational agencies were represented by the Universities of Caracas and Merida, the seminary of Santa Rosa, some national colleges in the provincial capitals, a few elementary schools established by the municipalities, and one or two colleges or schools belonging to private persons. At the present day the following establishments are supported at the expense of the State: the University of Caracas or Central University and the Universities of Los Andes, Zulia, and Valencia, all with the full number of faculties; six federal colleges of the first class; ten colleges of the second class; twelve colleges for young girls; a polytechnic school; a school of arts and trades; schools of singing and music; two normal schools; and no less than 1,582 primary schools, distributed over the country. Twelve scholarships are awarded to enable young men to continue their studies at foreign Universities. There are various learned societies, and Caracas has now a national library of 40,000 volumes, also a museum and an observatory.

—Nearly three years ago the managers of a State Industrial school, as an experiment, abolished corporal punishment as a means to discipline in the institution. The experiment has been such an eminent success that lately the managers adopted this by-law: "Corporal punishment is abolished." Under the laws of the state governing this institution, this order has the full effect of the statute. "Lion," as Ascot Hope calls it, is still *rampant* in the province of Quebec: its tail is still wagging ferociously, notwithstanding the decline in the tanning business.

—An educationist has discovered that the Eton boy no longer reads Dickens. And he has announced this to an audience at the Royal Institution with complacency, as a proof that our literary taste has risen superior to “the inanities and crudities” over which, the educationist confesses, he fell asleep. That the Eton boy does not know his *Pickwick* is a fact for which any public-school librarian would be prepared. But then, does he know his Shakespeare, except when the compulsion of the examiner is upon him? And there are a few millions, more or less, who are not educated at Eton, and who do read Dickens, as free library records and publisher’s sale-books can testify. The few may be repelled by the broadness of his caricature, but the many recognize that Dickens was a demagogue in the best sense of the word. The fact that Mr. Gradgrind is an impossible character does not prevent our feeling the reality and strength of the protest against the danger of turning our schools into fact-cramming mills. So says the *Educational Journal* of England.

—Young Vernier, the mathematical prodigy of France, whose success in obtaining admission to the higher normal school without undergoing an examination, was lately announced, has arrived in Paris, and is the object of much curiosity. This youth of eighteen has a great opinion of his genius, for, when complimented on his wonderful proficiency, he calmly remarked that mathematics were so badly taught in France that he had no trouble in convincing the real savants of the “insanity” of the prevailing methods. He says that during his stay at the Lyons Lycee his master treated him as a “visionary”; but, he adds generously, “I forgive the poor man.” Vernier attracted notice by entering into correspondence with several mathematicians of note, who imagined that they were replying to an elderly savant like themselves, and were astounded when they ascertained that he was a schoolboy. The Minister of Public Instruction was informed of the existence of this “infant phenomenon,” and promptly admitted him to the higher normal school on his own responsibility. Young Vernier does not intend to repose on his laurels. On the contrary, he is writing for the Academy of Science a work which will be ready by the summer, and which, as he confidently puts it, will bring about “a revolution like that accomplished by Laplace and Newton.” He attributes every mathematical discovery to “intuition,” of which he evidently believes that he has a considerable stock at his command. It remains to be seen whether young Vernier will succeed in carrying out his threat of demolishing the exist-

ing system, and it is quite possible that he overrates his powers. There is no doubt, however, that he possesses exceptional talents, and his career will be watched with interest.

Literature, Historical Notes, etc.

THE TEACHING OF SUBJECTS AND THE TEACHING OF SCHOLARS.

D.—A WELL-TO-DO DRYSALTER.

S.—A SCHOOLMASTER.

D.—I have called this evening to consult you about my boy, Sam. He is just eight years old, and I think it is time he began to do something useful.

S.—What has he been doing so far?

D.—His mother would have him sent to Miss B.'s kindergarten. I don't think much of the kindergarten system myself; there is so much about gifts and colored wools and strips of paper, which cannot be of any real good, you know. I call it nothing but play.

S.—Happily there is no great hurry; your son is only eight years old.

D.—Yes, but I want to make a beginning as soon as I can. We ought not to waste these early years, or we shall feel the difference later on.

S.—Certainly, we ought not to waste time. But I should be quite satisfied if a boy of eight had made a promising start.

D.—That is just it! I want to make a promising start. My boy, I may tell you, is going to be a drysalter like myself.

S.—It seems early to take his future calling into account, if the boy is only eight.

D.—No doubt; but I want to consider the end from the beginning. I want my boy to learn nothing useless.

S.—The less the better. But we cannot specialize with a boy of eight.

D.—What do you mean by specializing.

S.—Taking a special line.

D.—That's the very thing I want Sam to do from the first.

S.—Happily, you are not obliged to put him to work early; it will be soon enough to consider his preparation for business when he is several years older.

D.—I don't agree with you. The sooner he begins to prepare for business the better. I don't want him to learn Latin and things of that sort.

S.—But I suppose that you want to give him a really good education ?

D.—It depends upon what you mean by a really good education. I want the boy to be smart at accounts, and to write a good hand, and to have a good style about him. I should like him to know a bit of chemistry too. Chemistry is of use in our business—there is so much humbug to contend with ; people try to sell you inferior stuff, and you must know all about the things you have to buy.

S.—We can do something for his chemistry later on ; but there are things which have to come first which are quite as important as accounts and chemistry.

D.—What are they ?

S.—Well, you want him to love work, I suppose ?

D.—So I do, and I find that at present he is much fonder of play.

S.—It is natural and right that a boy of eight should be much fonder of play than of work. But he should be beginning to like work as well.

D.—What can you do to make a boy fond of work ?

S.—Interest him in it. If you set him down, whatever he may be thinking of, and make him work sums for you, he will probably hate the sums. We ought to begin by interesting him in figures.

D.—A capital thing if you can manage it ; but it is not very easy to interest boys in sums and figures.

S.—It can be done. I often take a class of small boys, and get them to play at keeping shop. They weigh out what they call groceries, and keep accounts, and send out their bills. They soon catch the idea, and their imaginations supply all deficiencies. We weigh out sand instead of raisins or sugar, but the scales and weights are real ones, and the bills are added up correctly. This is a very popular game. Rather older boys are made to work out the cost of a new cricket pavilion. They have to mention all the articles required, and to fix likely prices for them ; then they find the total cost, and the total sum of the subscriptions in hand to pay it. There is perhaps a deficiency, on which the bank charges interest, which has to be reckoned. We teach a good deal in this way. Sometimes a question is put which requires measurement ; for instance, how many square yards are there in the schoolroom ? How many cubic yards ? What is the height of the vane on the school tower ?—which cannot be measured directly. All these give excellent practice. We don't teach arithmetic in this way alone,

but these practical questions are the life and soul of the teaching.

D.—I like that kind of teaching very well. But do you mean to say that Sam could find out the height of the vane by himself?

S.—Not yet. But he could weigh out sand into paper bags, and keep the accounts of imaginary customers in shillings and pence. We often set the boys to find out the capacity of large glass or tin-plate vessels of various shapes, such as globes, cylinders, and funnels. Some very pretty calculations are required to get right answers. Afterwards the calculations are checked by filling the vessels with water and measuring the water.

D.—That looks interesting, too. It would be very useful afterwards to an exciseman or an oil-merchant.

S.—Or any one else. It would be useful to any boy to be able to measure the oil in a cask, with nothing but a tape, because he must have learnt so many things before he can get so far as that. He must, among the rest, have learnt how to measure correctly, and you would be surprised to find how few people can be trusted to do that. But the thing which we have chiefly at heart is to make the boys love work, to be fond of doing things, whether they are required to do them or not, and to hate idleness.

D.—That is capital if you can only manage it.

S.—It can generally be done if a boy has any curiosity about things. Curiosity and imagination are the motive power of our school. We try to make the boys want to know, and then help them to find out. And imagination is the chief incentive to curiosity. You must not be surprised if we work at certain subjects merely because they exercise a boy's imagination and excite his curiosity.

D.—I think there may be some risk of a boy's imagination running away with him. We don't want imagination in the counting-house.

S.—It is the dreaming imagination which is dangerous. There is no fear of the power of imagination being abused if the things imagined have immediately to be done. Imagination is in its right place as an incentive to work.

D.—I admit that it is of great consequence that the boy should work with a will at whatever he has in hand. When do you think he ought to begin chemistry?

S.—Not just yet. A science, to be followed out methodically, requires much greater steadiness and power of thought than a young boy can be expected to possess. It is rare to find even a

well-educated boy who is really fit to study chemistry before sixteen.

D.—I should not have thought it necessary to wait so long.

S.—Chemistry, like any other science, requires a power of continuous thought which no entirely immature mind can give. We like to train a schoolboy upon things which can be studied a little at a time. When the judgment is stronger, and the boy or man can appreciate evidence, the time has come to study a science systematically. Meanwhile, I should not leave the boy quite ignorant either of scientific facts or scientific principles. But I should introduce them a few at once, and give him plenty of time to make them his own. The child thinks, and sometimes thinks intently, but never for long together. His attention soon tires. For that reason our lower classes now change lessons every half-hour. Leave us to train your boy for a few years in our own way. We will interest him in work, gradually show him how to apply his mind to a new subject, and to get the right conclusion from a number of particulars. When he has been well practised in all this by doing it every day for years together, we will start him with chemistry, and you will find that no time has been lost.

D.—I should have thought that the little bit of chemistry we require could be picked up without so much training of the mind.

S.—Mr. D., you know a good deal about horses, and very likely you know a good deal about the breaking-in of horses. To train a young horse to run quietly in harness takes much time and patience. It is a far harder thing to train a man's mind, because the finished product is so much higher. Don't be surprised if it cost years to accomplish it. There are habits to form, as well as knowledge to impart. We take a young child of small physical strength, with many desires and fears, impatient and restless, and we want to train that child into a strong man, able to control his desires and fears, able to think long and hard, able to endure hardship and toil for the sake of a remote benefit. Do not be surprised that it costs time, and that the getting of knowledge is the least part of the business. Among other things your boy has to live with others. You would like him to be a popular young fellow, interesting to those whom he meets every day.

D.—Certainly I should; but I have not found that it makes much difference to all that what school you have been to.

S.—The natural disposition of the boy and his home influences tell much more than the things which he does at school, I admit.

But it is something for a young fellow to be prepared to take his share in social occupations and amusements. Dancing and part-singing are excellent for this reason, and those young men and women who cannot take any part in them are at some disadvantage.

D.—No doubt, but, after all, these are small matters. The main thing is to make sure that the young man can earn his daily bread.

S.—Whatever encourages young people to co-operate for a common purpose is likely to be of use. I would have a boy prepared by school and college to take an interest in other people's cares, and to help in public business.

D.—Very good, if he does not mind other people's affairs to the neglect of his own.

S.—Don't force your son to stand aside when an interesting conversation or discussion is going on, merely because he has not the common knowledge of history or English literature which is required. He has to make himself interesting to others, and one way of securing that end is to give him pursuits which others will be likely to share. Don't let your boy be quite incapable of taking part in a political meeting or a conversation club, because he knows about nothing except accounts and chemistry and his own business.

D.—He must go on improving after he has left school. All that I can do is to start him.

S.—That is all that any one can do. But give him an effective start, and don't oblige him to learn as a man the things which can be easily and pleasantly learnt as a boy.

D.—There is no end to that kind of preparation for elegant conversation. Perhaps you would advise me to send my boy to college, and let him go into the counting-house at two or three and twenty.

S.—I can't see so far ahead. Let us go on gently, and decide for at most a year or two in advance. As a general rule, I don't think a man of business should go to the University, if it means putting off his entrance upon active business to so late an age as two or three and twenty. An excellent education can be given if he goes into the mill or counting-house at eighteen or nineteen. As you said just now, he can go on improving. I should like to give him such a start that he can go on improving for the rest of his life.

D.—That seems a good deal. Are you pretty sure that you can manage all that you undertake?

S.—I perhaps undertake less than you suppose. I undertake

to try my best. We often fail in this or that particular because we are wanting in sense and experience and ability. Sometimes we fail for want of energy or talent in the scholar. What I ask of you is that you should not condemn us to failure for want of time.

D.—I should be sorry to spoil a promising experiment for the sake of saving a little time. Let us watch the result and see how the boy gets on. But I should like to know a little more about the subject you would take up. It seems to me so important that we should make a really good choice. I want to get in as many as possible of the things which he will put to use later on, and leave out pretty nearly everything that he will not find useful.

S.—I will ask you to give me your confidence instead of stipulating exactly what I am to teach. When I was ten years younger, I attached immense importance to the choice of subjects. It seemed to me the chief thing in education to consider how many languages I should teach, and what languages, how many sciences, and what sciences. Then I would study the preliminaries necessary to these languages and sciences, and I really thought, at one time, that I could give good reasons for adopting a particular curriculum on which I had spent much time and pains. But ten years of additional observation and practice, added to the fact that I have now three boys of my own, have changed my views a good deal. I don't care nearly so much about subjects now, and I care a great deal more about boys. If your little Sam is like most other boys of eight, he will be full of activity, which is often without any definite purpose, and may be called restlessness. He will have plenty of curiosity about things and people. He will be fond of imitating others, and especially of imitating grown-up people. He will have a lively imagination, and will easily picture himself, after a way of his own, in very novel positions. His imagination will appear most conspicuously in his play, and he will readily suppose himself to be a policeman or a wild Indian. Lastly, he will be social. It will greatly increase his delight if he has schoolfellows to share his activity, and his imitations, and his imaginative fancies. His social needs will make the ridicule of his fellows the bitterest of troubles. I should like to turn all these qualities to account, and use them to bring on gently and naturally greater steadiness, method, and reflection. To check him at every turn because he shows the qualities proper to his age would be absurd and mischievous. How are we to use the gifts of childhood? We must use his

curiosity by gradually changing it into the thirst for knowledge. We must add perseverance and method to his restless activity. We must employ his love of imitation to gain facility in speech and writing and drawing. We must use his imaginative power as a means of making real to him distant places and people long ago dead. We must strengthen his social instincts, and gradually make them reasonable and permanent. All this is much harder to accomplish than it sounds. It would be easier to confine our attention to subjects, and let the boy's mind take care of itself. But to aid, instead of discouraging, the natural development of the boy's mind is the great problem, and the schoolmaster will not do his duty if he shirks it. You must do your part too. We ask you to be considerate and patient, not to expect rapid changes, not to be disgusted if the boy does not become all that you could wish in the course of a few months. We ask you to expect nothing finished or complete from the boy so long as he is a boy. He is changing day by day, and the one thing to dread beyond almost everything else is that he should stop developing, and begin to take satisfaction in what he is and what he has done. Let him enjoy life, and grow unconsciously. Unconscious development, without much foresight or recollection, is perhaps best for him. It will be years before you or any one can tell what will become of it all. Do not judge our work by subjects, and do not judge our work as if your boy of eight or nine were already in his father's counting-house. We are making preparation for the future, and it is only in the future that the result will appear.

D.—It all sounds very well, but I am not sure that I understand above half of it. How can you train the boys so carefully when there are perhaps twenty of them in one class?

S.—In some ways it is a disadvantage to teach so many together. We cannot go out of our way for the sake of a particular boy. But by daily observation we get a very fair notion of each boy's progress and requirements. And you must remember that private teaching has its drawbacks too. Boys are social creatures, and they help one another as much in school work as in play. The best part of our teaching could not be attempted with single children.

D.—You throw overboard all my notions of sensible, practical teaching. I could judge for myself whether Sam was shaping right for business. But how am I to tell whether his mind is developing or not, and whether his imagination is being exercised? Sam's imagination, indeed! I am quite sure that you don't know what the boy is like.

S.—It is quite natural that you should want to satisfy yourself that your boy is making real progress, and my little experiments cannot prosper as I should like unless we are helped by the parents. Let me ask you simply to observe for the first few months. See whether the boy brings out his drawings and his maps on wet half-holidays or Sunday afternoons. See whether he talks about his problems in arithmetic or geometry at meal-times. Observe him quietly, but don't say much. Don't praise him much, and don't be too ready to find fault or correct. We want him to do things his own way a good deal. Now and then a little friendly interest in his occupations will do good. For instance, when he has done a nice map you might give him a new paint-box. But don't lead the boy to expect admiration, and don't dishearten him by criticism. You can tell very well by a boy's talk whether his mind is growing in the right way or not. Notice whether he talks more sensibly than he did, whether he is interested more and more in real and important subjects. A boy of eight should be dropping babyish talk, empty jokes about absolute trifles, and all that. He should be full of his occupations, whether work or play. He should have his eyes well open, and grow quicker to notice things which he has hitherto passed by as beyond him. His letters will give you excellent information. I don't mean so much in the way of improved writing and spelling, as in the choice and handling of subjects. He ought, if his school is doing well for him, to write more sensibly and fully than he used to do, and have a better notion of interesting his correspondent. The most unfavorable sign is apathy and indolence. If he lounges about with his hands in his pockets doing nothing, either play or work, and if this goes on, week after week, I should be the first to recommend you to try some other plan.

D.—He won't do that. He's an active little fellow, though not too fond of books.

S.—If he is naturally active we shall do well enough. Some boys who are naturally indolent can be helped to exert themselves. There are a few who don't answer to the spur at all, and they are very hard to deal with. I suspect that they are often in poor health, or else come from homes where nothing interesting ever goes on.

D.—Then, so long as the boy is fairly busy, you don't care very much what he is doing?

S.—That is as far as possible from my method. I do care immensely what he is doing. I want him to do those things which will develop his powers in a natural way. It is true that

I don't care much about the immediate results. A boy of nine or ten can do very little of anything that signifies. Perhaps he may be able to frighten birds out of the corn with a rattle, or something of that sort. The great question is, what is he going to be, what will he be able to do at sixteen or seventeen.

D.—Well, I am still a good deal in the dark. Suppose we try your plan for a year or two. I shall get to see better what you are driving at.

S.—Do, if you please. I wish you would come across now and then to talk over matters with me. I should like to find out things which only a father or mother can tell me. And I should like to explain my plans, bit by bit, so that you can help me to make them useful and practical.

D.—You won't make me into a schoolmaster, whatever pains you take. I have been a drysalter ever since I was fourteen, and I shall never be anything else.

S.—No man can be a drysalter and nothing else, any more than he can be a schoolmaster and nothing else.

L. C. MIALL.

Practical Hints and Examination Papers.

—Mistakes are often made by teaching scholars artificial methods of making outlines. It is not necessary to ask yourselves such questions as When? Where? How? Who? and others equally mechanical. But simply sort out your knowledge under such heads as suggest themselves most naturally, and arrange these in the best order. The publisher of one of the most popular magazines recently said that the beginning and the ending of most articles from new contributors could be cut off without harm to the articles. Do not feel it necessary to begin with remarks more or less irrelevant to the subject for the sake of having an introduction, and after you are through, do not think that you must add a conclusion. Begin your subject without apology or explanation; and let the last item of your outline be a part of the information you wish to convey; and when you have covered every point, nothing more is necessary.

Bad manners and English, if developed in the school room, may be corrected and controlled at home, or a change of teacher or school be accomplished. But the effects of bad light or ventilation, of improper heating or furnishing requires scientific, and therefore expensive treatment to overcome, if it can be done at all. It is barbaric, the indifference in too many homes to the school-room and its surroundings and care. There are men and women going through life suffering from physical limitations due to the improper sanitary conditions of the room in which their school life began: they are the victims of ignorant or indifferent parents. The round shoulders and

crooked backs that detract from the appearance of so many men and women are the results of sitting in chairs, hours at a time, with the feet hanging unsupported. Sight is imperfect because no one noticed that the light did not strike the page or the desk properly, or the map or blackboard was too far from eyes of limited range of sight. Lungs lack their full power because no one thought of the importance of lung room, and pure air to fill it. We have made great strides in education, but there are miles of road to travel before there will be that close and intelligent relation between the home and the school that there should be; before there will be that sympathetic interchange between parents and teachers that is necessary to the fullest comprehension of the child's needs and limitations. It is a disgrace to parents that their appearance in the school should be the cause of embarrassment to either teacher or pupil, and doubly disgraceful if their appearance is a source of anxiety only because it means a complaint. If there is cause for censure only, the fault doubtless is due as much to the home regime as to the school: the failure or success of the life depends on the combination of the two. Neither is alone responsible for the health, or the progress, mental, moral or spiritual, of the child. The child is the record of the two forces moulding his life, determining his future. This being true, success depends on their intelligent combination, not on the critical separation of the two or in indifference about either.

THE HERBERTIAN STEPS OF INSTRUCTION.—The subject matter of each branch is supposed to be divided into suitable lesson-units. In arithmetic, such a lesson-unit might be "The division of a Fraction by an Integer"; in geography, "The Basin of a River"; in the United States History, "The Battle of Gettysburg." In teaching the lesson, the teacher will, according to the theory of formal steps, observe and pass through the following stages successively:

1. Preparation; that is, recalling the previous lesson and other knowledge familiar to the child as aids to appreciation, indicating also what is the aim of the present lesson.

2. Presentation, the gathering of all the facts on the lesson topic in hand. The method of presenting the facts will, of course, vary with the nature of the lesson.

3. Comparison, viz., of facts with facts, to discover their meaning. (A fine field for the cultivation of a most useful mental power, too often neglected.)

4. Generalization; that is, the pupil's reaching, as the fruit of his own investigation, those conclusions commonly called principles, definitions, laws, rules, formulas, etc.

5. Application; that is, the bringing back of the laws and principles already learned and applying them to new particular cases in science, business, and social, political, moral or religious life. This completes the cycle. The pupil starts from individual facts or events, and returns again to them, but this time with power to interpret them.

Higher than this no knowledge rises ; greater power none can possess. Herbart's system is by no means mechanical, although thoroughly systematized and formulated. On the contrary, it brings into the elementary school the charm of reality, and invests each subject with greater interest.

Official Department.

ABSTRACT OF MINUTES OF THE THIRTIETH ANNUAL CONVENTION OF THE PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS.

FIRST SESSION.

Oct. 18th, 1894.

The Convention was held in the City of Montreal Oct. 18th and 20th, under the Presidency of Geo. W. Parmelee, B.A. Proceedings were opened with prayer by the Rev. Principal Adams, of the University of Bishop's College, Lennoxville. The minutes of the last Convention having been, on motion, taken as read, the reports of the various committees were called for.

The report of the Executive Committee was read by Mr. W. Dixon, B.A.

Four meetings of the Executive were held during the year. At the first of these the following sub-committees were appointed:—

On Revision of Constitution.

On Authorized Text Books.

On Printing Proceedings of Convention.

The following are the most important changes in the Constitution :

The delegate to the Protestant Committee and the Pension Commissioners to be *ex officio* members of the Executive Committee ; a plurality of votes to constitute an election ; of the 15 members of the Executive Committee other than the officers of the association, 8 must reside outside Montreal.

It is recommended that an abstract of the minutes be printed in the RECORD and that 400 copies of the same be printed and distributed among the members of the association.

Lists of the officers of the association, with the names of the members of the various committees, were printed and sent to each member of the association.

Prizes had been offered for school exhibits, and regulations to govern the exhibition drawn up and printed in the RECORD.

The Executive Committee had asked for the recognition of the Progressive French Reader, Part II., and a reduction of the limits for French re-translation in the A. A. examinations.

The new list of authorized text books was read by Dr. Kneeland.

It was moved by Dr. Harper, seconded by Principal Dresser, and resolved,

That the Protestant Committee of the Council of Public Instruction be requested to continue Jeffer's Canadian History on the list of authorized text books.

Miss Louise Derick, curator of the library, reported that 77 books had been borrowed during the year. Of these 31 were sent to country teachers. Books were borrowed by 25 teachers. Twelve copies of "Conduct as a Fine Art" had been presented by Mr. Geo. Stephens.

On motion of Mr. S. H. Parsons, seconded by Mr. W. Dixon, this report was received, and Mr. C. A. Humphrey presented his report as treasurer :

Receipts.....	\$438 06
Expenses.....	177 81
Balance on hand.....	698 63

Inspector McGregor and Principal Truell were appointed auditors. Dr. Robins, convener of the Committee on Compulsory Education, stated that nothing had been accomplished.

Dr. Robins presented the report of the Pension Commissioners :

Receipts from all sources.....	\$30,309 71
Pensions paid.....	\$32,751 23
Refund.....	1 60
Expenses.....	258 75
Total expenditure	<hr/> \$33,011 58

Deficit.....	2,701 87
Accumulated capital.....	175,279 95
Increase this year.....	2,904 09

This increase more than offsets the deficit in current expenditure.

132 pensioners from old age receive.....	\$22,442 20
232 on account of illness receive.....	9,138 39
12 widows receive.....	1,137 44
Average male pension.....	218 91
Average female pension.....	47 72

The act as at present framed does not sufficiently guard against fraudulent retirement on the plea of ill-health.

Dr. Robins, as delegate to the Protestant Committee, gave an interesting report, in which he advised the teachers to present their case to the delegate in order to secure a full presentation of their just claims to shares in the grants.

SECOND SESSION.

Oct. 18th.

Convention resumed business at 2 p.m.

The minutes of the morning session were read and confirmed.

The President, Mr. Parmelee, named the following committee on resolutions :—Messrs. Hewton, Mabon and Dresser, and the Misses B. L. Smith and E. Binmore.

Mr. Truell moved, seconded by Mr. Parsons, that a time be appointed for the discussion of the new course of Bible Study. This was adopted.

The report of the Executive Committee was adopted on motion of the Rev. E. M. Taylor, B.A., seconded by Mr. E. W. Arthy.

The report of the Pension Commissioners was taken up, discussed, and adopted. The Commissioners were thanked for their labor.

ELECTION OF OFFICERS.

The following scrutineers were appointed:—Messrs. W. A. Kneeland, Walker, Gammell and Vaughan.

For President—G. W. Parmelee, Sir Wm. Dawson, and G. L. Masten were nominated.

The first two names having been withdrawn, Mr. G. L. Masten, of Coaticooke, was declared elected.

The scrutineers reported that G. W. Parmelee and E. W. Arthy were elected Pension Commissioners, Principal N. T. Truell, of Lachute, delegate to the Protestant Committee, and Miss Louise Derick, curator of library.

Dr. Robins then read his paper on "Elementary Arithmetic."

The beginnings of things were badly taught; children learn the multiplication table parrot fashion, without understanding it. To learn it properly the child should have a clear conception of numbers, and know thoroughly the addition tables. The grouping of the numbers into tens was illustrated on the black-board.

This paper gave rise to a lively discussion, in which the following took part:—Sir W. Dawson, Dr. Adams, Dr. Howe, Rev. E. I. Rexford, Miss Findlay, S. H. Parsons, and S. P. Rowell.

THIRD SESSION.

Oct. 18th.

The evening session was held in the Assembly Hall of the High School, Rev. Dr. Shaw in the chair.

Mr. Parmelee delivered his presidential address. He spoke of the Details of Education in the Province. From the nature of the case a minority must be at a disadvantage. Our system was a very expensive one, for we have to maintain two systems side by side. The children of different nationalities do not know one another; this generates distrust. More money is needed for common education. Children should be taught the principles of government.

Professor Murray spoke on "Psychology of Child Life."

Education should be a training, leading the pupil to be pleased and pained at proper things, to have the will to do at once what is right.

Mr. Cunningham and Miss Burdette contributed the music for the occasion.

Rev. Dr. Adams pronounced the Benediction.

FOURTH SESSION.

Oct. 19th.

McGill Normal School.

G. W. Parmelee, B.A., president, in the chair.

Opening prayer by Rev. E. M. Taylor.

Election of Vice-President.

The following were nominated :—G. W. Parmelee, Miss MacDon-ald, Miss B. L. Smith, Dr. Robins, Mr. A. McArthur, and Inspector McOuat.

Mr. Parmelee, Dr. Robins, and Miss MacDonald were elected.

Rev. E. M. Taylor was re-elected Recording Secretary.

For Corresponding Secretary Mr. Dixon, Mr. S. P. Rowell, and Miss E. Binmore were nominated. Mr. Dixon asked to have his name withdrawn, and Mr. Rowell was elected on the third ballot.

For Treasurer Mr. C. A. Humphrey and Miss Peebles were nominated. Mr. Humphrey was elected.

On motion of Inspector Hewton, seconded by Principal Mabon, Sherbrooke was selected as the place for the next convention.

Moved by Mr. S. H. Parsons, seconded by Inspector McOuat, and resolved, that the delegate to the Protestant Committee be allowed his expenses for printing and correspondence.

Mr. J. P. Stephen, in his paper on "School Room Elocution," said that unsuitable books being prematurely put into the hands of children had a great deal to do with the failure to teach reading well. The idea to be borne in mind, in teaching this subject, was to get pupils to express their feelings naturally.

Miss E. McLeod, M.A., read a very interesting paper on "Conversational English." Bad grammar, dialects, and such like interfered with the full and forceful operation of a man's worth and character upon his fellows. Children should be trained in keen, clear and clean enunciation. Slang should be condemned.

Mr. Geo. Murray, M.A., F.R.S.C., read a scholarly paper on the "Value of Classics." He was a believer in a classical education. His experience was that classics formed the best basis for a thorough education. Exclusive honors should not be paid them, but leading scientists and mathematicians acknowledged their indebtedness to them. We can learn much from the old writers.

AFTERNOON SESSION.

The discussion of the papers read at the morning session was continued by the following members :—

Inspector Hewton, Principal Truell, Rev. E. I. Rexford, Professor Kneeland, Rev. Drs. Ryckman and Shaw, Dr. Kelley, Mr. Nicholson, Miss McLeod, and Chancellor Heneker.

The following motion was proposed by Principal Truell, and seconded by Mr. Wardrop :—

"That the Protestant Committee of the Council of Public Instruction be requested to require every candidate for a Teacher's

Diploma to produce a certificate signed by the Head Teacher of the school in which he has been educated, asserting that the candidate speaks clear and grammatical English."

After some discussion this was laid on the table on motion of Inspector Hewton, seconded by Mr. N. T. Truell.

Moved by Mr. J. A. Nicholson, seconded by Principal Mabon, and carried :—

"That the regulations of the Protestant Committee of the Council of Public Instruction be so amended as to give the Board of Examiners for Teachers' Diplomas in this Province power to reject candidates, unless their answers in the various subjects in which they are examined are expressed in grammatical English."

The following were elected members of the Executive Committee :

Mr. W. Dixon, B.A., Montreal.

Miss B. L. Smith, Sherbrooke.

Prof. Kneeland, M.A., Montreal.

Inspector Hewton, M.A., Richmond.

Inspector McGregor, Huntingdon.

Mr. S. H. Parsons, Montreal.

Miss Peebles, Montreal.

Inspector McOuat, B.A., Lachute.

Miss M. E. Findlay, B.A., Montreal.

Rev. Dr. Adams, Lennoxville.

Mr. H. J. Silver, B.A., Montreal.

Mr. J. A. Dresser, B.A., Aylmer.

Dr. Harper, Quebec.

Miss E. McLeod, B.A., Lachute.

Miss E. Binmore, Montreal.

Miss M. E. Findlay, B.A., read her paper on "Continuity from the Kindergarten Through the Primary Grades."

The paper was very interesting and was much appreciated.

Chancellor Heneker briefly addressed the Convention.

SIXTH SESSION.

Oct. 19th.

The Convention opened at 8 p.m. in the Assembly Hall of the High School, the President in the chair.

The minutes of the preceding session were read and confirmed.

The Judges of School Exhibits, Messrs. E. T. Chambers and Alex. B. Wardrop, and Miss N. E. Green reported the following awards :—

Academy.

1. Lachute.

Model Schools.

1. Girls' Model School (McGill).
2. Boys' Model School (McGill).

Elementary Schools.

1. Royal Arthur School, Montreal.
2. Berthelet Street School, Montreal.
3. Sweetsburg, Missisquoi County.

Mr. Dunn gave a song and Miss Simpkin a recitation to an appreciative audience.

The Rev. Geo. Abbott Smith, M.A., was introduced, and gave an admirable lecture on Greek Art and Architecture, illustrated by stereopticon views.

A cordial vote of thanks was tendered the Reverend Lecturer on motion of Dr. MacVicar, seconded by the Rev. E. I. Rexford.

A conversazione, with refreshments, closed the evening session.

SEVENTH SESSION.

Oct. 20th.

The Convention opened in the Normal School Hall, the President in the chair.

The minutes of the sixth session were read and confirmed.

On motion of Dr. Harper the following were appointed members of the Exhibition Committee for next year :—

Miss Blanche L. Smith, convener ; Professor Honeyman, B.A. ; Mrs. Simister, Mr. A. L. Gilman, Miss Sherriffs, with power to add to their number.

The Inspectors of the Province are *ex officio* members of this Committee.

Moved by the Rev. E. I. Rexford, B.A., seconded by A. McArthur, B.A. :—

That the specimens of school work for the Educational Exhibit be prepared upon paper of regulation size, 8 x 10, but any school may prepare its specimens upon paper of another size, provided a uniform size is used throughout the school and the specimens are mounted upon sheets of a size to be determined by the Exhibit Committee. Carried.

A letter was read by the Recording Secretary from Mr. Masten, resigning his position as President of the Association ; thereupon Principal Gilman moved, seconded by Mr. W. A. Kneeland : That the resignation of Mr. Masten be accepted, and that nominations for President be now received. Carried.

The Rev. Principal Adams, Inspector Hewton and Prof. Kneeland were nominated

The scrutineers reported Inspector R. J. Hewton, M.A., elected.

Inspector Hewton then read his paper, "In the District School."

He condemned the public indifference in regard to common schools and the unsuitable places in which many school-houses were built. The "Superior Schools" were doing good work, but the Elementary Schools needed help. The majority of rural teachers were untrained. He could not too strongly urge the necessity of training teachers for the schools of the people. He urged all to use

their influence for the getting of money for this object. Money invested in the education of the young gave better returns than railway or bank stock. The common education of its children was the first duty of every nation.

Drs. Robins and Harper, Miss Nolan, Prof. Kneeland and Inspector Taylor took part in the discussion.

It was moved by Dr. Kelley, seconded by Dr. Harper, and resolved :—

“That a committee, consisting of Principal Robins, Rev. E. I. Rexford, Dr. Harper, Inspectors Hewton and McOuat, and Mr. Truell, be appointed to consider the question of the adequate extension of the professional training of teachers, and that they report as early as possible to the Executive Committee of the Association.”

It was moved by Inspector McOuat, and seconded by Inspector McGregor :—

That whereas the Elementary Schools of the Province are in great need of financial aid, and

Whereas the fund now spent for prize books for the purpose of encouraging education has not been productive of the benefit expected;

Be it resolved, that this Convention respectfully recommends to Government, through the Protestant Committee, that the fund annually expended in prizes be, for Protestant schools, expended in school apparatus and distributed as school prizes instead of as individual prizes, as at present. Carried.

The Treasurer presented a list of 82 new members. Their names were ordered to be entered on the books of the Association.

The Committee on Resolutions, through the Convener, Mr. Hewton, reported the following votes of thanks, which were carried *de forma* :—

To Dr. J. Clarke Murray and Prof. Geo. Murray for able and interesting papers,

To the Natural History Society,

To the different Railway Companies,

To the Press of Montreal,

To the Art Association,

To the Proprietors of the Cyclorama,

To the Authorities of McGill University,

To the Protestant Board of School Commissioners,

And to the Retiring Officers of the Association.

The President-elect, Inspector R. J. Hewton, M.A., was then called forward by Mr. Parmelee, the retiring president, and asked to take the chair. On doing so, Mr. Hewton briefly addressed the Convention.

The minutes of this last session having been read and confirmed, the Convention adjourned to meet next year in the City of Sherbrooke.

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Articles : Original and Selected.

THE BEST METHOD OF TEACHING PATRIOTISM IN
THE PUBLIC SCHOOLS.

BY MISS BERTHA A. CAMERON, OF NOVA SCOTIA.

In view of the fact that the future of our country depends on the boys and girls now sitting in our public schools, it must be plain that the subject under consideration is of vast importance and worthy of earnest thought and zealous work. Let us regard it as a high and sacred office to kindle the patriotic fire in the hearts of the children among whom may arise those destined to great service for the elevation of their country.

The first essential to the successful teaching of patriotism is for the teacher to be thoroughly imbued with that love of country which inspires to truest devotion.

“Thy soul must overflow if thou another soul wouldst reach.”

In addition to such incidental teaching as there are constantly occurring opportunities for giving, a certain amount of time should be devoted to regular instruction in this subject. In the registration of time given to each branch, we find a column headed “Moral and Patriotic Duties.” Well are they joined. No one can be a true patriot without being moral; no one can reach a high moral standard without being patriotic. In my own department we have one lesson a week, but the amount of time given must be governed by the peculiar circum-

stances of each school. And I would suggest that each teacher write an outline of a course of oral lessons adapted to the pupils in his or her department. Some may feel that the curriculum is crowded, and that we have hard work to accomplish all that is required. But let us remember that if we neglect to implant strong moral and patriotic principles, all other education only better equips the pupil to be an evil to his country instead of a blessing.

And it is with gratitude that we reflect that we are not dependent on a *blind* devotion to the land in which we live. We belong to an empire whose proud boast is that "the sun never sets on its dominions;" an empire which, in all that makes a nation truly great, ranks first in the world. We own allegiance to a sovereign who is admired and revered all over the globe, both as a Queen and as a woman. And "Canada, eldest daughter of the empire, is the empire's completest type." Our country has all the elements which invite admiration and inspire love. When we see the strength there is in even a blind, ignorant devotion to country, as witnessed in some parts of the old world, what may we not hope for Canada when all her people are fully awakened to see some of her glory and greatness. Ours be the task to array her in her fairest robes, to magnify and extol her grandeur, to place her in all her heaven-born beauty before the eyes of the youth of our land, to beget in them that intense, never dying love which will make them not only willing to die for her, but what is of more value, willing to live and labor for her best interests.

For the purpose of instilling patriotic sentiment, one of the best means is to give lessons on the resources of our country. These will show that we have a country of which we can justly be proud, a country which we ought to prize. Admiration will be awakened, and admiration will ripen into love and devotion. Look at this "Canada of ours" stretching from ocean to ocean radiant with beauty, teeming with wealth. Do we want beauty? Here we find it in mountain and plain, river and lake. Snow-capped hills tower to the skies, prairies like great rolling oceans stretch for miles. There is nothing grand or beautiful in natural scenery that cannot be found in our Dominion. Do we want wealth? Take just a few items from last year's statistics. The value of the exports from our forests alone was over twenty-six million dollars. Then consider that we have about twenty-five million acres of woodland and forest. Is that of so little value as to be beneath our notice? Of fish we exported nearly nine million dollars' worth, while the value of

our mining exports was over five millions. The exports of agricultural products amounted to over twenty-two million dollars, and from animals nearly thirty-two million dollars. Look at her great wheat lands, her fur regions, her public works, her shipping. But it is unnecessary in this paper to mention in detail all her resources. The thoughtful teacher will easily find ample material for lessons. Draw attention to the undeveloped wealth in field and forest, in the ground and under the sea. Through these lessons always give the impression that this great wealthy country is ours, that every boy and girl has a part in it, and has something to do in making it better and more valuable. Every school room should be furnished with a cabinet. Encourage the pupils to collect botanical and mineralogical specimens of our own land. Some time during the winter months probably every teacher will give lessons on the minerals of Nova Scotia. Do not stop with the description, properties and uses of the minerals, but locate them as nearly as possible, and give the approximate quantity and value mined last year.

Teach patriotism also through our history, and the biographies of brave and noble characters who have devoted themselves to their country. We have our battle fields which mark the triumphs of right over wrong, spots sacred to the memory of those who spilt their blood for their country. Tell of the brave deeds which have helped to lift our land to a higher plane. We have men of whom we are proud, men who with hearts aflame with true patriotism have labored for freedom, education and advancement. Tell the children the stories of their lives. Children are always interested in people, and I have noticed that they like a story of something which really happened, much better than mere fiction. Our early history is replete with tales of heroism and patriotic self-sacrifice. Later, where can we find anything in history more noble than the voluntary removal of the United Empire Loyalists from the rebel colonies? Can we not speak with pride of the action of Canada during the war of 1812? But not only in battle have we had our heroes. Other patriots have we, no less great, who have not wielded the sword, but who, in times of peace, have loved and served their country with equal devotion. Not only through the ear but also through the eye must we appeal to the emotions and sympathies of the children. They are always greatly influenced by their surroundings, and pictures make strong impressions. Therefore I would have in every school-room a portrait of our Queen, and portraits of those noted for their devotion to their country.

Third,—Give lessons on our government, beginning with the government of our own town. Try to interest the pupils in all public affairs. True patriotism lays the axe at the root of all selfishness. Lead them to see that none of us lives to himself, but that each must consider what is the highest good for all. Make use of current events. The new school-house will be opened in January. Who built it? For whom? What is the duty of each one toward it? etc., etc. Soon there will be an election of officers in this town. What officers are to be chosen? What is the general duty of each? Why are they needed? etc., etc. Try to overcome any feeling of indifference which may manifest itself. Make the pupils see that each one should have an interest in everything regarding the public welfare and that each one should feel jealous for the honour and good name of our town, our own province, our own Dominion, the whole British empire. Impress the fact that every individual is responsible to a greater or less degree for the existing state of things, and if anything is below the proper standard, it is mean and cowardly to sit down and croak over it, comparing it unfavorably with some other country; that the true way is to rise in our strength and do all in our power to make things better. We have sometimes heard the remark made by strangers, "Parrsboro has a beautiful situation, but the people seem lacking in public enterprise." Let us strive to nourish such a public spirit in our own town that any such statement will fall for want of even a grain of truth for support.

Fourth,—Let the pupils memorize stanzas of patriotic poetry in the lower grades, and in the high school, extracts from patriotic speeches of great statesmen. This will be found a valuable help in awakening enthusiasm. We want the patriotic sentiment to be a joyful, living, stirring thing. A few weeks ago I read something in a magazine to the effect that Canada had no *poets*; that there were some pretty *versifiers*. Though not presuming to be a judge of poetry or a critic, yet I affirm with confidence that we have poets. For poems suitable for memorizing, I would like to direct your attention to two small volumes, "Canadian Poems and Lays," and "Later Canadian Poems." In them will be found pieces of pure, fine, rousing patriotism, and some most exquisite gems descriptive of Canadian scenery. Less than a dollar will purchase both of these books, so they are within the reach of every teacher. Before I learned better by experience, I used to allow a part of Friday afternoon for recitation of poetry, or more properly rhymes, allowing the pupils to make their own selections. I no longer do so. Now

I select the piece and teach it to the whole school in concert. This makes a good lesson on patriotism through all lower and middle grades by selecting such a piece as "Canada to England," an anonymous poem in one of the above mentioned collections, or Prof. Roberts' "Canada."

Fifth,—Teach patriotic songs. Every one knows something of the influence of music. There is no more rapid or more sure way of spreading any sentiment than through the voice of song. Numbers of instances immediately flash through our memories. What army ever marched to victory without music? What great movement ever gathered its followers without its own peculiar songs? Song will find a lodging place in the hearts of both old and young when other methods fail. Nothing more quickly touches the sympathies, nothing makes more lasting impressions. Gather up songs in praise of our country, songs commemorating great victories in battle, songs in honor of our flag. And we will find that the children will not forget

"What the song has fastened surely as with a golden nail."

We take it for granted that our national anthem is sung in every school. We have a book entitled "National and Vacation Songs" which is very good though limited in quantity and variety. But it contains several fine songs suited to the school room, such as "The Maple Leaf," "Fair Canada," "My Own Canadian Home," and others. As far as I know, we have very few good patriotic songs for primary grades. We need something attractive and simple in language and melody that the children will take to readily with the same kind of delight as they do their simple Sunday-school hymns. But until we get this let us make the best use of what we have. In connection with patriotic songs and recitations, it would be a good plan occasionally to have an afternoon devoted to patriotism. Gather up what has been learned on the subject during the past months and make out a programme. The teacher might get up a special review lesson, the older pupils have short essays on some of our heroes, while the younger ones could have appropriate recitations, the whole interspersed with rousing patriotic songs.

Sixth,—Make much of public holidays. We have not so many of them but that we can afford to celebrate those we have. Just before a holiday is a good time to spend a few minutes talking about it. Explain what the day commemorates, and why we should mark it by something different from other days. Just as celebrations of birthday anniversaries draw all the members of the family together to their joy, so does a national

holiday form a great bond of union, and bring us all nearer in a common brotherhood; and this feeling of brotherhood we want to foster: brothers in one great nation, true children of the great motherland.

Seventh,—Honor the flag. Fling it out to the breeze on every public holiday, and on all occasions for special rejoicing. Let it float half-mast for a common sorrow. Hundreds of noble lives have been laid down to do homage to that piece of bunting, our own old English flag, and to save it from dishonor. Shall we not hold it in reverent love? Show that the flag represents not only our Queen, our government, our people, but all the great and good deeds done beneath the protection of its colors. In addition to a large flag to be hoisted outside of the building, every room should have a British ensign with the Dominion coat of arms on it. The Union Jack itself is a fine subject for a lesson. There is a great deal of interesting matter in connection with its history. When and how did it originate? Why is it so called? How is it modified to suit the Dominion of Canada? What emblems represent the different provinces? What is its meaning and its value to us? Why should we be proud of it and love it, etc., etc.

In the above I have aimed at being suggestive rather than exhaustive in any one point. A ready-made lesson is of little value to any teacher compared with one on which individual time and energy have been expended. In the teaching of patriotism, as in any other subject, one must have an unwavering conviction of its value, and a definite idea of what to teach; after that a live teacher will find ways and means of accomplishing the object. If I have succeeded in giving any new ideas, or helped to inspire any teacher with fresh enthusiasm in the teaching of patriotism, I shall be satisfied. With faith in our God and faith in our country, let us labor—

“So in the long hereafter, this Canada shall be
The *worthy* heir of British power and British liberty.”

THE STUDY OF FLOWERS.

Summer brings us abundant material for nature study and with it the new impulse of enthusiasm which always accompanies the new life of the spring. Flowers are everywhere about, in varying procession. Their beauty awaits our earnest seeking and their teaching answers to our reverent questioning.

Happy the teacher who lived with the flowers in her child-

hood, who knew the haunts of the frail anemone and the fragrant violet, and welcomed the first bloodroot and hepatica, or later rejoiced in the beauty of the wild rose hedges, and waited for the coming of the brilliant cardinal flower. We love the flowers that our child hands have held. These speak to us as none others can. A wealth of association endears them to us. Because we rejoice in them beyond all others, let us fill the hands of the children with flowers, and bind them together with beautiful thoughts.

But while we encourage the children to seek and find the spring treasures and to know them in their homes, let us guard against any ruthless destruction of their beauty. In the neighborhood of towns and cities many flowers have become extinct, because they have been gathered in so great numbers that no seed has ripened. Can we not learn to "love the woodrose and leave it on its stalk?" We know how instinctive is the desire of possession, and how quickly the little fingers clasp the tender stem, only to throw the flower aside to wither as another becomes more attractive. Left in its place, the flower might have delighted other eyes, or borne fruit which would insure a multitude of blossoms another summer. Wordsworth has immortalized for us the "golden daffodils" which he saw dancing in the sunlight. He speaks of them as seen again and again by "that inward eye, which is the bliss of solitude." Can we not help the children to realize that they are more truly possessors of the beauty in which they delight when they carry away its picture in their thought, than when they ruthlessly destroy the life which is beyond their power to give?

Now a word to the city teachers, whose children are shut away from fields and brooks and woods. What can we do for them? Their need is great. They have so little share in the generous gifts of Mother Earth. They are shut out from their own inheritance. And with this loss comes one greater than we realize. Robbed of the flowers in their child-life, they will miss always the "beautiful pictures which hang on memory's walls" in our richer lives. Poem and story suggest to us brook and field and wood; no answering memory responds, when these children spell out the words so full of meaning to us.

I have seen the grimy hands which pale-faced children reach out, as I have passed "alley or tenement row" in the city, and have heard the "Missis, please give me a flower," until my heart ached for the starved children, whose eyes have never looked upon a meadow rich in daisies and buttercups. Shall we say that nature study is not for these, because the material is not

close at hand? or shall we strive all the harder to place this bread of life within their reach? *It is worth* the striving, even if for once only the maimed and starved and blackened little life have a glimpse of the beautiful, which for the time being crowds out the foul and ugly. We cannot carry all our children to the fields, but we can carry a bit of the fields to them. Within a Saturday's journey are the meadows where the violets grow. We can gather enough, once, to "go round," and can bring home entire plants which will blossom in the school-room. We can prevail upon our country friends to send us boxes of daisies or clover—hardy blossoms that love to endure. And we can nurture the dandelion that forces its way between the stones, and take the children to look upon the apple tree in blossom in the rare back yard. The growing plant in the window, watched and watered by the children, will add an element of life and sweetness to the school. We cannot spare it. The children's lives are poor without it. We shall not grudge the effort which adds so much to their narrowed experience.

I have used time and pen and paper in this plea for the city children, because this study is so often barred out of their work. Suggestions as to method are useless if the entire work is omitted. But now a word for those whose work is begun.

Do not forget that the study of plants is first and most a study of life. The form, number, and size of petals are secondary matters. We must look first for the "excuse for being." Listen attentively to the children's "why's" and "what-for's." Let them teach you.

Why does the willow catkin wear its close cap? Why are the hepatica's leaves so furry? Why does the violet have its thick rootstock? Why does the maple have so many seeds? Where do they go? What are the wings for? Why are flowers fragrant? Where does the pollen come from? What is it for?

Lead to further questioning, instead of answering directly. Why do we wear furs? When? What can the furs do for the delicate bud? How are the spring blossoms enabled to appear so early? Whence comes their nourishment? What is the use of the bud scales? of the rootstock? What work is done by the hepatica leaves, after the blossom has ripened?

Encourage a *continued* study of plant-life. The child should, when possible, see the plant in its environment, should learn whether it loves shade or sun, wet or dry grounds, whether its fruit is borne early or late, and how it is distributed. The apple, pear, cherry, and plum trees afford good opportunities for extended observation. The beautiful blossoms are typical, many

of their characteristics being repeated again and again in the other members of the rose family; and they serve as good illustrations of the maturing fruit. The children can easily find in the fruit its relation to the blossom. The strawberry, cinquefoil, and rose may be studied in like manner.

Do not forget that the observation is made keener by every comparison. After one flower has been studied, compare it in detail with another which is similar, and again with one which is different. In such comparisons the pupil constantly reviews and impresses truths learned before, while he is relieved of the drudgery of formal review. When taking up the study of a new plant, lead the pupils to see and to express all they can of themselves before you lead them to a new thought. This will help to encourage free and independent work.

Do not fail to associate with the observation the poem and story which lead to fuller appreciation of the beauty and greater reverence for its Author. The lessons have not fulfilled their mission unless the children, through them, are led to "look through Nature up to Nature's God."—SARAH L. ARNOLD, in *School Journal*.

Editorial Notes and Comments.

Our contemporaries the *Educational News* and the *Educational Journal* have become exercised over the so-called progress of the present time, which seems to be but the pendulum movement of the ages. Some advocates, says the latter, of an education elixir and cure-all thrust their banner to the front, embroidered with flowers and spangled with butterflies, and bearing the inscriptions: "Freedom to the Child," "Let Knowledge Come With Interest." This sounds well to the child, and to the child-like adult. Let us consider these questions: What do we mean by freedom to the child? What its quality, its scope, its end? Shall this interest be left to its own spontaneity? How long shall it be run in any one direction? When shall the will of the instructor, who has passed through childhood and youth and realizes the demands of life, be brought to bear? Shall nobody choose for the child at all, any time? What shall be the aim, the purpose running through all school life? Shall nothing be persistently taught for its own sake, largely dissociated from anything else? Shall geography, history, language and drawing group around arithmetic, then all in

turn group around another of their number, and thus the game of "Ring-Around-the-Rosy" continue with kaleidoscopic change until weariness overcomes and the sun goes down? Tell us, O tell us, who work in the dust and grind of the mill, what and how, how much, how long, under what inspiration, to what end we are to teach? And a confusion of tongues sought to answer, but there was no certain sound.

—We have had our text-book excitement in this province, and whether the Text-book Committee had it in mind to imitate some of the communities on the other side of the line that have for some time been attempting to publish their own text-books or not, the following experience may be a warning to those who are willing to incur the charge of helping themselves while honestly trying to help the community. "It cannot be expected that we would have any better success," says a contemporary, "in publishing school-books than California has had where it has proved a very costly and unsatisfactory experiment. The Superintendent says in his report that if California had invested at eight per cent. the money spent in the manufacture of school books, the state could buy with the annual income all the books used in the schools and furnish them free to the pupils, and get better books. In a neighbouring state where expenses of publication are from fifty to seventy-five per cent. lower than here, the experiment has been equally unsatisfactory." There is little or nothing in the text-book business, unless to the publishers, many of our prominent educationists are beginning to say.

—Colonel Parker, the educationist, is out on the untrained teacher, and his words have reached out to educationists all the way, let us hope, from Chicago to Quebec. The question is often put, says the principal of Cook County Normal School, Is there not great danger in allowing teachers to experiment upon children? Not a tithe of the danger there is in allowing supervisors to prescribe methods and rigidly enforce the literal following of a Course of Study. The most awful experiment is to put a girl fresh from the high school or a cram examination, without a scintilla of the art of teaching, or a faint suspicion of it, in charge of fifty immortal souls; and next to that, even more awful if possible, to put a college graduate, chock full of conceit and little else, at the head of a school. Thousands of schools are now in charge of principals who have not the faintest idea how to direct and teach teachers. There must needs be experiments, but let us have those experiments which are prompted by an all-controlling desire to do good rather than

the experiments of ignorance. The strongest influence of a teacher is not his teaching in itself, but in his attitude towards knowledge and its relation to education. If the teacher is everlastingly in love with knowledge, if this love speaks in his eyes and charms in his manner, little else is needed to make his pupils lovers of knowledge. If the teacher is thoughtfully studying the needs of each of his pupils, and striving to apply the best conditions for the highest self effort, he is not an experimenter in the common acceptance of the term; the difference is world wide between an investigation in the sense of studying a profession and an experiment which implies the destruction of material used.

—Let the teachers of our academies and model schools read to their pupils the words of Chauncey Depew in his late address before a western university :

“It has been my lot in the peculiar position which I have occupied for over a quarter of a century of counsel and advisor for a great corporation and its creditors, and of the many successful men in business who have surrounded them, to know how men who have been denied in their youth the opportunities for education feel when they are possessed of fortunes and the world seems at their feet. Then they painfully recognize their limitations; then they know their weakness; then they understand that there are things which money cannot buy, and that there are gratifications and triumphs which no fortune can secure. The one lament of all those men has been, ‘Oh, if I had been educated! I would sacrifice all that I have to attain the opportunities of the college; to be able to sustain not only conversation and discussion with the educated men with whom I come in contact, but competent also to enjoy what I see is a delight to them beyond anything which I know.’”

—There are many general principles which are easy to understand and a writer in one of our magazines thus enunciates one of them which no school commissioner in the province should ever lose sight of. “Were I a school commissioner,” says this gentleman, “or an overseer of a college, I would ransack heaven and earth, if possible, to find teachers with some originality of intellect, and with that force and virility of character which impress themselves upon the plastic minds and hearts of young people; and having found them, I should trouble myself very little about courses and text-books and laboratory implements. I venture to state this as a general proposition. Wherever teaching has been recognized as peculiarly successful, whether in schools or universities, the

success has been due to the ability of the instructor, and not to the excellence of the system under which, or to the richness of the appliances through which, he worked."

—Make a combine and you can accomplish anything in this world : fail to do so and you may as well look out at once for a position as a humble hewer of wood or drawer of water. The Superintendent of Salem could not make of his commissioners a combine or would not; and in resigning he very frankly told the descendants of Endicott, and of others foreign born, that they gave the chief executive officer of their schools very little responsibility; that he could not examine candidates for teaching nor determine the qualifications for certificates for graduation; indeed, that the questions which only the educational expert should be expected to consider, they preferred to settle themselves. The *School Journal* in discussing the subject says somewhat sensibly, "We believe in the people, and we care not if their immediate representatives sit upon the driver's seat. But we submit that it is as far away from business common sense as it is possible to get, for these same representatives, if innocent of the mettle of their steeds, to attempt the driving, while the real executive officials sit upon the back seats quietly overlooking."

Current Events.

—There are some people in New Brunswick who want a Minister of Education, on the plea that every spending department should be held directly responsible to the House of Assembly for explanations. The *Fredericton Gleaner* seems to see a prospect of retrenchment in the movement, but how many of our spending departments have instituted any reform of this kind even when they are directly responsible to parliament. Many who read our article, says the above journal, advocating the appointment of a minister or secretary for agriculture have called our attention to the fact that the important department of education is not represented by any responsible head in the government of the country. Something like one quarter of the annual revenue of the province is expended through this department, and yet there is no official having a seat on the floors of the house who can explain the educational policy of the government, and be held responsible by the people for his official acts. There used to be a real grievance which is liable to recur at any moment, in the matter of frequent change of

text-books without any apparent reason. A chief superintendent who had to go back to the people for re-election every four years, and had besides at each session of the house to give an account of and defend his official acts would be careful not to impose unnecessary burdens upon the people. There is a breeze in our own province just now over changes of text-books, but we have not heard that it is likely to lead to the appointment of a Minister of Education.

—The Women's School Alliance, an organization formed in 1891 with the object of advancing the interests of the public schools, is doing an excellent work for Milwaukee. It does not meddle with matters of a strictly professional nature, such as methods of teaching and school administration, as societies of this kind usually do, and seems to have full confidence in Supt. Peckham's ability to direct the inner affairs of the schools. The Alliance has interested itself particularly in the hygienic wants of the children, and has already accomplished a great deal in this direction. Some time ago it called the attention of the school board to the need of improving the plumbing in several buildings. At its last meeting it made several additional suggestions, which, being of great interest, are given here in part as follows :

“Dust-laden, unclean floors are productive of throat and lung diseases in children, and are also the propagators of contagious diseases. In Minneapolis, Minn., in Walton, Mass., and in France, improved methods in sweeping and in cleaning school-houses have already been introduced.

“Resolved, That the present method of dry sweeping, together with the use of the feather duster in our school-houses be abolished, and in place thereof be substituted a thorough daily sweeping, after the floors have been well sprinkled with dampened sawdust, and that a damp cloth be used for dusting.

“Be it further resolved, That for purposes of cleanliness and disinfection, a monthly washing of all floors in all school-houses with a solution of chloride of lime be instituted. It is suggested that rope, or other suitable mats (not wire), be placed in front of the door of each school-room.

“As the physical comfort and well-being of the children of our public schools deserve consideration, it is urgently suggested that all new school-houses be furnished with adjustable seats and desks.”

—From early in the spring to late in the fall there is a succession of fairs in the different parts of France, some of which, as the gingerbread fairs of Paris, are celebrated. These fairs

somewhat resemble our American circus with its attending side shows. A large number of caravan waggons serve to carry the families of the owners of the booths from place to place, other waggons carry tents for performances of various kinds, and in addition to the sale of trinkets and eatables, the dime museum features are not forgotten. In many cases the fairs are held without the walls of the city or towns, as then the eatables are not subjected to the municipal tax (*octroi*). In this nomadic kind of life the question of the education of the children of these people was a serious problem which was not solved until about three years ago, when Miss Bonnefois founded a travelling school for the children of the *forains*, as their parents are called. There are at present two of the schools for Paris and its immediate neighborhood. Huge caravan waggons are used. These waggons are eighteen feet long and ten feet wide. The light filters through the green linen sides, for the improvised school-houses have no windows. Blackboards, maps, and all the usual paraphernalia of the school-room are provided. The children range from about eight to fourteen years and the hours of instruction are from eight to ten in the morning and from two to four in the afternoon. The schools follow a fixed itinerary from spring to fall, while in the winter they remain stationary. As the children would be apt to be transferred from one to another, the method of instruction in the schools is identical, so that a student may have a lesson in the school at Grenelle in the morning and recite his or her lesson at St. Denis in the afternoon. The parents of the children recognize the advantages of education and are disposed to help the schools as much as their very limited resources will permit.

—Apropos of Lord Randolph Churchill, an incident may be related which is interesting as showing his pluck and vigor. It relates to the noble Lord's early Parliamentary life. He was determined to make an impression upon the House of Commons, but some of his friends doubted the wisdom of his resolution. He said little, but he left London and took up his quarters at an inn in Rutlandshire. Here he spent his days and nights for a period of six weeks, with only an occasional trip to "town" for a day, in writing and delivering speeches. He practically went into training upon every subject of debate. The landlady could hear her lodger hour after hour, day after day, walking about his room delivering speeches, now loud and angry, now soft and persuasive. Perfected by practice, Lord Randolph Churchill left for town, seized the opportunity, made a big speech, and henceforth became a man to be reckoned with.

Only to his intimate friends did he ever refer to his rural training in Parliamentary oratory, which was of such splendid service to him.—*Tid-Bits*.

—Among those whose names should be honored for their generosity is Dr. Daniel K. Pearson, of Chicago, who has recently pledged \$500,000 to Whitman College, in Washington state. This is but one of a long list of large gifts to colleges, the following being some of them: Beloit College, \$100,000; Lake Forest College, \$100,000; Knox College, \$100,000; Chicago Theological Seminary, \$50,000; Presbyterian Seminary, \$50,000; Presbyterian Hospital, \$60,000; Young Men's Christian Association, \$30,000; Women's Board of Foreign Missions, \$20,000; Yankton College, \$50,000, and other deserving institutions to the extent of \$400,000 more.

—The Chicago *Daily News* has for several years offered annual prizes for the best stories by pupils of the public schools; as a consequence the editor has received and read thousands of manuscripts written by boys and girls. He calls attention to the great improvement in the "copy" this year, owing to the adoption in the schools of vertical penmanship. Business men who are not enslaved to prejudice seem also to approve the new style of writing, which is gaining ground rapidly in the United States.

—One of Boston's bright school teachers had a boy come into her class from the next lower grade who had the worst reputation of any boy in school. His behavior was so tricky and disobedient that he had always been put into a seat directly in front of the teacher's desk, where he could conveniently be watched.

His reputation had preceded him, but the new teacher had her own ideas as to how recalcitrant boys should be treated. On the very first day she said: Now, Thomas they tell me you are a bad boy and need to be watched. I like your looks and I am going to trust you. Your seat will be at the back of the room, end seat, the fourth row from the wall.

That was all she said. Thomas went to his seat dumbfounded. He had never in his life been put upon his honor before, and the new experience overcame him. From the very first he proved one of the best and most industrious pupils in the school; and not long ago his teacher gave him a good-conduct prize of a jack-knife.

Yesterday she was going down one of the streets not far from the school when suddenly she noticed Thomas among a small crowd of street gamins. He saw her, too, and immediately took

off his hat, and called out, his face beaming with a glad grin :
 "Hello, Miss E———, nice day."

The other boys laughed at him.

"Well," said he, "she's the best friend I ever had, and I am going to take my hat off every time I see her.—*Boston Herald.*

—The death of Miss Frances Mary Buss, which occurred lately, has been the occasion of many eulogies in which her life work is passed in review. In her administration of the North London Collegiate School for girls, she showed great executive ability, while her broad scholarship, positive convictions and wide experience in the world of affairs made her a most efficient leader and counsellor in all movements affecting the higher education of women, the interest to which her life was devoted.

—Less than two months ago a truth-loving woman took charge of a school notorious for its rudeness and untruth. The other day a boy came to her of his own accord and confessed to the breaking of a window glass, saying, "I am not going to sneak." That boy was among the oldest in falsehood at the beginning of the term. In so short a time it has become a matter of pride and honor with those pupils to speak the truth.

—The Nashua, N. H., board of education has decided in favor of the introduction of vivisection in the high school of that city. It is hoped that public sentiment will compel the board to reconsider its action. There is no need for vivisection in any school. Children must learn to look upon all life as sacred. There may be some defence for vivisection in the experimental station of a medical college, but even there it should be reserved for the discovery of something new, and *never* used for mere demonstration. Let the National Educational Association make an emphatic protest against vivisection in the schools.—*School Journal.*

—Mr. W. A. Smith, founder of the Boys' Brigade, who recently visited Canada, says he was particularly pleased with the spirit of the boys in Canada and their officers. They not only showed all the enthusiasm and martial order which last year astonished Gen. Lord Wolesley when he reviewed the Boys' Brigade at home, but in their bearing and attention to details exhibited a full appreciation of the purpose of the organization. It was plain that the movement is to grow in Canada and this Mr. Smith regards as one of the most cheering signs of the times in the colony. The Earl of Aberdeen and Lady Aberdeen, he said, were genuinely interested. Their enthusiasm was catching, and throughout the country he had

found a disposition to help the boys and do everything possible to increase the enrolment. This would be accomplished in several places by the establishment of well-appointed gymnasiums and providing large halls, suitable for drilling purposes during inclement weather.

Literature, Historical Notes, etc.

In this age of ours wherein lives the man who is always discovering for himself something that has been discovered perhaps when the centuries were young, the following story or sketch ought not to be without its effect upon the schoolmaster who is ever being awakened to enunciate some pedagogic principle with the stare of astonishment in his eyes over his own perspicacity.

“A long time ago,” said the old school-master of my acquaintance one day in my presence, “I used to be much smarter than I am now.”

“Did they put you on exhibition?” I asked with mild sarcasm.

“I put myself on exhibition as you have done many times,” retorted the school-master. “I remember that I was just twenty years old when I made my great mathematical discovery. I had been studying the various properties of right-angled triangles, and it occurred to me that I would see how many of those triangles there were whose sides were all whole numbers.”

“Like the carpenter’s 3, 4, 5,” I suggested.

“Exactly. Well, I discovered that lines 5, 12, and 13 long would make a right angled triangle; then that 8, 15, and 17 would do the same. Other numbers rapidly followed and by the end of the week I had these tables:

3	4	5	4	3	5
5	12	13	6	8	10
7	24	25	8	15	17
9	40	41	10	24	26
11	60	61	12	35	37
13	84	85	14	48	50
15	112	113	16	63	65
17	144	145	18	80	82
19	180	181	20	99	101

Before I had completed these tables I was struck with the fact that if the base was an odd number the perpendicular was one less than the hypotenuse, while it was two less if the base was an even number.”

“That is not always the case,” said I, “There are the triangles, 28, 45, and 53; and 20, 21, and 49, for example.

“I had not yet rounded up those mavericks,” said the schoolmaster, who sometimes indulges in an approach to slang. “Well, it did not take me very long to formulate these two rules: When the base is an odd number, square it, divide by two, add and subtract $\frac{1}{2}$ for the other two sides.

“When the base is an even number, divide by two, square the quotient, then plus or minus one will give the other two sides.

“My next move was to see if any of the arithmetics, algebras or geometries had this discovery of mine. I could not find it, nor could I find that any one had ever heard of this peculiarity of right-angled triangles before.”

“And I suppose visions of mathematical degrees and honors disturbed your very dreams,” said I; “of course you did not suffer the world to remain in ignorance of your great discovery.”

“No, I obtained permission from the county superintendent to show the other teachers that they had not properly appreciated me. I was studiously modest in my preliminary remarks to the institute, but I made them all acknowledge, before I revealed my discovery, that they had never heard of any such a thing. I did not want some old liar to tell me that he had known that ever since childhood, when I knew that no one else had ever been smart enough to find it out. The other teachers did not enthuse over it the way I thought they ought to; but I felt they were a little jealous, and besides, they did not discover it. After they were dismissed an old grey-haired antiquity came up to me and invited me to take dinner with him. ‘I have some curious books I should like to show you,’ said he. I retold the story of my discovery, and he seemed so interested that I never enjoyed a dinner more in my life. But after dinner he showed me the work of some miserable mathematical crank of the last century, and there was my great discovery referred, half to Plato and the other half to Pythagoras. That old wretch, Euclid, had a rule of his own that I had never heard of, and a miserable old Baron Maseres, who had been dead fifty years, had discovered a magnificent rule that took all the shine out of mine.”

“Of any two numbers, take twice their product, the sum of their squares and the difference of their squares,” quoted I.

“That is it. And do you wonder that I had an attack of indigestion that I did not get over for a week? But I never knew how I got through with that afternoon at the institute. It seemed to me that everyone there must have read that

horrible book at noon time, and when I was asked to name the principal products of Iowa, I said, 'Plato and Pythagoras.'"

THE MOST STUPENDOUS CALAMITY SINCE THE DELUGE: The eruption of Krakatoa in 1893, and the destruction of perhaps 200,000 human beings in the islands of Java and Sumatra, has been told us by piecemeal as men afterward discerned the signs of destruction. We now have an account from an eye-witness, who himself escaped death, being the sole survivor, so far as he is aware, of a village of 60,000 souls. John Theodore van Gestel is the name of this eye-witness. He had been a resident of New York city for ten years, a constructor of electric plants and railroads, and was the first European engineer to begin work on the Suez Canal. He describes what he calls "the most terrific disaster in the history of civilized man," in the April *Cosmopolitan*.

The trouble began, we are told, in the island of Java, May 13, 1893. A violent earthquake began, followed by the eruption of Krakatoa, which for a hundred years had been quiescent. At the request of the Dutch Government, he made observation within something more than a half-mile of the edge of the crater. Returning to Batavia, by steamer, he took up his residence in the city of Anjer, on the strait of Sunda, west of Batavia. He lived in a villa a mile back of the city up the mountain slope, and commanding a view of the sea. Krakatoa was thirty miles away and had already been active for three months. Van Gestel's narrative then proceeds as follows :

It was Sunday morning (August 12, 1893). I was sitting on the veranda of my house smoking a cigar and taking my morning cup of tea. The scene was a perfect one. Across the roofs of the native houses I could see the fishing smacks lying in the bay at anchor, the fishermen themselves being on shore at rest, as they did not work that day. The birds were singing in the grove at my back, and a moment before I heard one of the servants moving around in the cottage. As my gaze rested on the masts of the little boat, of which there were several score in sight, I became suddenly aware of the fact that they were all moving in one direction.

I ran out of the house, back, up higher, to where I could command a better view, and looked out far into the sea. Instantly a great glare of fire right in the midst of the water caught my eyes, and all the way across the bay and the strait, and in a straight line of flame to the very island of Krakatoa itself the bottom of the sea seemed to have cracked open so that the subterranean fires were belching forth. On either side of

this wall of flames, down into this subaqueous chasm, the waters of the strait were pouring with a hissing sound, which seemed at every moment as if the flames would be extinguished; but they were not. There were twin cataracts, and between the two cataracts rose a great cracking wall of fire hemmed in by clouds of steam of the same cottony appearance which I have spoken of before. It was in this abyss that the fishing-boats were disappearing even as I looked, whirling down the hissing precipice, the roar of which was already calling out excited crowds in the city of Anjer at my feet.

The sight was such an extraordinary one that it took away the power of reason, and without attempting in any way to explain to myself what it was, I turned and beckoned to some one, any human being, to a servant we will say, to come and see it. Then in a moment, while my eyes were turned, came an immense deafening explosion which was greater than any we had heard as yet proceeding from Krakatoa. It stunned me, and it was a minute or two before I realized that, when once more I turned my eyes toward the bay, I could see nothing. Darkness had instantly shrouded the world. Through this darkness, which was punctuated by distant cries and groans, the falling of heavy bodies, and the cracking disruption of masses of brick and timber, most of all, the roaring and crashing of breakers on the ocean, were audible. The city of Anjer, with all its sixty-thousand people in and about it, had been blotted out, and if any living being save myself remained, I did not find it out then. One of those deafening explosions followed another, as some new submerged area was suddenly heaved up by the volcanic fire below, and the sea admitted to the hollow depths where the fire had raged in vain for centuries.

This awful surge of the maddened ocean as it rushed landward terrified me. I feared I would be engulfed. Mechanically, I ran back up the mountain-side. My subsequent observations convinced me that at the first explosion the ocean had burst a new crater under Krakatoa. At the second explosion, the big island, Dwers-in-de-Weg, had been split in two, so that a great strait separated what were the two halves. The island of Legundi, northwest of Krakatoa, disappearing at the same time, and all the west of Java, for fifteen or twenty miles, was wrenched loose. Many new islands were formed in that throe, which afterwards disappeared. A map which I made not long afterward shows the change of the configuration of that part of the world.

I waded on inland in a dazed condition, which seemed to last

for hours. The high road from Anjer to the city of Serang was white, and smooth, and easy to follow, and I felt my way along it in the darkness. Soon after I began this singular journey, I met the native postman coming down the mountain toward Anjer with his two-wheeled mail-cart.* This carrier's vehicle was an iron box on an axle, running on two wheels, pulled by four horses. I told the man what had happened, and tried to get him to turn back, but he would not. I reached the city of Serang about four or five o'clock that afternoon, after having made one stop at a house on the way.

This residence loomed up on the side of the road, offering me apparently, a welcome refuge. I rushed in thinking to find a relief from the intense heat under the shelter of its roof, but through the tiles of the flooring little blue flames were flickering as I entered, and the house itself seemed like a furnace. The subterranean fires were at work even there, on the side of the mountain. Under the mass of flooring or masonry, I could not distinguish which, I saw the body of a woman in native garments. I rushed out horrified from this burning tomb. It was the residence, I learned afterward, of Controller Frankel, an officer of the Government ranking immediately after the Governor himself.

I staggered blindly on my way. When I reached Serang, I was taken into the garrison and nursed for two days. I was supposed to be a lunatic. I started up in my sleep a half-dozen times in the first night, uttering cries of terror. I was soothed by drugs, and enabled on the third day to go to Batavia. Even then, the extent of the calamity was not known in Serang. At Batavia I took the steamer for Singapore."

On a subsequent return to Batavia Mr. Van Gestel learned further details concerning the force of the explosion and of the tidal wave. In Lombok the wave had thrown a Dutch man-of-war and two barks of two or three hundred tons each one hundred and fifty feet up in the mountain-side among the trees. The city of Anjer had been submerged under one hundred feet of water. As for an accurate solution of the causes of the event, he thinks it would be folly to expect that human intelligence will ever reach it.

Practical Hints and Examination Papers.

This department is generally devoted to paragraphs to help the teacher in his or her work. In view of the inauguration of the movement in favor of an improved system of training teachers, we think it would be well for our educationists to look at the following queries.

1. What should be the lowest age at which a person should be permitted to undertake a course of professional work?

2. What should be the requirements for scholarship to enter on such a course?

3. Should scholarships be determined by an examination, or should a high school diploma be accepted as evidence; if the latter, should a four years' course be required?

4. What should be the duration of the training school course?

5. What proportion of this time should be devoted to studying principles and methods of education? What proportion to the practice of teaching?

6. To what extent should psychology be studied and in what way?

7. Along what lines should the observation of children be pursued?

8. What measurements of children should be made, and what apparatus should be required for the purpose?

9. In what way should principles of education be derived from psychology and allied sciences?

10. How far and in what way should the history of education be studied? In what way may the history of education be made of practical use to teachers?

11. In what way should the training in teaching the subjects of the common school curriculum be pursued?

(a) By writing outlines of lessons?

(b) By giving lessons to fellow pupil teachers?

(c) By the study of books or periodicals devoted to methods of teaching?

(d) By lectures?

12. In a model school, should there be a model teacher placed over each class? Or, should there be a model teacher placed over every two classes? Or, should the pupil teachers be held responsible for the teaching of all classes, under the direction of a critic teacher?

13. What is the most fruitful plan of observing the work of model teachers?

14. What is the most fruitful plan of criticising the practice work of pupil teachers?

15. Should the criticism be made by the teachers of methodology, or by critic teachers appointed specially for the purpose, or by the model teachers?

16. Should the imparting of knowledge, other than psychology,

principles, methods, and history of education, form any part of the work of a normal or training school?

17. How should a pupil teacher's efficiency be tested in a training school?

18. On what grounds should the diploma of a training school be issued?

A COMBINATION EXERCISE.—*Spelling, Language and Ethics*: Is any teacher, says a writer in the *School Journal*, at her wits end to know how to combine her studies in order to get them all in?

The following plan has helped me to solve the problem, for it includes spelling, language and ethics. Previous to dictation, I drill on the spelling of the more difficult words, sometimes allowing the most difficult of all to remain on the board, for I think it better to copy a word than spell it incorrectly. Allowing the pupils to end the stories as they please furnishes an opportunity for originality; and morals self taught are always the most effective. The exercises are short, that they may not infringe on time allotted to other studies.

Dictation.—When Willie came to school this morning he saw a piece of orange peel on the sidewalk. He stopped and pushed it off into the gutter.

Now you may write and tell me what you think his reason was for pushing it off.

Frank's father gave him a five-cent piece Wednesday morning. On his way to school Frank spent a cent for candy. The lady made a mistake and gave him back five pennies.

What do you think Frank did?

Maud was on her way to the store for her mamma. Just ahead of her she saw a little girl drop a cent. Maud ran and picked it up.

Write what you think Maud did with it.

Herbert and Fred were snowballing with their playmates after school. Fred tried to hit a post, but the snowball went through a bay-window instead.

Now what do you think he did about it?

Mary had the mumps and had to stay home from school a week. While she was sick, Jennie picked a bunch of violets and carried to her.

What do you think Mary thought when she saw Jennie come in with the flowers?

Mabel did not know how to do one example in arithmetic, and Alice had a perfect slate. By turning her head a little, Mabel could see Alice's slate.

What do you think she did?

—*English as She is Spoke*.—"Papa, our teacher said to-day, 'I don't want no boy to go out of the yard this recess;' was that right, papa?"

Was it, teachers? This little boy came from a cultured home where he had heard only correct language, and this sentence grated on an ear that had been unconsciously trained by hearing good language every day.

In passing two teachers on the street not long ago, I overheard this caution: "Now, you know this is all between you and I." If future progress ever puts a phonograph into the school-room there will be some surprising revelations of the independent English spoken by many of our teachers in their every-day work. They know better—O, yes! Give them the grammar scalpel and they will tear that sentence to shreds and find the error at once. It is not their knowledge of grammar that is lacking, but a habit of careless speaking is the trouble that grows stronger every day it goes unchallenged. And how is the habit to be broken? The teacher is alone with her children and she is the autocrat in language there as in everything else. It would be a brave teacher or heroic friend who would dare, unmasked, to correct her out of school. And so it goes on.

Once upon a time, in visiting a school, I saw a little Japanese box against the wall, looking wonderfully like a child's "bank." While I was wondering as to the *what* and the *why* of it, there was a sudden pause in the conversation, a laugh, a blush, and one teacher deposited a penny in the mysterious little box. It all came out then. A half dozen teachers in one building had agreed to pay a forfeit for every incorrect expression made when together, and I happened to be a witness of one deposit. What was done with the amount collected? Yes; I asked that, and my only answer was, "O, a treat, of course," and they looked so happy about it that it seemed almost like offering a premium on bad English.

But would not some concerted plan like that be a good thing in every school building?

—"Why do you not teach science by experiment?" is often asked, and the usual answer is "Because I have no apparatus." It is surprising how many devices can be made at small expense. Prof. John F. Woodhull has done a good service to science by showing the teachers how they can use the material lying at their very doors, in a little book entitled "Home-Made Apparatus." This book is well illustrated and from beginning to end is replete with hints of practical use in the school room. Prof. Woodhull's experiments relate to three of the most important sciences—chemistry, physics and physiology. The directions for making the apparatus and performing the experiments are brief and clear, and no one ought to have any trouble in carrying them out. Both teacher and pupils will take more pride in their work if they make the apparatus themselves. This book might profitably be in every school. [E. L. Kellogg & Co., New York and Chicago. To teachers, 45 cents, post-paid.]

—*The Sponge*.—A sponge when alive is a colony of animals. At first, an object appears like a small yellow egg swimming in the water. This contains the real eggs. It fastens itself to some hard substance. Here the tiny animals increase in number till they look like a mass of jelly. The large openings in the sides are inlets for food to the colony.

Look at the sponge on your desk. The jelly is all gone. It is a skeleton of the mass. Observe the openings in the sides. These are canals to carry the food to all parts of the mass. Very tiny animals and plants in the water furnish the sponge with food. There are little canals to carry the food to all parts of the body. What it does not need is thrown out of the large holes on the top. Divers go down to the bed of the ocean to get sponges. The sponges are put into large tanks of shallow water. There they decay, the jelly falling off. The skeleton is left. This is washed and dried in the sun. The best sponges are found in the Mediterranean Sea.

Questions to be answered in complete sentences from the foregoing information lesson.

1. What is the sponge?
2. What does a sponge look like in its earliest stages?
3. Where does the sponge live?
4. To what does it fasten itself?
5. What is its food?
6. Where are its mouths?
7. Of what use are the large holes on the top?
8. How do divers get sponges?
9. What is done to a sponge before we can use it?
10. To what sea would you go to get the best sponges?

—Kitty sat out under the sweet-apple tree in the golden October noontime, crying real salt tears into her Primary Arithmetic.

“Now what’s the matter, Kittyleen?” asked big brother Tom, coming out with his Greek Grammar under his arm. “I suppose you were eating sweet apples and studying, and I came out to do so, too, and here you are crying.”

“It’s—this—dreadful—multiplication-table!” sobbed Kitty. “I can’t never learn it, never!”

“Hard?” asked Tom.

“Oh, it’s awful! Harder than anything in your college books, I know. It’s the eights this afternoon, and I can’t learn ’em, anyhow.”

“Don’t you know how much eight times one is?” asked Tom, picking up a sweet apple and beginning to eat it.

“Yes, of course. Eight times one is eight. I can say up to five times eight all right.”

“Can you? Well, that’s encouraging, I’m sure. Let’s hear you.”

Kitty rattled it off like a book, “Five times eight is forty”—and there she stopped.

“Oh, go right on!” said Tom. “Six times eight is forty-eight.”

“I can’t,” said Kitty. “I can’t learn the rest. I’ve tried and tried, and it’s no use.”

“Do you learn so hard?” asked Tom. “Now hear this, and then repeat it after me as well as you can.” And Tom repeated a verse of a popular college song.

Kitty laughed, and repeated the nonsense word for word.

“Why, you *can* learn!”

“But that has a jingle to it. It isn't like the dry multiplication-table.”

“Let's put a jingle into that, then.

‘Six times eight was always late,
Hurried up, and was forty-eight ;
Seven times eight was cross as two sticks,
Had a nap and was fifty-six ;
Eight times eight fell onto the floor,
I picked it up and 'twas sixty-four ;
Nine times eight,—it wouldn't do,
I turned it over and 'twas seventy-two.’ ”

“Did you make that all up, now?” asked Kitty, in wonderment.

“Why, yes ;” laughed Tom.

“Oh, it's splendid! Let's see, how is it?” And she went straight through it with very little help. “Ten times eight is eighty. That one's easy enough to remember.”

“And now,” said Tom, when she had the jingle well learned, “say the table aloud and the jingle in your mind as you go along.”

Kitty tried that, and a very few times made it a success. With the ringing of the first bell she was ready to start for school, with those “dreadful eights” all perfect.

“You're the best Tom in the whole world!” she said, with a good-by kiss. “And I don't believe there's another boy in college that could make such nice poetry.”

Tom laughed as he opened his Greek grammar.

(The above may not be pedagogical, but it is wonderfully suggestive to teachers in finding simple ways to assist the memory.—ED. *School Journal*.)

SCHOOL-BOY WISDOM.—*Curious information from copy-books.*—The following is a collection of genuine answers given by boys to questions set them in school examinations. The compiler has included none which could not be satisfactorily verified—the greater part, indeed, being gleaned from examination papers corrected by himself.

English Grammar.

Question—Give an example of an abstract noun.

Answer—Dirt.

English Literature.

Question—With what periodical is the name of Addison associated?

Answer—The *Saturday Review*.

Question—Who were the greatest poets of the Elizabethan age?

Answer—Whittier and Browning.

Questions (on the “Lady of the Lake”)—Explain “Silvan,” “Braes,” “Dispensation.”

Answer—Silvan means something that is merely an imitation of something else. It is a good instant of metaphor. Braes is a Scottish

air-dance. Dispensation is a decree of the Pope's allowing any one to do something illegal.

Question—What is the difference between a drama and an epic poem ?

Answers—A drama is a writing written in verse, and is generally put in a play. A epic poem is a poem which has no rhim called blank verse. Difference between a drama and a epic is that a drama is a play, and is generally very exciting, and many great adventures, and deeds in it, while an epic poem is a sort of play, or perhaps just meant for reading, and is full of love and pathos.

Question—Name the principal writings of Goldsmith.

Answer—Goldsmith wrote Cato, Juius Saezar.

Question—What are the principal features of Macaulay's style ?

Answers—Macaulay was very fond of using big words, and had a large vocabulary. Macaulay's style is one of the best in the world ; he wrote plays, poems, proze and also a Novelest. Macaulay's style was very finished ; indeed, although not like that of Pope he seemed to write a great deal on nature. Anything he took ahold of he seemed to put new life into it, although of a very quiet disposition himself his works were entirly different.

English History.

Miscellaneous answers :

Jane Gray was a youth of about sixteen.

Wyclif was the first man who sailed on the Papal Sea.

The Armada was a great flea sent over to England from Spain.

Sir Walter Raleigh was a man that discovered a colony and he was a very great man because he founded two things which we use pretty much, he invented, potatoes and tobacco.

Bible History.

Question—Who was Hannah ?

Answer—The well-known author of the lyrical ballad Magnificat.

Geometry.

Question—Define a circle ?

Answer—A circle is a straight line drawn parallely round a point.

French.

Question—Write down the days of the week.

Answer—Lundi, Wednesdi, Thori, Frigar, Lundi.

Meanings of words :

Espiegleries—disemployments.

La poitrine—the poetess.

La bête fauve—the little favorite.

Le tourbillon—the town.

Correspondence, etc.

COURTEOUS NOTES TO PARENTS.

From a Primary Principal to her Friend.

GRAYTOWN, Oct. 28, 1894.

MY DEAR MISS WINTERS,—

Which of the immortals was it who said, "Trifles make perfection ; but perfection is no trifle ?" One of those trifles which make or mar perfection occurred this afternoon, and this evening I am going to free my mind to you. I wish we could sit down and "talk it over" as we used last year when any question came up.

To-day I sat at my desk writing much later than usual, that all the reports might be in on time. As I put away the last sheet, the clock outside struck six and I went hurriedly down to the cloak room. There I saw the wraps of one of my new teachers, a bright young girl, who had had excellent training ; but is now getting her first real experience. She has done wonderfully well, too. I put on my hat and then stopped at her door to bid her good-night and to advise her to go home, as she would need both strength and enthusiasm next spring and must not use it all the first month.

As I glanced in at the door, she sat there at her desk, her head on her arms, sobbing as if her heart would break. Perhaps it is needless to say that I did not go home just then, although it was six, or that we settled down for a long talk. I'm not going to bore you with a long account of our conversation. These are the facts in brief :

She had been very much troubled by one boy's attendance. He had had five tardinesses and eight absences during the month, and the day before I suggested that she write to Mrs. Murphy and ask her to see that he was more regular hereafter. She had sent the note and this noon had received a reply, such a reply as only Mrs. Murphy (who stands as the personification of an aroused mother) could write. You or I would have laughed ; but Nell,—well, she thought her month's work a failure ?

In her desire to be very decided Nell had almost forgotten to be courteous, and, when I saw the note she sent, I was not at all surprised at the reply she had received. I saw both notes, as Mrs. Murphy had obligingly written her answer on the other side of Nell's. Here they are as nearly as I can remember.

MRS. MURPHY,—

GRAYTOWN, Oct. 27, 1894.

Dick was tardy again this noon. This is the fifth time this month. He has been absent eight times beside. If he is going to stay in this room he must be here on time every day. He isn't smart enough to stay out half the time and keep up with his class.

Truly yours, E. N. BROWN.

MISS BROWN,—

I got your note. I send Dick when I don't need him to home. He is just as smart and able to keep up as any boy in your room. He was alright last year. If he don't keep up now it's cause you don't show him right. Why don't you write to Mrs. Jones bout her boy's being late, out riding round with

her half the afternoon yesterday? You needn't send me no more notes. You just tend to teaching Dick when he is there.

MARY MURPHY.

Now, from Mrs. Murphy's standpoint, her note was a fair reply to Miss Brown's. The first, to her mind was a challenge. She took it as an implied insult to her boy's ability, entirely overlooking the main point, of the effect his irregular attendance would have on his work and she answered accordingly.

I felt very sorry both for Nell and for Mrs. Murphy, and blamed myself that I had not asked to see the note before it was sent. However, Nell went home comforted and I came home to meditate on the question of notes in general. This is the conclusion I have reached at the present time.

At our next teacher's meeting we will discuss the subject of "Notes to Parents" and after suggestions and discussion I shall assign some imaginary cases to each of these girls to write up. You know they always give me young girls for assistants and I am very glad they do.

Do you want my points?

First, especially if you have something unpleasant to say use pretty paper, ink and your best hand-writing. Money put into a pretty box of stationery for school use, is money well-spent. A note nicely written on pretty note-paper impresses Mrs. Murphy more favorably at the outset than one scribbled with a lead pencil on a sheet of quarter cap, the corner turned down and the address on the fold in lieu of an envelope.

Then begin your letter just as you would one to any lady with whom you are slightly acquainted,—Dear Mrs.—. To be sure the 'Dear' is only a form; but it is a commonly accepted one and why should you omit it in this case when you admit its use in others? It makes your letter sound unnecessarily formal and cold.

Then as to the body of your letter,—make it just as pleasant, just as courteous, as you can. It will be just as effective, generally more so. If Nell had written:—

DEAR MRS. MURPHY,—

I have been hoping you would call at the school, as I wish to have a little talk with you about Dick. We would like to have you see what we are doing and the children are always very much encouraged and helped by the parents' interest.

I am very anxious that Dick should do well this year. He is a bright, capable boy, and will have no difficulty in accomplishing the work if he is regular and punctual in attendance.

Can you not help him in this respect? He has already been absent eight times and tardy five.

I sometimes think that no one but the teacher can realize how much every half day's work means. We try to make every hour precious and do not want our boys and girls to lose any of them if it can be helped.

Cordially yours, NELLIE A. BROWN.

wouldn't she have received a different answer?

If a pleasant note does not prove a help sometimes other means have to be resorted to, I admit; but I am firmly convinced that

more will be gained by a courteous one than by a curt demand. What do you think? I expect my girls will say "but that seems like being politic," and if they do I shall refer them to Webster that they may discover that politic means "wise, prudent, sagacious" as well as "artful, cunning." I do not wish to give up that word as used in its "good sense" yet-a-while.

If you have any suggestions that might be added to mine, let me have them as soon as convenient. How is the work going on in the new field? Have you grown to feel at home in it yet? Write me all about it. And now, good night.

Very sincerely your friend, FIDELIA KING.

[The EDUCATIONAL RECORD does not reach the parents of the province, hence we ask the co-operation of the local newspaper in disseminating such an experience as the above.]

PRACTICAL GEOMETRY FIRST.

To the Editor EDUCATIONAL RECORD :

DEAR SIR,—There are very few pupils in the first grade of our Academies who like Euclid and as a natural consequence that subject is regarded as the driest of all appointed for that grade and is not unfrequently a positive failure.

This year I have tried the introduction of Practical Geometry in all grades, in order that the pupils may become familiar with some of the figures of Euclid. All that is required is a pair of compasses and a ruler for each pupil, and black-board compasses for the teacher. I began by giving practical explanations of Euclid's definition of lines, angles, triangles, the square, circle and trapezium and caused my pupils to work the figures step by step on their papers as I put them on the black-board.

After this we bisected straight lines, arcs and angles, constructed squares and triangles, etc. All this practical work has had the effect of interesting every pupil in proving by actual measurement the correctness of his work, and I have no doubt that when the time comes to study the subject theoretically, the drudgery of learning off like a parrot the fact that "If one straight line meet two straight lines so as to make the two interior angles on the same side of it together less than two right angles, these two straight lines shall at length meet on that side on which are the two angles which taken together are less than two right angles" will disappear.

Farnham, P.Q.

ERNEST SMITH.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

Among the most welcome of our exchanges, *The School Journal* (weekly) and the *Teachers' Institute* (monthly), both published by

Messrs. E. L. Kellogg & Co., New York and Chicago, are teachers' papers, *par excellence*. The teacher who reads either will not be ignorant of what is going on in the educational world. *Education*, a monthly magazine published by Messrs. Kasson and Palmer, Boston, has many interesting features for May. The value of much of its contents makes it worthy of a place in the teacher's library. The *Canada Educational Monthly* keeps up its good record. *Intelligence*, published at Chicago, by E. O. Vaile, always contains matter of some interest. The editor seems to keep the improvement of English spelling in view, by the frequent use of such words as "thru," "brot," "thot." *The Monist*, Dr. Paul Carus' quarterly, published by the Open Court Publishing Co., Chicago, has among other good things in its April number, "The World's Parliament of Religion," by the Hon. C. C. Bonney; "A Piece of Patchwork," by Prof. C. Lloyd Morgan; "Bonnet's Theory of Evolution," by Prof. C. O. Whitman. Dr. Carus' name is a guarantee of the *Monist's* editorial matter. In the April *Atlantic*, published by Messrs. Houghton, Mifflin & Co., Boston, among the articles that will be read with the greatest interest are, "Flower-lore of New England Children," by Alice Morse Earle, the reading of which calls up many pleasant memories of childhood's days; "The Expressive Power of English Sounds," by Albert H. Tolman; "Macbeth," by John Foster Kirk, and Chapters IV. to VI. of Gilbert Parker's delightful story "The Seats of the Mighty." The article of special educational interest is one on "The Basis of our Educational System," by James Jay Greenough. The *Cyclopedic Review of Current History* is a quarterly whose merits we have often brought to our teachers' attention. The latest number is a most concise account of all that has taken place of interest during the last quarter of 1894. Among the subjects treated in a fuller manner are The Yellow War (between Japan and China), The Armenian Outrages, The European Situation, Dr. Parkhurst's Reform Crusade, and many others. As we have often said, *Current History* is well worth a binding and a place on the shelves of the school library. (*Current History* is published by Messrs. Garretson, Cox & Co., Buffalo, N. Y., at \$1.50 a year).

The *Atlantic Monthly* for May. "The Seats of the Mighty," a novel by Gilbert Parker, a Canadian writer who is making a name for himself by his good work, is a splendid story and is now running in the *Atlantic*. The hero is a man about whom we all ought to know something, Captain Robert Stobo, and the scene, so far, is in our old city of Quebec. The gallant captain's history is by no means a dull one and does not lose interest in Gilbert Parker's telling of it. Percival Lowell has the first paper of a series on the planet Mars in the May number, and George Birkbeck Hill has another interesting "Talk over Autographs." There are also two historical papers, "The Political Depravity of the Fathers," by John Bach McMaster, and "Dr. Rush and General Washington," by Paul Leicester Ford, and a

well written article on Leconte de Lisle, by Prof. Paul T. Lafleur. The Contributors' Club furnishes its usual interesting quota to the number.

WEBSTER'S SPEECH on Bunker Hill Monument and BURKE on Conciliation with America, both edited by A. J. George, A.M., and published by Messrs. D. C. Heath & Co., Boston. These little volumes are the latest additions to Heath's English Classics, in which series are to be found, among others, Wordsworth's Prelude, Coleridge's Principles of Criticism, Select Speeches of Burke and Webster, with others in preparation. The texts are good and the notes all that could be desired. This series of literature ought to do much towards introducing good reading into our schools.

HOME MADE APPARATUS, by John F. Woodhull and published by Messrs. E. L. Kellogg & Co., New York. This most complete little manual answers in a surprising way the question, "How can I teach science by experiment without apparatus?" The apparatus such as Prof. Woodhull describes can be made at very small expense, though it is none the less serviceable on that account. The book consists of experiments relating to chemistry, physics and physiology, and all the descriptions of method are fully illustrated with easily understood figures. (To teachers, 45 cents, postpaid.)

Every teacher should have at hand the CATALOGUE AND ANNOUNCEMENTS for 1895 of Messrs. Ginn & Co., Boston. The catalogue, which is most complete, may be had on application to Messrs. Ginn & Co., gentlemen who are doing a splendid work in the way of issuing good text-books for teacher and pupil and who are deserving of every encouragement.

FIRST LESSONS IN CHEMISTRY, by G. P. Phenix and published by Messrs. D. C. Heath & Co., Boston, is an elementary text-book got up in pamphlet form and hence is exceedingly cheap. The experiments, which are carefully described and illustrated by means of figures, form a suitable introduction to the study of chemistry.

THE DEBRISAY ANALYTICAL LATIN METHOD, by C. T. DeBrisay, B.A., Toronto, Ont. Some months ago we noticed in the RECORD the first part of this Latin method; Parts II. and III. have been issued since then and Part IV. is to follow shortly. These parts are only issued to those taking the course, and probably most of those interested in the system will have by this time looked into the Introduction and will have decided whether it is what they require or not. Among the more noticeable features of the new parts are these. In Part II. the study of the verb is begun and is pursued in the same analytical way that characterises the method. The third declension which Mr. DeBrisay takes up last is treated of in Part III., while at the same time a clearer insight into the construction and use of the verb is given to the student. Translation, on the importance of which great stress is laid, becomes fuller and freer and leads gradually to a clear conception of the language as a language rather than as a grammar.

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Articles : Original and Selected.

THE EDUCATION OF THE YOUNG IN THE
PRINCIPLES OF HYGIENE.*

BY T. D. REED, M.D., LECTURER ON HYGIENE, MCGILL NORMAL SCHOOL,
MONTREAL.

That the principles of cleanliness and purity should be early instilled into the minds of the young will be generally acknowledged. To discuss the teaching of Hygiene to the young, it will be necessary to consider what is included in the term Hygiene, then how it is to be taught.

Under school age, the child's first ideas of morality, purity, modesty, and cleanliness must come from the parents. The discussion here is almost necessarily limited to the schools as the channel through which the instruction is to reach the young. In the public schools of this Province, the subject designated "Physiology and Hygiene" was introduced as early as the first intermediate class, but is now limited to the senior grade, and an hour given to it per week.

Much diversity of opinion has arisen in the community as to the scope of this subject, and also as to the wisdom of introducing it at all into the school curriculum.

* Prepared by invitation of the Com. of Amer. Public Health Association for the Annual Meeting 1894.

Without doubt much of the pressure brought to bear on School Boards, a few years ago, to introduce Physiology, was from the Temperance Unions and other bodies of philanthropists, whose hope was that Hygienic teaching would inculcate abstinence from intoxicating beverages, and thus educate the young in the principles of real temperance.

It has been urged that Physiology and Hygiene, being based on Anatomy, Chemistry, and Physics, cannot be taught intelligibly to young children. The compilers of the numerous text-books which have been issued, to meet the demand which the introduction has caused, have felt the difficulty, and hence in most of these books we find Anatomy, and dogmatic statements about stimulants and narcotics, occupying the bulk of the work. The latter of course to meet the expectations of the introducers.

Of the extreme Hygienic importance of abstinence from alcohol and tobacco, by the young at least, all sanitarians are agreed, but the attempt to argue this, on principles of Physiology and Pathology, with children, is generally unsatisfactory; and indeed less satisfactory than the simple dogmatic statements of a conscientious and enlightened teacher.

As to the extent then of the subject, my idea is that only the merest elements of Physiology and Hygiene should be attempted. The teaching, except in the advanced classes, should be oral, the teachers themselves having been well taught by competent lecturers, generally members of the Medical Profession.

The subject having been tried now for a few years, in some sections the text-books have been withdrawn, misconceptions by the children, as shown by the answers, having made it appear that the subject was not as yet, satisfactorily dealt with.

The information has been given that the Digestive organs "consist of the Liver, the Lights, and the Utensils." The purpose of Respiration has been said to be "to putrefy the blood." In the case of a School-room, with a temperature of 75° F. the comment was made, "the Thermometer was too high and should be subjected to some process of cooling."

The humorous element however is not confined to schools, for we know that in Medical Colleges, the Examination papers are not without their humour.

As to the examination papers themselves some objection may be made. In a paper before me, given to the Second Intermediate class, of our Common schools, the first question is "Give a reason, in each case, for saying that alcohol is injurious to the heart, to the lungs, and to the stomach. Such

a question or form of question, would suggest a lay examiner and a text-book. Its suitability to children of twelve years of age, some may doubt.

In the Province of Quebec, aspirants to the Pedagogical Profession, not wishing to go through the Normal School, may present themselves before a Provincial Board, composed of experienced teachers, to obtain a diploma to teach; from a paper given at the last session, I take the following: "What is the cause of headaches?"

"In the case of a person almost gone, from drowning, what remedies would you suggest, to bring him to?"

Again the layman and the text-book.

That medical men should have more to do in the supervision of the school children, and school work, than generally obtains at present is the opinion of the American Academy of Medicine, to judge from a resolution passed at the nineteenth annual meeting held at Jefferson, N.H., August 29, 1894., which is as follows: "Resolved that the health of children under the conditions and requirements of public educational institutions should receive far greater consideration than it has received up to the present time; and as none but physicians are competent to diagnosticate the often obscure tendencies and abnormalities obtaining in these early years, the office of school-physician should be instituted in connection with every public school, and physicians should be upon all public school Boards, the duties of such officers being concerned with the sanitary conditions of buildings, the instruction in Hygiene, personal, household, and public, and the individual physical condition of the pupils."

All I wish to present on the present occasion may be summed up in this:—To teach the young the principles of Hygiene we must teach the teachers accurately and thoroughly. And, while not claiming a monopoly of knowledge for the Medical Profession, it may be urged that the teachers of Physiology and Hygiene will need to be generally medical teachers.

The school-teachers then having obtained correct ideas on the subject, will be in the best position to give, by precept and example, to the young committed to their care the benefit of their own knowledge.

Since the above was written, the English Medical Journals have reached us, giving an account of the International Congress of Hygiene, recently held in Buda-Pest. From the

London Lancet we learn, that in the section of School Hygiene, the following resolutions were passed :—

1. "In order to promote scientific researches, and the teaching of Hygiene, all High Schools should be provided with properly endowed professorships of Hygiene."

2. "That for the propagation of Hygienic knowledge in all branches of instruction it is necessary to create medical officers for schools, and that these medical officers should be required to give instruction in Hygiene."

91 University Street, Montreal.

THE STUDY OF CHILDREN.*

My discourse this morning will be a plain, simple, homely talk on this new movement which I think promises to give education a more scientific character than it has ever had before, and to make the work of every teacher and every scholar more effective. This study of children is one of the newest movements in the field of education. It is scarcely a decade and a half since we began this study. It is a significant fact that this movement began and has had its latest career in this country, because here, more than anywhere else, we need to take a fresh hold of life.

I was not surprised to read in a recent report the statement of an earnest and prominent writer that this and the next decade will be known as the age of psychology just as the last two or three decades are known as the age of evolution. The significance of this rests in the fact that in every department of life there seems to be a tendency toward a kind of harvest home to bring the best results of science in every form to bear upon the study of a man. It is in this that all the sciences seem to have come to a focus.

But my study this morning is only a small section in this field. Yet, small as it is, it is far too large for a single hour. In my own university I undertook a year ago or more to give a course upon the Study of Children, and I am pleased to say that there seemed to be substance and interest enough to run it with graduate students, and there was meat enough for a good, sound, robust examination at the end.

This movement began in this country 13 years ago by an inventory made by six primary teachers in the Boston schools. They took three or four children at a time in a room by them-

* Report of an Address by Dr. G. Stanley Hall.

selves and cross-questioned them in regard to a few of the most common objects which school children are supposed to know about, and the result was that their report seemed almost like a new revelation, a revelation of genuine ignorance. 33 per cent. of these children on entering school had never seen a live chicken; 51 per cent. had never seen a robin; 75 per cent. had never seen a growing strawberry; 71 per cent. of the Boston children had never seen growing beans, even in Boston. Our school text-books are based on country life, and the city child knows nothing, in the large cities, of real country life. Here is one instance: a large per cent. of these children, upon being asked how large a cow was, showed that they had little idea. One thought a cow was as large as her cat's tail. Another thought that a cow was as big as her thumb nail.

That was the first step. The next step was also taken in Boston. We undertook to measure the children of Boston. These measurements have shown first that the average girl is taller and heavier than the average boy from 13 to 14½ years old, but all the rest of her life she is lighter and smaller. Another result reached was that the child's body does not grow alike in all parts at all periods. Certain parts seem to grow and get their force and then to rest for a time. The abdomen, the hips, and even the pupil of the eye has its periods of growth and periods of quiescence. So that growth in all our organs is a more or less intermittent process.

Now think of the immense significance of that single fact for education. We have not yet effected a complete record, but as soon as we know when the adolescent period is and how long it lasts in all children, and as soon as we have the record of this nascent period, we have a basis of education which has never been known before. Suppose we are considering manual training, which causes a great deal of strain upon the hand and fore-arm. It should last through this nascent period in which the hand grows in strength more than it does before or after. Suppose manual training is delayed until after that period is past, then the force that nature gives has been allowed to run to waste.

Our nervous system, the most important part of us, does not acquire its full growth until we are 14 or 16 years old, and after that there is a long period when our growth all centers upon function and not upon size. Then for a long time our bodies go on growing, the brain getting its functional growth long after it has attained its maximum size and weight. Before the brain has got its growth in size and begins to

develop in function, education must largely consist in hints, in the suggestions of knowledge. It should be here a little and there a little when the brain is getting large. It is the time when the imagination rather than the exactness of facts meets the child's instincts.

The great danger in our schools, however, arises from imperfect health. I presume there have been 100 special books upon the single subject of children's health. It has become the custom in some countries that in some of the best and most progressive city wards there are young doctors who are paid a small sum to examine every child in the lower grades of the schools. There is a little health book kept of every child. These doctors examine the child's complexion, his muscles, his circulation, his respiration. Are the muscles strong? Eyes bright? Appetite good? etc. According to circumstances may come this direction: Put this child on a milk diet; or, Keep this child out of school for four weeks; or, Take this child to the oculist, or to the dentist, as the case may be. All kinds of suggestions are recorded in this book to which the parents have access, but which the teachers keep. What would you and I not give if we had a medical examination every six months of our school life? The results of all these examinations which have been made I can't give in detail, but I will say that 42 to 60 per cent. of the children in the upper grades were found to be suffering from defective eyesight and that this per cent. of poor eyesight had increased every year from the sixth year up. In regard to the ear of course the defect was a great deal less, and it was much more difficult to detect. In the case of some children who were thought to be dull or stupid it was found that their minds were all right, and if they were placed in the front seat perhaps they would prove to be among the brightest. So spinal curvature and other diseases were found to be connected with certain work or habits in school.

But the great result of it all is this: that the modern school seems to be a force tending to physical degeneracy. It is very hard for a child to sit four or five or six hours a day during eight or ten months in a rather imperfect air, in a rather unphysiological seat, with the strain thrown upon the little muscles which wag the tongue. Nature has made it very hard for a healthy child to sit still; and when we consider that children the civilized world over, and in countries lately civilized, all go to school, we see what a tremendous danger there is that the race will be imperfectly developed. How sad

the thought that the race may, indeed almost must, degenerate in its efforts toward the realization of its loftiest ideals. I don't know what you say; I for one believe it would be a thousand times better that the children should grow up in ignorance of all that our schools teach, valuable as it is, than for the race to continue in its peril of physical degeneracy which seems inevitable under our present system. For myself, I say, What shall it profit a child if it gain the whole world of knowledge and lose its own health? Or what shall a child give in exchange for its health? This study of hygiene is setting up a new schedule wherein the work of the school is to be judged by a new standard. The work of the modern school is going to be judged by new scales, I believe, in the next few decades.

You know that about half of the weight of the average male is muscle, and that a large per cent., carefully estimated at $\frac{1}{3}$ or $\frac{1}{4}$, of all the energy of the body goes out in muscular work. The muscles are the organs of the will. No one can have, and it is a matter of observation that no one does have, a good, sound, healthy will unless the muscles are strong. But it is only lately that we have come to think that the muscles are organs of thought and that when we study muscles in these days of manual and physical training we are studying the organs of thought. So that these studies of motor education seem to be the most important that have been made. One of the most recent studies that has occupied a year, and been most fruitful in results, has been to test the school children in this respect. For instance, "Hold up your hands something like this, just out of the range of vision." If the hands come up unevenly that is a sign that there is a particular nervous disturbance in the children. "Close the eyes and stand up." The person who has this particular disease soon begins to stagger and lose his equilibrium. And so from these and many other tests we reach these complaints of children; and we know that children have symptoms of most of the organic diseases of the adult form, and that while the healthy child goes through them all without any stress, in the child that is a little prone to disease they are quite apt to develop into actual infirmities. Some of the forms of school work seem to aggravate these troubles so that the child exhibits through life symptoms of motor and other nervous disturbances.

We have forgotten that children can't sit still, but you and I know that it is one of the commands which resound in the schoolroom from morning to night. Alas for the child who

can sit still for any length of time unless he is engaged in some special work. For instance, in our tests the children were requested to stand still, and then to sit still. We went through the grammar grades. We only had them sit still a minute; then we reduced the time to a half-minute, and we did not find a single child who could sit still one-half of a minute; limbs, tongue, hands, fingers were certain to move. Of course, with a little attention it made it all the worse. We saw the secret which has brought premature gray hairs to school-masters and school-ma'ams. We found that the idea that children can sit still must be abandoned, and that teachers must learn to possess their nerves and patience if the children do not sit still.

We are almost compelled to say that a child can't do any such thing as to think purely. If he ever comes to any thing like pure thought it is late in life. We find that unless the muscles have full and free play you can't get any thought. If there is anything in pure thought it comes from sending out pure unfettered motions. To illustrate this close connection between thought and muscular activity, I have heard of a pianist whose fingers were made lame when he listened to good piano playing, because we cannot think without moving a little our muscles of thought. For children to sit still is to repress their muscular energy, just at that stage when it ought to have its perfect work.

Closely connected with this is the necessity of good strong muscles. Every time and every where that the teacher can add to muscle development and activity she is adding a new source of power. If you can have the child think when he is sitting erect it is better than when he is collapsed. But muscle culture is important not only for the production of thought; it is important for the development of will. We are coming to realize that thought depends upon it, and I doubt not but we are going to be compelled to say that will depends upon it. I once studied the will with one of the great teachers in Germany. When I told him I wanted to study the mind he told me to study one of the seventeen muscles of the leg of a frog. I thought, "What sort of work is this? I have spent several years in the study of psychology, and now I am told to take up the study of one of the tiny muscles of a frog's leg as a means of continuing my study," and I was almost repelled. But I stuck to it, and after months of work I began to realize that I was studying a sample of the same stuff that has done all the wonders of man's work in the world; that I was face to

face with the material that has written all his books and achieved all his great purposes. By the end of the first year I had got interested and found there was another year's work in that tiny muscle. I studied the muscle in a way that I had never dreamed of before. This was a new idea. So I experimented and experimented, until at last I knew I had got my result. I had passed in that single work from the standpoint of Peter Bell, of whom the poet says,

“A primrose by a river's brim,
A yellow primrose was to him,
And it was nothing more.”

I had passed from that standpoint from the standpoint of the seer who plucked a flower from “the crannied wall” and realized that could he but understand what it was, “root and all, and all in all,” he would know “what God and man is.” I had realized that thought and will and muscle were made by God and meant to be studied together. It is a lesson which has stuck to me. It is one of the most pleasing results of modern science.

My next point is a distinction in this connection of muscular activity between what is sometimes spoken of as the fundamental and what is accessory. By fundamental we mean all those movements and muscles which are first developed in the growing organism. By accessory we mean those movements and muscles which are the last developed.

Now how much of our school work violates that law, the fundamental first, the accessory second? I have looked over the list of the things done in the kindergarten. No one believes more heartily in the kindergarten than I do, but I would make one important change in the kindergarten work. I think when you take four, five, or six year old children and set them at this fine work of weaving delicate strips of paper and at other like delicate processes it is putting the accessory before the fundamental. It is reversing nature's process. Now, suppose instead of weaving fine paper you had big strips of lead and suppose you let the children weave them. And when they sew suppose you give them a heavy needle and twine. All this kind of kindergarten work is useful. The law I speak of does not involve change in a single instance in the kind of work. It does require, however, that the work should exercise first the fundamental muscles, and not tax the delicate accessory muscles at that early age.

I want to see this thing applied in the kindergarten work. I want to see small writing, small figures, fine lines, and

everything which puts undue strain on the delicate muscles that are not developed until a later period put away from the primary school.

Dr. Hall then enlarged upon the lessening of interest and effort in school and college in the study of natural science which has been observed during the last decade or so. Science is being studied assiduously for its commercial secrets; but the study of science as science, out of pure love of nature, is receiving less and less attention.

This indifference to nature study I believe to be simply due to the fact that city life has taken children away from nature, so that the real love of the children has not been given free course. It is impossible in the large cities to teach these nature subjects as they ought to be taught. Blackboards will not do. It grieves one to see these blackboard leaves when they are the whole text of instruction in our common schools. Flowers do not grow in chalk frames. They have got to have the environment of grass and trees and sky in order to touch the soul. Nature is the first love of every child, and every child who does not feel this love is in an abnormal state.

We have been cross questioning a good many children in reference to their feeling toward nature. We found a good many who said, "this tree or this rose bush knows me or knows when I come here." One said, "I can see this one languish because the other one is cut down." Another said, "I always knew the difference between a fool tree and a wise tree, and I thought every body did." "I know," said another one, "that trees feel it if their limbs are cut off." We had children who talked to their doll and their pet hen. We had one child who said she understood her lamb. "I know he knows me, for when I put out my hand he sees me and puts out his hand; I shake my head, he shakes his head." The child philosophy about all these things is a natural philosophy. The little girls who hug and kiss their pigs and are not reproved by their mothers are indeed children of nature. The children who really make friends to the flowers and whose hearts go out to the stars, they are the children who can be understood and who can understand nature's language. Premature, pallid little children they will never be. You can't induct children into the love of nature by the use of the microscope and charts. There must be a previous sympathetic ground-work. And I say to those who love children, you must love nature and children and God together. They were never meant to be separated and cannot be separated without injury to all.

Religion is locked in the love of nature, and without the love of nature and the love of God all is sham.

I am pleading for child study and am giving you a few of its results and applications. Do not understand me to say that these results are the best of it. The best is the effect upon the teacher and next its effect upon the children. It makes the teacher young; it converts age into youth; and I believe there is no panacea for keeping the heart alive and there is nothing to keep the heart on fire like great love of children. Children live in the heart. Their mind is a very small affair. Their life is there. The heart must be cultivated. The things that enter and stay are those elements which go through their mind to the will and heart.

We all live for life. There is nothing so great as being alive. The joy of being is the prime element in life. Take it away and what would be left? Think of our forms of greeting. What do people ask for? Everywhere, How are you feeling? How do you do? in every language. We ask strangers, How are you? how do you feel? That is the touch-stone by which we test not only a man's worth to himself, but also his worth to the world. I visited accidentally, yesterday, your Cook County Normal School. I go there when I can, ever since you stole Colonel Parker from us, to wind up my watch and get inspiration. I find new ideas and fresh suggestions. I find a new institution, which, if it were in Germany, would be one to which our graduates would go to wind up their watches. It abounds in the fulness of being, and this is its strength.

Editorial Notes and Comments.

The excitement over the Manitoba School Question is merely history repeating itself, and, if the studying of history has in it more than mere amusement, the providing of the world with advice by example is surely its more important function. The problem of the prairie province over its schools can hardly be solved by the politicians who are always afraid of "the fat that is in the fire," or that which is about to be put into it, nor by the philanthropists who have nearly always a refracted light to guide them in their deliberations—the refracted light in this instance of denominationalism. There is but one way out of the difficulty, and history points out the way, if the false arguments of the self-seeker would not hide it away from the common-sense of the people. The wise administration of a law, be it school-law or church-law, or civil-law, is the means that

will soon show if the desired for end can be attained. The argument is in a nut-shell. The education of the people, the full education of the people, is the duty of the state. No one can deny this as a first principle. The old system of schools in Nova Scotia, New Brunswick, Prince Edward Island and Manitoba was universally pronounced to be failures, at the time a change was being advocated. The administration of the old educational enactments in these provinces it was that showed wherein the law failed to provide a full education for the people. The administration of the new school-laws in the first three of these provinces has shown, in a thousand unmistakable ways, the benefits that have accrued from the reforms instituted, as well as the satisfaction of all creeds and classes to work under one system. Then why should the administration of the Manitoba School Law not be allowed to bestow upon the people of that province the educational blessings which have been bestowed upon the sister provinces? Under the wise administration of the new school law in Manitoba, we venture to say, that in a year or two, all creeds and classes will be satisfied with the school privileges which have become theirs without any political worry or discontent, and history it is that enables us to make the prophecy with safety.

—The other day the writer met one of our prominent politicians who has always strenuously advocated the increase of the teacher's salary. The same day one of our ablest divines pressed, in a public utterance, the necessity of doing something in this direction. The politician and the clergyman were alike sincere, even if the audience happened to be mostly made up of teachers. And yet with all this public advocacy is it not a marvel that so little is being done to help the teacher in this direction. There is no profession, as Beecher has said, so exacting, none which breaks men down so early, as that of faithful teaching. There is no economy so penurious, and no policy so intolerably mean, as that by which the custodians of public affairs screw down to the starvation point the small wages of men and women who are willing to devote their time and strength to teaching the young. In political movements thousands of dollars can be squandered, but for the teaching of the children of the people the cheapest must be had, and their wages must be reduced whenever a reduction of expenses is necessary. If there is one place where we ought to induce people to make their profession a life business, it is the teaching of schools. Oh, those to be taught are nothing but children! Your children, my children, God's children, the sweetest, and

dearest, and most sacred ones in life. At the very age when angels would be honored to serve them, that is the time when we put them into the hands of persons who are not prepared by disposition to be teachers, and who are not educated to be teachers, and who are continuously bribed, as it were, by the miserable wages that are given to them, to leave their teaching as soon as they acquire a little experience. It is a shame, a disgrace to the American Christianity.

—The editor of the *School Journal* puts the teacher in a position which no sensible person would care to occupy when he asks: Why is he a teacher? It was observed a good many years ago that certain men became teachers to earn money enough to undertake something else; staying in the school-room only as long as they must, sufficient money being earned they left it only too gladly. Then it was seen that the work done by these persons was not teaching but lesson hearing of a varying quality. So it began to be demanded that the person officiating in the school-room should be better qualified, and normal schools were built, but still it is observed that men and women seek the school-rooms solely for the money to be obtained. There are those who would have no higher motive for the teacher; when it comes to pass that none exists the public school system will fall of its own weight. The motive controls in teaching as in learning; those who learn to get gold medals never reach any great height.

—These wicked processes of an educational system, called examinations, are having their perennial hard time of it during the summer recess, when those who have from inadvertence or carelessness hit their toes against the proverbial stone, take their revenge by reviling the poor stone. One of our most indignant editors in speaking of the time of holding the examinations, pours out his wrath in the following mild terms: Cannot the system of which this country is so justly proud be so altered that the strain and anxiety of school examinations shall not come just as the trying heat of summer begins? There can be no defense of a policy that crowds so many responsibilities and probationary trials into a heated term when the well seasoned adult mind becomes as nearly dormant as considerations for the safety of life and property will permit. It is a serious question whether either teachers or pupils should be subjected to the drudgery of school life when the chief end of present existence with the rest of the world, is to find protecting shade and cooling breezes. It is a sheer cruelty to overtax the mental as well as the physical powers of children

under such circumstances, and it is wanton torture to impose the most difficult burdens of the year. It is impossible to overvalue the possession of a good education, but if the search for it leads to an early death, to health permanently impaired, to shattered nerves or permanent mental disabilities, the price paid is entirely too high. Give the teachers and children a chance. Give them their hardest work when it can best be endured, and pursue that sensible course which will ensure us a sturdy as well as an intelligent citizenship. The doctors and the undertakers have too big a share in the results of our present educational methods.

—Prof. David Kiehle has written on the same subject and we give his article in full, in order that our teachers may be awakened to give their own views on the subject: The separating of examining from teaching is another of the absurdities into which we have fallen in these later years. To allow the process of teaching to go on for a given number of weeks or months, and then to stop short and make a thorough examination for the effects is as sensible as to feed a boy for days and weeks and at a fixed time to look him over and decide whether he has over or under eaten, whether he has assimilated his food and improved in digestive power, or whether by reason of his weakness he shall not be turned back from present high grade diet of strong meat to the low grade milk diet. So senseless a course has never been pursued in feeding the body, because it is so very plain that failure here is to the discredit of the parent in charge. He knows that the diet for to-day depends upon the results of yesterday's diet and exercise. But in education, the examination is of the child's success and not of the teacher's. If there is a failure at the end of the term or year, the responsibility is thrown upon the pupil, who must suffer not only the harm of having learned nothing for a term or more, but must make up his loss with an additional burden of discouragement in going back. I recall a visit to a class in grammar in a high school of good reputation. The boys were making bad work of their lesson; but the reason was plainly in the unskilful and mechanical presentation of the subject by the teacher. As a last resort in an effort to spur them to attention and effort she reminded them that the examination would come in a short time, and then if they failed of promotion they would have only themselves to blame. If teachers were as likely to fail of promotion as their pupils by reason of these failures in examinations we would have fewer failures and less occasion for them.

To decide when examinations should be held, and how they should be conducted, we must keep clearly in mind what the purpose is. We will begin, then, by answering as fully as we can within our limitations, what is the purpose of examinations? In general, it is to find out how effective and thorough the work undertaken has been. Why? Because the facts, principles, power of mind in attention, judgment or reason, that are given in early lessons are necessary for the more extended work of succeeding lessons. When should this be known to the teacher? It should be known at the time its use or exercise is required. The teacher must have continually in mind a complete inventory of the pupil's stock of ideas, and a clear estimate of his intellectual power. To do this he must examine continually. He must promote them not from year to year, or from term to term, but from day to day and from lesson to lesson. If the teacher has intelligently promoted his pupil from day to day, it is the height of absurdity to suppose that his judgment cannot be trusted to promote from the last lesson of his grade to the first lesson of the grade above. If it is not done, it is because the teacher cannot teach the child as she teaches subjects. No one truth will exert a more positive influence upon the methods of teachers than that teaching the subject must be continually accompanied by careful examination of the pupil, and so that the teacher be able to estimate every night the condition and progress of every pupil in every study.

But shall we have no stated, monthly or yearly examinations? The important part of this question is whether we should not have examinations comprehending in their range more than is required in these frequent examinations of daily work. Yes, the examinations should be co-extensive with the teaching. If the daily instruction is gradually extending the view and understanding of pupils to comprehend great laws and relations; if the study of details of individual things is growing into a knowledge of general principles, it is by all means important that examinations of work be made.

But it would be a great error to make these general examinations mere aggregates of details belonging to daily examinations.

When the teacher studies the minutiae of the flower or insect with her pupil he has the object in hand, and she questions him accordingly; but when from an eminence he takes with him a grand survey of the surrounding country with streams, plains and forest, she questions him accordingly. Hence these grand surveys serve an invaluable purpose, but are no substitute for

daily examinations. Indeed, a teacher that would substitute the daily for all else, would be like one who would lead his boy through a forest by its winding paths, and never care either before or after to give him a general or comprehensive view of his journey, in directions, distances and relations.

Finally, as to methods of examinations, as we said before, the boy should be examined as he has been taught. If writing has been an instrument of expression by him, and with which he has become familiar, then let him be allowed to use it; but if not, he is entitled to the use of the instrument of expression with which he is familiar. A written examination is not to be made an occasion for training in composition and writing. Let all things be made gradual, but progressive.

—Teach the children, says Plato, that the just man will be happier than the unjust, not simply from the intrinsic working of justice on his own mind, but also from the exterior consequences of justice.

Current Events.

During the recess the more important events refer to new appointments and the holding of the Teacher's Institutes at Cowansville, Paspébiac and Huntingdon. The new principal of St. Francis College is Mr. J. A. Dresser, B.A., formerly of Aylmer Academy; Mr. Chalk, formerly of the Boys' High School, Quebec, has been appointed classical master in Cote St. Antoine Academy, Westmount, Montreal, and Mr. Grundy has been appointed to the vacancy in Quebec. Mr. James Bennie has retired from the principalship of Hull Model School to follow commercial pursuits. Mr. D. M. Gilmour, who has been successful as headmaster of the Ormstown Model School, has received the appointment to the principalship of the new school at Valleyfield. Mr. Ford, formerly of Rawdon and Mansonville, succeeds Mr. Gilmour at Ormstown. Miss Smith, the lady-principal of the Sherbrooke Young Ladies' Academy, has retired from that institution after a very successful management of the same for four or five years. The Rev. Principal Tanner, of St. Francis College, has decided to accept the pastorate of Melbourne, P.Q. Mr. A. L. Gilman, of Sutton Academy, has severed his connection with that institution to enjoy the *otium cum dignitate* which ought to be by right the reward of every teacher who is as enthusiastic over school affairs as Mr. Gilman has been. Miss Paintin, of Bury, has been appointed to the Model School of Sawyerville. Mr. D. H. Pettes, of Valleyfield,

has been appointed as Inspector of the Federation Insurance Co.,—a lucrative post which he is well qualified to fill. We will report other changes next month.

—The Montreal *Witness* gives the following account of the Teacher's Institute lately held at Huntingdon. A very successful Normal Training Institute for Teachers is being conducted in this town by Dr. J. M. Harper, inspector of superior schools for the province, and Inspector R. J. Hewton, M.A., Richmond. Teachers are in attendance from all parts of the surrounding country. The institute was opened on Tuesday morning by educational addresses from Inspectors McGregor and Hewton and Dr. Harper. The benefit to be derived by our teachers from attendance at such an institute can be judged from a glance at the subjects taken up by each of the gentlemen in charge. Dr. Harper draws the attention of those in attendance to the following phases of educational work :—“The New Education,” “School Comforts,” “Physical Drill,” “The Lesson, its Plan and Purpose,” “Language Drill,” “Vocal Culture,” “School Discipline,” “Mental Drill,” “School Devices,” “Memory Drawing” and “Moral Drill.” Inspector Hewton has been presenting the following aspects of educational work for the consideration of the teachers present :—“Arithmetic as a Science,” “The Lesson in Geography,” “Numeration and Notation,” “Maps and Their Importance,” “Addition and Subtraction,” “The Map in Relief,” “Multiplication,” “Physical Geography,” “Mental Arithmetic” and “Division.” On Wednesday night an exceedingly interesting lecture on “Something About Quebec” was delivered in the Moir Hall by Dr. Harper. The lecture was illustrated by lime-light views, and as the beautiful pictures of historic places and events passed before the vision of the audience, illuminated as they were by the eloquent words of the learned doctor, the thrill of patriotism was awakened in the breast of those present as they began to realize that we had in this country so much of the romantic and the beautiful. On Thursday a conversazione is to be held in the Moir Hall, when the teachers and lecturers will be entertained by the good people of Huntingdon. Addresses will be delivered by the Rev. Dr. Muir, Mr. Sellers, of the *Gleaner*, and others. On Friday afternoon Inspector McGregor of Huntingdon, will lecture on “School Discipline,” after which the teachers return to their various spheres of usefulness there to carry into effect the new ideas they have received and to take to themselves new courage from the words of those who, without expectation of reward, have come so far to give them

the benefit of their experience. The conversazione given by the people of Huntingdon last night to the teachers attending the Normal Institute was a decided success. The large Moir Hall was filled with the beauty and fashion of the town. Short addresses were given by Inspector Hewton, Rev. Dr. Muir and Messers Sangster of Quebec, Brown of Levis, and Gilmour of Ormstown. Music, both vocal and instrumental, of a high order, was furnished by local artists. The closing session of the institute was held in Jubilee Hall on Friday morning. The lecturers were Inspector Hewton, Mr. Sellers of the *Gleaner*, and Dr. Harper. Mr. Hewton, in his usual able and impressive manner, drew the attention of the teachers to the particular lessons they should learn from the work in which they had been engaged. He ended an impressive course of lectures by congratulating those present on the success of the institute. Mr. Sellers gave a very interesting and practical talk on tree culture. He dropped many hints which will prove of great assistance to the teachers in regard to this important question. Dr. Harper completed his course of instruction by a fine address on "Moral Drill." He led the teachers on step by step, that they might see how to bring up their pupils to a higher moral standard. The effects of so fine a course of instruction must long be felt by the teachers of this district.

—The authorities of Stanstead College have been making great improvements on their grounds, as well as in connection with their various buildings. The Bury Model School has also been showing activity in this connection. The Protestant Committee will no doubt take action at the September meeting in regard to the competition among the schools under their supervision as to the best kept school grounds. Many of our schools are doing their best to enter upon the competition.

—The Commissioners of St. Lambert are about to erect a fine new building for their Model School. The closing exercises of that institution were this year a great success, and the taxpayers are determined to be behind no community in the matter of its school appliances. The only change on the school staff this year is the withdrawal of Miss Cameron, who has proved herself to be an excellent teacher. Mr. Jackson, formerly of Waterloo and Cote St. Antoine, is head master of St. Lambert.

—The Model School of Lachine is about to have new premises in a fine building erected near the centre of that place. We congratulate the new principal on his prospects of having a comfortable building supplied with all the necessary

appliances. We wish the enterprise of the Commissioners every success.

—In addressing a class of Normal School Students lately Dr. Hunter, said: “Unless, you love children, you should not become a teacher. Be a scrubwoman, a cook, or a housemaid if you have no love and sympathy for the children, for if you do not have these requirements, despite all your learning, you are not competent to teach.

—The meetings of the Pan-American Congress of Religion and Education were held at Toronto, Canada, July 18–25. The outline programme of the Congress comprised a numerous list of attractive and important subjects. Besides the addresses and discussions on the broad general questions affecting religion and civilised progress, there were three special sections devoted respectively to the “Young People,” to “Education,” including the Religious Parliament Extension, and to “Philanthropy.” The congress was welcomed by the Major of Toronto on July the 18th; on the 19th President Henry Wade Rogers and Archbishop Ireland delivered addresses; on the 20th Miss Jane Addams and the Rev. William Galbraith; on the 22nd the Rev. William Clark and Bishop M. N. Gilbert; on the 23rd the Rev. A. Lazerus and Mrs. Charles Henrotin. The Hon C. C. Bonney of Chicago presided over the department of Religious Parliament Extension, while Dr. Paul Carus and other speakers, too numerous to mention, gave spirited addresses.

—It is wonderful what a school board can do as an example. The town of St. Stephen, New Brunswick and the municipality of Westmount, Montreal, have given an illustration of this that cannot be kept out of sight. A N.B. contemporary says:—The example of the town of St. Stephen in school matters has always been potent for good. At this time when complaint is being made regarding low salaries, the St. Stephen board has approved of a progressive scale of salaries for its teachers, which appears in another column. It will be noticed that the minimum is the salary now paid the rank and file teachers, and it increases for five years, always providing the work of the teacher is satisfactory to the school board, principal and inspector. There can be no doubt of the wisdom of this step as well as of its economy. Teachers will not only be encouraged to make their best effort, but will be induced to continue in the service of the Board.

—Many parents have signed a petition to the board of education asking for the closing of the public schools on the first of June. The recent hot weather has made a few of the

teachers wish that the board could be persuaded to reduce the school year. But it is not a question of weather that must decide in this matter. The principal question is, What is best for the children's health—not only physical, but moral and intellectual health? It is unwise to think of closing school for fourteen weeks. There are plenty of means of avoiding excessive nervous strain on hot days. The school commissioners should stand firm in refusing to lengthen the summer vacation. Let them adopt the rule that as soon as the thermometer rises above, say, ninety degrees the schools be closed for the day. So says a New York Journal.

—Some superintendents were sitting together and discussing the usual topics when one started off on the kindergarten: "We have one kindergarten and will soon have another; my intercourse with the teachers who apply for places has led me to doubt the institution; they know so little, are so narrow; they have learned a little, a very little about the ball and cube, and then they undertake to start twenty-five or thirty children in the way they should go. They don't know about the bodies or minds, they know just how to teach them to make figures with different kinds of woollen yarn and that is all. The kindergartner should be a well educated person, in my estimation." So say all of us.

—The next meeting of the Dominion Association of Teachers will be held in Halifax, Nova Scotia. Under the presidency of Dr. A. H. McKay, there is likely to be a very successful meeting.

—A circular received announces that the University of Buffalo has incorporated a school of pedagogy with its other departments of law, medicine, dentistry, and pharmacy. The school is designed for advanced students of teaching; particularly, though not altogether, for principals, superintendents, and training teachers, and hence will be devoted exclusively to professional work. It will have a faculty of its own, four of whom have already been appointed, *i.e.*, Dr. F. M. McMurry, Mr. Herbart G. Lord, Dr. Ida C. Bender, Mme. Natalie Mankell. In addition to the regular work, short courses of lectures will be delivered by Pres. Charles DeGarmo, of Swarthmore college, Supt. Henry P. Emerson, of Buffalo schools, Dr. W. T. Harris, United States commissioner of education; and Dr. Nicholas Murray Butler, dean of school of philosophy in Columbia university. The theories advanced in regard to education will be applied, tested and further developed in a well organized and fully equipped graded school, which is entirely under the

control of the faculty of pedagogy, and in which students will be allowed ample opportunity for practice.

—What can Canadian Teachers think of this that has taken place in the far-away Berlin of Prussia. The late severe winter brought home to school managers the question: How is it possible to provide the poorer school children with a mid-day meal without injuring the parents' sense of self-dependence, or perverting the purposes of our schools? The experiment began October, 1893, under the inspectorship of Dr. Zwick. The municipal board combined with the society for the Care of Children out of School Hours in fitting up a room with five small kitchen ranges (such as the people themselves use), five small tables, and five sets of open shelves stocked with the simplest utensils. Here lessons are given four times a week to classes of twenty girls of twelve, thirteen, and fourteen years of age, the scholars taking two hours' less needlework in the week. The lesson lasts from three to four hours, including a pause for relaxation, and the time involved in the setting of tables and washing up. The system has worked excellently. The girls are arranged around tables in groups of four, and are marshaled by the teacher with admirable dexterity. All that goes on in the pot is worked out in sample in glass vessels on the teacher's raised table, and the children are given every opportunity of proving for themselves the worth of a recipe. Household chemistry, physics, and economy are united. Bad materials and good are alike handled, and it is not considered waste of time to send the more advanced scholars round the corner to market for the rest. Thus they become acquainted with the resources of their own neighborhood, and gain familiarity with weights and prices. Sometimes the teacher will herself bring a basket of produce for the lesson, and convert her table for the time being into a market stall, at which the children come to buy, every child keeping her own account-book and recipe-book. Two children together cook for one typical family of father, mother, and one child, or, roughly speaking, for five children. When the lesson is over, the tables are laid with white oilcloth, spoons, and enamel bowls, and the food is served to the poorer children of the school at one penny per portion, boys and girls feeding on alternate days. The parents are glad to have the children provided for. When it appears that the penny is not forthcoming, the matter is looked into and settled on its own merits, some charitable person generally supplying the fee, which is in all cases paid, so that the children stand on the same footing of equality with regard

to each other. In the official report, the cost of food material is averaged at three marks a day for forty to fifty children. House room, coal, water, gas, heating are supplied by the municipal school board, with a special grant of \$125 per annum; the education department gives \$100 towards the teacher's salary, and the rest of the responsibility is borne by the society above mentioned for the Care of Children out of School Hours.

—In no country is education more highly esteemed than in China. The child of the workingman, as a rule, cannot hope to get more than a mere smattering. But scattered through the country are numberless families, the members of which for generation after generation are always students and from whom, as a rule, the officials come. They have no knowledge of any business or trade. They correspond very closely to what are, or used to be, called gentlemen in England, and preserve their position with great tenacity, even when hard pressed by poverty. Rich parvenus, as a matter of course, engage tutors for their children; and in the humblest ranks of life occasionally parents will stint themselves to give an opportunity to some son who has shown marked intelligence at the village school. But neither of these classes compete on an equality with those to whom learning is an hereditary profession. The cultivation and intellectual discipline prevailing in such families give their members a marked advantage over those who get no help of any kind at home, and who must therefore depend entirely on what they learn from their paid teachers. The orthodox scheme of education is entirely concerned with the ancient literature of China. The original works which occupy the student's attention were for the most part written before the literature of either Greece or Rome had reached its prime. But there are commentators belonging to later periods who must also be perused with diligence. China has not seen an influx of new races, such as have overrun Europe, since the days of our classical authors; but still, from mere lapse of time, the language of the country has greatly changed, and the child beginning his studies cannot without explanation understand a single sentence, even if he has learned to read the words of the lesson which he has before him. The student makes himself acquainted as thoroughly as possible with these classical works. The more he can quote of them the better, but he must master the matter contained in them as well. He must get to know the different readings and different interpretations of disputed passages, and, finally, he

practises himself in prose and verse composition. In prose he carefully preserves the ancient phraseology, never admitting modern words, though there are certain technicalities of style which will prevent his productions from being an exact imitation of the ancient literature. His verses must be in close imitation of the old-time poets. They must follow elaborate rules as to rhythm, and the words must rhyme according to the classical sounds, which are very different from those of to-day.—*The Nineteenth Century*.

—President Bashford, of the Wesleyan University, told the 800 students that the faculty, after making a study of the matter, have decided to ask all the students to discontinue the use of tobacco, beginning next fall, and if any tobacco users come they will ask them to quit the habit, and if they do not, to quit coming. About 129 it was found were already users of tobacco.

—A practical attempt to solve the question of how to feed poor children has been made at Guéret by the establishment of a school canteen. In January, 1894, a room was set apart in the chief boys' school of the town, to which all the children, boys and girls, from the primary schools might go for their mid-day meal. The special feature of the scheme is that by this concentration the cost of preparing the food is reduced. The headmasters and headmistresses purchase from the treasurer of the canteen the number of tickets they think likely to be demanded, and sell them to their pupils at the rate of five centimes each. The actual cost of the dinner is twelve centimes, the deficit which would otherwise result being covered by subscriptions. In some cases free tickets have been given. The number of meals provided down to February 1, 1895, was 4,355. There is, nevertheless, a substantial balance in hand for next winter, when operations will be resumed. This, we shall be told, is only another mode of pauperizing the parent. But in any jury impanelled to pronounce on the wisdom of such a scheme should always be included a few teachers who have had classes of eighty or a hundred children before them, and some twenty or thirty of these unfed.

—The entries at Bonn for the summer half-year illustrate the relative popularity of various careers in Prussia. Of 706 students, the Faculty of Evangelical Theology claimed only 26, that of Catholic Theology 82; 213 registered themselves as students of Law, 138 for Medicine; the comprehensive *philosophische Facultät* accounts for the remaining 247. Future schoolmasters are all included under the last head. Thus the

estimate seems to be that as many lawyers will be required as pedagogues. The total number of students will be, it is anticipated, 1,780, as against 1,538 in the winter half-year, and 1,634 in the summer of last year. The figures are large, considering that the University is not yet seventy years old.

—In the debate on the Education Budget in the Prussian Landtag, a Polish deputy, M. Czarlinski, complained of the employment of corporal punishment in schools, and attributed the frequency of chastisement in the province of Posen to the fact that instruction was given in a language which the Polish children did not understand. The Minister, Dr. Bosse, in reply, declared that corporal punishment was necessary: there were some children so ill-bred that they needed the rod. After supporting his opinion with the usual Scriptural authority, he added that he did not believe that abuses existed; he might be convinced if complaints came from all parts of the country, but they were always from the same quarter, and were heard whenever a Polish boy received a box on the ears from a German schoolmaster. It is probable enough that race hatred does give additional sting to the cuff; whence we deduce the inference that cuffing in Posen is a particularly bad pedagogic method.

—Bishop Hurst, who is president of the Board of Trustees of the American University, which on Wednesday raised \$150,000 for the erection of the first building—a hall of history—is very enthusiastic over the outlook. The work done at the university is to be purely post graduate, a college diploma being necessary for matriculation. Although two-thirds of the trustees must be Methodists by the terms of the charter granted by Congress the purpose is not to make a sectarian, but a Protestant institution. Ultimately the plans contemplate twenty-nine buildings. The trustees estimate that it will cost \$5,000,000 to start the university and \$10,000,000 for the full equipment.

—In virtue of a ministerial decree in Austria, the teaching of gymnastics is rendered obligatory in six *Gymnasien*. Instruction will be given in all the classes of the schools in question for two hours every week, and will be according to the principles of Spiess. Exemption will only be granted upon the production of a certificate signed by a doctor in the public service. The decree orders that the exercises shall take place in school hours, and shall begin at nine or ten o'clock in the morning. Our impression is that gymnastics are in most English schools relegated to the late afternoon hours. It is

thus, perhaps, worth while to call attention to the time considered most suitable by Austrian experts, The body shall be fresh, not jaded.

—Dr. Rand has retired from the chancellorship of McMaster University, Toronto, and hereafter will assume the less responsible duties of a professor in that institution. Rev. O. C. S. Wallace, who, like Dr. Rand, is a native of Nova Scotia and a graduate of Acadia University, has been offered the chancellorship.

—The organization of the first Honolulu Teachers' Association was recently completed, in spite of prevailing local disturbances. Professor Brown, of the University of California, delivered the opening address, choosing as his subject "The Requisites essential to success in Pedagogical Research," and incorporating in his discourse a sketch of the Verein für wissenschaftliche Pädagogik at Leipzig. He dwelt above all on the claims of child-study and the merits of Herbart's pedagogic system. At the close of the address, the Association, according to previous agreement, resolved itself into the following sections: History of education, psychology, child-study, methodics, nature-study, and manual training. Herbartian pedagogics have a great future before them, being destined, it would seem, to spread wherever American influence predominates.

—India has taken kindly to the European system of examinations, and the examinations have, as usual, brought dishonesty in their train. Recently there came a story of a promising young Hindu who persuaded a servitor to change the covers in which his answers were shown up for those in which the work of a more studious candidate had been contained. The fraud was only discovered when the latter, having failed to pass, demanded a scrutiny. A later instance is of an audacity which is almost pleasing. A candidate from the Rajshahi centre put down his age as twelve, whereas he appears to have been about twenty-one or twenty-two. The Principal of the Rajshahi College has in consequence made the prudent suggestion that the Government should compel registration of the birth of any children who are intended for the entrance examination: yet this would require a somewhat early choice of a profession. Meanwhile it has been pointed out that the returning officer ought not to have signed the candidate's application, which seems true, unless, indeed, the candidate had a singularly youthful appearance.

—The difficulties of the Manitoba School Question, about which

there has been so much talk, can in our opinion all be solved by the administration of the school-law, as they have been in New Brunswick and Prince Edward Island. And this administration, if judicious, can conserve the religious interests of the people, perhaps, as well as the priest or parson, who on account of their denominational differences can hardly be expected to agree on what should be the beginning and end of religious instruction in our schools.

—The Education problem in Australia.—The Sydney correspondent of the *Westminster Gazette* relates an interview he has had with Cardinal Moran, who, in answer to questions, stated his views on the education problem. The interviewer began by saying that the Cardinal was, perhaps, interested to learn, from a *Westminster Gazette* article, cabled to the Sydney papers, that the Primate of the Anglican Church was fairly satisfied with the educational systems of Australia:—"I had many conversations on the subject with his predecessor, the Right Rev. Dr. Barry," said his Eminence. "He looked on religion as an essential element in education, and he publicly declared in many of his addresses that the stand the Catholics had taken was the proper one. Of course, we regard the problem of education as the real problem of society at the present day. We consider that if the children are allowed to grow up without religion, or in indifference to religion, the future of this nation must be tainted with the same impiety or indifference, and that—particularly to-day—nothing can be more detrimental to the true interests of society than the growth of irreligion. The wealthier classes can provide means for having their children trained in religion and piety, independent of scholastic training, but for the great mass of the people the only education is that afforded by the public schools. Nowadays the mass of the people cannot be overlooked, not only as an element of society, but as a governing element. The people are the ruling power, and if democracy is allowed to be tainted with socialism, or irreligion, or impiety—by whatever name it may be called—the future of society must be sad indeed."

—Mr. Neil Heath, second master of the Victoria Collegiate Institute, has been suspended for a year for speaking contemptuously of the Roman Catholic doctrine of transubstantiation before his classes.

Literature, Historical Notes, etc.

The Japanese war with China is just over and the most of us know what it was all about. A few words on the children of Korea may be made of interest in the class-room, and may induce the pupils to learn more for themselves about that country, geographically and historically. The following sketch is from the pen of Miss Kate Gannett Wells, in *Primary Education* :—

American boys and girls who think they have a hard time at home would have a great deal harder time if they lived in Korea. They might like, however, being invited to go to school, only they could not refuse the invitation. There are no public schools in Korea, and every rich man must establish a school for his own boys and invite the fellows they like best, but whose fathers are poor, to study with them,—perhaps forty in all.

Boys need not go to school till they are six years old, but when once there they must stay for six years. The first thing they do is to learn by heart a kind of spelling book of two thousands words, for each word is given in both the Chinese and Korean tongue. Each line consists of four words and tells some fact,—“The heaven is dark,” “The sky is broad,” etc. Then children sit on cushions before their desk and repeat the lesson aloud twenty-five times, asking questions and having it explained to them just as we do here. Each child is trusted to keep his own marks. To do this he has a counter about seven inches long and two inches wide, made out of stiff oiled paper. It has many little openings, like doors, which mark the numbers, and each time he repeats the lesson he opens a door. If by chance he does not count fair or is naughty, he has to stand on a block or be whipped on the leg, but he is never put in a class, for they have no classes, each one does the best he can.

He learns to write while he is learning to spell; and as there are fifty thousand Chinese characters he is always learning. When he has been at school a year he studies what we would call the little duties of little citizens at home and abroad, and learns also by heart rules and golden texts—about thirteen books of them—until he knows them perfectly. Then he begins to study what American boys do,—geography, arithmetic, history and poetry. He is considered stupid when he is grown up if he does not know all the names of the four hundred Korean counties. He has a good time, however, for geography, history and poetry are partly learned by playing games about them. He even does his mathematics by counting sticks and tables, just as little children do here.

When he is eighteen he may go to a military school and learn rifle practice, and the flag service of forty-eight flags, and Chinese pass-words and how to give the countersign and challenge and answer. If he is going to be a calvary officer, he will do more than a circus rider; not only jumping from one horse to another when he rides out, but swinging himself quickly under the body of the horse so that he need not be hit by a bullet. If he wishes to be a musician, he practices on thirty-five different kinds of instruments, and wears a scarlet robe and a blue silk belt, and a hat shaped like a bird. If he becomes so famous that he is musician to the royal family, he has the honor of a yellow dress and blue belt, and yellow hat trimmed with gold. But if he is going to be a literary man, he will write on the thinnest paper he can find, and piles his sheets on top of each other till they reach from the floor as high as his chin. Then he has done a "chin;" and if he is always very industrious he may do two or three chins before he dies.

There is one thing Korean boys have to do which our American boys might not like, yet perhaps some very chivalric boy might be willing to suffer instead of having the President's little Ruth punished. But in Korea, when the prince is naughty it is against the law to punish him, so the companion he loves most has to be punished instead of him, by standing on a block just big enough for his feet, not an half inch more. Try it for half an hour and see how it hurts.

Korean young ladies are first-rate cooks. They know more about cooking and sewing than about their books. Each one is very ambitious to set the table well, and to have the dishes of food look handsomely, such as salads, jellies, meats, and water-ices in the shape of fruits. In Korea they invent ways of arranging dishes of food two and three feet high, so as to produce contrasts of color by the kind of food served. They cook rice in all sorts of ways; wiser than other Asiatic nations, they eat beef twice a day.

Then the girls acquire another art,—that of sending messages to each other. They study the words until they choose the most elegant ones, and then say them over and over to the servant until she knows them by heart and goes off on the errand. Such messages would sound very formal to us, but in Korea the more formal they are the more do they prove that the sender is a lady. And as each one wants to be the queen's private secretary, each one takes such great pains with her handwriting that it is wonderful.

Korean women dress as we do, or should do if we did not

have such small waists. The queen herself is specially taught by the queen dowager (may she like it!); and though she must know more about books than the other court ladies, she must also understand how to cook and sew. After all, it is not very bad to be a Korean girl or wife, for the men always treat women well, though it is better to be an American girl and go to the public school.

—The following are not taken this time from the examination answers of the schools in the provinces, but many of them are just as funny as an illustration of scholarship in its unripened state. The selection comes all the way from the schools of Great Britain:—

Give the title of the highest office held in the Church of England.—The Archipelago of Canterbury is the head of the English Church.

St. Augustine was sent to England by Pope Geography to convert the English, who were heathens before they were created.

Vis consili expers mole ruit sua (Hor., "Odes" III. iv. 65).—The unexpected weight of the consul fell upon the soft pig.

Il avait le bras cassé par un coup de pistolet.—He had a couple of pistols in a brass case.

Triremis.—A three-oared ship.

The river in Italy about which there is a common saying.—The cat in the Adige.

The negroes you offer me are inferior; the whole race must be degenerating: they used to have five feet and six thumbs (*cinq pieds et six pouces de hauteur*).

The battle of Marathon.—Something mentioned in the Bible which means *bitter*.

Utopia (Sir Thomas More's).—The name of a girl bound to a rock, waiting for a dragon to come and devour her.

The arrest of the five members.—The five members were particularly fond of going to the theatre, and were arrested there.

What misfortunes befell Lot when he went to Sodom?—He got a wife, sir.

Give a proof of the Earth being round.—It says in the Bible, "World without end."

"Paradise Lost" is written in lines, each of which has five embryonic feet.

Und diese Wolken, die nach Mittag jagen (Schiller, "Maria Stuart").—These people who hunt after dinner.

A boy, doing a Latin exercise without dictionary, was

2. Present tense of *posse*.—*Pum, pes, pest, pumus, pestis, punt.*
(Girl's School.)

Ut assidens implumibus pullis avis

Serpentium allapsus timet

Magis relictis (Hor., "Epod." i. 19).

—As a man, sitting on the unfledged offspring of a bird, fears rather that he has fallen into the cast-off skins of serpents.
(Trin. Coll., Camb.)

J. GOW.

1. I will go no further.—*Ibo non plum.* ARCTURUS.

1. How is silence expressed in music?—Silence in music is expressed by putting your feet on the paddles. L. R. A. M

1. On what occasion did our Lord use the words: "With God all things are possible"?—To the woman who had had seven husbands.

NIESKY.

1. What and where is Corea? A thing the Mahomedans read the Bible from.

ARDLOCH.

1. What is a blizzard?—The inside of a fowl. LETHE.

1. *Romulus imaginem urbis magis quam urbem fecerat.*—Romulus made a map of the city greater than the city.

2. Homer was a Greek poet whose chief work was Virgil, and has been handed down to us in a revised form by Pope.

J. W. R.

1. How many Apostles were there?—Thirteen. St. Matthew tells us the names of twelve, and St. John gives us the name of the other one—Verily, that Jesus used to talk to so much.

2. Dido was queen of Cartilage, and was afterwards changed into a bone.

3. Now, Jack, come, be sensible: if every orange cost a penny, what would you give for two?—Two for three 'apence, sir.

A. B. C.

1. What happened when the Israelites looked into the Ark (at the dedication of Solomon's Temple)?—When they looked in the Ark they found Mary Magdalene sitting.

LINE UPON LINE.

1. Explain the words: "What's Hecuba to him?"—(i.) Hecuba was a town in Sicily, where there were a great many bees, and hence a deal of buzzing. (ii.) Hecuba was a goddess who was turned to stone, and shed tears during the summer months.

2. What is the meaning of the words: "When we have shuffled off this mortal coil"?—(i.) It means that the body was formerly supposed to be wound around the soul. (ii.) It means that if we have any shuffling to do, we must do it now, because there will be no shuffling in the world to come.

J. G. B.

—The reading of *Trilby* is a rage that has about expended itself. The book impressed me in this way, says a writer in the *Open Court*. That any one who is fairly well informed, who has anything of an emotional temperament, or who, as a scientist or philosopher, understands the emotional nature, who has some sense of humor, who can appreciate the beautiful, who can comprehend something of idealism and realism, who loves truth, courage, and generosity, who can feel genuine sentiment and realise the bearings of fact under the glitter of imagination, who has a desire for the elevation of his kind, can take up *Trilby* as a classic, read it many times and find something new in it or in the suggestions it stimulates at every reading. He can find texts for a sermon or an essay in some of its parentheses. It is not a book to be read merely for the story, though that is thrilling and educational. Accidentally or intentionally the author has given us matter for several books in one. It is *sui generis*. It has no model. It cannot be compared with any other work. It is a novel only as it tells a connected story. The story is only a shape on which to display a great variety of things. As well call the human skeleton the body. It has no repulsive character in it. Even Svengali is a hero and full of interest to us. In characters and incidents it is natural and not improbable or impossible. It approaches exaggeration just near enough to add interest without repulsion. It touches more subjects intelligently in rapid succession than any other work of fiction I ever read. It does not keep us waiting impatiently, or break or tangle the thread of regular progress, or in any place tire us or create a disposition to skip. It has no abrupt breaks, or leaps, or lapses, or by-ways, or side tracks. No grouping of incidents and characters to be left behind to go back after and bring up later, and after we have started on a journey with others. No straggling or losing of characters. They are all disposed of in such a way that they drop out and come back again when wanted—if wanted—at the right time and place, of themselves, in a natural, consistent way, without interrupting the current of our interest and enjoyment. Whatever it touches on it treats without being tedious and in a manner to impress the memory, appeal to the intellect, awaken a sense of humor, or stimulate curiosity and wonder, or excite surprise, or arouse sympathy, create enjoyment, and leave more suggestions and fewer regrets than any creation of modern times.

The pictured illustrations are simply wonderful. Their truthful adherence to personality and situations seem perfect;

except as to Svengali. They contradict the personal description given of him, but are speaking likenesses of such a character as he is described—just such a person as one would expect from the character. I read *Trilby* for the story as an engineer would run a preliminary line for a railroad, leaving the critical surveys to be made afterwards, with corrections and estimates. Then I read it for the study of its characters and its own development and maintainance of them. And again for its situations, its philosophy, its idealisms, realisms, romance and fact, in contrast and combined. Once more for its imagery and beauties of description. Finally, for its literary composition, its wonderful language, use of words and sentences to accomplish a purpose, its rhetoric, logic, criticisms, inventions in comparison, its parentheses taken with the text and in their implications alone; each time keeping in view the special object of reading; and afterward I felt inclined to pick it up and read portions of it from time to time. Each character fits its place. Each situation comes naturally. The book is mathematical as a whole. Strike out any character or incident, or course of action and its proportion will be marred or destroyed. It does not seem like a studied design; but as if the author started with some fixed ideas, and after starting it ran off his pen as a sort of inspiration over which he had no control. It has few repetitions.

Of course, the book is not above criticism. What he says about fiddles (p. 231) is a bit of careless writing. His method of securing hypnotic influence on Trilby in her last scene challenges those who think it easy to have Svengali's picture produced in connection with any special mystery. As he introduces it, it develops the author's plan.

—What a lesson from the gospel of a fully developed manhood there is in the following from the pen of Charles C. Abbott when he speaks about Thoreau and Emerson. "Pounding beans, which Emerson sneers at, would not be degrading or belittling or unworthy a man of brains, if here and there a man of mental force would show that his brain and brawn need not come into conflict. If, over the land, Thoreau would demonstrate that a day of toil in the fields can be followed by an evening of rational, intellectual enjoyment, the world would quickly advance beyond the present stage of agitation and unrest, that needs a standing army to preserve even the semblance of order. If the philanthropists would attack the problem of intellectualizing work, the workman would be benefited indirectly more than any efforts directed at "the

masses" will avail. No work that the world calls for should be looked upon by a favored few as beneath manhood. More mischief lurks in a sneer than about a cannon's mouth. Thoreau stands for two conditions which neither Emerson nor Lowell nor any great man of letters or of science or of political economy has ever dreamed of displaying upon his banner: Simplicity and Sincerity. This was an ambition far higher, far better fitted to secure the welfare of man and the permanency of his own fame (if he ever thought of the latter), than anything that Emerson ever thought of. Of course we must always bear in mind that Thoreau died before the youth of old age had commenced, and it is obviously unfair to pass too critically upon his writings. But two of the eleven volumes that complete his works were issued in his lifetime, and what he might have done with the mass that has since been printed, what omitted and what elaborated cannot even be conjectured. That the best results should be realized, Thoreau should be read first, and what his critics have to say be considered subsequently; and it is to be regretted that, laudatory as is the biographical sketch by Emerson, it should have contained a single stricture. That stricture was not called for.

—*The Story of Daphné*: Those of our teachers who wish to join in the movement in favour of bringing to the attention of their pupils the learning of the pagan world that brought grist to the mills of Homer and Virgil will find all that they want in the "Wisdom of the Ancients" of Lord Bacon, a book which every teacher should read. The following is given as a specimen of the story building of a teacher who has joined the movement in favour of the revival of the old classical literature among pupils who are not studying the classics in the original. After reading the story of Daphné as thus told by Miss Hadley, the teacher may be forced to turn up Bacon, and this is the reason we have taken it as a literary selection:—

"Daphné was a pretty young girl, the daughter of the river Peneios. Her home was in the valley of Tempe, near the foot of Mount Olympus, and here, shut in by high hills, she lived happily for many years.

There were no houses of brick or wood there, but her father, who loved her dearly, had fitted up a great rocky cave for her to live in. You wouldn't suppose such a home could be a very comfortable one, but Daphné thought it the finest in the world. The floors were of beautiful, polished pebbles, or bright pink and silvery shells, while the cushions to sit and lie upon were of the greenest and softest moss.

Here the birds came to sing for her their sweetest songs, and the river nymphs were always ready to tell her wonderful stories of the great world beyond the valley; the trees beside the door gave her their cooling shade in summer and sheltered her from the cold in winter, and the flowers brought her their sweetest perfumes.

Every morning she climbed the rocky hills and watched Apollo guiding the fiery horses of the sun across the sky, and when the western mountains shut his chariot from sight she ran home to listen to her father's sweet songs, and the stories that sent her to sleep.

In this way she lived many happy years, and then, one day, something dreadful happened. It was early in the morning, and she stood on the hillside watching the great sun chariot just starting out through the gates of the morning. Apollo, who had never before looked that way, now chanced to see her and thought her the most beautiful maiden in the world. He called to her to come with him to his beautiful palace in the sky.

Pretty Daphné cared for no one but her father, and she never meant to leave him. So, instead of being pleased because such a great god as Apollo loved her, she was frightened and ran toward home as swiftly as she could. This only made Apollo more determined to make her his wife, and fast as she ran, he went still faster, all the time crying to her not to be afraid, but to stop and speak with him if only for a minute. But Daphné only ran on and on as swiftly as the wind. Yet in spite of all that she could do she found that Apollo must soon overtake her.

Poor frightened Daphné! How she wished she had never gone upon that hill to watch the sun chariot. But it was too late now to think of this. Apollo was nearer and nearer, and as she reached the river's edge he reached out his hand to seize her. This frightened her so that she screamed to her father to help her.

Now what do you suppose Peneios did to save his daughter from Apollo?

No sooner did he hear her cry than all her lovely hair became green leaves, bark grew over her fair skin, and from a pretty young girl he changed her to a laurel tree. Wasn't that a wonderful thing to do? Of course she was safe enough now, for Apollo didn't care to carry off a tree, and that was what was left in her place.

But he loved her so much and was so sorry to lose her

forever, that he said the laurel should always be his favorite tree. Its leaves should be evergreen, and when men did any good or brave deed, painted beautiful pictures or made sweet music, they should be crowned with wreaths made of the laurel's glossy leaves.—*American Teacher*.

—In Chambers' Guide Book to Quebec, which is undoubtedly the best that has ever been issued, the following reference is made in connection with the author's description of the Dufferin Terrace: "Unfortunately it has become necessary to condemn, as unsafe, and to close against the public, a portion of this magnificent promenade, at the end that lies just under the Citadel. This is in consequence of the disastrous landslide that occurred from the face of the rock immediately below the end of the Terrace on the fatal night of the 19th of September, 1889. The rocky debris may be seen below, that in its fall crushed and buried seven or eight houses to a depth of twenty or thirty feet, hurling between fifty and sixty souls into eternity without a moment's warning."

THE LANDSLIDE.

Have you heard the direful tidings
 Trembling in the morning air—
 Death that harbours with disaster,
 Bringing on the town despair?
 All last night, from eve to daybreak,
 Roared the tempest, pouring down,
 Lashing like a blinding fury
 Through the highways torrents grown.

What! you have not heard the tidings,
 How the storm did not abate,
 Till the darkness thick as Egypt's
 Settled like a coming fate!
 Why 'twas flood like earthquake rending
 Rock and terrace strand in twain,
 Crashing with relentless downfall,
 Rack and ruin in its train.

Up and to the work of rescue!
 Brothers help us, sisters pray,
 Dig for life, tear out the timbers,
 Heave the boulders from your way!
 Hark! a voice beneath the debris!
 Can it be a human cry?
 Dig for love, dig, dig in earnest;
 Dare we pause when one may die?

What! you say 'tis yet another,
 A fair haired laddie limp and dead?
 O God! to think how many, many
 Lie upon the morgue's cold bed.
 Young and old, men, women, children—
 What of that? Again the cry!
 Yes 'tis there, though faint and feeble;
 Up and every sinew ply.

To the work a thousand helpers!
 Should we save but one 'twere well:
 The voice below comes near and nearer,
 Making every heart-ache swell.
 He's dead, you say: no, no he's living;
 Be tender, lift him out with care,
 Would that all had thus been rescued!
 Ah, me! the wish but brings despair.
 He dies—he's dead—the last one dead!
 Count them? No, we may not stay;
 Such lament makes hope a ruin,
 Let us help those whom we may.

Alas! for us and for our city;
 Alas! for those who victims fell;
 Alas! for weeping kindred wailing,
 As the warders sound the knell.
 Crash it came, no moment's warning;
 Down it plunged an avalanche;
 Rock and ruin, breaking, bursting,
 Making men and rulers blanche.

Practical Hints and Examination Papers.

What is a school and what is it for? The idea is indefinite in the minds of many that it is both public and private. It is a public institution in the fact that it is supported by the public fund—yet it is often used to promote private ends. Who should teach in it? The idea that a town or district must supply its own teachers so as to keep the money spent at home must give way: the child's needs should be supplied with the best teachers, no matter where they come from. No one should be considered to hold a mortgage on a situation in any school on account of long service, infirmity, family needs, political or sectarian relations. The teacher's continuance in service should rest upon a strictly professional and business basis—neither politics, nor relationship nor denominationalism, nor charity should enter into the matter.

—*Whose fault was it?* In one of our country schools there was

no end to the disorder and confusion prevailing. Some give one reason and some another, but perhaps the best explanation of the state of affairs could be given in the teacher's own words, written at random by one of the boys, who "took notes" for his own amusement.

The notes were not taken for publication of course, but they are given here *verbatim*, hoping they may help some young teacher to steer clear of such shoals.

"We have too much whispering, and it is among the larger scholars; whisper a little more softly."

"Girls, you are too noisy!"

"Stand up in the class, Jenny."

"Turn around that way, Mary,"

"Karl, get your slate out."

"Johnny that is enough of *that* now."

"Have it quiet at the board."

"Too much loud whispering. *We must have it quiet!*"

"Turn around there and get your lesson."

"Now *we must have it quiet*; it is useless to have all this noise in the school-room."

"*Sit down there*, George."

"Let's have the attention of the class."

"*See here, boys!* we have enough whispering now."

"Jake and Andy *let's have it quiet.*"

"Now *let's have it quiet*, it's getting too noisy."

"Let's *have it quiet, boys.*"

"We have too much noise, let's *have it quiet.*"

"Karl, make those letters."

"James, *let's have it quiet.*"

"We have too much whispering; each one get to your own lessons."

"If you have no respect for me have a little for yourselves."

All the above corrections took place inside of a few hours, and that was the last term that teacher tried to teach.

We will let the reader draw his own moral.

—WHO, WHICH, OR THAT.—*Copy the following sentences, filling the blanks with the words WHO, WHICH, or THAT, as may be required:—*

He met a man——pointed out the right way.

I have written in my own words the story——you told me.

The calyx is that part of the flower——holds the corolla.

Those——read poetry find beautiful thoughts.

The petals of a flower are the colored leaves——make up the corolla.

A quadruped is an animal——has four legs.

An animal——has two legs is called a biped.

Animals——eat flesh are called flesh-eating, or carnivorous, animals.

The teacher loves those children——do their best.

James found a snail's shell——had five whorls.

Jane holds in her hand a flower——has five stamens.

The flower——I like best is the rose.—*Sel.*

WORDS TO USE AFTER *is* AND *was*.—The following sentences are correct :—

1. Was it *he* who spoke to *me* ?
2. It was *I* who spoke to *him*.
3. Is it *she* who is talking to *us* ?
4. It is *we* who are talking to *her*.
5. It is *they* who are to blame and I blame *them*.

Complete the following sentences with one of the words in italics in the first five sentences.

1. Who is there ? It is——
2. Is it——that you wish to see ?
3. I knew it was——because I saw——
4. Do you think it was—— ? No, it was——
5. It is——who were speaking to——
6. Did you call—— ? No, it was——that called you.
7. Who is there ? It is only——You need not be afraid of——
8. That is my mother. I know it is——I hear——calling.
9. Father, was that you ? Yes, Charlie, it was——Come to——
10. Who sang "Home, Sweet Home ?" It was——and——who sang it.

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Analyze the following simple sentences : England's material greatness *has* grown *out of* the power and integrity of individual character. Champlain, the intrepid explorer of the St. Croix River in New Brunswick, was *subsequently* commissioned to explore the great St. Lawrence. Ottawa, *now* a growing *city* of forty thousand inhabitants, is the capital of the Dominion of Canada, *situated* on the right bank of the river of the same name.

2. Parse the words in italics in the above sentences, and name the adjectives in them that cannot be compared. Give also the three degrees of comparison of the adjectives that can be compared in these sentences.

3. For what purpose do we use sentences ? Write out a long one of your own making in connection with the subject of hygiene. Analyze it, and tell what part of speech each word in it is.

SECTION II.

4. Write out in tabular form the inflexions of the personal pronouns. What are the relative pronouns ?

5. How would you parse a noun fully ? Explain each term you use.

6. Name the parts of speech and define them. Show how many of them are to be found in this sentence: "John the Baptist, having preached against Herod, was cast into prison, and, alas, finally beheaded."

SECTION III.

7. Correct the following sentences: Who do you speak to? The time and place for the meeting was agreed upon. It was me who wrote the letter. Between you and I, there is no truth in the story. It might have been him.

8. Write out the rules of syntax that have been broken by the above examples of false syntax.

9. Give five examples of nouns that do not form their plural by adding *s* to the singular. What is the plural of *genus* and *memorandum*?

DICTATION, READING AND WRITING (FOR ALL GRADES.)

Dictation.

GRADE I. MODEL SCHOOL.—The first twenty lines of the lesson on page 232 of the Fourth Reader. This dictation is to be given on Monday afternoon, from 2 to 2.30.

GRADES II. AND III. MODEL SCHOOL, OR GRADE I. ACADEMY.—The first twenty lines on page 297 of the Fifth Reader. This dictation is to be given on Monday morning, from 10.30 to 12.

GRADE II. ACADEMY.—The paper set by the A.A. Examiners shall be taken by this grade. In giving the dictation, the deputy-examiner should first read over the whole passage continuously to the pupils, and then read out the sentences phrase by phrase without repetition. No word or portion of a word is to be read out by itself.

Reading.

FOR ALL GRADES.—For all Grades the deputy-examiner may select any passage within the prescribed pages in the readers, giving 100 marks in each grade as a maximum. The reading may be heard at any time during the examination convenient to the deputy-examiner, if the time mentioned in the time-table is not sufficient. The main points to be taken notice of in making the awards for reading are naturalness of utterance, clear enunciation, and proper emphasis. The pupil who takes less than 75 marks in this subject as well as in dictation will be considered as having failed in the subject.

Writing.

The paper set by the A.A. Examiners is to be taken only by the pupils of Grade II. Academy: for the pupils of all other Grades any fifteen lines of prose and any fifteen lines of poetry may be written from memory or from the Reader. The general character of the writing of the pupil in all the papers will also be taken into account.

FRENCH (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Translate into English:—Voilà, mon livre est sur la table. Etes-vous sur la chaise ou sur le plancher? Comment vous portez-vous aujourd'hui, madame? Combien de doigts, de bras, de jambes avez-vous? Avez-vous étudié toutes vos leçons pour demain? Le petit garçon est fatigué, je suppose? Je vois cent pommes, dix pêches et une douzaine de prunes. Le chien a des yeux très beaux, n'est-ce pas?

2. Translate into French:—Is your book on my table? The boy and his dog went to the town. Is the door open? Are you in my class at school? How many books have you lost? I went to Montreal last week. Did you see my friend Charles during your visit? How old are you now?

3. What is the English for:—Garçon, jour, habit, rue, dent, bouche, maison, porte, maître? What is the French for:—sun, moon, dinner, night, river, dress, chair, horse?

SECTION II.

4. Answer in full, by means of French sentences, all the questions in either of the first two extracts.

5. Give ten nouns, ten adjectives, five verbs, and five pronouns in French.

6. Ask five questions (of six words each, at least) such as a Frenchman might ask when speaking his own language.

SECTION III.

7. Give in full any two indicative tenses of *avoir* and *être*.

8. Give general rules for the formation of the plural of nouns and the feminine of adjectives.

9. Write down fifteen French words with their English equivalents opposite them.

MENTAL ARITHMETIC (GRADE I. MODEL SCHOOL.)

- | | |
|--|----------|
| 1. What is the sum of $148 + 236 + 229$? | Ans..... |
| 2. Multiply 123 by 15 and divide by 3. | Ans..... |
| 3. Divide $6\frac{1}{2}$ score by 5. | Ans..... |
| 4. Multiply 348,652 by 25. | Ans..... |
| 5. How much is $\frac{1}{4}$ of $\frac{1}{5}$ of 1200. | Ans..... |
| 6. Subtract from 144 apples five dozen apples. | Ans..... |
| 7. How many ounces are there in 2 cwt.? | Ans..... |
| 8. How many yards are there in 12 miles? | Ans..... |
| 9. Divide 12 feet by 8 inches. | Ans..... |
| 10. Multiply 3,864,523 by 21. | Ans..... |

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.

Signature of pupil,.....
Grade,.....

ARITHMETIC (GRADE I. MODEL SCHOOL.)

SECTION I.

1. When \$386.25 is added to \$74,562.29 and the sum multiplied by 386, how far is \$84,562.29 from being the proper product?
2. Multiply 386,458,628 by 862 and divide the product by $\frac{1}{2}$ of $\frac{1}{4}$ of 992.
3. $21\frac{3}{8}$ gallons were sold from a barrel of molasses containing $43\frac{7}{8}$ gallons. How many gallons remained in the barrel?

SECTION II.

4. What is the smallest number that can be divided without a remainder by 18, 21, 24, 30, 42? What is the largest number that can divide 1980 tons and 3120 tons without a remainder?
5. Divide $\$9418\frac{3}{4}$ by $59\frac{5}{8}$, multiply \$13 by $\frac{7}{8}$, and find the difference between $\$197\frac{5}{8}$ and $\$327\frac{2}{3}$.
6. I sold $\frac{5}{8}$ of a piece of goods containing $39\frac{3}{4}$ yards. How many yards remained in the piece?

SECTION III.

7. A man bought 89 acres of land for \$3337.50, sold 32 acres at \$40 per acre and the remainder at \$45 per acre. What was his gain?
8. Multiply 38,465,672 by 365 and divide the product by 292.
9. A man owed \$4200 and paid \$1575. What part of his original debt did he still owe?

CANADIAN HISTORY (GRADES I. AND III. MODEL SCHOOL.)

SECTION I.

1. Under what circumstances did Champlain first come into contact with the Indian tribes? Which of them were his friends, which his enemies?
2. Tell what you know of the explorations of Marquette, Joliet and La Salle.
3. Enumerate any five of the leading incidents of the American invasion of Canada in 1775.

SECTION II.

4. Give an account of the death of General Brock.
5. Tell what you know of Lundy's Lane, Chateauguay and Chrysler's Farm.
6. Point out the events which led to the siege of Quebec in 1759.

SECTION III.

7. Who were Papineau, Lyon Mackenzie, Sir Edmund Head, Wolfred Nelson, and Lord Durham.

8. When were the provinces of Upper and Lower Canada united? Give an account of the union.

9. Describe the siege of Louisburg, or tell what you know of the conspiracy of Pontiac.

ENGLISH (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Write out any four verses of any poem you have learned from your Reading Book. State who was its author.

2. Who wrote the poem called the Sea Gull? Give the first and last stanzas of it.

3. Who wrote the poem called Hiawatha? Quote any twelve lines of it.

SECTION II.

4. Make sentences on the following: Wellington, the Red River, Ottawa, Westminster Abbey, Charge of the Light Brigade. Each sentence must contain at least fifteen words.

5. Write an essay on any large city you know something about, or on the climate of Canada. (Be careful of your sentences.)

6. Give in your own words the substance of any lesson taken from your Reading Book.

SECTION III.

7. Give the derivation of any ten words you can think of, as well as their meaning. The words should be made up of at least fifteen letters.

8. Write out in your own words the paragraph which was read to you for dictation on Monday.

9. Reproduce in your own words any one of the paragraphs on the Colosseum of Rome as given in your Reader. (The examiner may select the paragraph and read it once in presence of the class.)

BOOK-KEEPING (FOR ALL GRADES.)

SECTION I.

1. Draw up an invoice in which there are mentioned at least six items with the additions properly made. How would you rectify a mistake in an invoice after it has been sent?

2. Describe the various books used in Single Entry Book-keeping.

3. Explain the following terms as used in Book-keeping:—Bills Payable, Stock, Shipment, Capital, Consignment, Acceptance, Mortgage, Bill of Exchange, Protest, Assets.

SECTION II.

4. How often should the Cash Book be closed? What is *posting*? What is *striking a balance*?

5. What is a Petty Ledger and for what and why is it used?

6. Draw out a form for a Bill Book.

SECTION III.

7. How does a merchant find out whether he has lost or gained by the sale of goods during the year? Explain fully what is meant by "taking stock."

8. State what is meant by a voucher, an inventory, a policy, a deficit, an assignee.

9. Explain the following abbreviations: a/c , $\%$, $@$, C.O.D., Cr., Dr., and E. & O. E.

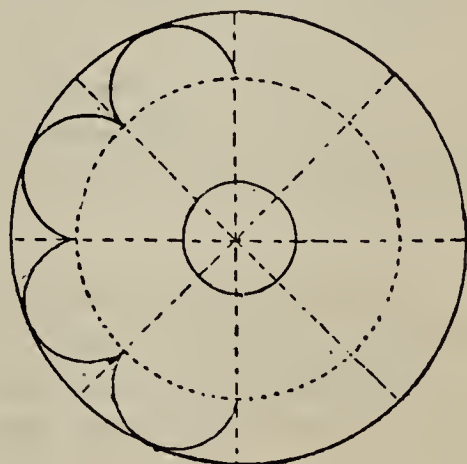
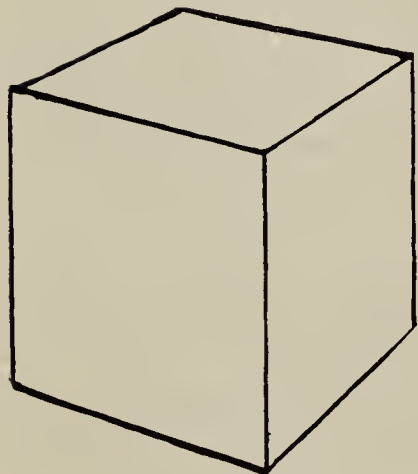
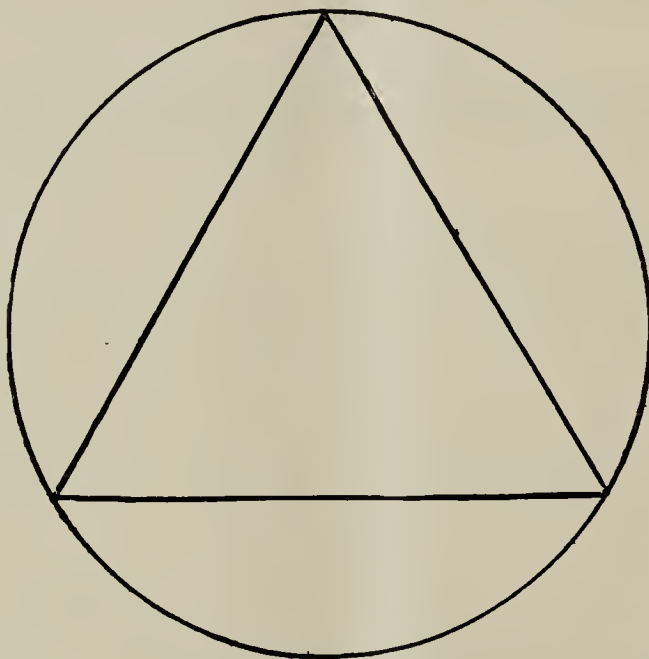
DRAWING (GRADE I. MODEL SCHOOL.)

1. Draw an equilateral triangle on each side of a square which measures at least three inches on each side.

2. Show by a drawing the difference between a cone and a pyramid. (Be careful that the figures are symmetrical and of a sufficient size.)

3. Draw from memory the picture of a tree, a cow or a plough.

4. Enlarge the figures given below to double their size, and be sure and complete them with a carefully drawn finishing line. (The paper used must be drawing paper, cut to the same size as the half-sheet foolscap.)



PHYSIOLOGY (FOR ALL GRADES.)

SECTION I.

1. Name the bones of which the skull is constructed. Give a full description of the skull.

2. What organs of digestion are injured or debilitated by the use of narcotics? Describe the process of digestion.

3. What is the pulse? In what parts of the body is it to be directly felt. What is meant by a low and high pulse? How often does it beat in children?

SECTION II.

4. In what way does temperature and ventilation affect the health? What are the gases in the air we breathe? What is the difference between the air in a close room and the air of the playground?

5. What is the function of the lungs? Give five of the laws of health which when broken generally end in lung complaint.

6. Name the organs of special sense and describe any one of them minutely.

SECTION III.

7. Explain the following terms: Diaphragm, marrow, hygiene, physiology, artery, stimulant, respiration, iris, larynx, epiglottis.

8. Give five sufficient reasons why intemperance should be classified as an evil.

9. Tell all you know about the muscles of the body in a thoughtfully composed paragraph.

GEOGRAPHY (GRADES I. MODEL SCHOOL AND I. ACADEMY.)

SECTION I.

1. Name any five of the large rivers in the United States and any five of the large rivers in Canada. Name also a town situated on each of them.

2. What are the great mountain ranges in North America? Name at least ten of the highest mountain peaks and state where they are situated.

3. Enumerate any ten of the counties in the Eastern Townships and connect with each the name of its *chef lieu* or chief town. Why is a town called a *chef lieu*? What is a county? What is a province? What is a colony?

SECTION II.

4. Draw a map of Nova Scotia or of Mexico, with at least twenty names of places printed neatly on it.

5. Describe a trip up the St. Lawrence from Quebec to Kingston, mentioning the cities, towns, lakes and rapids to be met with on the way.

6. Write out these names neatly in a column and write opposite the names of the counties to which they belong:—Miramichi, Magog,

Summerside, Pictou, Whitby, Moncton, Charlottetown, Campbelton, Three Rivers, Cornwall.

SECTION III.

7. Name the countries of South America, and make a statement of the resources of each.

8. What States lie to the west of the Mississippi river? Give the capitals of each.

9. Give an account of the climate and natural products of any country in the Western Hemisphere.

SACRED HISTORY (MODEL SCHOOL, GRADES I., II. AND III.)

SECTION I.

1. Give an account of the "Battle of the Kings" with which Abraham had to do.

2. How many of Joseph's dreams are recorded in the Bible. Name them in their order, and give the interpretation of any one of them.

3. Make a statement in sentence-form of at least twenty words, explaining who were Othniel, Ehud, Deborah, Barak and Sisera.

4. What was Samson's Riddle, and on what occasion was it given?

SECTION II.

5. Enumerate any five events in connection with the reign of Jeroboam.

6. Name three of the kings of Babylon when Daniel was a captive there. State in sentence-form the events that connected the life of Daniel with these kings.

7. Describe the dedication of the second temple.

8. Tell what you know of the rebuilding of Jerusalem under Nehemiah.

SECTION III.

9. Write out the commandments of the second table, or quote any six of Christ's commandments as given in the "Sermon on the Mount."

10. Name the first two and the last two books in the two testaments of the Bible. Quote any six consecutive verses in the Bible.

11. Write out the parable of the "Sower," or of the "Prodigal Son."

12. Name any ten of Christ's miracles and describe fully in your own words any one of them.

ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Analyze the simple sentence :—

Next, on lonely Labrador

Let me hear the snow-storm roar

Blinding, burying all before.

2. Parse every word in the above sentence.
3. Define a noun, an adjective, a pronoun, person, number, gender, case, comparison.

SECTION II.

4. What is an abstract noun? What is a proper adjective? What is a relative pronoun?

5. What is meant by the "four divisions of grammar?" What is meant by the "analysis of sentences?" What benefit is to be derived from the studying of grammar, if skill in composition can only be accomplished by practice in sentence making?

6. Write out the longest sentence you can make on an historical topic. Write out another on any place in the world, and yet another on any organ in the human body. Underline all the nouns which are in the nominative case in the above three sentences.

SECTION III.

7. Parse in full all the verbs in the above three sentences.

8. Decline and illustrate the various kinds of adjectives.

9. What is wrong with the following sentences? That horse there has been well broke in. I don't know as you ever seen one like him. He was once stole, but when he had brought the thief to the nighest town, he pitched him, and trotted home quick again. His master is not like to part him in a hurry; though for work he ain't much good, being kind of old like, and seen his best days.

ALGEBRA (GRADE II. MODEL SCHOOL.

SECTION I.

1. Find the product of $10x^2 - 12 - 3x$ multiplied by $2x - 4 + 3x^2$ and divide $a^4 + 4b^4$ by $a^2 - 2ab + 2b^2$.

2. If $a = 5$, $b = 3$, $c = 1$, find the value of

$$\frac{(a-b)^2}{(a+b)} + \frac{(b-c)^2}{(b+c)} + \frac{(a-c)^2}{(a+c)}$$

3. Simplify $2 [4x - \{2y + (2x - y) - (x + y)\}]$.

SECTION II.

4. The product of two expressions is $6x^4 + 5x^3y + 6x^2y^2 + 5xy^3 + 6y^4$, and one of them is $2x^2 + 3xy + 2y^2$. Find the other.

5. Divide the sum of $10x^2 - 7x$ ($1 + x^2$) and $3(x^4 + x^2 + 2)$ by $3(x^2 + 1) - (x + 1)$.

6. From a rod $a + b$ inches long $b - c$ inches are cut off. How much remains? Multiply what remains by itself twice.

SECTION III.

7. A boy buys a marbles, wins b , and loses c . How many has he then? Give four times the square of what he has.

8. Find the sum of $3a + 2b$, $-5c - 2d$, $3e + 5f$, $b - a + 2d$, $-2a - 3b + 5c - 2f$.

9. Subtract $(a^3 + 4) + (a^2 - 2)$ from $(a^3 + 4)(a^2 - 2)$.

FRENCH (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Translate into English:—A quelle heure du matin déjeunez-vous, Jean? Combien de fois avez-vous manqué à l'école cette année? Où avez-vous été cette après-midi? Mon frère et son ami, Jules, sont rentrés à minuit. Votre père va-t-il en ville tous les jours? Je me sers d'un canif pour couper les crayons. J'ai faim et froid, monsieur, aujourd'hui. Qui est devant la porte de notre maison? Dans quelle rue demeurez-vous?

2. Translate into French:—John has lost his sister's books. When are you going to Montreal? Do you live in the city of Quebec or in the country? How is your mother to-day? Bring me my pen and ink to-morrow. Do you go to an English school, my boy? Where are you going next week? I am going to see my cousins and their friends. How many cousins have you?

3. Answer in full, by means of French sentences, all the questions in either of the above extracts.

SECTION II.

4. Give the general rule for the formation of the plural of nouns in French. Give examples of two exceptions to this rule.

5. Give all the forms of the definite article in French. Illustrate their use by means of nouns, with the proper articles prefixed.

6. How is the comparison of French adjectives expressed? How would you express in French: younger, dryest, richer, better, best?

SECTION III.

7. Give the past definite and future indicative of *avoir* and *être*.

8. Give the interrogative form of two of the tenses asked for in question 7.

9. Give the present indicative of *aimer* and the future indicative of *parler*.

ARITHMETIC (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Find the sum of $\$14\frac{1}{5}$, $\$39\frac{7}{10}$, $\$16\frac{3}{8}$ and $\$25\frac{1}{4}$ and subtract it from $\$365.75$.

2. If a man has $324\frac{9}{10}$ bushels of wheat and sells $\frac{3}{4}$ of it, how much is the remainder worth when wheat is selling at 70 cents a bushel?

3. Subtract $\frac{2}{3}$ of $1\frac{2}{5}$ from $\frac{1}{8}$ of $1\frac{2}{3}$ of 5, and multiply the remainder by ($\frac{2}{3}$ of $\frac{7}{8}$ of 15).

SECTION II.

4. Find the sum of $\$324.065 + \678.004 , $\$3006.05$, $\$72.72$, and divide it by $\$3.26$.

5. A block of gold measuring 1 inch long, 1 inch thick, and 1 inch wide, weighs .7003 of a lb. How much does a cubic foot weigh?

6. Find the total freight charges on 15,000 lbs. of castings,

31,750 lbs. of gearing, 17,570 lbs. building material and 49,975 lbs. of other stock, shipped from Quebec to Montreal, a distance of 172 miles, when the charges are $\frac{5}{8}$ of a cent per ton for every mile.

SECTION III.

7. What is the total cost of 9875 lbs. coal at \$4.80 per ton, 12,360 lbs. at \$5.25 per ton, and 7240 lbs. at \$5.45 per ton, the cartage being uniformly 50 cents per ton.

8. Give the items of Long Measure, Square Measure and Cubic Measure.

9. What is the height of a rectangular embankment 18 ft. 9 in. long by 5 ft. 1 in. wide, and containing 28 cubic yards, 6 cubic feet and 864 cubic inches?

MENTAL ARITHMETIC (GRADE II MODEL SCHOOL.)

1. What is the sum of $386 + 485 + 982 + 384$? Ans.....
2. Write down the difference between one million and two thousand. Ans.....
3. Multiply 849,568 by 41. Ans.....
4. Divide 48,000 by $\frac{1}{5}$ of 25. Ans.....
5. If there be four dollars in a pound, what is the sum of \$395.16 and £3 10s.? Ans.....
6. Divide £99 by 3 shillings. Ans.....
7. Add $4\frac{1}{4} + 3\frac{1}{2} + 6\frac{3}{4} + 9\frac{1}{8}$. Ans.....
8. Multiply 6784 by $\frac{1}{5}$ of 125. Ans.....
9. Divide 17,000 by $\frac{2}{3}$ of itself. Ans.....
10. How much is $\frac{1}{2}$ of $\frac{2}{3}$ of 216. Ans.....

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.

Signature of pupil,
Grade,

ENGLISH HISTORY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Narrate the story of the coming of the Romans into Britain. Who were the Druids?

2. What were the claims of William I. to the crown of England? What was the principal event of his reign?

3. Write five sentences (of at least fifteen words in length) on some person or place mentioned in British History before the time of William the Conqueror.

SECTION II.

5. Give a description of any great battle fought on British territory.

6. Name five distinguished men who flourished at the time of the Tudors, and write a short account of any one of them.

7. Tell all you know about the following : The Magna Charta, the Petition of Right, the Expulsion of the Long Parliament.

SECTION III.

8. How does the name of Napoleon come to be connected with English History? Was France ever overrun by Englishmen or England ever invaded by the French? Give events and dates in connection with your answers.

9. Write a neat composition on the greatest of all the Saxon Kings.

10. Attach events to the following dates : 449, 1041, 1485, 1603, 1679, 1759, 1815, 1832, 1851, 1867.

ENGLISH (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Write out at least five of the stanzas connected with the "Voyage Round the World."

2. Repeat in writing any fifteen lines of "Evangeline."

3. Who wrote the ballad beginning "Attend, all ye who list to hear our noble England's praise," and repeat the first fifteen lines of it.

SECTION II.

4. Write a composition of at least twenty lines on any of Europe's great cities. (Be careful in the construction of every sentence.)

5. Give the meanings and derivations of the following words :— *Discussion, enterprise, intensify, production, composition*, and write five sentences of at least twenty-five words, each containing respectively one of these words.

6. Construct a sentence out of the following elements, arranged in proper synthetical order :—

(1.) Christopher Columbus discovered America.

(2.) Christopher Columbus was commissioned by Ferdinand and Isabella.

(3.) He was commissioned to fit out an expedition.

(4.) The expedition was to sail towards the westward.

(5.) The expedition was in search of a new continent.

(6.) Ferdinand and Isabella were king and queen of Spain.

(7.) Columbus set out from Europe in August, 1492.

(8.) Columbus did not return until March, 1493.

SECTION III.

7. Write a letter to your teacher asking admission to a higher grade than the one you have been in this year.

8. Reproduce in your own words the substance of a paragraph read twice in your hearing by the examiner. Page 313, Read. V.)

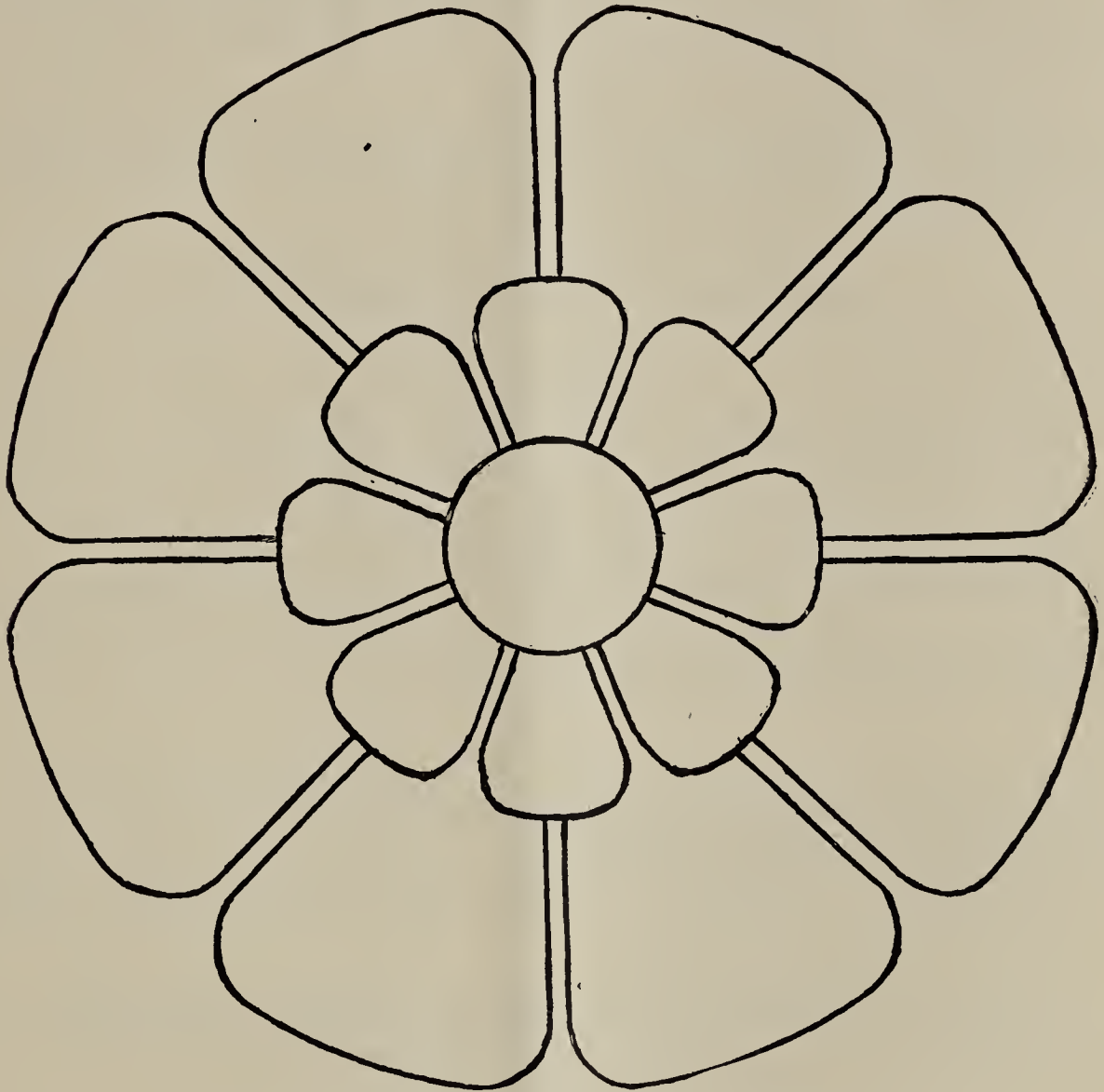
DRAWING (GRADE II. MODEL.)

1. Draw a pyramid having for its base a square at least three inches in the length of its sides.

2. Draw a circle within and without a square the same dimensions as above.

3. Represent on paper a chair placed upon the teacher's platform. (The figure to be at least five inches in length.)

4. Enlarge the figure below double its size and complete it with the usual finishing line. (The paper used to be drawing paper cut to the size of quarter-sheet foolscap.)



LATIN (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Translate :—*Columba reginae* est alba. Puella rosam albam habet. Magister *argentum* puero dat. Servi *dominorum* malorum sunt boni. Rex *gladium* puero dat. Aquila magnas alas habet. Mors est lex naturae. *Aestate* calor est molestus. *Corpora hominum* non *animi* sunt mortalia. Alpes sunt *montes* Europae.

SECTION II.

2. Give the nominative singular and accusative plural of all the words underlined in the foregoing paragraph.

3. Decline:—*Nauta, liber* (book), *animal, dies*.

4. Give a representative noun of each of the declensions and decline any three of them.

SECTION III.

5. Give in full, with their names, any three indicative tenses of the verb *sum*.

6. Give the general rule for the formation of the comparative and superlative of adjectives in Latin. Give the different degrees of *altus, pulcher, bonus, acer, facilis*.

7. Translate into Latin:—Good girls have roses. The little dove is white. The leader of the Romans was good. He is the master's son. The poet is the strong sailor's friend.

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Name ten of the principal islands of Europe, and a town in each. State to what country each island belongs.

2. Describe the course of the Rhine, naming the countries through which it flows and five of the cities on or near its banks.

3. Write out in a column the names of ten of the largest towns in Russia, and make a statement in sentence-form opposite each name, pointing out for what each is noted.

SECTION II.

4. Describe a voyage made along the north shore of the Mediterranean Sea from Gibraltar to Rome.

5. Name the counties of England that border on the English Channel and their chief towns.

6. Draw a map of Ireland with its principal rivers. (The map should be drawn in clear pencil outline to fill the larger portion of the quarter sheet of foolscap with a border round it.)

SECTION III.

7. Write out a description of Edinburgh or Paris. (Look well to the formation of your sentences.)

8. Give an account of the climate of England. What is the population of the various divisions of Great Britain?

9. Where are the following places, and for what is each noted:—Stirling, Limerick, Birmingham, Bordeaux, Naples, Brest, Buda-Pesth, Archangel, Sebastopol, Genoa.

ENGLISH GRAMMAR (GRADE III. MODEL OR I. ACADEMY.)

SECTION I.

1. Give the general and particular analysis of the following passage from the "Deserted Village":—

*Yes! let the rich deride, the proud disdain,
These simple blessings of the lowly train,
To me more dear, congenial to my heart,
One native charm than all the gloss of art.
Spontaneous joys, where nature has its play,
The soul adopts and owns their first-born sway.*

2. Parse in full the ten words printed in italics.

3. Name all the subjects and parse them in full.

SECTION II.

4. Explain the terms reflexive, indefinite, and relative, and show how they are used in connection with some of the parts of speech.

5. How do you distinguish between adverbs and conjunctions, adverbs and prepositions, adverbs and adjectives?

6. Classify in parallel columns the following nouns as common, proper, collective or abstract:—*crowd, deer, woman, Robert, manservant, infantry, James' Street, uncle, shears, anger*; and the following verbs as transitive or intransitive:—*Run, gather, speak, anger, bring, do, go, hang, become, will.*

SECTION III.

7. Write out the table under which the personal pronouns are classified or declined.

8. How many rules are given under the syntax of the noun? Write out in full any five of them.

9. Correct the following: Strive not with a man without cause if he have done thee no harm. She is the same lady as sang so sweetly. Neither good or evil come of themselves. Nothing is more lovelier than virtue. James Stewart, that is known as the Regent, he was shot by Hamilton.

FRENCH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Translate into English:—*Mon père est allé au concert hier au soir, et il m'a amené avec lui. J'ai récité assez bien mes leçons parceque je les ai étudiées hier. "Il est sauvé!" s'écrie-t-on. En Egypte on prend le riz avec les doigts et on trempe le pain dans un plat commun. Un paysan coupe un arbre au bord d'une rivière. Deux hommes étaient sur la glace aujourd'hui. C'est ma dernière année à l'école. Une vieille femme faible et malade restait. Il fait bien beau ce soir, n'est-ce pas? "Que vous soyez bien récompensé de votre bonté pour moi!" répond Jean.*

2. Translate into French :—Under the tents the young people were dancing to the sound of music. The good old woman had saved the town. The temptation was too strong and he decided to leave the place he had found so agreeable. I have not missed once this year. I hope to win the punctuality prize. “I know a means of proving that the horse is mine,” said the Indian. My father received a good offer from Smith Brothers this morning. I do not know my Latin and I have not opened my Euclid. The wind had changed already. This horse is mine.

3. Ask in French five questions and give answers to them. Each question and answer must contain at least eight words.

SECTION II.

4. Give all the personal pronouns of the first and second persons, singular and plural.

5. What is the difference between *le*, *la*, *les* as pronouns and as articles? Give examples.

6. Give the demonstrative pronouns.

SECTION III.

7. Give in full the imperfect indicative of *finir*, the past (preterite) definite of *donner*, the imperative of *avoir*, and the present subjunctive of *recevoir*.

8. Write from dictation the passage read to you.

N.B. for the Examiner.—The dictation for question 8 is on page 39 of the Progressive French Reader, the first two sentences of “La Montre de Newton” as far as “lui même. The passage is to be read twice to the pupils.

MENTAL ARITHMETIC (GRADE III. MODEL SCHOOL OR
I. ACADEMY AND II. ACADEMY.)

- | | |
|---|----------|
| 1. What is 25 per cent. of \$1600 ? | Ans..... |
| 2. What is the cost of 640 yds. at 25 cents a yd. ? | Ans..... |
| 3. Reduce £12 to pence. | Ans..... |
| 4. Multiply the square of 25 by 5. | Ans..... |
| 5. Subtract 55 shillings from £10. | Ans..... |
| 6. How many feet in 3 miles ? | Ans..... |
| 7. Add $6\frac{3}{4} + 8\frac{5}{8}$. | Ans..... |
| 8. Deduct 5 per cent from \$350. | Ans..... |
| 9. Multiply 123,456,789 by 41. | Ans..... |
| 10. Simplify $\frac{3}{4} \times \frac{1}{6} \times \frac{6}{7} \times \frac{1}{2} \times \frac{1}{3} \times \frac{1}{2}$. | Ans..... |

In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.

Signature of pupil,
Grade,

ARITHMETIC (GRADE III. MODEL OR GRADE I. ACADEMY.)

SECTION I.

1. A house, which cost \$5400, rents for \$30 a month. What is the net rate per annum of interest received on the investment, if the average annual expenses are \$144.

2. I bought 6000 yards of muslin at 5 cents per yard; sold .018 of the purchase at one sale at 6 cents per yard, .25 of what was left after the first sale at 7 cents per yard, and the remainder at 8 cents per yard. What was my total gain?

3. What is the cost of 3 hhd. of sugar containing respectively 6 cwt. 5 lb., 5 cwt. 90 lb. 8 oz., and 5 cwt. 83 lb. 8 oz. at $3\frac{1}{2}$ cents per pound?

SECTION II.

4. What sum will produce \$514.40 interest in 2 years, 10 months and 20 days at $4\frac{1}{2}\%$ per an.?

5. A invested \$32,500 in business, and at the end of the first year found that he had gained \$5200, which he withdrew, and at the end of the second year that he had lost \$2925 during that year. What was his per cent. of net gain for the two years?

6. What is the interest of \$3456.06 for 4 years, 9 months and 20 days at 6% per an.?

SECTION III.

7. Find the square root of 76,615,009; of $\frac{3}{4}$ to 5 places of decimals; and of .019 to 3 places of decimals.

8. What is the area of a field 636 yds. long and 324 feet broad? What would the land bring were it to be sold for building purposes at 75 cents per square foot?

9. What are the rules for finding the area of a triangle and of a circle? How many bricks 8 in. long and 4 in. wide are required to pave a circular space measuring 20 ft. in circumference?

ENGLISH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Quote any ten lines of the "Deserted Village," and then write out the clauses of the passage in their order, naming them 1, 2, 3, etc.

2. (a) Write out the passage of ten lines beginning, "O luxury! though curst by Heaven's decree," and underline the subjects.

(b) Write out the passage of ten lines beginning, "If to the city sped—what waits him there?" and underline the predicates.

3. To each of the following lines give three lines of context and analyze the first four lines of the first extract.

(a) Imagination fondly stoops to trace.

(b) Down where yon anchoring vessel spreads the sail.

(c) Far different these from every former scene.

SECTION II.

4. Write notes on these words, and compose sentences of at least twenty-five words each indicating the meaning or full force of each:—*Masquerade, ballad, oblivion, cipher, disaster.*

5. Paraphrase, that is give in your own words, the substance of the introductory part of the "Deserted Village."

6. When was the poem published? What age was Goldsmith at that time? What works had he published previous to this one? What works did he publish subsequently?

SECTION III.

7. Give a description of the town or district in which you live. (See that every sentence is complete before you begin another in your composition.)

8. Write in your own words the substance of the paragraph read to you twice by the examiner. (The paragraph is to be the same as for Grade II. Model School.)

ALGEBRA (GRADE III, MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. If $a = 2$, $b = 1$, $c = 0$, $d = -1$, find the value of $(d - b)(c - b) + (ac - bd)^2 + (c^2 - d)(2c - b)$.
2. Multiply the sum of $3x^2 - 5xy$ and $2xy - y^2$ by the excess of $3x^2 + y^2$ over $2y^2 + 3xy$.
3. Divide $4a^2 - 9b^2 - 4ac + c^2$ by $2a - 3b - c$.

SECTION II.

4. Resolve into factors:—

$$12x^2 + ax - 20a^2 \text{ and } x^2 - xy - 72y^2.$$

5. Solve the equation:—

$$\frac{5}{3}(7x + 5) - 7\frac{2}{3} = 13 - \frac{4}{3}(x - \frac{1}{2}).$$

6. Solve the equation:—

$$\frac{x - 3}{5} - \frac{2 - x}{3} = \frac{1 - 2x}{15}$$

SECTION III.

7. A is twice as old as B; twenty years ago he was three times as old. Find their ages.

8. Find two numbers which differ by 11, and such that one-third of the greater exceeds one-fourth of the less by 7.

9. A, B and C have 168 dollars among them; A's share is greater than B's by \$8 and C's share is three-fourths of A's. Find the share of each.

GEOMETRY (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

SECTION I.

1. Draw the six various kinds of triangles and also the six various kinds of four-sided figures.
2. Write out the enunciations of the second five propositions in your course.
3. Draw the figures of propositions XIX., XXI., XXIV. and XVI.

SECTION II.

4. Prove that the diagonals of a square are equal to one another by Prop. IV. Enunciate that proposition.
5. Prove that the diagonals of a rhombus bisect each other at right angles by Props. IV. and VIII. Enunciate Prop. VIII.
6. Prove that if two straight lines intersect, the vertical angles are equal.

SECTION III.

7. Prove that any two angles of a triangle are together less than two right angles.
8. If from the ends of one side of a triangle two straight lines be drawn to a point inside the triangle, prove that they are together less than the other two sides of the triangle but contain a greater angle.
9. If two triangles which have two sides of the one equal to two sides of the other, each to each, have the base of the one greater than the base of the other, the included angle of the one which has the greater base is greater than the included angle of the other.

LATIN (GRADE III. MODEL SCHOOL OR I. ACADEMY).

SECTION I.

1. Translate :—*Pueri vigilabant dum somnus gratus viros recreabat. Equos et equites multos in via video. Bacchus vini erat deus et in Italia templa multa habebat. Primo anno Brutum consulem creaverunt Romani. Nomen et imaginem amici semper in memoriam habebat. Inter montem et oppidum fluebat fluvius latus. Milites in urbe nostra non saepe videmus. Virtus sola veram dat voluptatem. Juste omnibus rebus agebat. Oppidum muro alto cinctum erat.*

Or :—*Manipulus erat tricesima pars legionis Romanæ. Hi montes altissimi sunt. Magister malos discipulos vituperavit. Magnus erat equitum numerus. Dux castra ab oppido moverat. Hannibal fortitudinem maximam semper habebat. In mari classem hostium videmus. Magister mores bonos et diligentiam discipulorum laudebit. Pax cum Pyrrho non facta est. Consules exercituum erant imperatores. Tertio die consul in urbem veniet.*

SECTION II.

2. Parse the words in italics in the extract you have selected for translation, and give the principal parts of any five verbs.
3. Decline in the singular *bona fides*, and *genu* and *genus* throughout.

4. Give in full the imperfect subjunctive active of *moneo*, the future indicative passive of *rego*, the present subjunctive passive of *laudo* and all the infinitives of *audio*.

SECTION III.

5. How are the comparative and superlative of adjectives formed in Latin? Give examples. Compare the Latin adjectives for *good*, *bad*, *great*, *small* and *sharp*.

6. Give in full the personal pronouns of the first and second persons.

7. Translate into Latin:—The Gods had many images in Italy. The boy is praising the good master. The girl gives the queen's mother a white rose. Roman boys were often taught by Greek slaves. In ancient states there were many most wretched slaves.

FRENCH (GRADE II. ACADEMY.)

SECTION I.

1. Translate:—Un domestique entra un jour de très-grand matin dans la chambre à coucher de Frédéric le Grand pour le réveiller, selon son ordre. Malgré la chaleur excessive et tandis que son oncle et son père dormaient, Christophe était assis devant une table et étudiait une carte de géographie. Un officier Anglais, ayant reçu une balle dans la jambe, fut transporté chez lui, où deux médecins furent appelés. Le mari pensa que sa femme avait raison; ils soupirent gaiment et profitèrent de la leçon de la fée pour le reste de leur vie.

2. Translate into French:—The sky became dark, the ice began to crack and give way; the last of the skaters had hardly put their feet on firm ground when the ice broke, and the waves reached the shore. The big elephant was frightened, but his fear was soon gone and he found the water so fresh that he thought the little one had rendered him a great service. So much the worse for you. You will amuse yourself studying your lessons after school.

SECTION II.

3. Give in full the imperfect indicative of *boire*, the future of *aller*, imperfect subjunctive of *tenir* and the imperative of *craindre*.

4. Give the first person singular of all the simple tenses of *pouvoir* and *répondre*.

5. Translate into French:—*Do you live far from the school? How many times have you been absent this year? At what time did you go to bed last night? Do you think it will be fine to-morrow? Where were you when I called on you yesterday afternoon?* Answer fully in French these questions.

SECTION III.

6. Explain the use of *personne*, *rien* and *ne que*.

7. Give all the demonstrative pronouns or the possessive adjectives.

8. Give a list of the forms of the article in French and mention the cases in which each form is used.

LATIN (GRADE II. ACADEMY.)

1. Translate into good English :—In castris Helvetiorum tabulæ repertæ sunt, literis Græcis confectæ et ad Cæsarem relatæ, quibus in tabulis nominatim ratio confecta erat, qui numerus domo exisset eorum, qui arma ferre possent: et item separatim pueri, senes, mulieresque. Quarum omnium rerum summa erat, capitum Helvetiorum millia ducenta et sexaginta tria, Tulingorum millia triginta sex, Latobrigorum quatuordecim, Rauracorum viginti tria, Boiorum triginta duo: ex his, qui arma ferre possent, ad millia nonaginta duo. Summa omnium fuerunt ad millia trecenta et sexaginta octo. Eorum qui domum redierunt, censu habito, ut Cæsar imperaverat, repertus est numerus millium centum et decem.

2. Translate into Latin :—When the Helvetian war was at an end, ambassadors came from nearly the whole of Gaul to congratulate Cæsar. Cæsar appointed a day for a council-meeting. The princes of the states then threw themselves at Cæsar's feet, bewailing that there were two factions in Gaul, and begging him to give them help.

SECTION II.

3. Write in three columns the nouns in the above extract, according as they are masculine, feminine or neuter.

4. Give the principal parts of all the verbs in the above extract.

5. Parse all the words in the last sentence.

SECTION III.

7. Decline the pronoun *qui*, and conjugate in the indicative tenses active the verb *fero*.

8. Draw a map of Ancient Gaul as it was in Cæsar's day, and give in your own words the substance of the first chapter of his *Bellum Gallicum*.

9. Write out a list of English words that have their origin in *castris*, *tabulæ*, *repertæ*, *literis*, *confectæ*, *nominatim*, *ratio*, *numerus*, *domo*, *exisset*, and give the true meaning of the derived words.

Correspondence, etc.

DEAR MR. EDITOR,—City teachers, now-a-days, are greatly diverted when they hear of a country school, way back in some rural district far from a railroad, in which children are taught to read and spell on the ancient plan of calling the names of letters; b-a—ba, b-e—be, b-i—bi, etc., running the consonent letters from B to Z with the vowels following; and then the same consonants with the vowel preceding; a-b—ab, e-b—eb, and so on to a-z—az, i-z—iz, ending at u-z—uz, when the name of the land where dwelt the patient Job is struck. Such syllabating is now gone out of fashion. It is denounced as senseless, as imparting no real knowledge. To-day the child must begin learning to read with an idea—a complete sentence. It is claimed that a word is learned by the child as easily as a letter, and that several words, if they convey a thought, can be learned in

little more time than one. So, for many years, the word-sentence method has been in vogue in most schools. The *word* is thus made the unit of language. It is so in Chinese. In that language a number of marks in various directions, perpendicular, horizontal, and criss-cross, stand for a word or idea. We place successive letters, as o-n-e, and tell the child to say "wun;" or we place the letters e-y-e together and tell it to say "I." Has not the English word-method much in common with the Chinese? But are not *sounds* and *letters* the real units of our language?

And how about spelling, which has this quality in common with music, that the study of it is never finished? A din of complaints is arising from business men who employ amanuenses, to the effect that girls and young men, claiming to have graduated from the public school, cannot reproduce the matter dictated to them without numerous errors in the spelling of proper names and even of common words. It may be that one reason for so much failure in spelling is the fact that young people at school have so many more studies now, than when "reading, writing, and 'rithmetic" comprehended the all of school learning. Yet I doubt whether people generally *do* spell worse than the generation of fifty or more years ago. At that time comparatively few persons did much writing; and a person's inability to agree with the dictionary appears only when he or she writes in script or on a typewriter. Now, the machine shows up error in orthography much plainer than the pen does. One can slur, and omit dots, or put them in between letters, and write i's, r's and v's much alike, and m's, n's, and u's with no difference, so that each word is read as a whole and guessed at according to the sense required. In this case the spelling is little noticed. But the typewriting machine reveals each letter with no possibility of delusion; and the typist who is an imperfect speller has no redress but to spend part of his or her time consulting the ever-present dictionary. As education advances and it becomes necessary for every one to write or type-write frequently, our irrational and never-to-be-learned orthography may be found so great a burden that a simplified and rational mode of spelling will be demanded for general use. Then, millions of money now yearly expended in time, material, and labor, with oceans of mental worry added, will be saved to the English-speaking peoples.

ELIZA B. BURNZ.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

The *Atlantic Monthly* is what may be called a *reliable* magazine, that is, one which may be depended on at all times for good reading. The July number has among other good things an historical paper by John Fiske, "The Elizabethan Sea Kings;" a story of bird life

“Beautiful and Brave Was He,” by Olive Thorne Miller; a third paper on “Mars,” treating of its canals, by Percival Lowell; and a concluded story by Robert Beverly Hale.

Gilbert Parker’s interesting novel, “The Seats of the Mighty,” is carried forward in two good chapters.

The Cyclopedic Review of Current History, for the first quarter of 1895, continues its account of the “Yellow War.” The “Monetary Problem” in the United States is fully discussed. There are also articles on the “Behring Sea Question,” the “Bluefields Incident,” the “Newfoundland Crisis,” as well as on all happenings of historical importance the world over. *Current History* is the best of its kind. Messrs. Garretson, Cox & Co., Buffalo, are the publishers.

All in any way interested in such matters should send to William Evarts Benjamin, 10 West 22nd street, New York, for his extensive catalogues of rare and curious books.

Messrs. Pickering & Chatlo, London, S.W., issue a very fine (bound) catalogue of “Old and Rare Books,” giving a complete description of the many literary treasures in their possession. A great number of these books are out of print and are such as might delight the heart of any book-worm.

The Monroe Doctrine is the latest number of the “Old South Leaflets,” published by the Directors of the Old South Work, Boston. The leaflet gives the text of President Monroe’s Message to the Eighteenth Congress, 1823, with notes.

Some Considerations, Showing the Importance of Mathematical Study, is a most interesting and instructive address by Professor I. J. Schwatt, Ph.D., delivered at the opening of the mathematical department of the American Society for the Extension of University Teaching. Dr. Schwatt’s handling of his subject will interest all who read the address.

FOUR YEARS OF NOVEL READING, Richard G. Moulton, M.A., Ph.D., and published by Messrs. D. C. Heath & Company, Boston, is an account of an experiment in popularizing the study of fiction. Professor Moulton’s introductory chapter on The Study of Fiction is a vigorous plea for what may be called judicious novel-reading. Then follows the history of four years’ work done by a “Classical Novel-Reading Union.” The plan of this reading, which comprises some twenty-five novels—novels with a lasting reputation—forms an excellent test of the way in which we have read. This plan consists of: Points to be noted, essays, debates, and difficulties raised. Four representative essays are given which reveal the good effects of such reading if pursued in the right manner.

CÆSAR, BELLUM GALLICUM, V. AND VI., AND VIRGIL, ÆNEID, II., both by J. C. Robertson, B.A., and published by the W. J. Gage Company, Toronto. Good introductions, good texts, good maps, good notes and good get-up are some of the characteristics of Gage’s edition of the classics.

We are indebted to the Commissioner of Education, Washington, U.S.A., for a copy of his latest report. The report is one of the most complete compilations of educational statistics issued.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased to appoint, on the 30th of April, 1895, Mr. Walter Wilshire, school trustee for the municipality of Saint Louis de Mile End, county of Hochelaga, to replace W. T. Hopkins, esquire, deceased.

To appoint a school commissioner for the municipality of "Des Ecors," county of Laval.

May 1st.—To erect the township Laure, in the county of Quebec, into a school municipality, for school purposes, under the name of "municipality of the township of Laure."

June 6th.—By order in council to detach from the school municipality of Saint Elzéar, county of Laval, lot No. 652, of the cadastre of the parish of Saint Martin, in the said county, belonging to Arthur Ladouceur, Magloire Prévost, Wilfred Després and Dolphis Cadieux, and annex it to the municipality of "Bas de Saint Martin," same county, for school purposes.

June 6th.—To detach from the municipality of the "parish" of Saint Tite, county of Champlain, the following cadastral lots of the said parish, to wit: Nos. 91, 92, 93, 199, 200, 201 and 202, and annex them, for school purposes, to the municipality of the "village" of Saint Tite, in the same county.

To appoint a school commissioner for the municipality of the village of Mégantic, county Compton.

June 13th.—To detach from the municipality of Ireland South, county of Mégantic, Nos. 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, and 60, of the official cadastre of the first range of the said municipality of the south part of the township of Ireland, and to annex them, for school purposes, to Saint Julien de Wolfstown, in the county of Wolf.

June 22nd.—To detach from the municipality of "Ditton," county of Compton, lots Nos. 58, 59, 60, 61, 62 and 63, of ranges IV. and V. of the township Ditton, and annex them, for school purposes, to the municipality of Notre Dame des Bois, township of Chesham, in the same county.

To detach from the municipality of Leeds, county of Mégantic, the following cadastral lots: in the range VIII., lots Nos. 1a, 1b, 2a,

2*b* ; in range IX., lots Nos. 1, 2, 3*a*, and annex them, for school purposes, to the municipality of Leeds South, in the same county.

June 27th.—To detach from the municipality of Ancienne Lorette, county of Quebec, the following territory, to wit: bounded on the west by seigniorial line which separates the seigniories Gaudarville and Saint Gabriel; on the north by cadastral numbers 277 and 265, from thence going south and running towards the east by No. 262 and the parish of Saint Ambroise de la Jeune Lorette; towards the east by No. 237, from thence going towards the west by No. 235, from thence still towards the west and bounded by Nos. 103 and 98, from thence running towards the south and ending at Nos. 104, 107, 108 and 113, forming a right angle running towards the south and ending at Nos. 114 and 115, from thence continuing towards the south, bounded by Nos. 115 and 35, bounded on the south by the parish of Saint Foye, in the said county of Quebec, and to erect it into a distinct school municipality, under the name of “Village of Ancienne Lorette.”

To amend order in council No. 599, of the 6th of December, 1890, erecting the school municipality of Dunany, county of Argenteuil, by inserting, so far as possible, the cadastral numbers in place of the numbers by lot and range given in said order in council, and also to change the limits of the municipalities of Saint Jerusalem and Dunany, as follows: Lots 1, 2, 3, 4, 5 and east half lot 6, of the first range of Wentworth. Lots 974 to 977, both inclusive, and 1020 to 1030, both inclusive, on the official plan and book of reference of the township of Chatham. Lots 1857 to 1877, both inclusive, lots 1879 to 1885, both inclusive, and lots 1889 to 1894, both inclusive, on the official plan and book of reference of the parish of Saint Jerusalem. The above lots to be substituted for the ones named in order in council No. 599. To detach lots 1857, 1858, 1859, 1860, 1886, 1886*a*, 1887 and 1888, from the school municipality of Dunany, and to annex them to the municipality of the parish of Saint Jerusalem county of Argenteuil, for school purposes.

June 27th.—To re-appoint the Rev. W. I. Shaw, L.L.D., a member of the board of Protestant school commissioners of the city of Montreal.

June 27th.—To detach from the municipality of St. François de Sales, county of Lake Saint John, the territory known by the name of “Saint Thomas d’Aquin,” and to erect it into a school municipality under the name of “Saint Thomas d’Aquin,” with the limits which are assigned to it for municipal purposes.

To detach from the municipality of "Marston South," county of Compton, the following lots, to wit:

Range 7.—2 to 14 inclusively.

" 8.—2 to 16 "

" 9.—2 to 23 inclusively, less $\frac{1}{2}$ east of lots Nos. 22 and 23.

" 10.—2 to 24 inclusively, less $\frac{1}{2}$ west of lots Nos. 23 and 24.

" 11.—2 to 21 inclusively.

" 12.—1 to 14 "

" 13.—1 to 14 "

and to form a school municipality under the name of "Val Racine," in the county of Compton.

To erect into a school municipality the new parish of Saint Théophile, county of Champlain, with the same limits as are assigned to it by the proclamation of the 25th March last, 1895.

To detach from the municipality of Saint Félicien, county of Lake Saint John, lots Nos. 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48 and 49, of ranges V., VI. and VII., of township Demeules, and annex them, for school purposes, to the municipality of the "Rivière au Doré," in the same county. The foregoing erections and annexations to take effect from the first of July, 1895.

June 29th.—To detach from the school municipality of the parish of Saint Zotique, in the county of Soulanges, all the territory forming the rural municipality of the village of Saint Zotique, such as described in the proclamation of the ninth November, 1853, and also lots Nos. 1, 2, 3, 4, 5, 6, 7, 8 and 9, of the cadastre of the said parish of Saint Zotique, and to erect the said lots and the said village into a school municipality by the name of "Village of Coteau Landing," in the county of Soulanges.

June 29th.—To detach from the municipality of Saint Damien de Stanbridge, county of Missisquoi, lot No. 2086, in the fifth range of the township of Stanbridge, and to annex it to the school municipality of "Saint Armand West," in the same county.

June 29th.—To detach the east half and north-west quarter of lot fourteen, in the fifth range, lot fourteen, in the sixth range, and the east half of lot fourteen, in the seventh range of the township of Stanbridge, from the school municipality of the town of Bedford, county of Missisquoi, and to annex them to the municipality of Saint Ignace de Stanbridge, same county, for school purposes. This change to affect the Protestant only.

June 29th.—To erect into a school municipality the township of Montcalm, county of Argenteuil, with the same limits as are assigned to it by the proclamation of the 10th of January, 1857, under the name of school municipality of "Montcalm."

THE
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Articles : Original and Selected.

NATURE STUDY.

BY HERBERT E. WHITCHER, HEATHTON, P.Q.

Let every teacher who has not introduced "Nature Study" into his school, devote fifteen or twenty minutes daily to this study. It would be well to begin with the fall term, because the fruits, leaves and late flowers will furnish abundant material till snow comes, and then the animals, insects, minerals, rain, snow, etc., may be taken up.

Nature Study, if the lessons are conducted in a proper way, are very valuable for many reasons. The child acquires a great amount of practical knowledge and becomes observant.

This power of observing, which we are to teach the child to exercise for himself, is the chief aim of these lessons.

Also the lessons in "Nature Study" furnish abundant material for "Language Lessons," which, I find in my experience in district schools are sorely needed. I will explain later how the Nature Study lessons may be used as Language Lessons.

Nature Study is very interesting to both teacher and pupils. My scholars bring in facts about the object to be examined and each strives to get the most. I let them find out all they are able for themselves, and when it is time for the lesson, I keep silent and let the pupils do all the talking. If other knowledge, which the children cannot find out for themselves, is needed, I

communicate it to them. Of course, where possible, each child should be provided with one of the objects to be examined. The children will tell you what they see, but you must direct their observations.

Every teacher, in order to teach Nature Study successfully, must have some knowledge of Botany, Zoology, etc. I have many methods which I find successful in teaching the children to be observant, one of which is: I have the scholars keep a record of the weather. They put down the date, say whether it is clear or cloudy, warm or cold, rain or snow, etc. It is well to have them record the temperature. If all district schools are equipped as well as mine, you will not find a thermometer or much of anything else; but I construct all the apparatus I can and buy the rest. It will pay you to buy these implements because you will see the great improvement your children have made. Each child should be provided with a note book, in which he preserves the lessons with his own observations which may be few at first but after a few lessons you will be surprised to see how they will open their eyes. Introduce no technical terms, (petals, serrate, etc., use flower leaves, saw-toothed, etc.) until needed. After a time the children will see the need of a word to express "saw-toothed." Introduce it and the children will want to use it. Never introduce these words in bulk, to be learned, because they will go in one ear and out the other.

Review lessons carefully and compare, noting the differences, the lesson of to-day with that of yesterday. Below I give a few specimen lessons on different objects. Firstly, take up any plant to get the parts with their uses.

Plant:—Root, stem, flower, (petals), (flower leaves at first), sepals, stamens, pistil, pollen, ovary, etc., and then the use of each.

It would be well to take up the uses of some of the plants under this lesson.

Now we will examine a particular flower plant.

Aster:—(1) Where found? (2) Root (kind color); (3) stem (color, hollow or sound); (4) leaves (color, how veined, serrate, crenate); (5) flower color, *a*, stamens (number, etc.), *b*, sepals, petals (number, etc.) *c*, Pistil, anthers, stigma, etc., (6) fruit, (ovary how formed, number of seeds, etc.)

Other fall flowers, golden-rod, etc., may be taken up.

The fruits, pumpkin, squash, tomatoes, apples, etc., will furnish valuable October lessons.

Let each child have a specimen which he has gathered himself, but accept no mutilated specimen and have specimens as fresh as possible.

Teach your scholars to gather the whole plant in a careful manner.

Specimen lesson on an animal.

Horse :—(1) size, (2) color, (3) home, (4) feet (great speed, why ?) (5) food, (6) use, (have scholars enumerate different uses of horse to man.)

Here is a place to bring in a lesson on the kindness to animals.

How should we treat the horse for his work ?

Often in these lessons on our domestic animals, interesting conversations may be had because the fathers of the children own different breeds of horses, cows, sheep, etc., and each boy will give reasons why his father's stock is best. Much more than I have outlined may be put in a lesson by the enthusiastic teacher, but the conversation should be to the point. Tolerate no silly questions. Take up cow, sheep, goat, deer, cat, dog, and insects in much the same way.

Specimen lesson on a mineral.

Iron :—(1) where found ? (2) color, (3) weight, (4) how obtained ? (in ore) (5) how smelted ? (6) use (have children enumerate the various uses of iron.)

Other lessons may be made on copper, gold, silver, lead, etc.

Specimen lesson on Rain :—(1) what is it ? (2) where does it come from ? (3) how does it get into the air ? (4) how is moisture carried ? (5) how is moisture condensed ? (illustrate this by boiling water on the stove and let the steam come in contact with a cold surface) (6) use (have children enumerate the uses of rain.)

Snow, hail, frost, dew, etc., will furnish other lessons. In the lessons on rain, dew, clouds, etc., the teacher must supply such information as the children cannot find out for themselves. I could outline many more lessons on this subject, but I deem the above specimen lessons sufficient for the live, energetic teacher who can make lessons of his own. All teachers who introduce this subject into their schools, note the results of their work at the end of the year. You will find that your scholars, besides the acquisition of a great amount of practical knowledge, have improved in the power of observing and in using their mother tongue.

The Language Work.

After the plant or animal has been observed by the scholars and they have told you, in detached sentences, about their observations, put an outline, with a drawing if possible, on the blackboard, and let the scholars fill it in. You will get some very pretty stories.

The stories should be read aloud and corrected.

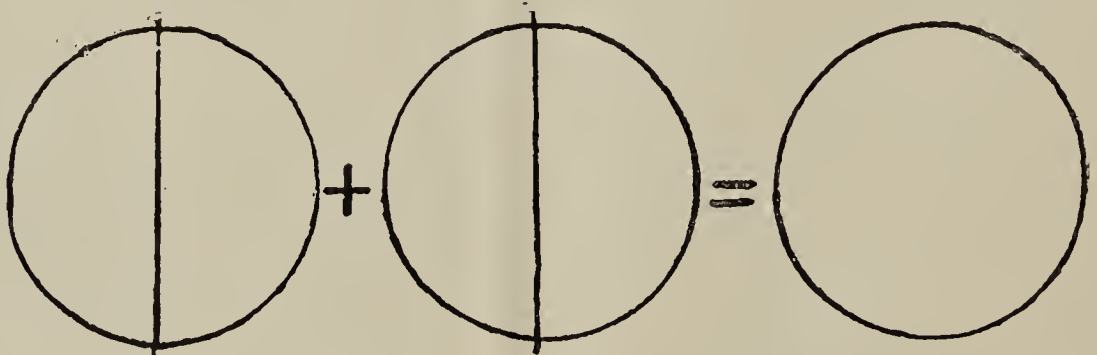
All stories should be commended if the scholars have done their best. The scholars are always interested in the stories and some nice ones are produced. It is well, under the language work, to introduce poems from our standard authors. For instance, if we are studying about snow, read Whittier's "Snow Bound," if about plants, read Longfellow's "Flowers." If these lessons will be any help to my fellow teachers, I shall feel paid for writing an outline of them.

FRACTIONS.

BY MISS MARY E. KINGSBURY.

To those of us who struggled through fractions without seeing them practically illustrated, the present method of using objects before figures, often causes the remark, "If I had been taught in that manner I should have understood fractions." I fear many of us see the numerical representation now when we should see the concrete. Realizing this, let us build better for others.

For convenience and simplicity, nothing is better than discs, five inches in diameter, cut from heavy manilla paper. While I believe it is true that a clumsy model made by the child is more truly educative than a perfect one made for him, I do not advise, in this case, that the children make their own discs, unless the class is smaller than those usual to public schools. The ragged edges, and uneven divisions made by the children would interfere with the accuracy necessary to the work. I give them discs carefully prepared beforehand.



I begin the study of fractions in February, usually, with first year children; in other grades it is continuous through the year. I give each child in the group at the table, a disc, and take one myself. I call mine a pie, and the children give theirs a name. Next, I fold mine in the centre, and some one is able to tell me

I have made it into two halves. I give them each two halves, and they lay them upon the whole one and find that they fit. Then I get the statement, "My cake has two halves," "My orange has two halves," etc. We have had the object, next comes the picture.

I give each one a paste-board disc, one inch and a half in diameter (purchased at Dennison's, Franklin street, Boston) a lead pencil, a colored pencil, a short card-board measure, and a piece of common manilla paper. I have drawn a short, heavy mark at the top and bottom of the disc, to insure accurate divisions into halves.

I place my disc on my paper, mark round it with my lead pencil, (marking towards the left as in drawing a circle), place a dot above and below, to show where the division line is to be, lay aside the disc, draw a division line by the help of the card-board measure. A short distance to the right of this circle I draw another, divided in the same manner, to the right of this, another, not divided. I place the sign of addition between the first and second circles, the sign of equality between the second and third. I color the left half of the first and second circle, and the whole of the third. The picture reads $\frac{1}{2}$ and $\frac{1}{2}$ are one whole. (See illustration.) The children work with me upon their own paper, each tell me what his picture says, and the group go to their seats to repeat the illustration below the one made with me. At first the work will be imperfect, and the colored pencil marks will exceed the limit of the drawn circle, but in a few weeks tolerable accuracy is attained. The work is also made of ethical value as when the divisions are inaccurate, I say, "We want this circle to tell the truth and really be one half."

The next time the group come to me for a lesson, two halves are given them and named as before. I ask them to put one half behind them or to cover it, "What is left?" I ask a few practical questions bearing upon this fact, then we represent $1 = \frac{1}{2} + \frac{1}{2}$.

At the next lesson fourths are given the groups and they are led to see $\frac{4}{4} = 1$, $\frac{2}{4} = \frac{1}{2}$. Since the last lesson I have made the divisions on their discs necessary for dividing into fourths. With the exception of the paper, the materials for the work are kept in the box fastened to each desk as described in *Primary Education* for September. It involves some labor to keep the colored pencils in good order, and I have tried to wax crayons, but did not find them satisfactory.

The following combinations are taught and illustrated in due order. Including those I have explained, they are :

$$\begin{array}{rcl} \frac{1}{2} + \frac{1}{2} & = & 1 \\ \frac{4}{4} & = & 1 \\ \frac{1}{2} + \frac{1}{4} & = & \frac{3}{4} \\ \frac{1}{2} + \frac{3}{4} & = & 1 + \frac{1}{4} \end{array} \qquad \begin{array}{rcl} 1 - \frac{1}{2} & = & \frac{1}{2} \\ \frac{2}{4} & = & \frac{1}{2} \\ \frac{3}{4} - \frac{1}{2} & = & \frac{1}{4} \\ \frac{5}{4} - \frac{1}{2} & = & \frac{3}{4} \end{array}$$

This is as far as I carry the combination of halves and fourths. In the last two, *two* circles are, of course, needed to express five fourths.

Next, I teach eighths. It is not necessary to further illustrate the method, as it follows that used for halves and fourths. The combinations are :

$$\begin{array}{rcl} \frac{8}{8} & = & 1 \\ \frac{4}{8} & = & \frac{1}{2} \\ \frac{2}{8} & = & \frac{1}{4} \\ \frac{6}{8} & = & \frac{3}{4} \\ \frac{1}{2} + \frac{1}{8} & = & \frac{5}{8} \\ \frac{5}{8} - \frac{1}{2} & = & \frac{1}{8} \\ \frac{1}{2} + \frac{3}{8} & = & \frac{7}{8} \end{array} \qquad \begin{array}{rcl} \frac{1}{4} + \frac{1}{8} & = & \frac{3}{8} \\ \frac{3}{8} - \frac{1}{4} & = & \frac{1}{8} \\ \frac{1}{4} + \frac{3}{8} & = & \frac{5}{8} \\ \frac{5}{8} - \frac{1}{4} & = & \frac{3}{8} \\ \frac{1}{4} + \frac{5}{8} & = & \frac{7}{8} \\ \frac{7}{8} - \frac{1}{4} & = & \frac{5}{8} \\ \frac{7}{8} - \frac{1}{2} & = & \frac{3}{8} \end{array}$$

It will be seen that I have selected the odd numbers for practice and use. I give questions in class review that include the simpler combinations, *e. g.*, $\frac{1}{2} + \frac{2}{4}$, $\frac{1}{2} + \frac{4}{8}$; but think it important that only the most difficult should be illustrated. I do not give a lesson in fractions *every* day, but illustrative work is done every day, and a few minutes at the beginning of each new lesson are given to review of facts already taught. To save time I make upon thick, flexible manilla paper, a full set of the combinations to be illustrated, cutting each paper nine inches wide and long enough to allow the circles to be five inches in diameter, the circles and signs are drawn heavily with a crayon pencil, and the sections colored with water color. The work should be so clearly done that a child seated at the rear of the room can see, without fail.

Always have the lesson read aloud by the class before it is copied. I have spoken of the use of *discs* only. Use other models by all means. One noted educator objects to the use of discs as he says the child thinks that one-half means *shape* as well as proportional part, and advises the use of strips of paper. I have never observed that the child was confused by using discs, but think it advisable to use various devices.

I know by experience that the children enjoy the pencil work, and feel that they must gain a correct sense of fractional parts while doing the work. If each child could have water

color material at hand as easily as he has colored pencil, I should prefer to have the sections colored in that way.

During the time devoted to practical questions, I often make combinations of these fractions, *e. g.*, $\frac{1}{2} + \frac{1}{4} + \frac{1}{8}$, how many eighths?

To my mind, the value of this work lies, not in the glib answers given by the children, but in the fact that a foundation is laid for good work in the future.

The work done during the second and third years will be treated in a subsequent article.

EXPULSION FROM SCHOOL.

There are those boys of the "smart age" whose souls cannot be reached either through the skin or through the ear; punishment to them is only for the time being and soon forgotten, while good advice is a thing of the past, as it were, going in one ear and out of the other.

It is the youth of one or two more summers that sets the bad example for his younger playfellow and schoolmate, and I believe it is after this companion, more than the teacher or the parent, that many lives are moulded either in the good or in the bad, but too often in the latter.

Fellow teachers look around you and note the number of your boys that smoke cigarettes and use profane and indecent language on the street if not on the school ground; there are many such and their influence is of the very worst, but the question comes to us what can we do when boys are encouraged in these things at home? The task is a difficult one when it becomes necessary to teach the parents as well as the child, and all the more difficult when boys are of the age referred to above.

Parents too often overlook the faults of their own children and see only the reflected faults in others, turning a blind eye to their boys and a deaf ear to the teacher. Then in view of these facts and when all other plans have failed, shall we resort to expulsion or shall we keep a stiff upper lip and retain such an one, allow him to attend our schools and perchance be the means of a half dozen or more of our better boys falling into the same snare which he sets daily for them and, like the spider, wraps the thread of destruction about them?

As to expulsion it should be resorted to only when all else has failed and every teacher should consider carefully what the outcome may be before taking action; especially the teachers

in the cities and villages where there are already as many boys graduating from street's school as from the high school; in cities and villages more than in the country where there is plenty of work to do on the farm, boys are only too well pleased to be expelled from school that they may spend their time in idleness on the street; many a youth has ruined the seat of his pantaloons, his jack-knife, and his reputation on a dry goods box on the street corner within a stone's throw of the high school.

What we teachers most need is the hearty support of parents in the school, in the home, and in society, also a truant officer, "O Legislators," whose duty shall be to see to it that boys are kept in school, and then we can rid the streets of the vice of this young element and prepare our boys for true citizenship.

THE TONE OF THE SCHOOL.

BY AN EX-SUPERINTENDENT.

I have been struck more by the tone or absence of tone in the school-room than even the scholarship. And I have ever found scholarship to be in some inscrutable way dependent on tone. It is not easy to define *tone* in the school-room, but what is meant is the existence of energy; energy in operation gives force.

In one school G—— was the presiding teacher; he had four assistants. He always talked loud and boisterously; he knew his knowledge so well and he liked to talk so well that he did a great part of the reciting himself. One day the class had "finding the least common multiple of 6, 8, and 10." A boy stood at the blackboard.

"Well, Charles, you divide by 2, do you? You get what? Ah, I see, 3, 4, and 5. Well, now multiply these together, don't you? Oh! you have. It is—60. Right. And that again by 2—120. Now you can divide all these into it, can't you? 6 goes into 120—20 times; 8 goes 15 times; 10 goes 12 times, see? Very well done, Charles, be seated."

All of this was said in a vigorous, loud, strong voice. Charles had but little to do with that common multiple. I knew the master well and said nothing then.

Another boy was called up and he and the master went through the business of finding the least common multiple of 5, 10, and 15. Then another was called up and he and the master tackled 6, 8, and 12.

The next week I came in again and asked Charles to give me a small number; he gave 6. I asked James for one, he gave 10. Carrie gave 14. Now I said, "I want a number that I can divide by each of these—can you find it?"

The master wanted to suggest, but I shook my head, "Why, boys, what are you thinking about?"

Now the master by his boisterousness, his noisy manner and his prompting, his everlasting telling, telling, had destroyed all the tone of that school; even his assistants were demoralized. But he was popular; the boys liked him. Scholarship was impossible, however, in his school-room. The master afterward went into politics.

Miss G—— had a school in the same town with three assistants. I stood in the hall a moment before I entered and I could hardly hear a sound, and yet I knew there must be fifty pupils there. Though it was muddy weather the floor was neat; it had evidently been brushed since the pupils went in. But few eyes were turned toward me as I entered; a boy came forward and gave me a seat.

A class was reading; the teacher stood at the rear of the room. At a signal the pupil reading gave a résumé of the lesson to me—it took twenty-five or thirty words. Then she proceeded to read. What struck me was that she had a *point to make* in her reading. She looked at the teacher every three or four words, in an earnest manner.

"Is that just the meaning? Suppose you try the last sentence, George. Before you rise, remember, you have to convince me of something." George rose and looked sharply at the teacher and caught her eye before he proceeded. "Well, George has made the point, I think." I felt that the class must have made a careful study of that part of the book.

"What did we read yesterday?" All were ready to reply.

"What did we read last week? Several were called on and gave intelligible accounts.

"Who can tell of subjects read last term? Tell me what pieces you liked best." Each had something to say.

"Tell me something you have read that you have had brought up in your life out of school."

One pupil referred to a line of poetry about the stars—but the "time is up."

Now the space between Miss G—— and the master was great; yet each had the same position of duty. A pupil in the room of the former had some chance of expansion—in the latter absolutely none.

Of course in subtracting the latter from the former a great difference is left which may be explained in generals or particulars. One may say that the former proceeded according to pedagogical principles, and the latter with no principles at all. I wish to state this more narrowly by saying Miss G—— accumulated the energy in the pupil and directed it, and this gave *tone* to the entire school. All the operations of the school bore the marks of *tone*. The carriage of the pupils, the way they passed to their seats, their observance of me, their attention to their teacher, all were the opposite of the rough and ready slouchiness and boisterousness that appeared in the master's room.

Editorial Notes and Comments.

An event of paramount importance in the year's history of our educational system may be found in the late conference of the school inspectors of the province, held under the presidency of our new Superintendent of Public Instruction, Mr. de la Bruere. The meeting took place in St. Hyacinthe this year, and was attended by all the inspectors. The first session was taken up with the preliminaries, when addresses were read to Mr. de la Bruere by a deputation from the city council of St. Hyacinthe, and from the inspectors of the province. The replies from the recipient were seasoned with the best of advice to those interested in the educational welfare of the province, and could not but be received as a guarantee that the new superintendent was ready to co-operate with all who had a desire to help in raising the standard of education in Quebec. The question of the status of the inspectors themselves came up for discussion during the afternoon of the first day, and after a free expression of opinion it seemed to be the unanimous desire that one of the visits made by them during the year to the schools should be superseded by a conference of the teachers within the municipality. This is a movement in the right direction, and brings out clearly the idea that the function of the school inspector is to be found as much in his desire to promote educational progress amongst all classes, as in the making of a mere routine visit to the schools themselves for the purpose of being able to say what progress had been made or what attendance had been recorded. As one of the members of the conference advocated, the inspector should, as far as possible, endeavor during his first visit to train the teachers assembled in conference how to classify the pupils according to the course

of study, as well as to give them some notion of the school routine and discipline that produce the best results. The resolution that was carried in this connection is likely to meet with general satisfaction. It is as follows:—

“That in the opinion of the inspectors assembled it is desirable that the inspectors be required to make one visit, instead of the two now made, and that the first visit be replaced by conferences held amongst the teachers of the municipalities in their several inspectorates.”

—The second question that came up for discussion, referred to the school statistics, furnished by the schools, and it seemed to be the general opinion that all schools in the province, private and public, should be called upon to furnish statistics to the Department of Public Instruction, in order that the true proportion of those attending school in our population should be stated when our school statistics are placed before the public. On account of the imperfect reports, Quebec has often suffered at the hands of the outside statistician when it is placed in comparison with the other provinces of the Dominion. In this connection Mr. Parmelee presented Quebec's case in the clearest of terms. He said he often felt grieved at the exhibition made by the figures given in the Dominion Year Book regarding education. According to statistics twenty-five per cent. of the gross population of the Dominion was receiving education, whilst in Quebec only nineteen or twenty per cent. were attending school. This meant that either children were not attending school or were leaving too early. Their statistics were somewhat defective. In the cities of Montreal and Quebec, at all events on the Protestant side, there were a large number of private schools. As soon as any attempt was made to enforce any course of study people sent their children, as they had a perfect right to do, to one of these schools. Thus there was on the Protestant side a large number of children receiving education, but the schools refused to give statistics to the inspectors. There were some notable exceptions. Accurate returns would make a great difference. If a similar state of things exists on the Roman Catholic side—and it was said to be worse—the province is greatly maligned. Any institution receiving the Government grant should make all reasonable returns to the Government. It was difficult sometimes to secure them, but the law should cover these cases.

—It could hardly be expected that the perennial discussions about teachers' salaries should not be revived at an important meeting of this kind. The question arose from the programme

submitted, in which the query was put whether the fixing of a minimum salary would be satisfactory or not. The general opinion seemed to be that such a step would bring about a general improvement, although there would be difficulties in the way of arranging a scale of salaries to satisfy all communities. It was stated that many of the municipalities were too poor to pay a salary that might easily be paid by a large municipality. Mr. Hewton in advocating the positive of the question, said that if they were to wait for reform till all difficulties were removed, they would never get the reform, while it was further maintained that even if the minimum salaries were fixed upon by law, and that on this account several of our public schools would have to be closed, that the closing of such schools would not be in every sense a disadvantage to the province. A system that provides for an increase in the number of schools, until there are too many schools, is a defective system. The poorest schools in our province are the schools that are taught by poorly paid teachers. The most of these poorly paid teachers, as was said, were very inefficient; and if it be true that a poorly educated person makes as poor a citizen as an uneducated person, then there would be nothing to grieve over, if the fixing of a minimum salary would close the worst of our schools. The issue of the discussion is to be found in the final resolution, that the fixing of a minimum salary is the practical means of solving the problem of the amelioration of teachers as a body.

—While referring to the difficulty that some of the inspectors said they had experienced in getting the teachers to carry out the course of study, Mr. Hewton said that the committee appointed to present a *consensus* of opinion on this and other questions should consider the class of school that failed to carry out the programme, the particular subjects in which such failure occurred, and where and when the teacher obtained his or her diploma. He found that the schools which were weakest were the backwoods schools, with a three or four months' term, and second, schools where the teachers had obtained their diplomas years ago. The schools which were up to the age were those where the teachers had obtained recent diplomas. Raise the standard of the diploma, and the standard of schools will be raised. It was said that teachers could not be secured. If the pay was sufficient they could secure plenty of teachers, but not at the starvation wages they have heard so much about. If they once got to a point where sufficient teachers entered the profession, which should be the noblest of the world, they

would soon have the programme as it hung upon the wall carried out.

—We are ever being asked the question:—Is education a wealth-producing power? Here is the answer which Dr. Harris gives to the query of the utilitarian. No other State, says that distinguished educationist, is giving so much education to its people as Massachusetts, and yet all the education given in all its institutions does not amount on an average to so much as seven-eighths of an elementary education of eight years. Even Massachusetts is not over educating its people. But there would seem to be some connection between the fact that, while her citizens get nearly twice the national average amount of education, her wealth producing power as compared with other states stands almost in the same ratio namely (in 1885) at seventy-three cents per day for each man, woman and child, while the average for the whole nation was only forty cents.

—It is perfectly legitimate for a teacher to consider whether he is “getting on” as an educated man should, in fact he cannot but consider this matter. Over this he will sometimes ponder, even when his classes are busy over their geographies and grammars; sitting alone in the evening, his mind turns to this quickest of all. When he sees the lawyer or the physician moving along the street and entering houses of their own it recurs with still greater force. Who and what is he in the social and business world? Is he gaining the “property” as other active men are gaining it? The question of “getting on” deserves most careful consideration; it is right for a teacher who receives \$500 to try to earn and obtain \$1000. It is right for a teacher to lay up treasure on earth as well as in heaven. But the fact is that the teacher is not a merchant.—*School Journal*.

—A reform much needed, especially in the country schools, is a law, written or unwritten, which shall secure a more permanent tenure of office in the whole teaching force. No one who thinks can deny the value of a thorough mutual acquaintance between teacher and pupil. Young hearts and minds close tightly under the influence of timidity in the presence of a stranger. Some remain so a long time, under the influence of a deep-seated bashfulness. Only after long and thorough familiarity with the individuality of the teacher can there be the full and free flow of mental activity, uninterrupted by the restraints of strangeness and of constitutional diffidence. Again, the teacher must know the varying individuality of her pupils, and adapt her methods to the requirement of each. These

things cannot be attained in a moment. It takes time to reach the point of greatest efficiency in teaching. But, as things are now, the smaller schools are largely mere training ground for the teaching force of larger places. A given teacher no sooner shows herself a little more successful than the average than she is the easy prey of some omnipresent and omniscient superintendent, and an offer of a few dollars more salary tempts her to resign, that she may avail herself of the better place thus opened in a neighboring town or city. There is nothing to prevent this happening over and over again in one school year. We know of one school in which three different teachers have been employed, for the same set of pupils, in a single brief term. This is a grave evil, about equally pernicious to pupils and teachers. Something ought to be done; some moral, if not legal, requirement ought to compel teachers to abide by their positions at least until the end of the school year, unless prevented by physical disability. The present system is loose and wasteful. We invite discussion as to how this needed reform may best be secured.—*Education.*

—The campaign in favor of English in our schools through daily practice in the making of sentences has been opened with more enthusiasm than ever this year by our teachers.

The *Witness* urges on the good work in the following article which every teacher should read. The Rev. Dr. Robertson, says that journal, who bears a responsible relation to Presbyterian missions in the North-West, has written an article deprecating some omissions in ministerial education, and among them one which has been much forced on his own attention by the fact that the workers in the Territories, while they are faithful to the work assigned them, seem unable to write accounts of their work to the bodies and individuals who sustain them, even though this is made a condition of their positions. We have had similar reason to know how few of the missionaries sent to foreign lands are able to write to a newspaper such a description of their work as shall awake the interest and arouse the sympathy of readers at home. Many will say, and the missionaries no doubt say to themselves, that it is not because they are unable but because they are so much occupied in their important work that they cannot turn aside to amuse or interest the people at home. Interesting the people at home is, however, as valuable a service as influencing the heathen, and if the task came easy this fact would be quickly grasped. The letters they do write sometimes give no more local information than if they had been written within fifty miles of Montreal,

and sometimes while giving good local description might as well be cut out of some book of travels for all the Canadian reader would learn that the writer is a fellow Canadian and possibly a mutual acquaintance. A correspondent whose letter appears in this paper makes a like complaint to that of Mr. Robertson with regard to the teaching in our common schools. He thinks that the majority of the boys and girls who have passed through these schools can express themselves in elegant, grammatical English, but laments that there are many who cannot. We think he would have been justified in a severer statement. His definition that "true education consists in having a thorough knowledge of one's own native language, without which all other accomplishments are absolutely worthless," although it appears at first sight both crude and extravagant, comes perhaps much nearer the facts than is generally realized. The education of the mind has for its object to teach us to think and to communicate our thoughts. Thoughts uncommunicated are largely lost, and therefore if language were but a vehicle of communication the power of rightly using it is of immeasurable importance. But language is not only the vehicle by which thought is communicated, but it is the machine by which people think. Many suppose that it is quite possible to think all right without being able to communicate the thought in language. This would seem to be the case with people who have another means of expression. A man may be a very successful machinist, and may be able to put rare devices into iron, and be quite unable to describe his work so as to give clearly a reason for it. So a man may play chess, command a campaign or manage a factory. Such a one reaches his conclusions by unconscious genius, but in intellectual work which has no other expression than words there cannot be any evidence or even any consciousness of thinking without the use of language. We do not, then, half appreciate those arts by which thought is communicated, whether the art of written composition, the art of oratory or the art of conversation. Whether as a means of helping us to think or whether as a means of making any use of our thoughts, these are arts of prime importance. Oratory is of occasional value, but the others are needed by all mankind. A man differs from a factory machine, and is more or less to his fellow men just in proportion as he can communicate his thoughts. The newspaper, particularly the newspaper at the breakfast table, has done much to make that most valuable of all arts, the art of intelligent conversation, a lost one. We have come to think time given to conversation

wasted, and because we know so little how to converse it is largely wasted as compared with what it might be. Our poverty in this line is so lamentable that when we meet for pleasure the supreme pleasure of intercourse is counted hopeless as an entertainment. There must be a dance or a game or music which imposes silence to keep people going. The first object of entertainers seems to be to make conversation impossible, but the reason for this is that people do not know how to converse and that conversation is usually a failure. It is the dearth of language which makes our young people use slang and which makes our uneducated people swear so constantly. The slang word is very often, like the oath, nothing but a redundancy used to keep the tongue going while it runs ahead of its material. Nothing more valuable could be taught in school than how to converse and how to write a good letter. Schools have always had methods, good or bad, of teaching written composition, but the art of teaching the spoken language remains to be invented.

Current Events.

The death of the Rev. Dr. Cornish, Professor of Classics in the McGill University, though not unexpected, came as a shock to those who had not heard of his recent illness. He had just withdrawn from active service in the institution, with which his name has been so long associated. For many years he has served as a member of the Normal School Committee, and as such, has shown his interest in the education of the teacher. He has also been a member of the Council of Public Instruction. As secretary of the Bible Society of Montreal and as a Congregational clergyman of prominence, he was known of by the whole province. As a gentleman, he was the embodiment of prudence, and shrewd common sense; whereas as a teacher he was sagacious and painstaking. His death leaves a vacancy in the Council of Public Instruction.

—The vexed question of the Manitoba School difficulty does not seem to be any nearer a settlement than it was months ago. In our last issue we recommended the leaving of the question to the administrators of the law. This seems to be a recommendation that would be acceptable to very many of the Manitoba people themselves; but until the excitement of political warfare has been allayed, it is not likely that such a recommendation will be accepted.

—A meeting of a sub-committee of the Council of Public Instruction has been in session during the early part of this

month, taking into consideration the proposed amendments to the school law. These amendments will be ready for the meeting of the Local Legislature, which takes place in the month of October, this year.

—The annual convention of the Association of Protestant Teachers of the Province of Quebec, which is to be held this year in the city of Sherbrooke next month, promises to be one of great interest. It is some time since the annual convention has been held outside of the city of Montreal, and it is to be hoped that the attendance of the teachers from the country districts will be larger than ever. The people of Sherbrooke have promised to provide the Association with suitable quarters in the Art Hall, and arrangements have been made to entertain the teachers during the evenings when they will be in the city. From the latest reports of the officers, there is every reason to believe that the gathering will be a successful one.

—Dr. Charles Roberts has been making inquiries for the Secondary Education Commission into the sanitary effects of school life, and gives in the last *Contemporary* the remarkable conclusions he has arrived at. He finds that, since the passing of the Elementary Education Act, the death-rate of children of school ages (five to fifteen) has diminished by just one-third. Other causes have undoubtedly co-operated, and it might even be maintained as a paradox that this decrease has taken place in spite of compulsory education. But what will Sir Crichton Browne and the alarmists say to Dr. Roberts's statement that "there has been no increase in the death-rate from nervous diseases, and that the very healthiest period of life is the age of fourteen years (the age when schooling has done its worst), when the death-rate sinks to its lowest, and is only 2.45 per thousand for both sexes?" For all that, we are not convinced that "the cry of educational over-pressure is nonsense, and is entirely unsupported by facts." Education, we fully believe, cures far more than it kills, but, as in the case of anæsthetics, there is no reason why it should not be made perfectly innocuous.

—Some months ago lovers of nature were delighted by the appearance of "How to Know the Wild Flowers," by Mrs. William Starr Dana. A unique and happy feature of this work is that the flowers are grouped according to color. This plan, with the addition of more than one hundred full-page plates, enables one ignorant of botany to name our most common wild flowers. "According to Season," by the same author, has since appeared. It is a series of familiar talks, designed to stimulate

a love of nature. As indicated by the title, time of blooming is made the standard for grouping. These books with the *Star's* beautiful specimens, should make the teacher an enthusiast in the study of Botany as an element of school work.

—Columbia College, New York, is fortunate in rich and generous friends. The members of the Vanderbilt family have been especially liberal in their gifts, and they continue giving. Four of them, headed by Cornelius, have just subscribed \$350,000 for new buildings for the medical school and Mrs. Sloane \$200,000 for an addition to the maternity hospital. Two other persons, whose names are not published, have also subscribed \$500,000 for two of the new college buildings. This makes a total of over a million dollars for the first month of the new year. The University of Pennsylvania is also doing very well, but, having no Vanderbilts to call upon, it is at a disadvantage in competition with the New York institution.

—What are we coming to, our teachers may well remark. A suit was lately brought against Mr. E. C. Stiles, the teacher in Seymour, by the parents of a boy named Martin A. Holden. Martin was very disorderly, talking out loud, scraping his feet, and whispering constantly. His teacher told him to remain in at recess. It is a rule of the school to allow children to leave the room when the recess is half over if they have kept quiet during that time. As Holden continued to be disorderly, he was not allowed to go. After the recess was over, he asked to go out, but was refused. About twenty minutes later during the spelling lesson, he again asked permission to go out and the teacher said, "I can't spare you now, you may go in five minutes." Whereupon, Holden threw down his pen and said he would not write his spelling lesson. His teacher replied, "Then you cannot go out." The boy said, "I will go," and attempted to go by his teacher but was prevented. She sent for Mr. Stiles and upon his arrival in the room he made a suitable investigation of the case. Finding the boy in a defiant attitude near the door he slapped his face once with the flat of his hand and sent him to his seat. He was allowed to leave the room soon after. His mother demanded an apology from Mr. Stiles, and failing in this brought a suit. The witnesses for the defence clearly showed that the boy had received no injury, but after a trial of three days the jury brought in a verdict for the plaintiff of \$50 and costs amounting to \$100.

—The age is still running to seed on the athletic craze. As the *Pall Mall Gazette* points out, we are practically realizing to-day, under the changed conditions of modern life, a repetition

of the Olympic games. With French, German, Dutch, and Belgian teams we have played football. Telegrams from our cricketers in Australia are watched for by breathless thousands in Fleet street. Lawn-tennis, horse-racing, shooting, rowing—in all these contests there are foreign competitors. The importance of this friendly rivalry in athletics cannot well be overestimated in keeping the peace among nations. And it is better to have a row and do a little national cock-crowing at Henley than to issue peremptory ultimata from the Foreign Office. But, like everything good, there is a tendency to exaggerate the games and to “specialize” our public-school athletes before their time. Exaggeration inevitably brings reaction. Has it begun already? We read in a newspaper that a certain branch of a religious society discussed in all seriousness the question “Ought Christians to be athletes?”

—It seems that of the 720 women who passed through Newham College, England, 374 are teachers, 5 are physicians, 2 are missionaries, 3 are in charity work, 16 are dead, 37 are out of the country, 230 are at home. The rest are in some secretary work—typewriters, probably. Of the 335 women who have passed through Girton College, 123 are teachers, 2 are missionaries, 6 are in government employ, 4 are physicians, 6 are dead, 194 are at home. Of 79 Girton girls who gained mathematical honors 10 have married; of 97 who gained classical honors 6 have married; of 40 who gained natural science honors 7 have married. It appears that 2 in 5 marry who simply graduate, but that only 1 in 10 marry who gain honors.

—The annual report of the Dunedin Education Board shows the somewhat large proportion of 218 men teachers to 305 women. There are now no uncertificated teachers in the service. The supply of candidates for employment as pupil-teachers is in excess of the demand. A noteworthy feature in the report is the marked decline in the attendance at the city schools, to be explained, it would appear, by large migrations to suburban districts.

—It is the cause of increasing discontent that there are two matriculation examinations for entrance at the University of New Brunswick. These examinations are held at different times, and the papers are prepared and examined by different sets of examiners. It is even alleged that one of the examinations is very much less difficult than the other. If the matriculation examination is to grow in usefulness, all must be treated alike. Two examinations for the same purpose and

under the conditions mentioned are unknown in any other university, and there is no apparent reason for their existence in the case quoted. The examination for county and other scholarships could be held at the same time as the matriculation examinations in July without difficulty, or such supplementary examinations as may be necessary for this purpose might be held in September and cause no complaint, but the general examination for entrance should be under the same auspices.

—There were registered with the treasurer's department at Denver in connection with the annual meeting of the National Association of Teachers, on a preliminary count, 11,324 people. This places the Denver meeting at the head in point of attendance. Chicago, in 1887, made the best showing previous to this banner meeting, but that was only 9,086.

—There is a project on foot to make the Summer School of Science for the maritime provinces permanent. Should this be adopted, a location will be chosen that will be as far as possible central for the provinces, and which will possess attractions in scenery and excellent opportunities for the study of natural science. Parrsboro, it has been thought, possesses these advantages in a marked degree, and the school will meet there next year to test them.

—Probably the last place in which our readers would expect to find compulsory education in force would be the Gaikwar's dominions. Nevertheless, such has been the case for the past two years, at least in a part of his territory. For the purpose of the experiment the Baroda Government chose one of the most backward districts in the country, and by the end of October, 1893, over and above the existing schools, eighteen special compulsory schools had been opened in the town of Amreli and nine adjacent villages. The total number of children attending these schools last October was 2,820, or 94·7 per cent. of those of the school age. The inhabitants, chiefly cultivators of the soil, neither resisted nor resented the innovation. Indeed, we are told that thirty-four villages in other districts have petitioned to have the law extended to them. The entire number of schools and institutions has grown from 261 schools with 27,000 pupils in 1885 to 1,325 schools with nearly 90,000 pupils in 1894. The ideal of the Gaikwar, set forth in his speech at the opening of the Baroda Waterworks two or three years ago, is that every village in his land shall have its school. And this is the country whose ruler twenty years gone by poisoned the British resident.

—St. Andrews, N.B., has a town improvement association, in

which are enrolled old and young. The schools are taking an active part in the work of improvement, and on arbor day the citizens and school children joined forces. A prize offered by the association for the best essay on town improvement was won by Miss Lillian Gunn. The essay was read at the closing of the schools, and published in the *Beacon*. It contains many excellent suggestions on how to advance the material interests of a town, and how to make it clean, beautiful and attractive. Active co-operation between old and young in this work of improvement could be introduced with beneficial effect in all our towns and villages.

—There are still some teachers out of employment in our province, and some of these are teachers who have passed through our Normal school. This stage of our scholastic experience will surely mark the end of an indiscriminate issuing of permits to those who come from outside. As it is, a teacher has sent us the following in a note as a protest: "I think it is hardly fair to grant a permit to an Ontario man, while I am left without a school, though holding an Academy diploma." As with us, the supply of teachers in New Brunswick seems also this year to be more than equal to the demand.

—Professor Hunicke, of Washington University, St. Louis, says he has discovered a process by which, he claims, \$10,000 worth of gold can be obtained from sea water at a cost of \$1, every ton of water yielding from two to four cents' worth of gold.—*Educational News*.

—The University of Michigan has received a magnificent gift in the shape of a fine art collection valued at \$300,000. Mr. Henry C. Lewis, of Coldwater, Mich., was the donor. The collection comprises 725 pieces, made up of paintings, bronzes, marble statues and medallions.

—Chicago has purchased one hundred typewriting machines for the schools.

Literature, Historical Notes, etc.

The Rev. Principal Forrest, of Dalhousie College, Halifax, at a centenary celebration in July last, was called upon to deliver an address in Pictou, Nova Scotia, on the "Progress of Education and the Diffusion of Knowledge during the Last Hundred Years," and is reported to have said: Here in my native town my mind naturally runs back to the old school on the hill. After the lapse of forty years I can see it still. I can see the reading

class ranged around the room and fancy I can hear them reading one of Montgomery's pieces entitled "Thirty years ago."

"Thirty years ago there were neither Bible, nor Missionary, nor Tract, nor School Societies for the instruction or conversion of the heathen at home or abroad. There are now about fifty parent institutions of the kind, whose progeny of auxiliaries at least reach a thousand, and whose income amounts to half a million sterling. It is not unreasonable to expect that these may be increased ten-fold, at the least computation, during thirty years to come."

Montgomery wrote that piece in 1820, so that it takes us back to 1790 or about the beginning of the century whose close we are now celebrating. To him the progress of the thirty years seemed wonderful, and I doubt not that his prediction seemed very daring; but when we now look back over the seventy years that have since elapsed, how comparatively insignificant does the progress of his thirty years appear and how safe and conservative his predictions of progress during thirty years to come. We move along in the current so imperceptibly, that like a railway train passing up the side of a mountain we never realize the progress we are making till we look out of the window and compare our position with the depth of the valley below. Those of us who have to do directly with educational institutions are sometimes apt to despond as we realize our difficulties. Pessimism seems quite natural to us. But when we compare our own position and our own difficulties with those of the fathers of 1795, we are almost instantly transformed into optimists.

A hundred years ago there was but one public school in Nova Scotia. In 1780 an Act of the Legislature was passed providing for the establishment of a public grammar school in the town of Halifax. With this single exception the matter of public schools seems to have attracted no parliamentary consideration whatever. It is not to be supposed that during this period the rural portions of our Province were entirely destitute of schools. In several districts, through arrangements made by the Board of Trade and Plantations and the Society for the Propagation of the Gospel in Foreign Parts, schools were established. A few private schools were also opened. But for the most part the early settlers were too poor to build school-houses or pay teachers, and all the education the children received were a few elementary lessons from their parents after the hard work of the day was over. A few efforts of a sort of volunteer character were made by such men as James Davidson,

but they were few and far between. The condition of things when McGregor arrived may be gathered from the following extracts from his diary :

“ It was no little discouragement to me that I saw scarcely any books among the people. Those who spoke English had indeed a few which they brought with them from their former abode, but scarcely one of them had got any addition to his stock since. Almost all of them had a Bible and it was to be seen with some of the Highlanders who could not read. Few of them indeed could read a word. There was no school in the place. Squire Patterson had built a small school and hired a teacher for a few months now and then for his own children. In three or perhaps four other places, three or four of the nearest neighbors had united and hired a teacher for a few months at different times, and this was a great exertion. What was more discouraging, I could not see a situation in Pictou where a school could be maintained for a year, so thin and scattered was the population. Besides many of the Highlanders were perfectly indifferent about education, for neither themselves nor any of their ancestors had ever tasted its pleasures or its profit. A few of the settlements in the Province which were a little older had made a little more progress, and it is computed that there were about thirty schools of some sort in Nova Scotia at this date.”

But this state of things need not surprise us when we consider the condition of education in the mother country. A hundred years ago the educational condition of the mass of the people of England was very little better than that of the people of Nova Scotia. Of course there were good schools for the favoured few, but the mass of the people were growing up in the densest ignorance. Only about one-third of the children were in school at all, and even in the first quarter of this century forty per cent. of the men and sixty-five per cent. of the women of England were unable to write their own names. In some of the New England states, matters were a little better, but taking the United States as a whole, the state of education was very much the same as in our own Province.

In the south of Scotland, from which a number of our Pictou people came, education was more general, but in the Highlands and Islands the proportions of illiterates was appalling. We need not wonder then, that Dr. McGregor bewailed the fact that many of his people were perfectly indifferent about education.

Nor were matters much better when we look at the question of the difference of knowledge. There were two or three

newspapers started in Halifax before this, but their circulation was very limited and the information they contained was of the most meagre character. There was scarcely any local news, no editorials, not even a list of births, marriages, and deaths. The little space that there was, was filled with clippings and moral extracts in prose and poetry, old and dry. Indeed, the term newspaper seems utterly out of place when applied to these publications. A few proclamations and advertisements might be new, but the bulk of the little sheet seems to us at the present day to have been most uninteresting and unprofitable. We need not wonder, then, that the circulation was small. The number of books was very limited. In many houses there was not a single leaf or a single letter. There were no Tract Societies or Book Societies to provide cheap literature for the people, and while there had been Bible Societies in Germany and in Britain, their work was very limited and their issues very small. The mass of the people had scarcely any books.

Well, with no schools, few books, and fewer newspapers, and very limited ministerial supply, the knowledge of the people must have been of a very limited character. True, there were among them men of intelligence who longed for better things. We have no reflections to make upon them. "Two things we learn from history," says Arnold, "one that we are not superior to our fathers, and the other, that we are miserably inferior to them if we do not go far ahead of them." There were intelligent and clever men among those early settlers, but yet it does not at all surprise us to hear of ridiculous superstitions and very narrow prejudices.

Fortunately for Pictou and for Nova Scotia, the men who came to organize the church in this new land were men of intelligence and education. Messrs. McGregor and Ross and McCulloch were educated men. McGregor brought with him to this country a large library containing a great many volumes of Latin commentaries and works of theology, together with a large number of rare and curious books which clearly show that he was a student. The others were evidently men of the same type. They preached the Gospel faithfully, but from the very first we hear them mourning over the lack of schools, stirring up the people in the matter of education, and giving large sums out of their scanty incomes to help on this good work. Had it not been for the unfortunate division in the ranks of Presbyterianism, there is every reason to believe that the Pictou Academy would to-day have been the Pictou University, the largest and most powerful in the land.

But the efforts of these men were not lost. Occupying the important position which I do, I look back with gratitude to these educational pioneers, for I feel convinced that if it had not been for the part they acted and for the spirit they imported that our Provincial University would never have existed.

But now let us look at the progress we have made in education and knowledge. In the world at large the expenditure for education has increased at a marvellous rate. Even in old countries like England this is most striking. At the commencement of this century there were only 3,363 schools in all England. Many of these were poorly equipped and of the most elementary character. To-day there is practical provision for the education of all the children in the kingdom. During the past seventy years the expenditure for education in England has increased about 5,000 per cent. that is, has multiplied by fifty and every year it is rapidly increasing. The number of illiterates is every year less and less. Education has become broadened, and instead of being the heritage of a chosen few an educational missionary spirit has developed among educated men, so that university extension and variety of other agencies seek to confer upon the public at large the blessings which but a few years ago were confined to a very limited number.

In the United States the development of education is simply marvellous. Every state has its system of common schools and high schools offering superior advantages to every child in the land. But this is not all. They have over three hundred colleges and universities, with between two and three hundred millions of accumulated capital, specializing in every direction, and offering facilities for education that the men of a century ago never dreamed of. In the new states and territories they feel that from a mere economic point they cannot afford to neglect higher education. Not only have they a fully developed system of common schools, but they have a special tax for the support and development of their universities. A leading political economist puts the opinion held in these words: "There is many a university whose entire cost has been returned to society in clear cash by the service of a single one of its students, a service possible by his education."

In our own Province we have made great progress. Our system of common schools and academies is one of which we may justly be proud. We have to-day in round numbers 2,300 schools, that is, counting each department entrusted to a teacher as a school. We spend \$800,000 on our public school system and at the very lowest figure \$1,000,000 on education. If our

university education is not what we would wish it to be. If it is weak when it might be strong, if it is poorly provided for when it might be thoroughly equipped and well endowed, it is simply on account of the perpetuation and development of the system against which McGregor and McCulloch contended. As a Province we have not yet risen up to the standard of these men, and just in so far as we have failed are we weak and backward. With their principles fully developed in higher education, as we have seen it in the common schools and academies, we might have in the Maritime Provinces a university second to none in America, with all the faculties so fully equipped and developed as to meet all the requirements of our students. Let us hope that the day is not far distant when these enlightened principles will prevail.

When we come to speak of the diffusion of knowledge during the century, the subject is so wide that we can only now refer to a few points. Knowledge is no longer the heritage of a favoured few. It has been diffused among all classes. Everyone now reads. The increase of newspaper circulation is simply amazing, while the quantities of books and pamphlets and magazines that stream forth from the press can only be stated in figures that convey very little idea to the average mind. Probably one of the best ways of getting a correct idea of the demand for reading matter is to look at the improvement in printing presses. Printing from moveable type came into use sometime in the 15th century. From that time till the early part of the present century scarcely any improvement in the printing press was made. There are men working in our press rooms to-day who began with the old lever press which to all intents and purposes was the same that had been used for four centuries. One old man, now in Halifax, began work about sixty years ago. Then a token (240 sheets) an hour printed on one side was considered rapid work for any man. In the office in which he works to-day there is a press which will print 12,000 eight page newspapers an hour, print the whole paper and fold it ready for distribution. In some of the large offices in the United States and Britain there are presses that will print and fold six times as many or 72,000 per hour. To issue one of these papers with the old presses would be simply impossible. I have seen three presses working in one establishment, each of which will print and fold ready for binding four tons and a half of paper in ten working hours. The quantity of paper produced to keep these improved presses at work is so great, and every year increases so rapidly, that unless our

statistical returns are up to date they are absurdly inaccurate. The annual production of paper can only be a matter of rough estimate. Data gathered for Lockwood's Directory of the Paper, Stationery and Allied Trades for 1894-5 show that there were 1,231 paper and pulp mills in the United States at that date. The total daily producing capacity of the mills thus reported is given at 20,986,180 lbs. The increase since 1891 is about 295 per cent. Of course these mills do not work to their full capacity and paper is used for many purposes besides printing and diffusion of knowledge. Still the amount used for printing seems almost fabulous. It is a low estimate that 235,000,000 volumes of the Bible or separate books of the Bible have been issued by Bible Societies since the tears of a little girl in Wales in 1802 led Thomas Charles to ask what could be done to secure Welsh Bibles for his congregation. And this is only a part of the number, for private publishers to-day print fifty copies of the Scriptures for every one printed before Bible Societies were started. If from the Bible we turn to the Tract and Book Societies and great publishing houses, we will simply require to weigh their products by the ton or measure them by the cord, to form any idea of the amount produced. Nor is it in religious books alone this great increase has taken place. One American printing house produced 45,000 sets of the Encyclopædia Britannica. They sold 7,000 sets in Canada, 400 in Nova Scotia, 400 in New Brunswick, and 200 in P. E. Island and Newfoundland. What would McGregor or McCulloch have thought if they had been told that the people of Nova Scotia would spend \$60,000 on one edition of one book, probably \$100,000 on various editions of the Britannica. What would they have thought of any of the facts and figures we have been giving you. They would have seemed to them more marvellous than any of the tales of the Arabian Nights.

The whole influence of this is to diffuse knowledge. It cannot be otherwise. Whether it improves morals or not may be a question. I believe it does. Whether it furthers the cause of religion or not may be a question. I believe it does. Whether it produces greater scholars and greater thinkers or not may be a question. In many respects I think it does. But whether it diffuses knowledge or not is scarcely a question that admits of discussion. It is not possible that the man who has received a good common school education, who attends regularly on the ministrations of God's servants from Sabbath to Sabbath, who has in his hands every day the well expressed thoughts of the best of men, who reads the news and despatches that are every

day put into his hands can fail to be a better informed man than the man who has never been taught.

HERBERT SPENCER.—The biography of Mr. Herbert Spencer is almost exclusively a record of mental development along strongly individual lines. Classical training and lessons in the languages were practically wasted upon him, but in all those studies where the pupil had to think for himself, young Spencer easily distanced competitors much older than himself. While this was largely due to the native qualities of the youth's mind, much must be attributed also to the unconscious training which he received from his earliest years in hearing the free and thoughtful discussions carried on by the visitors at his father's house. Professor Hudson draws a vivid contrast between Mr. Spencer and John Stuart Mill in the matter of education. Both Mill and Spencer were trained by their fathers, but Mill's learning was obtained wholly from books, while Spencer was never permitted to get far away from the things of everyday life. His fragile health as a child delayed all attempts to turn his attention to books, and he was hardly able to spell at an age when Mill was already deep in Greek and Latin. Thus Mill grew up almost unconscious of his environment; Spencer on the other hand became acutely sensitive to the facts of life about him. "Mill was taught to look upon all the problems of social and political science as capable of rapid and entire resettlement, while Spencer early learned to consider every possible question on every possible subject as open to fresh examination and a totally new answer." Mill's father seemed almost to defy nature in planning the education of his son, while Spencer's father aimed rather to be nature's assistant. Mill in youth hardly felt the contact of any other mind except that of his father, but Spencer was subjected to the vigorous influence of his uncle, the Rev. Thomas Spencer, a Radical clergyman in a Tory church, a teetotaler when tippling was universal, a Chartist when Chartism seemed the sum of all iniquities, a pioneer in the anti-corn agitation, and an urgent reformer in all that concerned the physical, moral and social welfare of the people. Fresh from the teaching of such a man, it is not to be wondered at that Spencer's earliest ventures as an author were directed at political and social questions.

The lack of the traditional university training in Mr. Spencer's case has been the subject of much debate. Mr. Spencer's dislike, often expressed, of the classical curriculum has given this university dispute more prominence than it deserves. It is possible that if he had gone to Cambridge and had found it

as antique, aristocratic, exclusive and conservatively humanistic as it is said to have been half a century ago, he might with all these drawbacks have found university life more suggestive than he anticipated. It certainly could not have modified seriously the bent of a mind so decided as his. It might even have hastened his development. No university could have prevented him from working out his synthetic scheme of philosophy. That passionate love of order which is the incoherent homogeneity at the bottom of the coherent heterogeneity of his writings, would have been lessened. In "Social Statics," one of Mr. Spencer's early books, there are many turns of thought and expression which connect the author's later thinking with the teleology of the eighteenth century. In that book Mr. Spencer's theory of progress was intimately associated with the metaphysical conception of a preordained order in the universe. In his system so finally matured this preordained order has no place; but it remains in his youthful work to show that his Synthetic System is not an isolated phenomenon in the history of philosophy, but that it has some roots in the past. University training would probably have made him more clearly conscious of his relation to the past than he or his partisans seem to be. Formally the early writings of Mr. Spencer are in contradiction with his more mature thought, but historically they are not. They record the steps of his progress toward the goal which he was seeking. It is a curious fact that he should have wished to suppress his work on "Social Statics." It would seem to indicate that the apostle of evolution would have been glad to prevent the application of his favorite principle to the study of his own career. Without the preliminary essays, the synthetic philosophy would seem to be related only to contemporary science; but with them it can be viewed in a long perspective. This fact has an important bearing on the controversy respecting the relations of Spencer and Comte. It is true enough that every trace of Comtism has been removed from Mr. Spencer's system, and yet it may fairly be doubtful whether that system would have been perfected without the stimulus which Comte gave to the thought of the generation that followed him. Here, it may be imagined, lies the truth between Mr. Spencer and his disciples on one side, and the adverse critics on the other. If anything were needed to prove the historical affinity between Comtism and Spencerianism, it could be found in the religious aspects of the Spencerian philosophy. Whether Mr. Spencer meant it so or not, he can be looked on as the founder of a religion. The worship to which his theory of the universe

leads is as far as possible from that of deified humanity which Comte proposed. Stating the matter broadly, and regarding only its negative aspect, the Spencerian doctrine cuts the ground directly from beneath all forms of anthropomorphic theism." Mr. Spencer's persistent use of the word "unknowable," has enabled adverse critics to assume that Mr. Spencer's doctrine of the absolute is a vacuum—a mere negation of thought. So far from this being the case, it is claimed that for the Spencerian, the truth, that behind all we know and can know, eluding thought and transcending imagination, there is the one Eternal Reality, as the corner-stone of all our knowledge—the one fact that can never be either analyzed or got rid of. And here we may notice how in this final datum of consciousness religion and science find their complete and permanent reconciliation. For the supreme and everlasting power which religion calls God is the eternal and inscrutable energy which science finds at the back of its widest generalizations and beneath its deepest investigations. All science leads at last to the mystery with which religion begins.

Are Mr. Spencer's sociology and ethics an integral part of his system? The opinion is widely diffused even among the most loyal adherents of Mr. Spencer, that his social doctrines, espoused long before the working out of his general system, formed no proper part of it. Mr. Spencer himself has acknowledged in the preface to his most recent volume that he found a difficulty in applying his evolutionary formula to the complications of human life. The experiment was certainly a daring one and its success is still dubious.

Practical Hints and Examination Papers.

Inseparably connected with love of study, knowledge of child nature, and practical methods of teaching, there must be in the complete equipment of the teacher's professional spirit that essential qualification most aptly called culture. Culture is that instinctive feeling of refinement and delicacy which leads every true teacher to treat each child courteously, kindly, in a genuine manly and womanly manner. This is made up of two parts, "morals" and "manners." Professors and teachers are sometimes guilty of lack of good manners in their schoolrooms toward their pupils, who would be heartily ashamed if charged with the same offence in society.

—The teacher who questions well possesses great power. Improper questions waste time, distract the attention, and injure the mind, while proper ones arrest and hold the attention and strengthen the

mind by giving it healthful exercise. Improper questions come from ignorance and carelessness—proper ones from knowledge and care. Take, for instance, the reading lesson. How often the whole exercise is spoiled by the neglect of the teacher to prepare good questions upon the selection to be read! The class is prepared, but the teacher is not.

We will give a few examples of questions frequently heard. Suppose the subject is "The Chambered Nautilus," printed below:

THE CHAMBERED NAUTILUS.

This is the ship of pearl, which poets feign
 Sails the unshadowed main—
 The venturous bark that flings
 On the sweet summer wind its purpled wings
 In gulfs enchanted, where the Siren sings,
 And coral reefs lie bare,
 Where the cold sea-maids rise to sun their streaming hair.

Its webs of living gauze no more unfurl;
 Wrecked is the ship of pearl!
 And every chambered cell,
 Where its dim, dreaming life was wont to dwell,
 As the frail tenant shaped his growing shell,
 Before thee lies revealed—
 Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil
 That spreads his lustrous coil;
 Still, as the spiral grew,
 He left the past year's dwelling for the new,
 Stole with soft step its shining archway through,
 Built up its idle door,
 Stretched in its last-found home, and knew the old no more.

Build thee more stately mansions, O my soul,
 As the swift seasons roll!
 Leave thy low-vaulted past!
 Let each new temple, nobler than the last,
 Shut thee from heaven with a dome more vast,
 Till thou at length art free!
 Leaving thine outgrown shell by life's unresting sea!

What does the first line say?

What kind of a main does it sail on?

What does the bark do?

What is said about the coral reefs?

These questions are bad, because they do not arouse thought. The pupil can answer them all with his eyes on the line.

What is meant by the first line of the second stanza?

State the meaning of the 3rd, 4th, and 5th lines, in your own language.

These are too general—too indefinite. The pupil has only a faint idea of the meaning, perhaps, and so stumbles, and becomes discouraged in his efforts to make a statement.

Did each year change the shape of the coil ?

Did he stay in the old dwelling after the new was built ?

Was it not because he would never go back into the other chamber that the door was said to be idle ?

Here the teacher does all the thinking, leaving nothing for the pupil. Consequently, no strength is gained, and interest is lost. The teacher might ask such questions all the year round, and no good would be done. Why ? No spirit of investigation is aroused, no mental curiosity is excited.

Give the derivation of "venturous." Where are coral reefs found ? Give an example of enchanted. What wrecks ships ? What is a tenant ?

Such questions are too narrow. They dwell too much upon the mere words, and lead away from the thought instead of bringing it out.

Is the soul material, or immaterial ? Why can it be said to live in a mansion ? In what condition is the soul when free ?

What is meant by life's sea ? Why is it called unresting ?

These are too abstruse for a class of immature thinkers. Such questions discourage. The excellence of questions is shown by the degree of interested discussion aroused.

Now examine the following questions :

Are they too easy ? Do they excite thought or investigation ? Are they adapted to the grade of pupils reading such a selection ? Are they lively ? Will they make the pupils talk back ? We offer them for your criticism.

What does the poet call the "ship of pearl ?"

Give the meaning of "nautilus."

Why called "chambered ?"

State meaning of "feign."

What has been "feigned" about the nautilus ?

Why is it called a "ship of pearl ?"

Why is it said to sail the "unshadowed main ?"

Why call it a "venturous" bark ?

What are its "purple wings ?"

Give the fable about Sirens.

What difference between Sirens and sea-maids ?

Why were their haunts considered enchanted ?

Describe coral reefs.

What part of the nautilus is meant by the "web of living gauze ?" Why they are so called.

Give the meaning of unfurl ?

- For what purpose are sails unfurled ?
 What is meant by "wrecked is the ship of pearl ?"
 What was the tenant ?
 State the meaning of "irised ceiling."
 What is meant by "crypt unsealed ?"
 What by "he left his past year's dwelling for the new ?"
 Why say, "stole with soft step its shining archway through ?"
 What was the "idle door ?" and why called "idle ?"
 Why could he be said to "stretch" in his new home ?
 How did each new chamber of the nautilus differ from the others ?
 Why was a larger chamber needed each year ?
 To what does the poet compare the nautilus ?
 How does the soul differ each year from its state in former years ?
 In what way can it grow ?
 Why may the past be called low-vaulted ?
 When, and from what, will the soul at last be free ?—*Teachers' Institute.*

A LESSON ON CLOVES.—Hand some cloves around the class and commence by calling attention to their powerful aromatic odor.

Set the children to chew some of their cloves, and call upon them to describe the strong pungent flavor. It is a good thing to chew a clove or two before taking any bad tasting medicine. The strong stinging flavor of the clove destroys the disagreeable taste of the medicine.

Explain that, like all the other spices, they owe their importance to these properties. They are valuable as flavorers.

The cloves which we have before us are the dried flower buds of a kind of myrtle tree. The tree itself is a very beautiful evergreen, which grows four or five times as high as a man.

When the flower-buds first appear they are of a pale yellow color, but they gradually pass to green, and finally to a bright red. As soon as they begin to turn red and before they open into actual flower, they are plucked and dried in the sun. When dried they assume the dark brown color with which we are familiar.

Call attention to the little ball or knob at the end of the clove. This is the actual flower folded up.

The name "clove" is given from the Latin *clavus* a nail, because the clove is said to resemble a little nail.

Cloves are used in cookery as a seasoning. When pressed they yield "oil of cloves," which is largely used in perfumery and medicine.

The clove is a native of the Moluccas or Spice Islands, but it is now grown in Sumatra, Mauritius, Zanzibar, Brazil, and the West Indies.—*Object Lessons in Elementary Science.*

—Many pupils seem to come to a standstill when they are introduced to studies that depend on well trained mental powers. In such cases the training has been defective. They have been accus-

tomed to take in the words and ideas of others without being able to make them their own. They have not been taught to think and reason, and can make no progress in studies in which thinking and reasoning are necessary.

—Do you think you are teaching when you assign a certain portion of the book to be learned and then, in the recitation, sit and compare the pupil's answers with the language in the book? If you do you are mistaken, you are starving yourself as well as your pupils.

—The ability to repeat the lesson off the book is not a test of progress, for the pupil may do this without having any knowledge of what the words mean; nor can his understanding of the lesson be always taken as such test, for this may come from the teacher's explanations. It is only when the pupil can gather the ideas from the book by his own efforts and make from them his own deductions and express the results in his own language, that the teacher has any certain evidence that the pupil is making progress and gaining power.

—There is no true teaching of politeness in a school-room which is not emphasized by example. "Johnny, when it is necessary to pass in front of a person like that, excuse yourself; go back and say, 'Excuse me.'" Just as we might tell him: "Johnny, this is a preposition; say, 'a preposition.'" He will have just as clear a conception of the truth intended in the one case as in the other.

Is Johnny's teacher ever guilty of little rudenesses to him, for which she never "excuses" herself? If so, she has probably never discovered that a great many things he is in the habit of doing every day are rude, for does not his teacher do them also?

Occasionally he is told that this or that is not polite, and (unconsciously, it may be) he concludes, with regard to these things, that since it is all right for the teacher to do them, it is all right for him to do them too except in a few special cases.

But does Johnny's teacher sometimes add injustice to rudeness, for these two are fast friends? Does she ever, by touching his elbow at the wrong moment, cause him to form a letter awry, and then pass sternly on with, "Keep your arm in," instead of the regretful, "I beg your pardon?"

Does she ever borrow his lead pencil and return it with the point broken, or lose his knife and neglect to buy him another? If so, what amount of lip-teaching, think you, will be necessary to counteract the power of her example?

Nothing less will do in a school-room than the courtesy we would practise were we presiding over an assembly of grown-up people, in every respect our equals. Nothing *less*, surely, for it is over those weaker than ourselves we are placed, our inferiors in knowledge and experience.

Fellow teachers, try being courteous with your pupils—not affected, not condescending, but genuinely *courteous*. Try it with your troublesome pupils and see how quickly they will respond.

—Among the words which are in danger just now of being greatly overworked is “stated.” In both our newspapers and our correspondence we observe that a speaker rarely *says* anything nowadays. He almost invariably *states* it. It is no doubt very well to state the conditions of a problem, or the facts touching a formal investigation, or even the points in a controversy; but to state what proves to be merely a few after-dinner remarks, or an anecdote or pleasantry, or a bit of rumor or gossip, seems to be taking altogether too much trouble about a trifling matter. Why not *say* or *tell* the thing in the simple, old-fashioned way that was good enough for our grandfathers?—*Gram.*

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

ALGEBRA (GRADE II. ACADEMY.)

SECTION I.

1. When $a = -3$, $b = 5$, $c = -1$, $d = 0$, find the value of

$$26c\sqrt[3]{a^3 - c^2d + 5bc - 4ac + d^2}.$$

2. Simplify:—

$$\frac{a-x}{a+x} - \frac{4x^2}{a^2-x^2} + \frac{a-3x}{x-a}.$$

3. Reduce to its lowest terms:—

$$\frac{4x^3 + 7x^2 - x + 2}{4x^3 + 5x^2 - 7x - 2}.$$

SECTION II.

4. Find the L.C.M. of $x^3 - x^2 - 3x - 9$ and $x^3 - 2x^2 - 5x - 12$.
 5. Solve the equation:—

$$x-6 - \frac{x-12}{3} = \frac{x-4}{2} + \frac{x-8}{4}.$$

6. Solve the equation:—

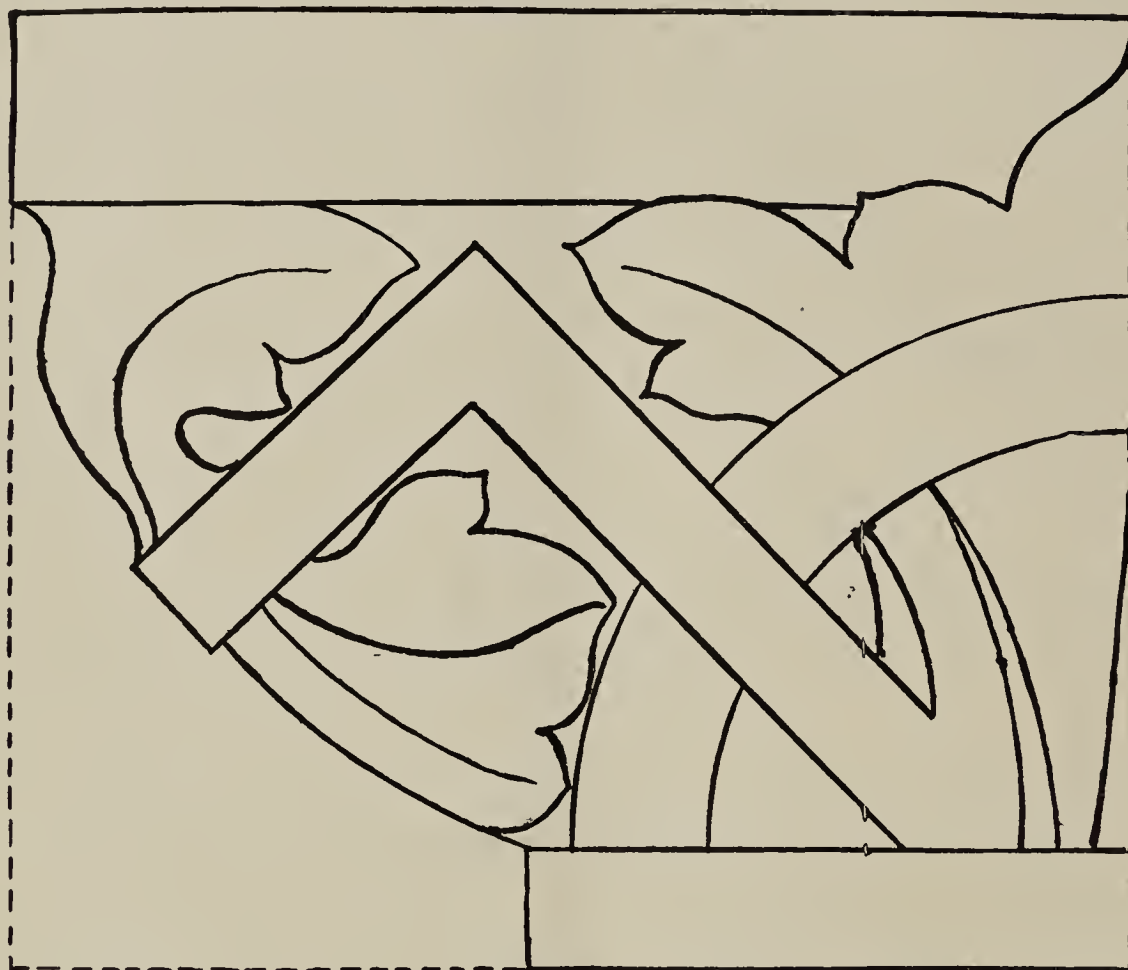
$$\frac{9}{x-4} + \frac{3}{x-8} = \frac{4}{x-9} + \frac{8}{x-3}.$$

SECTION III.

7. A father is 24 years older than his son; in 7 years the son's age will be two-fifths of his father's age. What are their present ages?
 8. A sum of money is divided among three persons, A, B and C, in such a way that A and B have \$42 between them, B and C have \$45 and C and A have \$53. What is the share of each?
 9. Two boys have 240 marbles between them. One arranges his in heaps of 6 each, and the other in heaps of 9 each. There are 36 heaps altogether. How many marbles has each?

DRAWING (GRADES I. AND II. ACADEMY.)

1. Draw a regular hexagon within a circle five inches in diameter.
2. Draw a regular triangular prism in perspective whose length is three times the altitude of its base.
3. Represent on paper a house enclosed within grounds, or the head of any animal. (Do not attempt this by way of caricature.)
4. Enlarge this figure a third, and complete both sides of it in balance with the usual finishing line. (The paper used must be drawing paper cut to the size of quarter-sheet foolscap.)



GEOMETRY (GRADE II. ACADEMY.)

SECTION I.

1. In every triangle, if a side be produced, the exterior angle is equal to the two interior opposite angles; and the three interior angles are together equal to two right angles.

Deduction. Divide a right-angled triangle into two isosceles triangles.

2. The opposite sides and angles of a parallelogram are equal, and the diagonal bisects it.

Deduction. Prove that the diagonals of a parallelogram bisect each other.

3. The angles at the base of an isosceles triangle are equal and if the equal sides be produced the angles on the other side of the base are also equal.

Deduction. The straight line which bisects the verticle angle of an isosceles triangle bisects the base at right angles.

SECTION II.

4. Prove that the complements of the parallelograms about the diagonal are equal in every parallelogram.

5. Prove that in a right-angled triangle the square on the side opposite to the right angle is equal to the squares on the sides containing it.

6. Prove that if a straight line, falling on two others, make the alternate angles equal, these two lines are parallel.

SECTION III.

7. If a straight line be divided into any two parts, the squares on the whole line and on one part are together equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

8. If a straight line be divided into any two parts, the square on the whole line is equal to the rectangles contained by the whole and each of the parts.

9. In an obtuse-angled triangle, if a perpendicular be drawn from one of the acute angles to the opposite side produced; the square on the side opposite the obtuse angle is greater than the squares on the sides containing it, by twice the rectangle contained by the side on which when produced the perpendicular falls and the straight line intercepted, outside the triangle between the perpendicular and the obtuse angle.

Correspondence, etc.

A correspondent of the *Star* has been expressing himself on the Manitoba School Question and we have been asked to re-publish an extract from his letter, showing the common ground on which we may all act towards the welfare of our country by dropping our prejudices. The extract is as follows:—“Max O’Rell, in describing an ocean voyage, refers to some Americans on board, who were to be found nearly all the time on week days in the smoking room, gambling. On the Sabbath he was astonished to find the same men surrounding the piano, presided over by a young woman, singing the Moody and Sankey hymns with a gusto that indicated familiarity with them. He adds that, ‘We have in France, gentlemen who gamble and gentlemen who are religious, but I had to come to America to find gentlemen who could combine both with equal facility.’ In my own experience I have found the parrallel of Max O’Rell, in that while a very devout and pious Roman Catholic is too often very narrow and bigoted, yet it is allied with scrupulous honesty, and it is unfortunately too true that a Protestant can rank

very high in his denomination, and be accepted as a moral mentor, and yet his religious professions be completely divorced from his daily habits in business life. 'On his word as a Christian,' would sound like an ironical joke on 'Change.' Has not the neglect of moral and religious training in our young something to do with this? I am inclined to believe that these men are more self-deceived than conscious hypocrites. Polemics and evangelization (in its narrowest sense) mainly occupy the attention of our pulpit teachers, and the short and too often insufficient Sabbath-school is not enough to counteract the tendencies of natural and acquired habit."

—DEAR SIR,—A gentleman lately asked Prof. Henry if he would advise a young man now living in a town, who has a liking for the farm, especially the dairy, to obtain an agricultural education. The young man in question had graduated from a high school and had but little means. Prof. Henry gave in Hoard's Dairyman in part the following advice:—

"It is surprising what a successful farmer, in the best sense of that word, must now know and be able to do in order to succeed. No one thinks of becoming a lawyer without entering a law office and reading law for years, or better yet, entering a law school and taking a course lasting from two to four years: the same is true for medicine and any other profession. Our modern agricultural colleges have a large equipment, and the better ones are growing more and more practical and helpful in their methods and instruction each year. If our young farmer lives to the full period he will have 40 or more years on the farm. A couple of years spent in preparation for this long race is little enough. There are now too many common people in the world and too few with special training. The man that can do something better than others has a place and is rarely out of employment. And so if our friend is thinking of becoming a farmer I urge upon him to fit himself for his vocation by special training, either at an agricultural school or with some enterprising, successful farmer, or both. The liking for dairy stock and dairying expressed by our inquirer causes me to urge him all the more strongly to become an agricultural student in some school. No branch of farming has more brainy, pushing men back of it than dairy husbandry, and modern dairying is almost a science, so exact is it becoming. We can well call it an agriculture profession of itself. There is now so much that can be learned in the schools on dairy matters that our friend should certainly avail himself of the advantages so offered.

"The last question puzzles me. If by higher school our inquirer means a school where Latin and Greek and such studies are taught, I beg to differ with him in the inference he makes. There are no higher schools than our better agricultural schools, for they call out all there is in man and make him long for a greater capacity to

comprehend and learn. Latin and Greek are pigmy branches compared with the sciences and practices underlying advanced agriculture. And so if our young friend has a good head on his shoulders and is ambitious to get the most out of life, and, with these two, loves the farm, I urge upon him to attend an agricultural school. The past year, so disastrous to business enterprises of almost every character located within cities, is teaching us more plainly than ever that he who owns a freehold of land should cherish his possessions and regard himself as specially favored. Companies, banks and almost all corporations have been depressed, while the values of country really are advancing."

TEACHERS' SALARIES.

To the Editor of the Star :

SIR,—Being greatly interested in educational matters, I note with pleasure the meeting of the inspectors of the province to discuss subjects of vital interest to the public at large. The defects and drawbacks to intellectual progress in this Quebec of ours are tacitly admitted by the gentlemen who compose that learned staff who sat in council in St. Hyacinthe.

No doubt a great many abuses of a glaring nature will be brought prominently before the notice of the powers that be, as well as those who have the intellectual welfare of the country at heart. It is useless, as well as nonsensical, to imagine that a system such as ours can be popular or effective when carried on in such a mean and petty manner. Would any man wishing his work well done in his factory or workshops employ an unskilled artisan because he works for low wages, to do work which should be well done? Certainly not. Which of the merchants and tradesmen of Montreal would send their boy or girl to a teacher employed at a salary of \$5 per month. And even here in this city do we not know that, comparatively speaking, teachers are under-paid? What man can have his heart and soul bent on the fulfilment of his duties as a public-school teacher, if he is condemned to pinch, strain and struggle in his efforts to preserve decency and life? No public character comes in for so much obloquy—not excepting the priest or minister—as the school teacher, should he be remiss in any of the essentialities that must naturally be expected of one who has the guidance of youth. The teacher of dancing or boxing—whoever haggles or disputes his fees?

The teachers of proprietary schools make their own terms. Why? Because the public will not encourage nor have organized for them a good and uniform system of elementary education. Because the Government is neglectful when they find the people apathetic. And lastly, because too much time has been wasted in experimenting on at one time French, another English, and, lastly,

American systems. I do not say that progress to a certain extent has not been made in our city schools, but I am in a position to emphasize the oft-repeated statement, that such progress is not half what it should be. I should apologize for the length of this communication, as I did not intend to enlarge on a subject of such general interest until further on. If I have aroused the interest of a few powerful friends of elementary education out of the many thousands who read your paper, I shall be more than satisfied. At the same time, I, with many, no doubt feel assured that the cause of education in this Province is in the very best of hands, should the *Star* rise to the importance of the occasion, as it always and invariably does, when the good of the nation and the people are, unquestionably and without doubt, the cause which it champions.

F. D. DALY.

THE TEACHER AND SUCCESS.

There is nothing indefinite about the few words which I am going to say to-night: they are for my fellow students, and the subject chosen is one which is of interest to each of us, viz., "The teacher and success."

We have made up our minds to be successful. Even if we never before realized it, the atmosphere of the Normal School has been such as to make us feel the earnestness of life, and that we have a place to fill and a work to do.

Whatever vocation we throw ourselves into, it will be with a determination to be successful.

Let us then ask ourselves what constitutes *true* success. Is it the acquisition of wealth?

Look at the Astors and the Goulds. By bending every energy of mind and body towards that end they became worth millions of dollars, but their lives were total failures, because in grasping after wealth they sacrificed their benevolence and all those noble traits of character which alone make the true man. I would not underrate the value of riches: kept in their right place they are of great service to us, and we can seek wealth as a means to an end, but we cannot make it an *object in life* without weakening and crippling the highest and noblest part of our nature.

Then is gaining the applause of men true success? No, it is not. The history of the world teems with the names of those who have become famous in the eyes of their fellow-men and whose lives have yet been gigantic failures. Thus Napoleon and Marlborough in war and Byron and Burns in literature made shipwreck of life.

What then is true success?

To my mind it consists in, first making the most of ourselves, in building up a strong, true, Christian character and developing to its utmost capacity every power of mind and body that we possess, and

then in using these powers which we have so developed in assisting others on the pathway of life and helping them to be successful. Character building goes on much the same despite our occupation and surroundings : our opportunities for doing good vary much with our vocation. A few of the Normal School students expect to be foreign missionaries, and with them will go the prayers of the missionary society and the good wishes of the Normal School, but most of us expect to be teachers, and it is especially to these that my thoughts are directed. We may have wanted to go, but the way has been closed up, or we may have never felt a call. Let me say to you that in the public schools of the Province of Quebec you have a field for missionary work which will absorb all your time, energy and talents, and which equally with the sands of India, the wilds of Africa, or the forests of the North-West, requires energy and will, an earnest consecrated life and a strong trust in our Heavenly Father. In the course of a few months we will have under our guidance thousands of boys and girls with characters to form and futures to make. Do we ever realize that the future missionaries, ministers and legislators of our land will first pass through our schools? Again do we ever realize that many of the future drunkards, gamblers, and thieves of our fair Province will first be under our direct influence for months together? This is true, and I do not hesitate in saying that the future of the child is to a large extent determined by the earnest teacher. Let us then go forth to our work with a feeling of responsibility. Let us place before us an ideal teacher and an ideal school, and, rising triumphant over difficulties which will be sure to meet us, let us press forward never losing sight of that ideal until it has been reached. "Not failure but low aim is crime." Aim low and we strike low : aim high and if we strike low we are not to blame. Let us study the lives of those teachers whose names have come down to us as having had the greatest influence over their scholars. Let us study the life of Fénelon under whose influence the vicious passionate duke of Burgundy became an earnest gentle youth. Let us study the life of Arnold, of whom it is said : "His great power resided in this, that he gave such an intense earnestness to life. Every pupil was made to feel that there was a work for him to do and that his happiness as well as his duty lay in doing that work well. Hence an indescribable zest was communicated to a young man's feelings about life, a strange joy came over him on discovering that he had the means of being useful and thus of being happy, and a deep respect and an ardent attachment sprang up toward him who had taught him thus to value life, and his own self, and his work and mission in this world." Thus striving to become ideal teachers and to make our schools ideal schools, we shall the nearest succeed in accomplishing what should be our object, viz., to send out our boys and girls to be ideal men and ideal women. But do not think that this will all come about just as easy as it is to

say it: we will have many bitter disappointments, and do not be surprised if when you have been doing your best you hear it remarked that Mrs. So-and-so says, "her Jonny aint learning any thing," or that Somebody thinks, "the new school marm isn't up to much." Very often as we close our schools and walk home at night we will think even if too modest to say it, "Full many a flower was born to blush unseen and waste its sweetness on the desert air." But when in after-life a young man comes up to us and says, "Mr." or "Mrs." or "Miss," as the case may be, "I want to thank you for the help you have been to me," and we look at him and think his face is familiar, but we can't remember where we have seen him and he adds, "Don't you remember when you taught school in our neighborhood and I was one of your scholars; it was your earnest, happy life that made me resolve to be a Christian;" or when we get a letter from another of our old scholars saying, "It was something you said when I was at your school that made me resolve to make something of myself." We will forget that when we were in those neighborhoods some of the people said unkind things about us, and that the place where we boarded was not just like home, and that we did not always get toast and beefsteak for breakfast, and we will raise our hearts in thankfulness to God that He has enabled us to lift one soul heavenward.

A word for those who are discouraged, as I know there are such, for passing through the hall a few days ago, I heard one lady say to another, "I'll never make a teacher."

It need not be true. Though as we look at our numerous failures of the past we may think there is ground for discouragement, yet we may realize the glorious truth that "man may rise on stepping-stones of his dead self to higher things."

"Lives of great men all remind us
We may make our lives sublime,
And departing leave behind us
Footprints in the sands of time.

"Let us then be up and doing,
With a heart for any fate,
Still achieving, still pursuing,
Learn to labor and to wait."

Your Fellow-teacher,

GEORGE A. JORDAN.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The inclosed paper was given by me at a meeting of the Normal School students last session, while myself a pupil teacher at the Normal School. As I was leaving the room I was met by a couple of ladies asking me to give them if possible a copy of it, as

they thought it would prove a help and an encouragement to them while teaching.

It is with the thought that some young and perhaps discouraged teacher may be helped and strengthened thereby, I send it to our journal of education asking for its publication.

I remain, Sir,

Yours respectfully,

GEORGE A. JORDAN.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The following are very pertinent queries which are asked and answered in the *School Journal*, and I have sent them to you in order that our teachers may benefit by the hints contained in them.

Yours sincerely,

E. N. B.

Would you detain a pupil after school? I judge from articles in *The Journal* that it is opposed to the practice. I find I cannot get along without it.

Bristol.

E. G. PATTEN.

There are three stages of staying after school: (1) When the pupil wants to study further or get further information from the teacher. (2) When the teacher wants to advise and counsel the pupil. (3) When the pupil must make up for unrecited lessons or for misconduct. The first two are allowable; to the latter there are objections. Is the teacher obliged to take her time after school to drilling a lazy pupil? It has again and again been shown that pupils fall into the habit of not learning their lessons because they know a teacher will keep them in—they come to like it, strange as it may seem. Then as to keeping in for whispering, etc., there are serious objections to that. It should be used as a reward rather than a punishment. It may not be easy to apply this principle, but it is the right one. It is far better to say, "All who wish to speak with me may remain for a few moments," than, "All who have whispered must stay." Some keep in for five minutes all who have come five minutes late. It will not cure the habit. The practice of the minister is the right one; he does not keep in those who have been inattentive to his sermon or who have gone to sleep; he stays and shakes hands with all who want to see him. The practice of dismissing five minutes before the hour all who come punctually, and then the unpunctual at the exact moment is not a bad one.

One of my boys refused to go on the floor when I told him. I recalled the advice of *The Journal* to keep my hands off the pupils, but I do not see what I can do. He has disobeyed me and I fear will hold me in contempt, and injure my authority.

Williamsburg.

M. R. T.

Suppose it had been a large boy; one a foot taller, and weighing 100 pounds more, would you haul him out? The same rule applies

to both ; don't pitch on the small boy. If it is a kindergarten child you could ask him to stand on the floor and pleasantly aid him ; he must feel that it is aid and not force.

(1) You informed A that you wanted him to stand on the floor ; he refused. (2) You tell A that obedience is indispensable. (3) If needful tell A that the others are perfectly willing to come on the floor, and proceed to demonstrate this by calling on larger one. (4) You tell A that if you called at his house and he should prefer that you take a certain chair you would obey him. (5) That you think he would not want to be the only one who would refuse to do as you request. (6) You add that the pupils who make a success in school are the obedient ones.

All this should be said without anger, with kindness, and as effectively as possible. If it fails you can afford to wait ; if you have stated your case rightly the other pupils and A will feel that he is the one that is hurt by disobedience. It is not a bad plan to wait ; you have not always instantly obeyed commands ; there was one once who refused and " afterwards repented and went." What you will do, if he does not repent, will display your skill and knowledge of pupil nature. There should be character building going on in your school, so that the repenting habit is encouraged. All this will give you the opportunity to *study yourself*.

How shall I cure the noise in my school-room ? In spite of all I do and say it is a noisy place. I get pretty good results, but there is too much noise. If I do nothing, keep watching the pupils, rap on the desk when a pupil makes any noise, I can keep it still ; but I must teach. Please make suggestions.
R. F. F.

There are men and women who are admirable teachers but who fail to keep order ; as far as we can discover the fault is in the teacher. (1) Keep an eye on your pupils as you teach and stop hearing the lesson until order is resumed. (2) Do not speak too loud yourself. (3) If you have a very bad school never turn your back to it. (4) Sometimes one or two pupils are the cause of the noise ; if so do not throw it on the rest. Take them by themselves and endeavor to interest them in your efforts for quietness. (5) Don't pound, thump, and make a noise to stop the noise. Finally wait until there is order before you start off your class work. (6) Invoke the aid of your pupils. Here will be the need of patience and *tact* ; not long talks, but pleasant ones, " Let us try to have it quiet in our school to-day " will help the feeling needed. Speak encouragingly—when they have done well.

I am a teacher of a country school comprised of grades from one to six inclusive. Every Friday afternoon my scholars form themselves into a debating society for an hour. I choose the subject for debate. Please give me some subjects suitable for these grades.
A. B. T.

A capital practice ; thank you for writing. Good subjects are, Country Life or City Life, The Pen or the Sword, Washington or

Napoleon, Was Alexander Really Great? Civilization or a State of Nature.

In carrying on these debates this plan is suggested. All being in order the teacher announces, "The school suspends." A pupil raps on his desk and says, "I call the meeting to order; I nominate —— as chairman (some one seconds this). The motion is made and seconded that —— be chairman of the meeting. All in favor of this say aye; the ayes have it; —— will take the chair.

The chairman ascends the platform (the teacher having left it) and asks, "Who will you select for secretary? (—— is named). All in favor of —— will please say aye; the ayes have it."

The secretary takes his place on the platform and the chairman then says, "What is the object of this meeting?" or "I understand the object of this meeting is to debate this question." If he uses the former some pupil announces a subject (previously selected) and says he thinks so and so, usually briefly, and then says: "I shall be glad to have the views of others." Others state their views.

When it is done the chairman asks, "Are there others who wish to speak? If not the debate will be considered closed." (At this point he may give his opinion as to the debate, as to the strong points, etc. Some choose a jury of three to report which side has spoken the best, and at this point the chairman calls on them). Some one says, "I move we adjourn." The chairman says, "All in favor of adjourning will say aye; the ayes have it; we are adjourned."

The teacher steps to the desk and says, "The school resumes."

The formula should be drilled over until the organization of a meeting is well understood. The practice is always very interesting.

To the Editor of the EDUCATIONAL RECORD :

DEAR MR. EDITOR,—What is a story? Need we answer that question? Rather let us answer what it is not.

The teacher says, "Now you may tell me a story." The child replies, "Two marbles and two marbles are four marbles," and that is called a story. Is it? Not according to any definition found in any dictionary; not according to any authority found outside of the primary school room, and yet the teacher says, "Yes, that is a very nice story," and then adds, "Now, Susan (or Johnnie) you may tell me a story." Another plain mathematical statement is made, and so the twaddle continues. How much better is all this than the silly tootsie-wootsie nonsense which has so generally been condemned as coming from the over fond mother? Possibly the mother, in her excess of affection and deficiency of language to express herself might be excused, but the teacher ought not to be.

I confess to very great disgust at the process, and not a little contempt for the teacher who indulges in it. The child knows that a plain statement of the sum or the difference of two numbers is not a story, and the teacher, however sentimental, ought to know it.

All this nonsense is a subterfuge and an attempt to make one's self believe that the child has no sense. It is on a par with the old notion that it was easier to teach that a noun is an object-word or a verb an action-word, only to be untaught later, to say nothing of the waste of time in the circumlocution. How much more difficult is it for the child to appreciate and express the fact that one apple and two apples are three apples, than it is to have him incorrectly call it a story when the only story about it is the false use of the term.

Teachers, you who engage in this story business, do you appreciate the fact that some day these little children will be older and wiser, and penetrate all too easily the thin veil which covers the pretense.

Don't call plain straightforward arithmetical statements stories. They are not stories. The children know better, and so should you.

AN OLD TEACHER.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The question of home work is beginning to be discussed with more than the old see-saw motion, and the following are the opinions of some of our teachers on the subject. My own opinion is that there should be little or no home work.

Yours sincerely,

AN INSPECTOR.

SOME TEACHERS' OPINIONS TAKEN FROM THE TORONTO *EDUCATIONAL JOURNAL*.

“For second and third classes, I am in favor of assigning a small amount of written home work, such as a short composition exercise. But I believe it should be simple and interesting, and generally a review of some of the day's work at school. If it have these characteristics, it will train the child in self-reliance, and, by having home associated with study, will lead in the direction of studious habits.”

D. C. McI.

“My experience of twenty years' teaching proves home work for children of ten years and under to be (a) unnecessary, (b) useless, (c) injurious. It is unnecessary, because children can be taught even more than is usually learned under the present system, without any lessons outside of five hours' school work. It is useless, for in most cases the child merely memorizes the words, or does the work mechanically, or even with the aid of another, which is worse than useless. It is injurious because (1) it transfers the teaching to parents and brothers and sisters; (2) the work is hastily and carelessly done; (3) the exercises are not corrected by the teacher; (4) it adds unduly to nervous strain of both parents and children; (5) it usurps the function of the school room,” etc.

W. J. PATTERSON.

“For years we have battled over the question of home work in our county convention. Many country teachers gave home work because the parents demanded it, not because they thought it right. But parents, especially in towns and cities, are being aroused against the intolerable tasks given to the little ones, and in places the system has already been greatly modified, if not entirely done away. I contend that the school hours are now sufficient for proper progress and development, and if anything, more than sufficient for the physical well-being of those of tender years. I always feel grateful to you, Mr. Editor, for your stand on this question, and also that of military drill in schools.”

WM. R. BROWN.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 98, Quebec, P.Q.]

The *Atlantic Monthly* for September contains another interesting historical paper by Dr. John Fiske, “John Smith in Virginia.” James Schouler has an article on “President Polk’s Administration” as a supplement to his *President Polk’s Diary* in the August number. Of special interest to Canadians is Bliss Carman’s poem, “A Sailor’s Wedding.” Besides the usual instalments of the serials, book reviews, etc., the September issue of the *Atlantic* contains a great quantity of interesting literature.

Current History for the second quarter of 1895 is all that could be desired. Some of the leading subjects treated of are, “Argon and its Discoverers,” the “Silver Question,” the “Yellow War,” the “Newfoundland Conference,” as well as all events of historical importance that have occurred the world over during the second quarter of this year. *Current History* deserves to succeed. The *Monist*, Dr. Paul Carus’ Quarterly of Philosophy, for July furnishes much food for thought. Among the articles are: “The Theory of Evolution and Social Progress,” by Prof. Joseph Le Conte; “Materialism Untenable,” by Prof. A. E. Dolbear; The “Metaphysical in Cognition,” by Dr. Carus; “The Science of Mentation,” by Elmer Gates; and “The Unseen Universe,” by Sir Robert Stawell Bell.

HIGH SCHOOL CHEMISTRY, by A. P. Knight, M.A., M.D., and U. S. Ellis, B.A., B.Sc., and published by the Copp, Clark Company, Toronto, is a splendid text-book for the chemistry class. The experiments are well-chosen and described in such a way as to make the student observe for himself what takes place.

HIGH SCHOOL PHYSICAL SCIENCE, by F. W. Merchant, M.A., and C. Fessenden, M.A., and published by the Copp, Clark Company, Toronto. This text-book on Physics, authorized by the Department

of Education for Ontario, is one of the best we have seen. It begins at the beginning, which is always a good feature in a book for school purposes, and the various steps are well illustrated by experiments. These two books, the Chemistry and the Physics, ought to be welcomed by teachers of elementary science.

COLERIDGE'S PRINCIPLES OF CRITICISM, by Andrew J. George, M.A., is one of the latest additions to Messrs. Heath & Company's *English Classics*. Our thanks are due to the publishers of this series for keeping fresh, and presenting in an agreeable form, the great works of great men of another generation, which are too apt to be forgotten in this. Mr. George's notes and introductions tend to make the reading of the selections from *Biographia Literaria* more interesting and show light on many points. (Messrs. D. C. Heath & Company, Boston, U.S.A.)

HOW CANADA IS GOVERNED, by J. G. Bourinot, C.M.G., LL.D., D.C.L., and published by the Copp, Clark Company, Toronto. We are pleased indeed to have received this latest book by Dr. Bourinot and have no hesitation in pronouncing it, in our opinion, a most valuable treatise on the legislative and judicial institutions of our land. All interested in public matters will read it with interest and give it a place in their libraries. Treating, as it does, of the whole government of Canada, it would make a good addition to the libraries of our schools, and might even, with advantage, be introduced in the classroom.

THE HISTORY OF BRITISH COLUMBIA, by Alexander Begg, C.C., F.R.C.I., and published by William Briggs, Toronto. Out of the history of a comparatively short period and of a young country, Mr. Begg has amassed material to make a most interesting book of some five hundred pages. Every thing of moment that has occurred during the progress and development of the Pacific Province is set forth in a graphic manner, and the whole worked up into a treatise of much historical interest and value. The work divides itself into sections treating of early discoveries, the fur-trading period, the colonial period and the confederation period. The book has an attractive appearance and is illustrated by many photogravures and a large appendix map, showing the line of the Canadian Pacific Railway as well as the routes used by the brigades of the early fur-traders from the Pacific Coast to Hudson Bay and Montreal.

SEA AND LAND, by N. S. Shaler, professor of geology in Harvard University, and published by Charles Scribners' Sons, New York. Through the kindness of Messrs. Grafton and Sons, Montreal, we have received a copy of this delightful book, in which are to be found descriptions of phenomena of the sea-shore and sea-depths told in a way to be understood by all. The text, aided by the many illustrations, explains many things concerning the sea and its shore, some of which we have perhaps observed but not understood.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, March 8th, 1895.

On which day a special meeting of the Protestant Committee of the Council of Public Instruction was held.

Present : R. W. Heneker, Esq., D.C.L., LL.D., in the chair : Sir William Dawson, C.M.G., LL.D. ; The Venerable Archdeacon Lindsay, M.A., ; The Reverend Principal Shaw, LL.D. ; Professor A. W. Kneeland, M.A. ; The Reverend A. T. Love, B.A. ; E. J. Hemming, Esq., D.C.L., Q.C. ; The Very Reverend Dean Norman, D.D., D.C.L. ; The Reverend E. I. Rexford, B.A. ; and N. T. Truell, Esq.

The Chairman explained that on the 4th of March instant, he had ordered a special meeting to be called for the 8th, not observing that the delay was insufficient. The meeting therefore was informal. He then read letters which he had received from members of the Committee and from various other sources relating to the authorization of text-books, some of them asking for a meeting to discuss the proposed quadrennial revision.

It was then moved by the Reverend Elson I. Rexford, seconded by Professor Kneeland : That we now proceed to consider the question of the authorization of text-books in the following order :—

- 1st. The methods followed in the revision of the list of text-books.
- 2nd. The results reached through the recent reports upon revision.
- 3rd. The particular objections which have been urged against the recent revision. Carried.

Moved by Dr. Hemming, seconded by the Reverend Principal Shaw, “For the removal of all doubts it is hereby declared by this Committee that the adoption of any report interim or otherwise of the text-book committee having reference to the quadrennial revision of the list of text-books is in no respect final, but that the same may be reconsidered and amended by this Committee, when the whole of such reports are submitted at the time of the final quadrennial revision of said list by this Committee, and that notice thereof be given in so far as possible to all interested parties.” Carried on division.

The points mentioned in Mr. Rexford’s motion were then discussed *seriatim*, after which it was moved by Sir William Dawson, seconded by the Reverend Principal Shaw, “That this Committee after the explanations given desires to express its confidence in the text-book committee and in the efficiency and rectitude of its action.”

That the sub-committee on text-books be requested to prepare for the meeting in May, a full report and statement of reasons for the changes recommended, and also on the best means to secure an alternative series of readers in addition to the Quebec series as far as now adopted, and also in addition to the advanced books, if adopted.

That the powers and duties of the text-book committee be defined by resolution, more especially in the following points :—

1st. The preparation and circulation to members of reports on text-books in advance of the quarterly meetings. The preservation of strict confidence and the acting in a purely judicial capacity on the part of the sub-committee in reference to recommendations or intended recommendations to the Committee.

2nd. The revision or editing, or arranging with publishers for such, of any new or improved books.

3rd. The avoidance of any remuneration, of engagements creating monopoly or referring to books not entirely published.

That the mover with the members of the committee on text-books be charged with the preparation of such regulations and to report at the meeting in May.

Moved by Mr. N. T. Truell, seconded by Dr. Hemming, "That with a view to creating an alternate course in reading, the text-book committee is requested to give attention to the offer made to this Committee by Mr. Gage in his letter of the 12th ultimo." Carried.

Dr. Hemming declared his dissent from the action of the Committee of February 22nd in proceeding with a consideration of the report of text-book committee then submitted. He held that the whole matter should have been referred to a special committee and that all action upon said report should have been held in abeyance until receipt of a report from the special sub-committee.

On his requesting that this dissent be entered in the minutes consent was given.

After the reading of the rough minutes the meeting adjourned.

G. W. PARMELEE, *Secretary.*

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, 10th May, 1895.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present : R. W. Heneker, Esq., D.C.L., LL.D., in the chair : Sir William Dawson, C.M.G., LL.D. ; The Venerable Archdeacon Lindsay, M.A. ; The Reverend Principal Shaw, LL.D. ; Professor A. W. Kneeland, M.A. ; The Reverend A. T. Love, B.A. ; The Right Reverend A. Hunter Dunn, D.D., Lord Bishop of Quebec ; E. J. Hemming, Esq., D.C.L., Q.C. ; The Very Reverend Dean Norman, D.D., D.C.L. ; The Reverend George Cornish, LL.D. ; Peter McArthur, Esq. ; The Reverend E. I. Rexford, B.A. ; and N. T. Truell, Esq.

G. L. Masten, Esq., wrote to express his regrets at being absent.

The minutes of the February meeting and of the March meeting were read and confirmed.

Dr. Hemming moved, seconded by the Reverend Principal Shaw, "Whereas doubts may arise as to the validity of the proceedings of this Committee at the special meeting thereof held at Quebec, on the eighth day of March last, by reason of the full delay as required by law in summoning the same not having been observed, be it resolved that all and every of the said proceedings at said meeting as set forth in the minutes thereof just read be ratified and confirmed to all intents and purposes as though the same had been passed at the present quarterly meeting of the Protestant Committee, and that the Chairman and Secretary be authorized to sign the said minutes." Carried.

Moved by Dr. R. W. Heneker, Chairman, seconded by Sir William Dawson, "That this Committee have heard, with deep regret, of the resignation of the Honorable Gédéon Ouimet, as Superintendent of Public Instruction in this Province."

During their intercourse with him, in the discharge of the duties which appertain to the administration of Protestant education, they recognized and appreciated, at all times, his perfect impartiality, his devotion to duty, his courtesy of manner, his urbanity, as well as his readiness to assist this Committee in their endeavours to solve the complex problems arising from a mixed population differing widely in origin and religious views.

In his retirement, the Honorable Mr. Ouimet carries with him the personal friendship of every member of this Committee, coupled with their best wishes that he may, for many years to come, enjoy such a measure of health and strength, as will enable him in his new sphere of duty, to give the Province the benefit of his wide experience and sound judgment.

That a copy of the foregoing be engrossed and presented to the Honorable Mr. Ouimet. Carried.

Moved by Dr. R. W. Heneker, Chairman, seconded by Sir William Dawson, "That the members of this Committee do wait in a body on the Honorable Boucher de La Bruère, to congratulate him on his acceptance of the appointment of Superintendent of Public Instruction in succession to the Honorable Gédéon Ouimet, resigned." Carried.

The Reverend Mr. McLeod appeared and urged that the grant which had been withheld from Three Rivers Academy last September be paid. He assured the Committee that the trustees of Three Rivers would see that only teachers with diplomas granted in this Province should be engaged hereafter. The consideration of the matter was then postponed till the meeting in September for the distribution of grants.

A letter from the Honorable The Premier transmitting a petition from the Protestant Ministerial Association of Quebec City, asking

for a reduction in the marriage license fees was read ; when it was resolved, " That in reply to the communication of the Honorable The Premier, while this committee does not regard it as within its sphere to offer an opinion in the question of marriage licenses it would have no objection to any relief in this matter demanded by the Protestant population, provided that an equivalent sum for educational purposes can be supplied by the Legislature from the public funds."

Moved by Mr. Finley, seconded by the Lord Bishop of Quebec, " That the attention of the Government be called to the recommendation made in November, 1893, for an increase in the salaries of certain Normal School Professors." Carried.

A letter from the Normal School Committee was read asking for an increase of fifty dollars per annum in the salary of Miss Peebles, Headmistress of the girls' Model School. It was agreed to request the Government to grant authority for the increase.

The application of J. H. Cleary, B.A., for a diploma under regulation 40 was presented.

It was decided after examination of his certificates, to allow him a second class Academy diploma upon his passing satisfactorily before the Central Board in Greek, and in school law and regulations.

John MacKercher, M.A., LL.D., applied for a first class Academy diploma under regulation 56.

His certificates being satisfactory the application was granted.

After a consideration of the documents submitted by Miss Clara G. Arbuckle it was decided to allow her a Model School diploma when she passes satisfactorily before the Central Board in school law, and in physiology and hygiene or an Academy diploma if she takes Latin and Greek in addition.

A letter from the Reverend J. Whitelaw, B.A., Kinnear's Mills, was read, in which he asked for information concerning the June examinations and the cause of failure of certain pupils.

It was resolved on motion of the Lord Bishop of Quebec and the Venerable Archdeacon Lindsay, " That the papers of the persons referred to by Mr. Whitelaw, with any information which the examiners may wish to afford, be handed over to Mr. Parmelee, and that the following be a sub-committee to examine the papers and report to this Committee, and that Mr. Whitelaw be advised of the Committee's action. The Bishop of Quebec, the Dean of Quebec and Mr. Love."

Moved by the Reverend Principal Shaw, seconded by Mr. S. Finley, " That all documents relating to the June examinations in the Public Schools including questions and answers be placed in the custody of the Protestant Secretary of the Department of Public Instruction." Carried.

The sub-committee on text-books submitted its report which was discussed as it was read. A petition signed by teachers and com-

missioners protesting against changes in text-books was submitted with a letter from Mr. Drysdale, together with a copy of the circular which was issued by him when the signatures were solicited.

The report of the sub-committee as amended was adopted so far as submitted. The question of readers was discussed separately and terminated in the following resolution:—Moved by the Reverend Elson I. Rexford, seconded by Professor Kneeland, “That in view of recent developments in connection with the proposed series of Quebec readers, the Committee hereby accepts the offers of the Educational Book Company, under date February 12th and May 9th, 1895, to prepare a revised edition of their readers for use in this Province all in accordance with the terms and conditions contained therein, and that the text-book committee be hereby instructed to confer with the Educational Book Company with a view to the immediate carrying into effect of their offer, and to report to the next meeting of this Committee.” Carried.

The letter of February 12th referred to in this resolution contained the following propositions:—

1st. To place the Canadian readers in the hands of a Committee appointed for the purpose to edit and make such changes as they may deem desirable.

2nd. To publish these books so that they may be up to the highest standard of reading books in paper, binding, printing, etc., and to put them into the hands of Montreal publishers to issue as a Quebec edition.

3rd. To save the Province from the very large loss consequent upon a change of reading books, we offer to make a free exchange giving new books for old ones now in use.

4th. So that no wrong may be done to publishers who have already issued two primers of the new series we offer to take these primers as forming part of the new series.

The letter of May 9th also referred to contains the details of the purchase by the Educational Book Company from W. Foster Brown & Company of the plates and any right or title held in the Quebec readers by the latter, “with a view to keep the present edition from circulation throughout the Province, until such time as a new edition from the new plates can be issued, with the approval of the American copyright owners, and of the Council of Public Instruction.”

The report was then adopted finally. The authorized list appears at the end of these minutes and forms a part thereof.

Moved by the Reverend Principal Shaw, seconded by the Reverend Dr. Cornish, “That we hereby record our gratitude to the members of the text-book committee for the very arduous and most valuable work performed by them. That we consider that in the discharge of their difficult duties they have had regard to the highest interests of our schools and have arrived at as limited a change in the list of authorized books as is consistent with public interest. That we

hereby declare our perfect confidence in the integrity with which they have done their work. That copies of this resolution be given to the press." Carried.

The Chairman spoke of the importance of an oversight on the part of the Protestant Committee of elementary schools and recommended that at least one special session should be devoted to this work.

It was moved by the Lord Bishop of Quebec, seconded by the Venerable Archdeacon Lindsay, "That at the September meeting the Committee give two days to its work instead of one, one of these days to be given entirely to matters relating to elementary schools. And that the Chairman and Secretary be requested to bring up a report of what the Committee can do according to law." Carried.

Moved by the Reverend Mr. Love, seconded by the Lord Bishop of Quebec, and resolved, "That the following report of the sub-committee of grants be adopted."

Report of the sub-committee on grants presented by Dr. Heneker.

The sub-committee appointed last May to prepare for the distribution of grants has held two meetings to consider the plan of distributing grants to model schools and academies and begs to report:—

1st. That the plan, heretofore adopted, of giving annually a certain sum to each academy as an academy, and to each model school as a model school is based on a sound principle.

2nd. That a sum of money, annually determined beforehand, and possibly diminishing year by year as it accomplishes its end, be still distributed as a grant in aid of equipment in accordance with the report, *ad hoc*, of the Inspector of superior schools.

3rd. That a further sum, annually determined beforehand, be reserved to be distributed by the Committee itself in view of the special needs and efforts of struggling or embarrassed schools.

4th. That the remainder of the grant be distributed as a bonus to academies and model schools in one list, in proportion to the total marks gained at the examinations, reduced by the multipliers hereafter mentioned, but that the marks taken at the examinations by pupils of first grade model schools being purely elementary work shall not be added in as a part of the total marks of the model schools or the academies.

5th. That in the light of further experience it may become necessary to re-consider the multipliers 40, 50, 75 and 100, now used in comparing the values of marks taken in the several grades, and in reducing the total marks actually taken to the marks reported as the grand total by the Inspector.

In regard to the columns of information furnished by the Inspector of superior schools it was agreed:

(a) That the column of the Inspector's tables which gives the grand total of marks is a fair indication of the quality and of the quantity of the work done.

(b) That the second column, which gives the average of the percentages of several grades, is of no value and may actually be misleading, and that it be replaced by two columns as follows, viz. :—

1. A column giving the average marks per cent. per pupil in all subjects—illustrated below.

2. A column giving the quotient obtained by dividing the reduced totals, as reported, by the number of pupils examined.

(c) That the other three columns give valuable information and should be preserved to guide the Committee in dealing with special cases.

ILLUSTRATION.

	No. of Pupils.	Average marks per pupil.	Total average for year.
3 A.	2	90 per cent.	180
2 A.	10	80 “	800
1 A.	40	60 “	2,400
2 M. S.	3	85 “	255
	—		—
	55		3,635 66

Average marks per cent. per pupil in all subjects, 66.

The sub-committee appointed to draw up a series of rules under which action regarding the authorization of text-books may be taken, now reported as follows :—

(1) That they find that it has been the practice of the Protestant Committee to consult with editors and publishers of school text-books in order to secure suitable books on the most favourable terms for use in the schools of the Province.

(2) That they find that the Protestant Committee has requested its members from time to time to supervise the preparation of, and desirable changes in, school text-books for the authorized list.

(3) That they find that the results obtained by their methods have been satisfactory.

(4) That they find that formal exception has been taken by certain publishers to the method followed by the Committee.

(5) That the sub-committee therefore recommend that the following instructions be observed in considering text-books in the future :

(a) That members of the Protestant Committee shall not take part in the preparation or revision of school text-books without the special authorization of the Committee, nor shall they have any financial interest in such books.

(b) The primary duty of the sub-committee is to examine in a strictly judicial and confidential manner such books and school requisites as may be submitted to it by the Committee, and to report thereon, in relation to books on similar subjects actually in use and with reasons for its preference for either.

(c) The sub-committee may make interim reports which may be

received and kept of record till the time of the quadrennial revision, but shall be regarded as confidential, and shall be acted on only in cases regarded by the Committee as urgent, and with its sanction.

(*d*) The sub-committee shall make its final report for the quadrennial revision and transmit it to the Secretary of the Committee in time to have it printed and circulated to the members before the meeting at which action is to be taken.

(*e*) The sub-committee may receive any communications or information from public bodies, authors, publishers or teachers, regarding books in use or desired to be introduced; but shall take no action looking to a change of books without the sanction of the Committee, to which all such communications shall be reported.

(*f*) The sub-committee may make inquiries and collect information respecting improvements or amendments required by any text-book already in use, with a view to its continuance, and may report on the same.

The report was adopted.

The following report was read and adopted. Upon motion of Dr. Hemming, seconded by Dr. Shaw, the secretary was instructed to enter it in full in the minutes.

Sub-committee on grants. Dr. Hemming's motion. May 11, 1894. The sub-committee met in the McGill Normal School building.

Present: Dr. Hemming, convener; Dr. Heneker, Mr. N. T. Truell, Sir Wm. Dawson, Rev. Dr. Shaw, Rev. Elson I. Rexford.

Letters of regret were read from the Very Rev. Dean Norman, Mr. G. L. Masten and the Rev. A. T. Love.

Dr. Hemming submitted his views in reference to the distribution of superior education grants.

The sub-committee agreed to consider the sections of his suggestions in order. After full discussion on the subject it was agreed:—

That in the opinion of this sub-committee, grants to model schools and academies fail of their purpose when they merely relieve the financial responsibilities of commissioners or trustees by being merged in their general resources.

Further, that such grants should be used to increase the efficiency rather than to provide for the simple maintenance of these institutions, and more particularly improvement should be made, first and chiefly, in increasing the salaries of the teachers. Secondly, in providing at least a few scholarships for worthy pupils under such rules and regulations as may from time to time be prescribed by the Protestant Committee.

That before the committee on grants proceed with their work in the month of September annually, the reports now required by law be carefully examined, and further that such reports shall show in addition to items now required the rate of taxes paid in the respective localities in which these institutions are situated.

That a report be made to the Protestant Committee showing that the said grants have been applied according to the conditions and regulations laid down by the Committee.

Further, the sub-committee recommends to the Protestant Committee the desirability of arranging with the Protestant universities and colleges for the granting of free education by means of scholarships to qualified candidates from the Protestant academies of the province. The whole of which is respectfully submitted.

(Signed)

E. J. HEMMING, *Convener.*

At the request of the Roman Catholic Committee, a sub-committee was appointed with authority to co-operate with a sub-committee which had been appointed by that body to revise the school law. Dr. Heneker, Mr. Rexford, Dr. Shaw and Dr. Hemming were chosen to perform that duty. Mr. Rexford, Dr. Shaw and Mr. Love were re-appointed to arrange the work of the distribution of grants at the September meeting. Dr. Heneker and Mr. Truell are ex-officio members of this sub-committee.

Approval was given to the following recommendations of the university board of examiners: That "The First Principles of Modern History," by S. T. Taylor, be an alternate with New Testament History, this regulation to apply only to those candidates whose parents or guardians make objection to their studying New Testament History.

2nd. That "Richard the Second" be substituted for "Julius Cæsar," in the English of the optional subjects.

3rd. That no dictionary be allowed for sight translation in Latin.

4th. That a special form of book be used for answering the questions which are examined by the A. A. examiners.

Mr. Truell gave notice of the following motion which he will propose at the September meeting: In view of the fact that there are two books on elementary Latin quite different in arrangement of contents; it is moved by N. T. Truell and seconded by Rev. A. T. Love, that in future two separate examination papers be prepared for Grade 2, Model School, the first paper to be on the work hitherto prescribed, and the second paper on the first fifty-five pages of the "Beginner's Latin Book."

Inspectors Taylor, Parker and Hewton, the Rev. T. Z. Lefebvre, and Messrs. R. M. Harper and E. Chambers were named to assist the Inspector of Superior Schools in the examination of the papers in the June examination of the Superior Schools. The Secretary was instructed to supplement the ordinary payment by adding forty dollars from the contingent fund of the Committee.

The report of the Inspector of Superior Schools was presented and placed on file.

The following financial statement was presented by the Secretary :

Receipts.

Feb. 22, 1895.	Balance on hand..... ..	\$4,012 26
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Expenditure.

Feb. 23, 1895.	McGill Normal School am't received from the City Treasurer of Montreal....	\$1,000 00
	On Salary of the Inspector of Superior Schools.....	125 00
	On Salary of the Secretary..	62 50
	Cash on hand as per bank book.....	2,824 76
		\$4,012 26
	Contingencies debit balance.	\$2,727 18

On motion of the Lord Bishop of Quebec, seconded by Mr. N. T. Truell, the scheme of Bible study as amended by the sub-committee was adopted. It appears at the end of these minutes.

The meeting then adjourned after the reading of the rough minutes to meet on the 27th of September, or earlier on call of the Chairman.

GEO. W. PARMELEE, *Secretary.*

NEW SCHEME OF BIBLE STUDY FOR PROTESTANT SCHOOLS
 AUTHORIZED BY THE PROTESTANT COMMITTEE,
 TO TAKE EFFECT SEPTEMBER, 1895.

Class.	New Testament Stories.	Old Testament Stories.	Memorized Matter.
Grade I.	Events connected with birth of Christ. Luke i., ii., 7.—Visit of Shepherds, Luke ii., 8-20.—Visit of Magi. Matt. ii., 1-12.—Flight into Egypt. Matt. ii., 13-23.—Jesus and the Doctors. Luke ii., 41-52.—Baptism. Luke iii., 15-23. Matt. iii., 1-17.—Death and Burial. John xix. — Resurrection and Ascension. John xx., and Acts i., 3-12.	Outlines of chief events to the end of the life of Joseph.	The Lord's prayer. The Beatitudes. Six special texts, viz. : Psl. iv., 8, Psl. li., 10, 11, Matt. xi., 28, John iii., 16-17.
Grade II.	As in previous year together with the Circumcision and Presentation of Jesus. Luke ii., 21-38.—Preparation at Nazareth. Luke xi., 51-52.—Choice of Apostles. Luke vi., 12-19.—Imprisonment of the Baptist. Mark vi., 17-20. — Death of the Baptist. Mark vi., 21-29.—Supper at Bethany, John xii., 2-8.—Entry into Jerusalem. Mark xi., 1-12.	Outline of chief events to the death of Joshua.	The Lord's Prayer. The Beatitudes. The Apostles' Creed. Six special texts, viz. : Psl. xix., 12-14, Prov. iii., 5, Matt. xi., 29, John x., 14, John xiv., 15.
Grade III.	As in previous year together with Temptation. Luke iv., 1-13. — First Passover of Ministry. John ii., 13-25 ; iii., 1-21. — Peter's Confession. Matt. xvi., 13-20.—Transfiguration. Matt. xvii., 1-13.—Sending out the Seventy. Luke x., 1-16.—Feast of Dedication. John x., 22-42.—Paschal Supper. John xiii., 1-35. — Garden of Gethsemane. Matt. xxvi., 36-46. — Betrayal. Matt. xxvi., 47-56.—Trial. John xviii.—Appearances after resurrection. John xx. Matt. xxviii., 16-20. Luke xxiv., 13-35.—Pentecost. Acts ii.	Outline of chief events to the end of the Judges.	The Ten Commandments and Mark xv.
Grade IV.	Life and Words of Christ.		Matthew vi.
Model Grade II. Academy Gr. I. & II.	Gospels and Acts of Apostles.	Old Testament History complete.	Selections to be made by the teacher.

LIST OF TEXT-BOOKS.

CLASS I.—FOR PROTESTANT ELEMENTARY AND MODEL SCHOOLS.

Approved by Order in Council, July 26th, 1895.

<i>Subject.</i>	<i>Text-Books.</i>	<i>Publishers.</i>	<i>Price.</i>
READING.	Canadian Readers to be replaced at an early date by a revised edition at the expense of the publishers to be called "The Quebec Readers." (Ready Sept. 1896).....	Ed. Book Company...	
	Royal Readers	T Nelson & Sons.....	
SPELLING.	The Practical Speller (Revised)..	Ed. Book Company...	.30
	Grafton's Word and Sentence Book	F. E. Grafton & Sons..	.30
WRITING.	Gage's System of Practical Penmanship	Ed Book Company...	.07
	Grafton's System of Vertical Penmanship	Grafton & Sons.....	.08
	Business Forms and Accounts...	The Copp, Clark & Co.	.10
	Jackson's System of Upright Penmanship	Sampson, Marston, Low & Co.....	.06
ARITHMETIC.	Kirkland & Scott's Elementary (Revised).....	Ed. Book Company...	.30
	Martin's Simple Rules	Copp, Clark Co.....	.10
	Grafton's Graded Arithmetic....	Grafton & Sons..	.15
ENGLISH.	Meiklejohn's Shorter Grammar with appendix ..	Ed. Book Company...	.30
GEOGRAPHY.	Calkin's Introductory (Quebec Edition).	T. Nelson & Sons....	.65
	Geographical Readers.....	Cassels.....	
	Geographical Readers.....	Chambers.....	
SCRIPTURE	The Holy Scriptures. McLearn's		
HISTORY.	Old and New Testament.	Macmillan & Co.....	.30
CANADIAN	Miles' Child History	Dawson Bros.....	.50
HISTORY.	Miles' School History.....	Dawson Bros.....	.60
	Robertson's History	Copp, Clark & Co.....	.30
	Jeffer's History	Canada Pub. Co.....	.30
ENGLISH	Buckley's High School History..	Copp, Clark & Co. ...	.65
HISTORY.	"Things New and Old"	Cassel & Co	
	Historical Readings	MacMillan & Co.....	
ALGEBRA.	Todhunter's Algebra for Beginners	MacMillan & Co..	.60
	C. Smith's Elementary Algebra .	" "	1.00
GEOMETRY.	Todhunter's Euclid.	" "	.75
	Hall & Stephen's Euclid	" "	1.00
FRENCH.	Curtis' Oral Exercises, parts I., II. and III	W. Drysdale & Co, .5, .5 & .10	
	Worman's First French Book .	American Book Co....	.30
	Curtis' and Gregor's French Reader, part I	W. Drysdale & Co....	.30
	Fasquelle's Introductory.....	Dawson Bros.....	.40
	Mrs. Molesworth's French Life in Letters	MacMillan & Co.....	.45
LATIN.	Smith's Principia Latina part I.	Murray.....	1.00
	Collar and Daniell, Beginner's Latin Book	Ginn & Co ...	1.00
	Ritchie's Fabulae Faciles	Longmans, Green.....	.75
PHYSIOLOGY AND HYGIENE.	Nattress	Brigg's.....	.25
DRAWING.	Dominion Freehand Drawing Course	Foster, Brown & Co...	
MUSIC.	Cringan's Canadian Music Course	Canada Pub. Co.....	
	Curwen's Tonic Sol-Fa Series ...	Curwen & Son.....	
	Bayley and Ferguson's Tonic Sol-Fa Series	Bayley & Ferguson....	

CLASS II.—FOR THE ACADEMY COURSE.

<i>Subject.</i>	<i>Text-Books.</i>	<i>Publisher.</i>	<i>Price.</i>
READING.	(See Class I.)		
WRITING.	(See Class I.)		
SPELLING.	(See Class I.)		
BOOKKEEPING.	Standard Bookkeeping	Ed. Book Company . . . . .	.65
	High School Bookkeeping	Copp. Clark & Co. . . . .	.65
ARITHMETIC.	Hamblin Smith's Arithmetic	Ed. Book Company . . . . .	.60
ENGLISH.	Meiklejohn's New Grammar	A. M. Holden . . . . .	.75
	“ English Language . . . . .	“ “ . . . . .	.30
	“ English Literature . . . . .	“ “ . . . . .	.45
GEOGRAPHY.	Chase's High School Geography	Canada Pub. Co	1.00
HISTORY.	Green's Primer of Greece	MacMillan & Co . . . . .	.30
	Green's Primer of Rome . . . . .	“ “ . . . . .	.30
ALGEBRA AND GEOMETRY.	(See Class I.)		
TRIGONOMETRY.	Hamblin Smith's Elementary	Ed. Book Company . . . . .	.75
FRENCH.	Bertenhaw's French Grammar	Longmans . . . . .	.50
	Darey's Grammaire Française	Dawson Bros. . . . .	.50
	Curtis and Gregor's Progressive French Reader, part II	W. Drysdale & Co . . . . .	.50
	Darey's Lectures Française	Dawson Bros. . . . .	.75
GERMAN.	Van Der Smissen's H. S. Gram- mar	Copp. Clark & Co. . . . .	.75
LATIN.	Kennedy's Revised Latin Primer	Longmans . . . . .	.75
	Smith's Smaller Grammar	Murray	1.00
	Allen Greenough's Grammar		1.00
	Collar's Latin Prose Composition	Ginn & Co	1.00
GREEK.	Smith's Initia Graeca	Murray	1.00
	White's Beginners Greek Book	Ginn & Co	1.25
	Rutherford's First Greek Gram- mar (Accidence)	MacMillan & Co . . . . .	.60
	Underhill's Easy Exercises in Greek (Accidence) . . . . .		.60
	Goodwin's Greek Grammar	Rose Pub. Co	1.25
PHYSICS.	Gage's Introduction to Physical Science	Ginn & Co	1.00
	Fessenden's High School Physics	Ed. Book Company	1.00
CHEMISTRY.	Remsen's Elements	MacMillan & Co . . . . .	.75
BOTANY.	Spotton's High School Botany	Ed. Book Company	1.00
	How Plants Grow (Gray)	Am. Book Co. . . . .	.60
DRAWING.	Vere Foster's		
PHYSIOLOGY AND HYGIENE.	Cutter's Intermediate	Lippincott . . . . .	.60

The attention of school boards and of teachers is especially directed to Reg. 161 ; viz. : “Each school board shall, during the year following each quadrennial revision, select from the authorized books a list of text-books for use in the municipality, naming one book, or one graded set of books, in each subject of the course of study, and shall insist upon their use in the schools of the municipality to the exclusion of all others. A copy of this list shall be placed in each school of the municipality, and a copy shall be sent to the English Secretary of the Department of Public Instruction. (An additional series of reading books may be selected for supplementary reading.)”

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1895, (ACADEMIES).

NAMES OF ACADEMIES.	Grand Total Marks.		Average of the Percentages.		Pupils.		Gr. II. Mod.		Grade I.		Grade II.		Grade III.		Lat.		Greek.		French.		Eng.		Geom.		Alg.		Arith.		
	Enrolled.	Presented.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	
Aylmer.....	55	35	32	3	12	11	1	14	14	0	7	7	0	2	33	0	34	1	35	0	22	0	29	6	32	1	Failed.		
Bedford.....	72	27	19	8	9	5	4	12	9	3	4	4	0	2	15	4	1	0	26	1	25	2	14	3	19	7	20	5	Failed.
Coaticook.....	41	20	16	4	4	2	2	8	7	1	5	5	0	3	17	1	1	0	19	1	18	0	16	0	19	1	16	1	Failed.
Compton Ladies' College.....	33	25	18	7	6	4	2	8	5	3	10	8	2	1	25	0	23	2	23	2	19	0	12	13	17	7	Failed.		
Cookshire.....	55	28	23	5	7	6	1	10	8	2	9	7	2	2	7	3	27	1	25	3	19	2	17	11	22	4	Failed.		
Cote St. Antoine.....	93	69	54	15	31	24	7	20	14	6	14	13	1	4	47	3	66	3	69	0	38	0	52	17	54	11	Failed.		
Cowansville.....	54	19	17	2	4	4	0	5	5	0	8	6	2	2	12	0	19	0	18	1	15	0	12	13	17	7	Failed.		
Danville.....	45	41	26	15	17	10	7	13	9	4	7	3	4	4	7	1	40	1	34	7	18	4	28	13	28	9	Failed.		
Dunham Ladies' College.....	25	12	9	3	4	3	1	4	3	1	1	1	0	3	8	1	12	0	12	0	4	0	7	2	7	2	Failed.		
Granby.....	73	33	17	16	11	5	6	10	5	5	6	3	3	6	20	3	29	4	27	6	15	2	22	11	16	11	Failed.		
Huntingdon.....	142	92	79	15	18	16	2	38	32	6	28	24	4	8	68	5	89	2	91	1	72	2	71	21	75	9	Failed.		
Inverness.....	52	22	22	0	5	5	0	11	11	0	2	2	0	4	14	1	22	0	22	0	17	0	18	3	18	0	Failed.		
Knowlton.....	34	18	12	6	4	2	2	11	7	4	2	2	0	1	13	0	18	0	13	4	13	1	13	5	15	2	Failed.		
Lachute.....	110	82	50	32	27	10	17	35	26	9	10	9	1	10	51	18	69	13	76	6	49	4	50	32	58	14	Failed.		
Shawville.....	71	7	0	7	1	0	1	3	0	3	3	0	3	.....	4	1	5	2	3	4	4	1	3	4	1	6	Failed.	
Sherbrooke.....	93	60	55	5	21	18	3	11	10	1	15	15	0	13	12	1	37	7	60	0	58	2	34	4	47	12	45	2	Failed.
Stanstead College.....	71	34	29	5	7	4	3	8	6	2	14	14	0	5	31	1	4	0	34	0	32	2	25	0	33	27	2	Failed.	
St. Francis College.....	62	29	14	15	10	4	6	8	6	2	3	1	2	8	10	7	22	7	17	4	12	1	22	6	11	10	Failed.		
St. Johns.....	64	86	6	30	9	4	5	15	1	14	5	1	4	7	14	11	27	9	18	18	5	20	8	28	13	16	Failed.		
Sutton.....	58	37	20	17	7	0	7	11	6	5	12	7	5	7	29	3	36	1	27	10	23	0	24	12	23	7	Failed.		
Three Rivers.....	27	18	4	14	7	0	7	5	2	3	4	1	3	2	14	3	17	1	13	5	3	1	7	11	4	12	Failed.		
Waterloo.....	90	59	36	23	21	12	9	20	11	9	16	11	5	2	50	4	58	1	52	7	36	1	26	33	43	14	Failed.		

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1895, (MODEL SCHOOLS).

NAME OF MODEL SCHOOLS.	Gr. Total Marks.		Percentage.		Pupils.		Grade I.		Grade II.		Grade III.		Gr. II.		Gr. III.		Lat. French.		Eng. Geom.		Alg.		Arith.		Appiances.					
	Enrolled.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.	Presented.	Passed.	Failed.			
Berthier	2341	75	42	27	23	4	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Bolton Centre	7849	69	16	9	7	2	4	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Bryson	5666	53	17	10	4	6	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3			
Buckingham	9443	45	36	23	4	18	12	1	11	6	0	6	4	3	1	3	6	17	5	10	12	3	1	3	7	19	3			
Bury	16873	72	42	23	20	3	10	10	0	7	5	2	4	3	1	2	2	0	0	23	0	22	1	5	1	8	5	22		
Clarenceville	12535	64	44	17	11	6	4	1	3	7	4	3	3	0	3	3	0	17	0	16	1	6	0	9	4	11	6			
Clarendon	9367	65	29	13	10	3	6	5	1	1	0	3	2	1	4	3	1	12	1	11	2	4	0	6	1	13	0			
Como	3486	72	4	4	4	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Dunham	9078	84	33	10	10	0	4	4	0	2	2	0	3	3	0	1	1	0	5	0	10	0	4	0	6	0	10	0		
Farnham	8047	56	25	17	10	7	12	7	5	4	2	2	1	1	0	0	0	4	0	17	0	13	4	1	0	1	4	14	3	
Fort Coulonge	3073	55	9	5	2	3	3	0	3	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	0	1	1	5	0	
Freighsburg	16236	64	38	22	15	7	6	4	2	6	3	3	9	7	2	1	1	0	1	0	21	1	17	5	9	0	14	2	19	3
Gould	12874	64	30	19	11	8	6	6	0	8	3	5	4	1	3	1	1	0	4	0	19	0	17	2	5	0	7	6	15	4
Haldimand	7239	65	22	11	7	4	5	4	1	3	1	2	1	1	0	0	0	11	0	3	0	3	0	3	0	3	9	2		
Hatley	19246	69	57	23	19	4	5	5	0	6	5	1	7	5	2	5	4	1	9	0	23	0	22	1	11	1	10	6	16	3
Hemmingford	17088	73	34	19	14	5	3	2	1	5	4	1	6	5	1	5	3	2	14	1	18	1	10	1	10	1	10	6	16	3
Hull	6678	60	36	11	5	6	5	1	4	4	2	2	0	2	0	0	0	2	0	10	1	6	5	1	0	3	3	9	2	
Kinnear's Mills	12046	56	30	20	8	12	8	3	5	4	0	4	4	2	2	4	3	1	7	2	18	5	7	1	4	8	12	8		
Lachine	6893	70	30	11	9	2	8	6	2	1	1	0	1	0	0	0	0	2	0	11	0	10	1	2	0	2	1	10	1	
Lacolle	8598	69	24	12	11	1	4	4	0	5	4	1	3	3	0	1	1	0	3	0	12	0	3	0	5	0	12	0		
Lecds	17398	70	40	22	20	2	8	8	0	4	3	1	9	8	1	1	0	8	0	22	0	12	0	3	0	5	0	12	0	
Lennoxville	25656	65	69	35	29	6	12	10	2	5	3	2	12	11	1	6	5	1	8	0	22	0	22	0	10	0	12	2	19	3
Levis	2711	55	12	5	4	1	2	2	0	2	1	1	1	1	0	0	0	3	0	5	0	4	1	1	1	4	3	1	4	
Magog	9701	48	38	21	6	15	11	2	9	6	3	3	2	1	1	2	0	2	19	2	12	9	3	1	3	7	8	13		
Manstonville	15270	70	46	24	16	8	8	5	3	6	2	4	3	3	0	4	0	3	2	4	0	22	2	10	0	7	9	16	5	
Marbleton	9039	57	32	14	8	6	3	3	0	5	2	3	5	2	3	1	1	0	8	1	11	3	4	2	6	5	10	4		
Montreal Junction	5647	68	11	8	6	2	3	3	0	3	2	1	2	1	1	2	0	8	0	8	0	8	0	1	1	1	4	6	2	
Mystic	10642	67	32	15	13	2	7	6	1	2	2	0	4	3	1	4	3	1	3	0	15	6	13	2	6	0	7	1	14	1
Ornstown	39003	67	79	52	30	23	12	11	1	21	9	12	5	2	3	14	8	6	34	1	51	1	48	4	14	4	10	30	39	13
Paspheiac	12299	64	35	15	12	3	1	1	0	4	3	1	2	2	0	6	5	1	15	0	15	0	15	0	2	0	12	2	11	2
Portage du Fort	9733	61	26	17	15	2	12	9	3	2	2	0	4	4	0	0	0	17	0	15	2	4	0	6	0	6	0	16	1	
Rawdon	17086	85	22	17	17	0	6	6	0	11	11	0	0	0	0	0	0	11	0	17	0	11	0	11	0	11	0	17	0	
Richmond	12642	78	30	15	14	1	5	4	1	5	5	0	5	5	0	5	0	5	0	15	0	5	0	7	3	15	0			
Sawycerville	14017	70	57	16	9	7	3	1	2	2	2	0	6	3	3	5	3	2	9	1	13	3	13	3	8	1	10	3	11	5
Scotstown	16162	52	51	31	10	21	15	2	13	10	4	6	4	2	2	2	0	2	4	25	6	5	1	9	7	17	14			
Sorel	1312	65	5	2	2	0	0	0	0	2	2	0	0	0	0	0	0	2	0	2	0	2	0	2	0	2	0	2	0	
South Durham	10480	74	17	11	8	3	4	2	2	6	5	1	1	1	0	0	0	6	1	11	0	9	7	0	6	5	9	2		
Stambridge East	19265	65	42	24	15	9	2	1	1	9	5	4	9	6	3	4	3	1	6	0	23	1	19	5	12	1	11	9	18	6
St. Andrews	16327	64	29	21	11	10	6	1	5	4	3	1	5	3	2	6	4	2	12	0	20	1	14	7	10	0	8	7	13	8
St. Hyacinthe	5927	76	19	9	9	0	5	5	0	4	4	0	0	0	0	0	0	9	0	9	0	9	0	4	0	9	0	9	0	
St. Lambert	25963	70	41	37	34	3	14	12	2	16	15	1	3	3	0	4	0	37	0	36	1	7	0	17	6	34	3			
St. Sylvestre	5903	57	17	9	5	4	2	1	1	3	2	1	4	2	2	0	0	5	1	9	0	9	0	9	0	9	0	6	3	
Ulverton	16040	71	40	19	13	6	4	3	1	5	4	1	10	6	4	1	1	0	12	0	19	0	17	2	9	1	9	3	15	4
Valleyfield	5182	50	32	12	4	8	8	3	5	3	0	3	0	3	0	1	1	0	4	0	12	0	5	7	1	0	1	3	7	5
Waterville	17507	73	36	21	15	6	6	4	2	5	3	2	5	4	1	5	4	1	12	0	20	1	19	2	10	0	6	9	18	3
Windsor Mills	9557	68	19	12	6	6	4	2	2	2	1	1	3	2	1	3	1	2	8	0	11	1	12	0	5	1	4	9	3	

PENSION FUND STATEMENT, 1894-5.

REVENUE.

Stoppages of 2 per cent :—

On Common School Grant.....	\$3,200 00
On Superior School Grant.....	1,000 00
On Salaries of Normal School Professors....	364 45
On Salaries of School Inspectors.....	708 00
On Salaries of Public School Teachers.....	14,446 58
On Pensions paid during the year.....	695 67
Paid by the Teachers themselves to the Department.....	46 86
Interest to June 30th, 1894, on the Capital..	8,761 85
Government Grant for the year 1894-5.....	1,000 00
Stoppage on the Municipality of Notre Dame de Laterrière by the Roman Catholic Committee.....	81 05
Transferred from the surplus to cover deficit..	5,665 57
	\$35,970 03

EXPENDITURE.

For Pensions.....	\$35,689 23
Refund of Stoppages.....	7 70
Expenses of Administration.....	373 10
	\$35,970 03

STATEMENT OF BALANCE HELD IN TRUST BY PROVINCIAL TREASURER,
AND AVAILABLE FOR THE PAYMENT OF PENSIONS.

Balance July 1st, 1894.....	\$18,102 79
Deduct to balance Revenue and Expenditure.....	5,665 57
	\$12,437 22

1894.

CAPITAL.

June 30th—Revenue accumulated since 1880.....	\$178,184 04
“ carried to Capital Account in the year 1894-5.....	\$2,407 53
Deduct a refund from Capital...	1 68
	2,405 85

1895.

June 30th—Total Capital to date.....	\$180,589 89
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Submitted by

G. W. PARMELEE,

E. W. ARTHY,

*Pension Commissioners elected by the
Protestant Teachers' Association.*

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 10.

OCTOBER, 1895.

VOL. XV.

Articles : Original and Selected.

THE CONVENTION OF 1895.

The Annual Convention of the Association of Protestant Teachers of the Province of Quebec, for the year 1895, has come and gone, and everybody who was present has pronounced it a success. There were some misgivings at first as to its issue, considering the number of years that have elapsed since the Convention has been held outside of Montreal. The teachers had come to look upon Montreal as the natural centre of such a meeting, and it was thought that the attendance would be small and the interest taken in its proceedings be less enthusiastic than in former years; but as things have turned out, the attendance at all the sessions was gratifying, the Art Hall—where the meetings were held—being well filled, and sometimes crowded, while the interest in the discussions was perhaps as intense, if not more so, than in former years. The President acquitted himself in the most praiseworthy manner, both as an organizer and as one accustomed to preside at large gatherings, and it was a well-merited reward meted out to him that he should be re-elected for another term of office. The arrangements of the local committee were all that could be desired; and, as has been said, everybody went away eminently satisfied with all that had been done for the comfort of the visitors to the capital of the Eastern Townships. It is

impossible for us, with our periodical already in the hands of the printer, to give the usual detailed account of the proceedings this month, but this will be given in our next issue, along with the Minutes of the Proceedings as they took place from session to session.

Among the noteworthy events was the reception of Principal Peterson of McGill University, who delivered an address before a crowded assembly. Addresses were also read to the retiring Superintendent of Public Instruction, the Hon. Gédéon Ouimet, and to his successor in office, the Hon. Boucher de la Bruère. An excellent address was delivered by Dr. Heneker, Chairman of the Protestant Committee, on National and Religious Education, which formed one of the most prominent features of the first evening session. The President's address, which will subsequently be published in the RECORD, was one of the finest efforts that ever proceeded from the president's chair, while his assistant chairman, H. D. Lawrence, Esq., B.A., of the Protestant Board of School Commissioners of Sherbrooke, read a paper which is not likely to be forgotten by those who heard it. Among the other papers presented, and which will be published hereafter, was one by C. C. Kenrick, Esq., on "Agriculture in Schools;" one by A. Cross, Esq., Montreal, on "English in Schools;" and a third by Miss A. deC. O'Grady on "Transition Work from the Kindergarten to the Primary Grade of Elementary Schools." The Rev. Dr. Williams and the Rev. Dr. Adams also addressed the Convention, while the following took a prominent part in the discussions, namely: S. Fisher, Esq., ex-M.P., Rev. E. I. Rexford, Messrs. G. M. Parmelee, N. T. Truell, J. W. McQuat, J. A. Dresser, J. H. Keller, A. McArthur, J. Mabon, Miss M. E. Finlay, Miss Binmore, and others.

DEFINITE METHODS OF CHILD STUDY.

S. B. SINCLAIR, M.A., NORMAL SCHOOL, OTTAWA.

It was inevitable that in the evolution of pedagogical thought there should come a time when those who carried their investigations to the central and highest vantage ground of inquiry, the "citadel of man's soul," should become impressed with the vital and basal fact that in order to secure the best results in education the teacher must (as fully as possible) know the child whom he attempts to teach.

Children have no doubt been studied, incidentally, from the earliest times; but it is only during recent years that child study has been undertaken by definite methods, and an attempt

made to render the study scientific. The subject has, of late, been brought very prominently into the foreground of pedagogical enquiry, and much time and energy are being devoted to it. The results gained have not been flashy; but many of them are highly important from the educational standpoint. The vision of many thousands of school children has been tested, and it has been found that defective vision increases from grade to grade. That this increase is mainly due to incorrect lighting, small print in text-books, unhygienic position at desks, etc., seems a reasonable inference.

As a result of experiments upon the hearing of over twenty thousand children, it has been found that defects vary from two per cent. to thirty per cent. in different grades. It has been demonstrated that in many such cases, where the teacher is ignorant of the existing conditions, the child is supposed to build a superstructure of knowledge upon a basis of sensuous data which he has never received, and concerning which he has no more knowledge than Locke's blind man had of the red colour which he thought was like the sound of a trumpet.

The different periods of child growth and development have been studied as never before. One result has been to emphasize the importance of the period of adolescence. It was formerly thought by many, that owing to special physiological and psychical changes at the ages of six or seven years, that period was the most important of all. While the investigation has in no sense weakened, but rather strengthened, the view taken in regard to the necessity of constant care during the formative stage of child life, it has established the fact that there is another perhaps equally critical—if not more critical—stage, namely, that of adolescence, which occurs at about sixteen years of age with boys and considerably earlier with girls. Previous to this period there is rapid physical growth, and a general quickening of the development pace. Girls of twelve years weigh more, and are taller, than boys of the same age. Contrary to the usually received opinion, it seems that the period of most rapid growth is also the period of the most rapid acquisition of knowledge. For example, the time when the vocal organs are in a formative condition seems to be the nascent period for language study.

If this principle be universal in its application, and the budding time for studies such as drawing, music, etc., can also be definitely determined, we are entering upon a new era of advancement in study, the possibilities of which have scarcely been dreamed of in our pedagogical philosophy. Much valuable

work has been done in determining the quantum of knowledge possessed by children at certain ages. For example, such results as those stated in Dr. Stanley Hall's "Contents of Children's Minds" are of great utility in affording an appreciable starting point for intellectual building.

In the realms of the Emotional and Volitional, the investigation is naturally attended with more difficulty than on the lower plane, and the results are less certain owing to many other conditions, such as heredity and environment, which so largely affect the basal interests and impulses and the organization of character itself. For example, when it is found that the little children of California prefer orange to any other colour, one is apt to wonder whether, in the solution of the problem, oranges and gold have not entered into the equation. Many practical subjects, such as children's games and plays, the hygienic results of vertical writing, etc., have been carefully investigated during years of patient enquiry.

Perhaps the most fruitful results have been achieved through bringing to bear upon the study the discoveries which have recently been made in Experimental Physiological Psychology.

By microscopic observation of nerve cell structure, and by motor and other tests, many facts can now be posited with certainty in regard to such questions as habit and fatigue, which were scarcely more than hypothetical a few years ago.

It is found that the large fundamental muscles develop earlier than the small accessories, and that it is therefore natural for the young child to use the larger muscles. It is also difficult and dangerous for him to continue for a long time at work demanding minute muscular activity. This principle (with due limitations) is being applied in many kindergartens and primary grades. Very fine work is almost entirely discarded. Materials for objective illustration are made larger than formerly. The tendency in writing and drawing is toward the whole arm movement, large letters, and rough outline. In songs and physical exercises, the principle of resonance is being applied. The selections chosen are more classic, and the stride longer than before.

Much attention has been given to the subject of fatigue. Sandow and others have claimed that for perfect physical development a person should never continue exercise after being completely fagged out. Experimentation seems to verify this principle, and, further, to establish the fact that in order to secure the best results in work of any kind the worker should know in what way to alternate rest and exercise in order that

his system may function at its best. The teacher who occasionally sits down may accomplish more than the one who continues standing throughout the entire day; and Crepillon was, perhaps, in a certain sense, not so far astray when he said, "Inattention is the salvation of our children."

WHAT THE TEACHER CAN DO.

To one interested in such study and results as those to which I have briefly referred, the question naturally arises, "What can the teacher in an ordinary school-room do to aid in such an investigation?"

It must be admitted that much of such work can be properly undertaken only by parents, that the professional training school is *specially* fitted for it, that experimentation is usually costly, and that the conditions are such as in many cases to render any scientific investigation of the phenomena of child life almost an impossibility. And yet I think it will be found that every teacher can and should give a certain amount of attention to child study.

Probably the greatest advantage which has accrued from the movement thus far is, that it has caused teachers to look childward; and as they have begun to understand the attitude of the child, many difficulties in discipline and method have vanished.

The most elementary form of child study is to observe the pupil and privately note the phenomena, the object being simply to learn to understand the child. The teacher who takes the trouble to record such observations from day to day will find not only that she learns to adapt her work more readily to the needs of her pupil, but also that teaching is invested with a new charm for her. Another form of child study is that which involves a certain amount of measuring and tabulating, and is applied more particularly to hygienic conditions. For example, the teacher makes a careful test of the defective vision of pupils, and utilizes the results in seating the pupils in a proper position in relation to blackboard, etc. She may go farther, and keep a record and make a report of such cases. These, and other elementary forms of study, can be taken with advantage in every school.

There is a higher kind of child study, which may be said to be more scientific, in which a certain definite course of investigation is taken up and prosecuted so thoroughly as to furnish data which may serve as a basis for important educational conclusions.

The following are examples of subjects which have been treated in this way: Fears in childhood and youth; imitation of the teacher by the pupil; child language and growth of memory in school children. In regard to such study certain points may well be borne in mind, if satisfactory results are to be obtained. The teacher must be instinctively drawn to the work for its own sake. The subject chosen must be one in which she is interested, and from which a certain amount of immediate benefit will accrue. For example, an investigation of the views which children hold regarding religious questions may be of value to ethical science, but the investigation will be of little value to the teacher or class who furnish the information. On the other hand, in an investigation of such a subject as "fatigue," the case would probably be quite different, for certain defects would be revealed which would admit of immediate remedy.

The subject chosen should also enlist the aid of parents, and in any event it should never be such as to arouse their opposition. For example, it might be of value to know how many corporal punishments pupils receive at their homes, but parents would naturally and properly object to such an investigation, while, on the other hand, they heartily approve of an investigation which results in the pupil being placed in such a position as to secure the best hygienic advantages.

Printed syllabi, containing carefully prepared questions on such subjects, are now sent by mail from a number of local centres, and all that is required of the teacher is to record observations and send results to headquarters to be worked up. The investigation should also admit of a definite and easy plan of application, and should never occupy more than fifteen minutes per day of teacher and pupils' time. A method of test can usually be found which will not in any way interfere with the regular work of the school. For example, language and memory tests can be best made by examining the daily work in class. Pupils should not be taken from the class-room and subjected to long examinations. As a rule, pupils should not know that they are being studied. If they do, the results are usually abnormal, and the pupils tend to become self-conscious. There are exceptions to this rule, however. For example, a child who has formed a habit of walking with his toes pointing inward will feel very awkward and self-conscious when he begins to place them in the correct position. Notwithstanding this, the correction and observation should continue. Finally, in performing experiments and recording results,

the greatest care must be exercised; otherwise the results are worthless.

Dr. Fitch's remarks in regard to the study of physical science apply very fully to child study. He says: "The student must begin by noticing the phenomena, must put together and register the results of his observation, must hesitate to generalize too soon, must suspend his judgment until he has facts enough, must verify each hypothesis by new experiments, must learn how to make a legitimate generalization from a multitude of particulars, must hold his generalized truth, even when he has it, only provisionally, knowing that it, too, may possibly require to be corrected, or at least absorbed by some larger generalization."

Editorial Notes and Comments.

The November meeting of the Protestant Committee of the Council of Public Instruction promises to be one of the greatest interest to those who have been anxious to see what can be done in a direct way for our elementary education. It is said that an additional day will be given to the fullest consideration of this important subject. The difficulty at the threshold of a discussion of this kind has always been the lack of funds. Can the subsidy to elementary education be increased? That is the all-important query, but it has not yet been answered either in the negative or the positive; and for the EDUCATIONAL RECORD to keep asking it until an answer of some kind is forthcoming would be set down, no doubt, as a very pernicious kind of persistence. It is a question which, like the Manitoba School question, must be left in the hands of our politicians in the meantime, unless we wish to give them offence, which certainly we do not. But the Protestant Committee may adopt other methods of bringing many of the elementary schools into line with the superior schools, and no method is more ready to their hand than that which involves the centralizing idea, where the schools are near to a convenient centre. Through a little missionary effort a model school could easily be developed from pupils driven in every morning from the outlying districts towards this centre. In this way the number of superior schools would gradually increase as the districts came to see that it was to their financial and educational gain to foster such central schools. The elaborating of the plan is a mere matter of detail which need not be referred to here.

—The arrival of Dr. Peterson, who has been appointed to the

Principalship of McGill University, perhaps the most important educational position in our country, cannot be without interest to those who watch carefully the educational changes in our province. The reception which he received at the hands of the citizens of Montreal may be taken as a favourable augury of the reception which he will receive, from the public at large, throughout the province. From what he is reported to have said on the day of his arrival, we are inclined to think that indiscretion on points of administration are not likely to be laid to his door. "I do not come to uproot at all," was what he said to those who welcomed him to Canada. "It would be foolish for me to think of such a thing. I come to carry on the work which has been carried on with so much success from the infancy of the institution to its present state of maturity." These words of his of course must not be taken in the sense in which the stand-still conservative might use them. Dr. Peterson has had experience in organizing the youngest university in Great Britain, and that experience will no doubt be of service to him in developing the policy of one of the oldest institutions in Canada, towards a further stage of its history. "I have to learn a great deal," he is reported as having said. "The conditions of Canada are in most respects different from those which prevail on the other side. I have no doubt I shall learn in time. It is my intention to get into touch and sympathy with the life of the country, as much as I can." These are surely the words of a man who, in determining to do his best, has no intention of attempting to do it in any hap-hazard way. When he becomes fully apprized of the peculiar features of our educational system he will no doubt find how true his words have been. And yet endowed as he undoubtedly is with the spirit of the true educationist we will be very much disappointed if he does not help materially in improving us in most respects. Dr. Peterson will assume the chair of classics lately vacated by the Rev. Dr. Cornish. His position as Professor of Classics will put him on a vantage ground to help us in our campaign in favour of better English, as it is to be written and spoken by the rising generation. The study of classics as a means to an end, the end not being so much the study of Latin and Greek, as the acquiring of a thorough knowledge of English, we have no doubt will be his policy. We extend the heartiest of congratulations to the new Principal of McGill.

—Dr. Peterson has had a first opportunity of addressing the students of McGill College and his remarks are said to have

been well received. He is reported as having said that he was glad to stand face to face with the students of McGill. Since his assumption of the duties appertaining to the office of Principal of McGill, he had had opportunities of meeting the governors, the corporation, the professors in their various Faculties, the lecturers and assistant lecturers, and now, last but not least, he had the pleasure of meeting the students—the professors of the future. He understood the importance of the student element as a constituent factor in the life of any university. His own student days were not so far behind as to make it difficult for him to appreciate and sympathize with the work of the student at McGill or any other university. People sometimes spoke of universities as if they consisted of a body of more or less learned professors. But it was as much a mistake to speak of professors constituting a university as it would be to speak of ministers and clergymen constituting a church. He could not conceive of a university without its students.

—There were, of course, Dr. Peterson further said, other objects which universities were intended to promote, such as the extension of the bounds of human knowledge, the promotion of original research, and the addition to the life of a community of certain elements of dignity and grace, which might otherwise be wanting, but, after all, the primary object of a university was to hand on the torch of knowledge to successive generations of students. How far it was possible for him to assist in maintaining and extending in some conspicuous way the best interests of the students of McGill, the future would reveal. Doubtless many opportunities would present themselves for the further development of the somewhat intangible sense of fellowship, without which the ideal of student life was unattainable. As for himself, he had been exploring some of the mysteries to which the dean of the Faculty of Arts had just invited the attention of the students. He had been studying carefully the University calendar, and he had an especial feeling of sympathy for those who were now coming to college for the first time. Until the other day he had been unfamiliar with the conditions of matriculation examinations on this side of the water, with the second year entrance, and also with the mysterious “supplemental.” All these were being gradually unfolded to him, and he admired the methodical and thorough manner in which all the examinations of the University were being conducted.

—Dr. Peterson concluded his remarks by congratulating

those of the students who had successfully passed and distinguished themselves in the various examinations of the year. He wished them success in their future studies. Not only they, but every member of the University, had at his, or her, command privileges, which, in certain departments at least, were unrivalled in any other university in the world. From his long experience in the leading universities of England and Scotland, he could certainly say that the opportunities for reaching the uppermost rung of the ladder possessed by the students of McGill were not excelled by the educational institutions of the old world. Men of the most large-hearted generosity had equipped McGill University with buildings and apparatus which formed a glorious inheritance for the people of this city. It should be the aim of every one who studied within her historic halls to make the most of the advantages which had thus been placed within their reach, and to show by the results achieved that the munificent endowments had not been given in vain. He hoped the unity of feeling between the professors and students would be further strengthened. It would be his object to identify himself with the interests of the students in every legitimate way, and he hoped that he would never meet a student of McGill without the exchange of that mystic sign which showed that both teacher and student knew and appreciated the fact that they were members of one body, with a common aim in view.

Current Events.

The Montreal School Commissioners are continuing the work of school extension with an energy which is in itself an incitement to all of us to make the most of our opportunities. In their last report they call attention to the completion of Dufferin School, the extension of Mount Royal School, and the reconstruction of Riverside School. With regard to accommodation at the High School, it is the present policy of the Commissioners to erect as soon as their means permit, a new building for the exclusive use of the pupils of the Senior School, and to use the whole of the present building for the High Schools. The Sherbrooke Street School property was exchanged for a property belonging to the Cherrier estate, situated on St. Denis street, opposite St. Denis Park, the Commissioners being obliged to pay the sum of \$60,000 into the bargain. The property acquired is a magnificent one, having a superficial area of 55,755 feet, with two very fine

houses erected upon it. These latter are now being adapted for class rooms, and an extension being added, the whole to cost about \$40,000. It is expected that the work will be completed by the end of the present month, and will be opened under the name of the Aberdeen School. It has accommodation for 800 pupils.

—The statistics of the above report tell us that the amount disbursed for the maintenance of the various schools was \$136,901.10, and for the maintenance of night schools \$800.13 will have to be paid, after deducting the civic and provincial grants. The average enrolment of scholars in the High, Senior and public schools increased from 6240.3 in 1893-4, to 6632.7 during the period covered by the present report, the total days' attendance also rising from 1,078,641 in the previous year to 1,192,345 in the term treated of in this report.

—To dismiss a man because he "has views" is not always as safe as to dismiss a man for lack of ideas. It is not even as easy to relegate the former to the oblivion of "out of office" as it is to consign the latter to the oblivion of "in office." The Toronto *Educational Journal* endeavours to illustrate this by referring to Prof. Dale's case. "A fair exchange is no robbery," says that journal. "Professor Dale of Toronto University, having been requested to send in his resignation of the chair he had occupied with exceptional ability for a number of years in Toronto University, in consequence of a letter he sent to the press during the late difficulties, the authorities of that institution have appointed Professor Fletcher, of Queen's to the vacancy. This left an important vacancy at Queen's, which, it is now announced, has been filled, temporarily, at least, by the appointment of Professor Dale. Thus the wheels go round." We extend our congratulations to the old Rector of the Quebec High School, not so much from sympathy with his "views" as on account of his appointment.

—A very excellent photograph of the members of the Committee appointed to read and adjudicate on the several manuscripts of a history for our Canadian Schools has been presented to the writer. The names of the representatives from all the provinces of the Dominion are placed underneath. There is "a good deal of wondering around" as to who the successful author is. All that is known up to the present date is that five of the manuscripts have been selected of the fifteen submitted, and that these five will be considered carefully by the members of the Committee at their own homes. A second meeting of the Committee will no doubt be necessary before a

final adjudication takes place. The Committee have reason to congratulate themselves on the valuable assistance which they received from the Hon. Mr. Ross, Minister of Education for Ontario, who faithfully attended all their meetings.

—We regret very much to hear of the death of one of our oldest inspectors, Mr. Bolton McGrath, inspector of schools for the district of Pontiac. We have not received the particulars of the accident which deprived him of his life, further than what was given in the following despatch sent to one of our daily papers:—Mr. Bolton McGrath, a land surveyor by profession, and for thirty years school inspector for the County of Ottawa, met his death yesterday morning near the village of Quyon. While driving down a hill the buggy in which he sat upset and he was found on the roadside dead, with his neck broken. He was probably the best known man in Ottawa and Pontiac Counties. Of late he has not been very active, being over seventy years of age, but still attending to school inspecting and necessarily very much on the road. A son of the deceased is a member of the Legislative Assembly for the North-West Territories and a Dominion land surveyor.

—The report, which comes to us through the *Educational News* of Scotland, in connection with the late meeting of the Educational Institute, is full of the most interesting matter. The address of the retiring President is full of suggestions worthy the consideration of teachers in any part of the world. We notice that the Secretary of the Institute, Dr. Smith, father of Mr. R. M. Smith, formerly Principal of Lachine Model School and now of Chicago, has been re-appointed. The election of Mr. James Paterson, head master of the largest school in Edinburgh, to the vice-presidency, is a fair omen of his election next year to the presidency of the Institute, and under his regime, no doubt, many plans of improvement may be inaugurated. Mr. John Dunlop of Borgue Academy is the present President of the Institute.

—Prof. Lefebvre, whose ability as a teacher of the French language is fully recognized, has been appointed to a position in the Collegiate Institute of Montreal. This is a valuable addition to Principal Tucker's present efficient staff. The most favourable reports are given of the success of this institution, there being over sixty-five boys in the highest form, and over fifty in the second. It is said that there are over five hundred pupils attending the whole school, and that it is the intention of the enterprising Principal to erect a new and handsome building further towards the western part of the city. We

congratulate Mr. Lefebvre on his appointment, and have no doubt that his success in this institution will be but a stepping-stone even to something better.

—Sir William Dawson, Rev. Dr. Shaw, Messrs. C. J. Binmore, James Williamson, John Nesbitt, George Jeffery, W. A. Hastings and J. M. M. Duff lately interviewed the Superintendent of Education in relation to the complaints of the Protestant ratepayers of St. Gregoire Le Thaumaturge, who are compelled to pay taxes not only for the present year but for past years to the Roman Catholic School Commissioners of that parish. Dr. Shaw went over the whole matter, stating the case in full, and the Superintendent, the Hon. Mr. De la Bruère, promised to look into the matter immediately.

—The following agreement has been resolved upon by the Montreal School Commissioners, as a settlement of the Jewish question. 1. That the school maintained by the Spanish and Portuguese Synagogue should be closed. 2. That a teacher of Hebrew, at a salary not less than \$800 a year, to be nominated by the Spanish and Portuguese Synagogue and paid by the Board, should be engaged. 3. That a grant of \$1500 from the city school tax should be paid to the Baron de Hirsch day school. 4. That this school should be open to the inspection of the Board, and furnish monthly reports of attendance. 5. That the agreement should be an annual one, to be cancelled by either party by giving notice previous to 1st June.

—The following notice may be put on record as the experience of many of our schools this year, however the figures may differ. “P—— school meeting voted \$200 for the library, \$50 for apparatus, and authorized the Board to buy a new piano of the best make. Good for P——! The school starts out with a larger enrolment than ever before; 54 non-resident pupils. The new teachers take hold as if they were used to it.”

—The most popular man in Cedar Springs to-day, that is counting in a certain direction, is Colonel Sellars, and he attained to that proud eminence by writing in this way: “A tardy act of justice has been inaugurated in the lower branch of the Pennsylvania legislature by the passage of a bill providing equal pay for women doing the same work as men in the public schools of the State. There is no justice in the plan of requiring as much work in the schoolroom of a female teacher as is demanded of the male teacher at one-half or three-fourths of the pay allowed the latter. Though the competition among the former for place is much greater than among the latter, all should be on equality in the amount of work required and pay

allowed therefor." There is a sound philosophy in what the warm-hearted colonel says, even if Burns wrote "A man's a man for a' that."

—The following is a report of the Teachers' Institute held this year on the Bay Chaleur: The Teachers' Normal Institute, which was held here, was a grand success. The lecturers were Dr. Robins, of the Normal School, Montreal, and Mr. G. W. Parmelee, B.A., of Quebec. There was an attendance of forty teachers, and many outsiders swelled the number of those who listened to the lectures. The subjects treated were of great interest to all concerned in the work of education, and were presented in such an interesting manner that, without much exertion on their part, the listeners imbibed much useful knowledge. Addresses from Rev. Inspector Lyster, Rev. E. Husband, Rev. J. M. Sutherland, and Mr. J. H. Gagnon, gave variety to the proceedings. Besides the sessions in the Court Hall, which lasted from 9 to 4 during the day time, many other pleasant meetings were held.

—A public meeting in the Temperance Hall, Tuesday night, with addresses from Rev. J. M. Sutherland and Dr. Robins, accompanied by a choice programme of songs, readings, and recitations, was very successful. A lecture on English History, illustrated by stereopticon views, was given by Mr. Parmelee on Thursday night. It was attended by a large audience, and the treat was greatly enjoyed. Friday night a public meeting was held in the open air, in front of the Town Hall, and was attended by a large crowd. This meeting consisted of speeches and songs, and was presided over by Mr. Fauvel, M.P., who ably filled the position of chairman. The speakers were, in the order named, Mr. Fauvel, M.P., Mr. Gagnon, Mr. Parmelee, Rev. Mr. Husband, and Dr. Robins. Between the acts, so to speak, the audience was favoured with three songs by Mr. F. Quarrie, who acquitted himself with his usual good taste. The meeting was closed by the singing of the national anthem. It is only fair to remark upon the general feeling of cheerful goodwill with which the residents of New Carlisle received the delegates and exerted themselves to the utmost to make the first local institute a success, and it is certain that they all returned home with a very favourable impression of the place and the people. Mr. Fauvel entertained the teachers at a garden party, held in his grounds at Paspébiac, on Friday afternoon, after the close of the institute. The hour between 3 and 4 o'clock on Friday afternoon was devoted to the closing offices. After short addresses by the lecturers, Rev. Mr. Lyster

and others, the following votes of thanks were unanimously passed:—Moved by Mr. Gagnon, seconded by Mr. Parmelee, That a vote of thanks be tendered to the residents of New Carlisle for the able and generous manner in which they have assisted the promoters of the institute.—Carried with applause. Moved by Miss McNeil, seconded by Miss Travers, That a vote of thanks be tendered the ones who so kindly entertained the visiting teachers.—Carried with applause. Another vote of thanks was tendered the lecturers, and, amid general congratulations at its success, the institute was closed. Most of the delegates left town by boat Saturday and Monday, and things are resuming their wonted tenor once again. Such a meeting cannot be without its fruits; and after the entertainment they met with, and the consideration with which they were received, it will be strange if teachers do not return to their work with a more exalted idea of their high calling.

—The institute which was held this year in Cowansville, under the supervision of Inspector Parker and Professor Kneeland, is also reported as having been highly successful. The hospitality extended to the visiting students was highly appreciated. Mr. Rivards' lecture, on the second evening, is also highly spoken of as having been interesting and instructive.

—In speaking of the opening of our schools, one of our newspapers gives a welcome to both teachers and pupils which must have made all who read it as cheerful as the writer seems to be. As he says, "The modern school is a vastly more pleasant place than that of Shakspeare's day, and though there was the 'shining morning face,' the laggard step was lacking. For the variety which is now introduced into the curriculum, the interest shown in the comfort and happiness of the children make the public school a place of delight to the young, and thousands of eager, embrowned young faces were eagerly turned schoolwards this morning."

—The death of Thomas Henry Huxley, a man who left a strong impress on the thought of the age, occurred recently. While fresh from the University of London he sailed around the world (1846–53) as assistant-surgeon of the royal navy on H. M. S. *Rattlesnake*, making during the trip valuable scientific observations. Then he became professor in the school of mines, and was successively chosen to other positions, including the rectorship of the University of Aberdeen in 1872. He had been known for many years as one of the most laborious workers in biological science. His theory of protoplasm, his able advocacy of the Darwinian hypothesis, and his promul-

gation of the theory that the seemingly voluntary movements of animals and even of men are automatic and independent of the will, have attracted much attention. He was a voluminous writer on science; to students of physiology he was known through a text-book on that subject. Prof. Huxley was seventy years of age.

Literature, Historical Notes, etc.

“GIANTS” OF OLD.—The *Figaro* says: According to the popular opinion, we men of the present time are singularly degenerated, and are nothing more than diminutives and reductions of the men of mediæval times. It is said that the warriors of that period were giants, clad in iron, and that their muscles were of steel. That is what the legend says, and what nearly everybody repeats. We might confine ourselves to an invocation to logic in this case. In mediæval times hygiene was deplorable. The barons ate too much and the peasants did not eat enough. Gymnastics were neglected and bathing was little known. The populations were crowded in towns and villages. The castles were practically barracks and the cottages huts. There was a need of pure air everywhere. From this manner of living there resulted, necessarily, deplorable generations. Our learned physiologists, after having measured hundreds of skeletons, testify that the men of our times are from one to two centimetres taller than the men of the middle ages. But the bones of our ancestors are not the only testimony left by them in regard to their stature. We also possess their war garments. We have measured several of them, and it turns out that we appear not only to have grown taller since the time when they were manufactured, but our shoulders could never fit into the steel corselets of our so-called athletic forefathers. Moreover, this proof has been made on more than one occasion. The Comte de Nieuwerkerke, the superintendent of the museums under the Second Empire, wishing to put on the armor of Francis I., the largest of all in the Museum of Artillery, was obliged to give it up. It was too little for him. And, nevertheless, the Comte, although a fine man, was in no sense a giant. And here is another example. At Soleure, in Switzerland, recently, on the occasion of a gymnastic tournament, the young men, wishing to close the festivities by a procession with historical costumes, asked the authorities for permission to borrow the arms and armor of the Arsenal, which possessed a remarkable collection of them, and the permission

was granted. But it is evident that their ancestors, people of little foresight, never thought of their grandchildren, and these grandchildren were unable to put on the armor. It was too small for them. And now let us see what Machiavelli says of the Swiss, for the latter, also according to the legend, passed for giants among the giants, and, if we were to take the testimony of the pictures, their stature was herculean. After having celebrated the valor of the Swiss troops who fought in Italy in his time, the Italian adds: "They were all little men, dirty and ugly." History may, perhaps, be right in declaring that the battle of Marignan was a combat of giants, but the combatants were not gigantic. So much for the stature of our ancestors. Now, as to their strength, we have no other proof beyond the weight of the equipment of the men-at-arms. "What enormous strength they must have possessed to be able to move about loaded with metal!" So say the innocent bourgeois, who, on Sunday, walk through the Halls of the Hotel des Invalides. "Our soldiers of the present time would faint under such fearful burdens." Now, in the first place, the harness of the knights was very much lighter than it was supposed to have been. According to one of the catalogues of the Museum of Artillery, the weight of the complete armor did not, as a rule, exceed fifty pounds, and, inasmuch as those who wore it were horsemen, it was the horse that had to bear the greatest part of the fatigue. But why has this legend become so thoroughly rooted in the mind of the public? We might content ourselves with the simple reply, because it is a legend. The brain of the public is marvellously prepared for the reception of error, and the crowd advances toward an absurdity just as a duck goes to a pond. But it must be said that humanity, contrary to the laws of optics, has a tendency to enlarge everything that is far off and to belittle that which is close by. Instinctively, we are disposed to lift our ancestors upon the backs of our contemporaries. Even Homer, speaking of the athletic games which took place after the death of Patroclus, refers to the strength of the ancients, and Adam is probably the only man who has not boasted of his ancestors. But let us conclude by saying that if our great-grandfathers were to come back to this world again, and, by reason of the military laws, were obliged to pass before the council of revision, many among them would be rejected on account of their small stature. And then if, on leaving the council, they should enter any gymnasium, they would in all probability be unable to handle the dumb bells that we put up with ease.

THE STRUCTURE OF THE LIVER.—The anatomical facts regarding the liver are easily appreciated. By way of a rational understanding of the liver's work, it is necessary to become acquainted with the liver's build. It is the biggest organ in our body, weighing, as it does, between three and four pounds. Its colour is of a chocolate brown, tinged somewhat with a burnt umber hue. Lying to the right of the stomach, it is sheltered under the lower ribs and below the big muscle (or "diaphragm") which separates the chest from the body's lower cavity. Convex above, it is hollowed out below, and its right side is thick and rounded, in opposition to its thin left border. Solid in its substance, we find the liver to be marked off into five unequal parts, or divisions, or "lobes," of which the right lobe is the largest, the left lobe ranking next in point of size. Now this big gland, as regards its essential structure, is found to be composed of *cells*. Everywhere we find the essential elements of a living body to consist of these microscopic units, the nature of which it is necessary to appreciate, especially with reference to the liver's work and duties. Cells are really the workmen of the living frame. They are composed of living matter (or "protoplasm") in their typical development, and it is through the work and labours of the different cells of our bodies that the life physical, and I may add the life mental also, are maintained. For cells in the tear-glands manufacture tears, just as cells in the sweetbread manufacture sweetbread juice, or just as cells in the salivary glands are responsible for the making of saliva. It is the cells of the brain which are the physical instruments through which the work of governing and controlling the body is carried on. And if we go back in our body's history to its very beginning, we shall find that, to start with, it arose from a single living cell we call the *ovum*, or germ. Whatever may be doubtful about life and its action, this at least is certain, that all our bodily work is performed by means of the cell-colonies which compose the most vital and most active constituents of our frame. Like other organs, then, our liver is essentially built up of living cells, the *hepatic cells* of the anatomist. They are aggregated in clumps which form the "lobules" of the liver, each lobule measuring from the one-tenth to the one-twentieth of an inch in diameter. A lobule is really an epitome of the whole liver. If we may ascertain the functions which one of these little clumps of liver cells discharges, we may be sure of knowing the work of the gland as a whole. Regarding the liver cells themselves, they are of course utterly microscopic bodies. In diameter they vary from the

one-thousandth part to the one-two-thousandth part of an inch, Of yellow colour, the microscope shows us that their protoplasm, or living matter, is of granular nature, and exhibits oil globules in its substance.—From “The Story of the Liver,” by Dr. Andrew Wilson, in *Harper's Magazine*.

EFFECTS OF HEREDITY.—It is a common reply to a comment on the abundance of crime in San Francisco, that it is due to heredity. This is accepted as a good explanation. The contempt for law, and the low tone of public morals all over the State, and particularly in the city, is the feature that strikes a visitor very disagreeably at first; finally he accepts it, saying to himself that he must remember he is in California. Murder is excused if the murdered man was “too sassy;” no one expects the man to be convicted; in fact, no one is hanged here for murder; if he is convicted he secures a pardon through political influence.

But I am not writing in order to put California below the other parts of the world morally, merely to point out the long and sad effects of heredity. The chance discovery of gold in 1848 brought an influx of lawless and disorderly people here; from every village and all the cities of the East came the “black sheep”—the social outcasts. There was no government, and the fevered atmosphere that prevailed fostered the germs of moral decay that might have been kept in check. Before that it was a fertile pastoral country, thinly peopled with an inferior race. This race was quickly driven out, and the will of the strongest was the law of the land.

Then were repeated here the effects produced in Virginia in the seventeenth century, in Louisiana in the eighteenth, and Australia in the nineteenth. The vast influx of men and women to whom existence in orderly and moral communities had become uncomfortable brought the fathers and mothers of a large part of the generation that to-day is active in California. While visiting the Normal School at San Jose, the principal remarked that many of the students heard the Bible read for the first time there. It is not uncommon for a young man to ask his neighbour “What book is he reading from?” And when told its name he dimly recalls it as a name he has heard.

There has been a vast moral gain with substitution of a settled urban and pastoral population for the roving gold-hunters of the '50's. There has been wholesome admixture of blood, too, the evil often mating with the sound instead of with each other. But one generation is not enough to remove the moral taint. It will probably be a century from the date of

its settlement before California will have risen above the hereditary influence of its founders. There are, of course, many individual instances of high intelligence and moral vigor, yet the fibre of law-abiding, crime-repressing, order-loving, is not abundant.

There is an admiration for success, no matter how gained. Power is exercised recklessly—power, not right, is aimed at. Morals and religion must take a back seat until this force of heredity has spent itself.

SOURCES OF COLOURS.—An interesting enumeration has been made of the sources of colours. The cochineal insects furnish the gorgeous carmine, crimson, scarlet, carmine and purple lakes; the cuttlefish gives sepia, that is, the inky fluid which the fish discharges in order to render the water opaque when attacked; the Indian yellow comes from the camel; ivory chips produce the ivory black and bone black; the exquisite Prussian blue comes from fusing horse hoofs and other refuse matter with impure potassium carbonate; various lakes are derived from roots, barks and gums; blue black comes from the charcoal of the vine stock; Turkey red is made from the madder plant, which grows in Hindostan; the yellow sap of a Siam tree produces gamboge; raw sienna is the natural earth from the neighbourhood of Sienna, Italy; raw umber is an earth found near Umbria and burned; India ink is made from burned camphor; mastic is made from the gum of the mastic tree, which grows in the Grecian Archipelago; beister is the soot of wood ashes; very little real ultramarine, obtained from the precious lapis lazuli, is found in the market; the Chinese white is zinc, scarlet is iodide of mercury, and vermilion is from the quicksilver ore cinnabar.

—It will perhaps interest some readers to know how much fuel a locomotive burns. This, of course, depends upon the quality of fuel, work done, speed and character of the road. On freight trains, an average consumption may be taken at about 1 to 1½ pounds of coal consumed per car per mile. With passenger trains, the cars of which are heavier and the speed higher, the coal consumption is greater. A freight train of 30 cars, at a speed of 30 miles an hour, would therefore burn from 900 to 1,350 pounds of coal per hour.

A GIRL'S ESSAY ON BOYS.—Boys are men that have not got so big as their papas, and girls are women that will be young ladies by and by. Men were made before women. When God looked at Adam he said to himself: "Well I think I can do better if I try again," and then he made Eve. God liked

Eve so much better than Adam that there have been more women than men. Boys are a trouble. They wear out everything but soap. If I had my way, half the boys in the world would be girls and the rest would be dolls. My papa is so nice that I think he must have been a little girl when he was a little boy.

Practical Hints and Examination Papers.

A correspondent asks us, says the *School Journal*, where to begin in teaching history. Begin anywhere. Begin with the gunpowder plot. Begin with the Fall of Troy. Begin with the abolition of slavery. Begin with whatever is nearest the child. Get back to childhood yourself. Feel as the child feels if you can, and for a moment know only what he knows. From this little life to which you have reduced your broader consciousness, reach out into history for the nearest thing—psychologically—never mind space or time. Perhaps it will be the burning of Rome. Seize on it, whatever it is. Put it into the shape in which your pupils can receive it, and get from it a sense of long ago; of a people like the Italians they see in the street but prouder; of a people terrible in war, loyal to their country to the death, and submitting, though so true and brave, to a tyranny unknown among the civilized nations of to-day, to that of a Nero; of a people used to cruelties now almost forgotten (their games and punishments); of a city like, yet unlike, any American city (pictures and descriptions). Make them conscious of a great watery distance between themselves and the Rome of to-day, and of a great lapse of time between now and those days when artists made such beautiful things, yet kings committed such dreadful deeds. Get their historic sense awakened—that is the beginning. Having made it, follow the chain of events your pupils are most capable of following. It may be a chain showing how, in past times, nations could not agree and live in good neighborhood as they do nowadays.

The story of Joan of Arc may be your second centre. Surround the mere incident with all that can appeal to the young imagination, cultivate the sentiments of pity and justice, and teach toleration for the sins of darker times, while implanting a hatred of war and a love of peace, and imparting a general idea of how civilized man has travelled from fiercer to gentler ways. But this time your children are ready for the persecution of the Puritans, and it is not at all necessary to stop and tell of the discovery of America and the explorations of the Cabots before introducing the voyagers in the *May-flower*. The persecutions *by* the Puritans may well follow as a next theme, and, if your subject has been well worked up, the successful war of science with superstition may fittingly close one historic series.

We are going beyond the limits of our question, but history is a

difficult subject to drop. Having begun in this way, by giving the children a set of general conceptions, in chronologic (if not close) succession and philosophically connected, it were well to keep these few events as historic stations from which trips may be taken in search of more immediate effects, and between which other stations may be established from time to time. A coherent basis for all future historical study may be thus laid, such as no printed chronological table of events has ever succeeded in supplying, and a taste for the subject will be a pretty sure result.

“But about the little ones?” Some one says history should be begun in the lowest grades. Well, the story of Jack Sprat and his wife is a perfect tid-bit of history and as for biography, what briefer, truer or more telling selection could you make than the well-known incident from the life of Little Jack Horner?—and he said, ‘What a good boy am I!’” The fictitious personages of nursery literature exercise the baby mind before school age and prepare it to receive the less fictitious personages of mythology, whom the uncertain lights of a misty antiquity permit to ride the clouds and perform exaggerated feats. Next in order, come Bible stories—the stories of Noah, of Moses, etc. The Goliaths of profane history naturally follow.

—QUEER ANSWERS.—Since wit has been defined by Noah Webster as the “felicitous association of objects not usually connected, so as to produce a pleasant surprise,” may not the pupils of some of our public schools, who gave the following answers to their examination questions, lay claim to it? The record as here given is *bonâ fide*, having been read during the last week at the graduation exercises of one of the leading grammar schools of this city:—

1. Who were the Pilgrims? A dirty, filthy set who lived under the ground.
2. Name a domestic animal useful for clothing and describe its habits. The ox. He don't have any habits, because he lives in a stable.
3. If you were travelling across the desert, where would you choose to rest? I would rest on a stool.
4. Mention five races of men. Men, women, children, and babies.
5. Describe the white race and show that it is superior to the other races. A white man will nod at you when he meets you on the street.
6. Of what is the surface of the earth composed? Dirt and people.
7. Name a fruit that has its seeds on the outside. A seedcake.
8. Name five forms of water. Hot water, cold water, faucet water, well water and ice water.
9. Name and locate the five senses. The eyes are in the northern part of the face and the mouth in the southern.
10. Who were the Mound Builders? History cannot answer these questions; science only can.

11. Define flinch, and use it in a sentence. Flinch, to shrink. Flannel finches when it is washed.

12. By what is the earth surrounded, and by what is it lighted? It is surrounded by water and lighted by gas and electricity.

13. Name six animals of the Arctic zone. Three polar bears and three seals.

14. What is yeast? Yeast is a vegetable flying about in the air, hitching itself on to anything.

15. Why do you open the dampers in a stove when lighting a fire? To let the oxygen in and the nitrogen out.

16. What did the constitution do for the country? It gave the President a head.

17. What are the last teeth that come to a man? False teeth.

—The suggestion has been made that our teachers should have their pupils drilled in practical geometry before they are called upon to take up Euclid. For the benefit of those who are willing and anxious to try the experiment we will make a selection of simple problems. The instruments required by the pupil are supplied nowadays at a very cheap rate. A pair of compasses and a ruler, with a protractor are about all that are necessary.

1. Draw two lines so as to make four angles.

Two lines so as to make two angles.

Two lines so as to make one angle.

2. Draw two lines making an angle of 30° .

To a vertical line draw a line making an angle of 70° .

To an oblique line draw a line making an angle of 110° .

3. Draw two lines making two angles, one of which measures 60° . Mark in the adjacent angle the number of degrees it contains.

If one of two adjacent angles measures 80° , how many degrees will there be in the other angle?

4. Draw two lines making two equal adjacent angles. Mark in each its contents in degrees.

Draw two lines making four equal adjacent angles. Mark in each its contents in degrees.

5. Draw a perpendicular to a horizontal line.

A perpendicular to a vertical line.

A perpendicular to an oblique line.

6. Draw two lines intersecting at an angle of 60° . Mark in each of the other three angles its contents in degrees.

Draw two lines intersecting at an angle of 80° . Mark in each of the other three angles its contents in degrees.

7. With the same centre, draw three circles. Through their common centre draw two lines intersecting at right angles. On every arc of each circle mark its length in degrees.

Through the centre of three concentric circles draw two lines intersecting at an angle of 60° . Mark on every arc of each circle its length in degrees.

8. To a horizontal line draw two perpendiculars one inch apart. Where will they meet?

Draw two perpendiculars to a vertical line.

Two to an oblique line.

9. By means of the ruler and the triangle, draw several perpendiculars to a line.

By the same means, draw several oblique lines parallel to each other.

10. Draw two lines intersecting at an angle of 40° .

By means of the ruler and the triangle, draw a third line parallel to one of the others. How many degrees are there in the angles formed by this line and the secant line?

—Concert Reading and Recitation. There are strong arguments for and against this method (which should always be used as an auxiliary, never as a “principal part”) in all grades. If you have “backward” pupils who are either dull or timid, or both, it is a real boon to them, for their individuality is lost in the general enthusiasm of class work. This is, however, a strong argument against too much of it—for teaching must be individualized, to be of value, and machine work must not predominate, to say the least. While the expression in reading will have been found to improve by concert reading, care must be observed that no one depends upon the *class* for his own direction as to tone, style, time, key or power. In giving a bird’s-eye view of coming lesson, bridging over difficulties that must be understood, before progress is had, concert recitations are found very helpful, especially in reading, spelling, (orally), etc. In reading there is another argument in its favor, if not used exclusively, but after the day’s lesson: *practice*. A class may “review” the entire selection of a concert reading in a few moments. “We learn to do by doing,” and this gives greater opportunity for practice than individual work can, especially in large classes, it carries a corresponding advantage.

It also gives opportunity for impersonal criticism, which is always helpful. “Some one is reading a little bit too rapidly.” “I hear one voice that is pitched too high.” “Somebody is careless in articulation.” “Do I hear some one who is about half a syllable behind the rest?” will carry the criticism home and hurt no one’s feelings. Thus, individual faults may be pointed out, but not pointed *at*, saving humiliation and perpetuation. Voices may be harmonized, harsh ones made melodious, shrill ones toned down, and all made to blend in unison time. Try it—but *don’t overwork it*.

Correspondence, etc.

The cry for better English carries with it the cry for better spelling. A gentleman writing to the papers about this matter says:—

“If I get on the Board of School Commissioners again, and I hope to, I shall labour to correct the error which our schools are committing.

“ We are neglecting spelling, and we are doing pupils a wrong. I believe that there should be spelling every day through the school course, up to the very last day of school. The president of a big company in this city told me that he had to discharge four stenographers, accurate in their shorthand work, but who spelled so wretchedly that he was ashamed to send their typewritten letters to other business firms. It consumed too much time to correct these errors, and he simply had to keep changing until he secured one who could spell creditably.

“ Something similar to this was told me the other day by the head of a business house that has twelve travelling men on the road. He was simply amazed at the spelling in the letters which they wrote back to the house. Eight out of the twelve could not write three lines without incorrectly spelling as many words, and the remaining four were not guiltless of errors. He said that some of these young men had taken a commercial course, wrote an excellent hand, and were pushing, hustling business men, but that their poor spelling was always a drawback, and made an unfavourable impression upon the older business men who were taught under a system that made correct spelling the mark of highest distinction.

“ This is strong evidence against ‘ burn-the-spelling-book ’ system, but it is the experience of probably nearly every teacher in the higher institutions of learning who has to receive pupils from schools presided over by some modern educational prophet who has required his assistants to teach spelling incidentally only from the reading books.

“ Now and then these boys, the victims of hobby riding, even reach the college; and only last week a composition reached the hands of the writer in which a student spoke earnestly of “ loveing soals ” and the “ surviss ” which they performed. The gentleman is right. We need a system of teaching spelling that makes accurate spellers, and most assuredly that means the dropping of some modern hobbies.”

[The gentleman might have added, however, that as a knowledge of good English is not to be had by studying a grammar, neither is correct spelling to be had by studying a spelling book. The very evils that he complains of have arisen after years and years of application to the learning of the spelling of words from the speller, as he may readily learn by entering any of our schools.]

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 98, Quebec, P.Q.]

The *Atlantic Monthly* for October contains among its other most readable matter, “ The Genius of Japanese Civilization,” by Lafcadio Hearn; continuations of Charles E. Craddock’s “ Mystery of Witch-face Mountain ” and Robert S. Peabody’s “ Architect’s Vacation.” “ The Wordsworth Country on Two Shillings a Day,” by Alvan F.

Sanborn, is a delightful account of a delightful holiday in the part of England sung by Wordsworth. Fiction is further represented by the dramatic conclusion of Mrs. Ward's "A Singular Life" and a further instalment of "The Seats of the Mighty," Gilbert Parker's most interesting novel. The book reviews are, as usual, very good; amongst others is, "A Study of Exploration in New France."

The *Monist*, a Quarterly Magazine of Philosophy, Religion, Science and Sociology, for October, consists in part of: "The Darwinism of Darwin, and of the Post-Darwinian Schools," by George J. Romanes, M.A., LL.D., F.R.S.; "Science and Faith," by Dr. Paul Topinard; "Naturalism," by Prof. C. Lloyd Morgan; "Criminal Anthropology Applied to Pedagogy," by Prof. Cesare Lombroso; "The New Orthodoxy," by the Editor. The name of the editor, Dr. Paul Carus, vouches for the worth of the *Monist*, which is published by the Open Court Publishing Company, Chicago.

The *Political Science Quarterly*, published by Messrs. Ginn & Company, Boston, has in the September number an article on the "Relations of Labour and Politics in England," by Prof. James Mavor. It contains, also, "The Gold Standard of Currency," by Prof. J. B. Clark; "Ideal of American Commonwealth," by Prof. J. W. Burgess; and "The Study of Statistics," by Prof. Mayo Smith. The notices of recent literature are extensive.

Education, published by Messrs. Kasson & Palmer, Boston, is a valuable paper for the teacher. In the September number are interesting articles on "Moral Education," by Lewis V. Price; on "Memorizing," by Dr. Peter T. Austen; on "The New Education," by Superintendent C. B. Gilbert; and "Some Friends of Mine in Books," by Helen Lee Cary. The *Journal of Education*, published at 86 Fleet Street, London, is most welcome as a record and review of all things educational.

Art Education has entered on its second year, evidently with the best of prospects, and is doing good work in its chosen field of "manu-mental training." (New York: The J. C. Witter Company). The *School Journal*, published by Messrs. E. L. Kellogg & Company, New York, is one of the best educational weeklies issued; and with it may be classed our friend the *Michigan School Moderator*, published at Lansing, Mich. The *Moderator* is always welcome. The *Week*, of Toronto, fills its appointed place in our current literature in a way worthy of Canada, and deserves to be heartily encouraged by all Canadians.

Those of our teachers who have not a copy, should send for *Helps for Teachers*, a descriptive catalogue of educational publications issued by Messrs. E. L. Kellogg & Company, 61 East Ninth Street, New York.

"CLEAR ROUND!" by Mrs. E. A. Gordon, and published by Messrs. Sampson, Low, Marston & Company, London, is a most interesting book. Geography is an important branch of common school education,

and we can think of no more delightful way of learning about the earth and its inhabitants than is made possible by Mrs. Gordon's description of a "trip round the world" by way of Canada, Japan, China, India, and Egypt. The part relating to our own country is particularly good. The maps and illustrations which adorn "Clear Round!" are all that could be desired. This book would make a valuable addition to the school library, and might be used with much advantage in the geography class.

LONGMANS' ENGLISH CLASSICS, edited by Prof. George Rice Carpenter, A.B., of Columbia College, and published by Messrs. Longmans, Green & Company, New York and London. We are pleased indeed to receive several of the latest additions of this admirable series of the English Classics, which includes already such good reading as Irving's *Tales of a Traveller*, George Eliot's *Silas Marner*, Scott's *Woodstock*, Defoe's *History of the Plague in London*, Webster's *Bunker Hill Oration*, Macaulay's *Essay on Milton*, Shakspeare's *Midsummer Night's Dream*, and others. The texts are supplemented with excellent introductions and notes by the editor, while, with regard to the general get-up, these books are well printed and neatly and strongly bound in a tasteful cloth binding. Messrs. Longmans, Green & Company are to be complimented on this edition of the English classics.

MAP MODELLING IN GEOGRAPHY AND HISTORY, by Dr. Albert E. Maltby, Principal of the State Normal School, Pennsylvania, and published by Messrs. E. L. Kellogg & Company, New York and Chicago, deals with work in modelling in sand, clay, putty, paper pulp, plaster of Paris, and other materials. The course of training is well graduated, and begins with familiar objects, fields, hills, etc., and extends until it includes continents. Dr. Maltby's book not only gives instruction in modelling, but shows how the art, when learned, is to be applied practically. This is very much facilitated by numerous first-class illustrations. It should be possible to use for his own good the child's inherent love of "making things," and map-modelling opens up one direction in which this can be done; but, as the author says, "the teacher will use modelling as a *means*, not as an *end*, and thus make it a power in good instruction." "Map Modelling" is highly practical.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased under date 27th July, 1895, to appoint a school commissioner for the municipality of Port Daniel East, county Bonaventure.

September 20th.—To appoint Andrew Doig and David Todd school commissioners for the municipality of St. Andrews, county Argenteuil; Patrick S. Dunbar for St. Jerusalem, same county;

a school commissioner for St. Magloire, Bellechasse ; one for St. Raphael, same county ; one for Ste. Germaine, Dorchester ; one for Lauzon, Lévis ; two school commissioners for St. Urbain, county Charlevoix ; two for Ste. Anne, Chicoutimi ; two for Pointe aux Esquimaux, Saguenay ; two for St. Michel No. 8, Yamaska ; two for St. Michel No. 9, same county.

September 20th.—County Argenteuil, Saint Andrews village.—Rev. F. A. Dugas, continued in office ; County of Mégantic, Saint Pierre Baptiste.—Mr. James Crawford, to replace Mr. Robert Dick ; County Pontiac, “Upper Litchfield,”—Mr. Thomas Hanratty, continued in office ; County Pontiac, Portage du Fort.—Mr. Joachim S. Sauvé, to replace Mr. John Coyne.

September 23rd.—To appoint a school commissioner for the municipality of Château Richer, County Montmorency.

DIRECTORY OF SUPERIOR SCHOOLS, 1895–96.

- Aylmer.*—Mr. T. J. Symmes, B.A. ; Miss L. Austin ; Miss M. McLean.
Bedford.—Mr. E. G. Hipp, B.A., ; Miss A. M. Snyder ; Miss M. Taylor.
Berthier.—Rev. R. D. Mills, M.A. ; Mr. N. N. Lord, B.A. ; Mr. Wm. Beauchamp ; Mr. C. E. Jeakins.
Bolton Centre.—
Bryson.—
Buckingham.—Mr. L. D. Von Iffland, M.A. ; Miss Edith Higginson ; Miss Augusta Hooker.
Bury.—Miss E. Hepburn ; Mrs. Cook.
Clarenceville.—Mr. Geo. D. Fuller ; Miss Alice Elliott.
Clarendon.—Miss Barbara G. MacNaughton ; Miss Jane Armstrong.
Coaticook.—Mr. G. L. Masten.
Como.—Miss Frances Waldie.
Compton L. College—Mrs. Brouse ; Miss M. R. Simpson ; Miss Maude Johnson ; M. de Bellefontaine ; Miss Murphy.
Cookshire.—Mr. H. A. Connolly, M.A. ; Miss E. Ayerst ; Miss Stephens.
Cowansville.—Mr. E. S. Rivard, B.A. ; Miss Mabel M. Watson ; Miss Jessie Noyes.
Danville—Mr. W. T. Briggs, B.A. ; Miss Nellie P. Bliss ; Miss M. Hall ; Miss Bessie Atkinson.
Dunham.—
Dunham L. College.—Rev. N. A. F. Bourne, B.A. ; Miss L. O’Loane ; Miss A. B. Kruse ; Miss Isabella Ball.
Farnham.—Mr. Ernest Smith ; Miss Mancy Hayes.
Fort Coulonge.—Miss E. M. Burwash.
Frelighsburg.—Mr. A. J. Bedee ; Miss Mary Hall.
Gould.—Miss Annie E. McDonald ; Miss A. E. Morrison.
Granby.—Mr. J. W. Alexander, B.A. ; Miss J. Solomon ; Mrs. W. A. Kimpton ; Miss M. B. Gill.
Haldimand.—
Hatley.—Miss C. M. Stevenson ; Miss Marcia R. Carbee.
Hemmingford.—Mr. John Lipsey ; Miss D. Wilson
Hull.—
Huntingdon.—Mr. C. S. Holiday, B.A. ; Miss C. Nolan ; Miss J. McLean ; Miss E. Gordon ; Miss M. Rennie ; Miss A. Dickson ; Miss M. E. Bradford.
Inverness.—Mr. R. H. McRae ; Miss Sarah F. McCullough ; Miss G. S. Brouard.
Kinnears Mills.—
Knowlton.—Mr. Levi Moore, B.A. ; Miss Maud Marsh ; Mrs. Brown.
Lachine.—Mr. E. N. Brown, B.A.

- Lachute*.—Mr. N. T. Truell ; Miss M. A. Van Vliet ; Mr. Carroll D. Dyke ; Miss Jessie Stobo ; Miss Helen Paton ; Miss Margaret Barron.
- Lacolle*.—Miss M. R. Graham ; Miss Ida Featherston.
- Leeds*.—Mr. Wm. O. Rothney ; Miss Jennie V. Woodington.
- Lennoxville*.—Miss Effie Hill ; Miss Iva Elliott ; Miss Nellie Bown ; Miss Nellie McFadden.
- Lévis*.—Miss Jane K. Barr ; Miss E. A. Woodside.
- Magog*.—Mr. J. H. McRae ; Mrs. M. A. Young.
- Mansonville*.—Mr. Alfred C. Paintin ; Miss H. Shepherd ; Miss N. E. Collins.
- Marbleton*.—Miss Annie R. Westman ; Miss Kate Morison.
- Montreal Junction*.—Mr. T. H. Evans ; Miss E. F. Thornton.
- Mystic*.—Mr. F. C. Banfill ; Miss Nellie G. Sulley.
- Orms town*. Mr. Chas. W. Ford ; Miss Agnes Blackett ; Miss Ella Spearman.
- Paspebiac*.—Miss M. R. Caulfield ; Miss L. M. Howatson.
- Portage du Fort*.—Miss Annie Thomson ; Miss Mary J. Carey.
- Quebec (Girls' High)*.—Miss E. Macdonald.
- Rawdon*.—Mr. James E. Thompson ; Miss Bessie Davies.
- Richmond*.—Miss E. Mina Smith ; Miss Annie E. Smith ; Miss Kate Goodfellow.
- St. Andrews*.—Mr. F. W. Vaughan ; Mrs. C. E. Simpson.
- St. Francis College*.—Mr. J. A. Dresser, B.A. ; Mr. H. A. Honeyman, B.A. ; Mr. C. W. Parkin ; Miss Bessie Lufkin, M.L.A.
- St. Hyacinthe*.—Miss K. C. Cole ; Miss Ida Huddell.
- St. Johns*.—Mr. Max Liebich ; Rev. W. Windsor ; Miss Bulman ; Miss Nicolls.
- St. Lambert*.—Mr. C. A. Jackson ; Miss Martha Brown, B.A. ; Mr. Wm. Larminie ; Miss Maude McLeod ; Miss Mary McLeod.
- St. Sylvestre*.—Miss Catherine A. Sutherland.
- Savyerville*.—Miss E. Paintin ; Miss Lucy Amable ; Miss Mary McDonald.
- Scotstown*.—Mr. John McMullan ; Miss Agnes Sever.
- Shawville*.—Mr. W. G. MacNaughton ; Miss McKechnie ; Miss Martin.
- Sherbrooke*.—Mr. J. H. Keller ; Miss Shirreffs ; Miss Mitchell ; Mrs. Berry ; Miss Hawley ; Miss Pierce.
- Sorel*.—Miss May G. Johnson.
- South Durham*.—Mr. James E. Fee ; Miss Edna J. Duffy.
- Stanbridge East*.—Mr. Nelson C. Davies ; Miss Jessie Corey.
- Stanstead W. College*.—Rev. C. R. Flanders, B.A. ; Miss E. R. Pitcher, B.A. ; Mr. M. M. Hart, B.A. ; Miss J. E. F. Mackenzie, B.A. ; Miss Iola Shufelt.
- Sutton*.—Mr. R. E. Howe, B.A.
- Three Rivers*.—Mr. Jas. A. Mackay ; Miss Annie C. Melrose ; Miss M. McCutcheon.
- Ulverton*.—Miss C. W. Woodside ; Miss Lucy Reed.
- Valleyfield*.—Mr. D. M. Gilmour ; Miss E. C. McWarren ; Miss McGill ; Miss J. Sutherland.
- Waterloo*.—Mr. Jas. Mabon, B.A. ; Miss Wildred M. Richard ; Miss Lucia Brown ; Miss Mary Howard ; Miss Josephine Temple.
- Waterville*.—Miss T. J. Reid ; Miss Elizabeth Ball ; Miss Maud Fuller.
- Westmount*.—Mr. J. A. Nicholson, M.A. ; Mr. W. Chalk, B.A. ; Mr. D. S. Moffat, B.A. ; Miss J. Reay ; Miss P. Steacy ; Miss May Meiklejohn ; Miss A. Symington ; Miss M. B. Walker ; Miss C. A. Arbuckle ; Miss A. Smith ; Miss A. E. McMaster ; Miss A. Y. Ramsay ; Miss A. M. Wells ; Miss S. L. Abbott ; Miss A. Kirkman ; Miss S. Maguire ; Miss G. Minto.
- Windsor Mills*.—Miss Minnie L. Armatage ; Miss Hattie Bailey.

CIRCULAR FOR 1895-96.

The attention of the principals of the Superior Schools under the supervision of the Protestant Committee of the Council of Public Instruction is respectfully invited to the following :—

1. The course of study and a neatly written or printed time-table should be framed and hung on a wall of the school-room.

2. The regulations referring to apparatus should be carefully considered at the beginning of the year, and the articles required procured at once from the Commissioners.

3. In English the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definitions of words, abstract writing are to be found from the beginning of the book to page 152, and in the Fifth Reader from the beginning of that book to page 157. The poetical extracts should receive careful attention. All teachers are earnestly requested to introduce daily practice in the making of sentences as an adjunct to every subject of school study. There should be abstract writing in every class preparing for the June examinations.

4. In Grade I. Academy, the selections for French reading and translation are included in the first half of the Progressive Reader, with the first five prose extracts for dictation and re-translation. In Grade II. Academy, the selections in French are to be taken from any part of the Progressive Reader with the first ten prose extracts for dictation and re-translation. The pupils of Grade II. Model School may read the first five extracts from this book in connection with their grammatical course.

5. The Mental Arithmetic and Memory Drawing examination will be much the same as those of last year.

6. In the exercises for translation of Latin in Grade II. and III. Model School, the selections will be taken, as alternates, from Collar and Daniel and Smith's Principia.

7. Take note that the items on which the Inspector's special report in connection with each school is made up are : diplomas, efficiency of staff, salaries, condition of building, furniture, apparatus, grounds, closets, physical drill, vocal drill, sentence drill, and general discipline. The condition of the school library will also be taken note of this year.

8. The principal or head-teacher is expected to send, immediately on return of mail if possible, the name of the Secretary-Treasurer of the Board of School Commissioners and a complete list of the staff of his or her school, to the office of the Inspector of Superior Schools.

9. According to the scheme lately issued in connection with Bible Study you will please take note that pupils in Grade I. Model School will be examined in the "Life and Words of Christ," and the sixth chapter of St. Matthew ; that pupils in Grade II. Model School will be examined in "Old Testament History Complete," and that Grades I. and II. Academy will be examined in the Gospels and the Acts of the Apostles with selection to be made by the teacher.

10. In the French for Grade III. Academy no selections have been made for translation or re-translation. The teacher had better do what he has been doing heretofore.

J. M. HARPER,

Inspector S. S.

OFFICE OF THE
INSPECTOR OF SUPERIOR SCHOOLS, }
QUEBEC, September, 1895. }

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1895, (ACADEMIES).

NAMES OF ACADEMIES.	Grand Total Marks.		Average of the Percentages.		Pupils.		Gr. II. Mod.		Grade I.		Grade II.		Grade III.		Lat.		Greek.		French.		Eng.		Geom.		Alg.		Arith.		Appliances.			
	Enrolled.	Presented.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.				
Aylmer.....	55	35	71	32	3	12	11	1	14	14	0	7	7	0	2	23	0	34	1	35	0	22	0	29	6	32	1	1250				
Bedford.....	72	27	71	19	8	9	5	4	12	9	3	4	4	0	2	1	15	4	26	1	25	2	14	3	19	7	20	5	1289			
Coaticook.....	41	20	79	16	4	4	2	2	8	7	1	5	5	0	3	2	1	17	1	19	1	18	0	16	0	19	1	16	1	1375		
Compton Ladies' College.....	33	25	74	18	7	6	4	2	8	5	3	10	8	2	1	0	25	0	23	2	23	2	19	0	12	13	17	7	1248			
Cookshire.....	55	28	71	23	5	7	6	1	10	8	2	9	7	2	2	0	7	3	27	1	25	3	19	2	17	11	22	4	1212			
Cote St. Antoine.....	98	69	78	54	15	31	24	7	20	14	6	14	13	1	4	3	1	47	3	66	3	69	0	38	0	52	17	54	11	1385		
Cowansville.....	54	19	82	17	2	4	4	0	5	5	0	8	6	2	2	0	12	0	19	0	18	1	15	0	14	5	16	1	1293			
Danville.....	45	41	65	26	15	17	10	7	13	9	4	7	3	4	4	0	7	1	40	1	34	7	18	4	28	13	28	9	1305			
Dunham Ladies' College.....	25	12	72	9	3	4	3	1	4	3	1	1	1	0	3	2	1	8	1	12	0	12	0	4	0	7	2	7	2	1185		
Granby.....	73	33	63	17	16	11	5	6	10	5	5	6	3	3	6	4	2	20	3	29	4	27	6	15	2	22	11	16	11	1315		
Huntingdon.....	142	92	82	79	13	18	16	2	38	32	6	28	24	4	8	7	1	68	5	89	3	91	1	72	2	71	21	75	9	1400		
Inverness.....	52	22	79	22	0	5	5	0	11	11	0	2	2	0	4	4	0	14	1	22	0	22	0	17	0	18	3	18	0	1159		
Knowlton.....	34	18	72	12	6	4	2	2	11	7	4	2	2	0	1	1	0	13	0	18	0	13	4	13	1	13	5	15	2	1148		
Lachute.....	110	82	70	50	32	27	10	17	35	26	9	10	9	1	10	5	5	51	18	6	0	69	13	76	6	49	4	50	32	58	14	1320
Shawville.....	71	7	56	0	7	1	0	1	3	0	3	3	0	3	0	4	1	0	5	2	3	4	4	1	3	4	1	6	1155			
Sherbrooke.....	98	60	78	55	5	21	18	3	11	10	1	15	15	0	13	12	1	37	7	60	0	58	2	34	4	47	12	45	2	1370		
Stanstead College.....	85	71	85	29	5	7	4	3	8	6	2	14	14	0	5	5	0	31	1	4	0	34	0	32	2	25	0	33	1	27	2	1210
St. Francis College.....	62	29	54	14	15	10	4	6	8	6	2	3	1	2	8	3	5	10	7	22	7	17	4	12	1	22	6	11	10	1186		
St. Johns.....	64	36	45	6	30	9	4	5	15	1	14	5	1	4	7	0	7	14	11	27	9	18	18	5	20	8	28	13	16	1088		
Sutton.....	58	37	77	20	17	7	0	7	11	6	5	12	7	5	7	7	0	29	3	36	1	27	10	23	0	24	12	23	7	1313		
Three Rivers.....	27	18	54	4	14	7	0	7	5	2	3	4	1	3	2	1	1	14	3	17	1	13	5	3	1	7	11	4	12	1035		
Waterloo.....	90	59	73	36	23	21	12	9	20	11	9	16	11	5	2	2	0	50	4	58	1	52	7	36	1	26	38	43	14	1310		

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Articles : Original and Selected.

THE PRESIDENT'S ADDRESS.*

BY R. J. HEWTON, M.A., INSPECTOR OF SCHOOLS.

The premier of a government is regarded as the representative or embodiment of its general policy ; it seems fitting, also, that the President of this Association—though he can make no claim to speak *ex cathedra*, to express anything but his own individual opinion—should speak of general matters rather than of any particular phase of educational work.

I lay it down as a first principle, that not the least important part of our work as a Teachers' Association is the cultivation of a sound, vigorous and healthy public opinion on matters educational. We should aim at fostering an ideal that shall grow and spread till it makes itself felt in the parliamentary halls of the country. We are too apt, when we have the opportunity of addressing a meeting such as this, to ask people to do things which are impossible, or, equally effective as a deterrent, which they believe to be impossible ; but it is not impossible for us, individually and collectively, to do something to elevate the tone of public opinion on school matters. Our standards must be high, but they must be wise, prudent, practical. Once the mind of our people is ingrained with the idea that educa-

* Delivered before the Convention of the Association of Protestant Teachers, held on October 10th, 1895, in the City of Sherbrooke.

tion is the birthright of every citizen, that national life depends on it, we will progress by leaps and bounds.

Governments are no better and no worse than the people they represent; education is no better than those who administer it.

It has seemed good to me, therefore, to speak of what I shall, for lack of a more descriptive title, call Public Education. I do not expect to tell you anything new; I do not expect to say anything old in a new way; yet no more important truth will ever ring in your ears than that which I intend to repeat, and again to repeat, that the education of their children is the primary duty of every people.

We are all believers in the concrete method of teaching: bear with me if, for a while, I adopt that plan to-night.

A glance backward through the mists of two or three centuries would show a wondrous change in the country extending along those beauteous rivers, whose pæan of joy and praise we hear even now as I address you. O'er hill and dale; by moor, fen and river brink; by cataract, brook and mountain; by spreading lake and lonely tarn—far as eye can reach or thought extend—stretch the illimitable forests. On every side tall birch and beech, maple, ash, and elm, mingle with pine, spruce, hemlock and fragrant balsam, and raise their proud heads heavenward. The same rivers sing their endless songs, as they swirl and rush, with varied note, past the same rocks as to-day. Wealth in untold millions lies rotting in the deep green shade, unconscious of their song. Beneath the soil uncounted treasures await the hoe, the spade, the plough of the husbandman, or the miner's persistent drill, as the proud monarchs of the deep green wood await the axe and saw of the lumberman and settler. Truly a wonderful land—a land of luxuriant and extravagant beauty! From the pebbles that gleam with ever-changing tints along St. Francis' hasty tide to the highest point on Orford's rugged crest, no spot is found that does not teem with vegetation. The soft green of Spring, the deeper hue of August, the crimson and gold of October, are there; there, too, are the unbridled passions of uneducated Nature. Wolves howl in heart-stilling unison on November nights; the fox slinks by with cringing step, or with dismal scream disturbs the dreariness of the darkness; the stealthy panther, hunger-driven, crouches to destroy; and the no less stealthy human panther steals, blood-thirsty, on unconscious prey.

Though the forests teem with countless treasures, no good has sprung therefrom; no one, on winter night in treeless land,

blesses Canadian woodland. Though stately rivers, as to-day, flow seaward, they bear with them on their broad bosoms no laden barges, no stately ships, no smart traders, or compact fishermen.

Countless millions are there, but no people are richer, more comfortable, or happier because of them.

That is a picture of an uneducated land, a land left to the undirected efforts of Nature—a land strong, sturdy, luxuriantly beautiful but exceedingly unprofitable.

Again: the lopped limbs of mighty giants strew the ground in wild disarray; of growing tree no part is left that can be transfused to gold: on plain and bold hillside, all have yielded to the indiscriminate axe—every head is laid low with reckless extravagance. Anon the roar of the fire-king is heard, and, far and near, Nature's grandest efforts in the vegetable world are converted to dust and ashes.

A rut-worn, grass-grown road, without a purpose in life, winds, it knows not how, it knows not where, through brush and brake; the remnants of a weary fence, despondent, hide themselves amid dwarf birch or cherry; unpainted houses and weather-beaten barns, doorless, stand cheerless and desolate by the roadside; here and there a poverty-stricken cow, with blinded face and chin tied to foot, gleans a scant living from the disheartened soil. No tree, save a dead relic of past grandeur, marks the horizon; the wind moans as it passes, and hurries on, shuddering, to seek a more congenial playground. Weeds and brush obtain where noble trees once stood or golden grain smiled as Autumn approached.

These are examples of wrong education; and I leave you to deduce the conclusion that wrong education will, in the end, give more unsatisfactory results than no education: witness the columns of newspapers.

Let us look once again on our first panorama. What a change is here! The branching monarch of the forest no longer usurps the whole land, while in sufficient variety,—

“ The courtly elm and sturdy beech
Cast grateful shade o'er sandy reach;
The stately hemlock's russet pride
Gives bolder lines to worn hill side,
As, tossing high fantastic arm,
He woos the wind with fragrant charm,
Like love-lorn maid, with fickle swain,
Set captive in a rainbow chain.
The lordly pine, aspiring high
To cast a shadow on the sky,
With many a stately forest tree
Unites ————— ”

As of old,

“The earth-star decks the trembling bog,
The trillium nods on prostrate log ;
The dog-tooth sheds a golden hue
O'er varied beds of deepest blue ;
The dew-drop bright, like angels' tears,
On moss and fern and leaf appears.”

Soft green covers the land on every side ; the orchards perfume the ambient air, and pour their milk-white blossoms in glorious profusion. The low of kine, the bleat of lambs, and the satisfied grunt of more prosaic quadrupeds, are heard instead of the cry of the wolf and wild-cat. Again the fields assume a deeper tinge, and the click and burr of the mowing machine and the cheery shout of the hay-maker awaken the drowsy echoes, or the ripening grain transfuses the land to gold. Homes—sweetest and holiest word in existence, making possible those others, happiness, mother, heaven—homes dot the plains and nestle in cosy valleys. Our noble rivers bear on their broad bosoms stately craft, carrying off our surplus wealth to increase the comfort and happiness of other lands. The hum of industry is heard, and the happiness of work is evident. The land has been educated ; Nature, ever anxious to be up and doing, has been assisted and directed.

The contrast between non-education, wrong education, and correct education, will be equally marked and of similar nature, in what we especially understand when we speak of education.

To develop a sound and vigorous public opinion on any question, we must ourselves have a clear idea of what it is, what are its basic principles, and by what marks or signs it may be recognized. Understanding these, we may strive for the desideratum of good public schools ; public and good in the true sense. The public school is built on the same foundation as citizenship, or rather citizenhood : the union of all the individuals of a country for the general good. Each individual is free, except so far as the equal freedom of his neighbours imposes restrictions on his actions. These restrictions crystallize into laws more and more just as the individuals nearer and nearer approximate the perfect man.

Man is not simply a physical being, a highly-developed animal ; he is not merely an intellectual machine in a physical framework, as I am sorry to say many of our teachers seem to think ; he is not just a physical means of developing spiritual, moral or religious ideas, as many thoughtlessly seem to teach. He is a combination, a union ; nay, more, a blending of all these ; and any system of education which can truly be called such must take cognizance of that blending.

And here I wish to protest with all my strength against that narrow, soul-killing utilitarian idea of education which I have heard people give expression to even in this enlightened and progressive City of Sherbrooke, and which is too prevalent throughout the land, that education is a mere preparation for work, that for the people it should be narrowed and contracted to the "practical subjects which will enable a boy to make a living." Among all the errors to which the untrained mind of man is prone, there is no more pernicious misconception than this, since it casts aside, with scarce a contemptuous thought, the grandest, the noblest, the best elements of human nature; it degrades man to the level of a machine, and lessens his chances of happiness. In endeavouring then to create and promote a sound, healthful and vigorous public opinion on matters scholastic, we must remember that the scope of education includes the whole nature of man.

To such an education the following tests may be applied with perfect confidence :

It will form a perfect foundation for just, constitutional government.

It will increase the true intelligence of all who come under its benign sway, thus enabling them better to perform the duties of private life, better to exercise the rights and privileges and to conform to the obligations of citizenship, better to fill such places of trust and honour as their circumstances require; it will give to each individual greater wealth-earning power, thus conferring untold blessings on the country in particular and on mankind in general, and, greatest and best of all, it will enable them to become happier by opening to their view new vistas in the realms of thought, leading to grander conceptions of the wondrous truths of Nature and the beneficence of the Creator.

Education, in short, is the acquisition of power, the development of true character, rather than the accumulation of knowledge; *i.e.*, it is the application of knowledge, not the knowledge itself, which is potent for good as for ill.

How should it be obtainable ?

Public education, when we secure a perfect system, will be *entirely free, with all which that includes*. It shall be supported entirely by public taxation; for it benefits the whole community much more than the individual. This is evident, since education, as I understand it, will reduce crime and its cost, will lessen disease, will make life and property safer, will lay deeper and surer the foundations of justly constituted authority, and

will increase the wealth and happiness of nations ; consequently, every individual is bound to bear his due proportion of its cost, that the welfare of the many be not sacrificed to the supposed interests of the few.

Having thus established what shall be regarded as the general principles which shall underlie a system of public instruction, let us see what will be its physical features that we may judge how far we fall short of perfection in these boasted Eastern Townships, and even in our great cities ; thus we will be in a position to invoke the remedy point by point as we deem them to rank in importance.

1. It shall be *equally* available for every child, whether he live in city, town, village, or remote country district.

2. It shall, as already stated, be free, and consequently compulsory ; for since the state educates for the general good, individuals shall not be allowed to destroy its work by opposition to its just plans. A fixed minimum of attainment shall be established, to which every sane healthy child shall arrive before leaving school.

3. Professionally trained teachers, of broad culture and pure refinement, shall have charge of every class in every school ; for it is no less an evil to place untrained or vulgar teachers in charge of the plastic nature of our little ones than it would be to place untrained physicians in charge of their physical welfare.

4. It shall provide, wherever necessary, neat and appropriate school buildings, properly heated, seated, lighted, equipped and ventilated, with sufficient play grounds, and means for bringing the children there.

5. Lastly, in addition, the broadest and highest culture in the land shall be free to all who wish to take advantage of it.

All this, of course, considerably curtails the right of each individual to do as he pleases, but you will remember that that right only extends so far as it does not conflict with the equal rights of all the other individuals who compose the State ; *e.g.* :—

No parent has a right to deform the body of his child ; equally, he has no right to deform his mental or moral nature : it consequently follows that no government based on a true system of public education will allow any school—public, religious, or private—to give a child an inferior or faulty education. It becomes its duty to make a poor school an impossibility, and so to guard the unwitting parent from inflicting an injury on those he loves, and, through them, on the State of which he is a part.

There is a phase of public education which is agitating men's minds to-day, and which I approach with considerable diffidence, for it seems to have the effect of inflaming the minds of those who discuss it in private or in public; yet since education must consider the whole nature of the pupil, it is necessary to notice it, and that somewhat carefully. I mean, of course, religious training.

What is religious teaching, and how can it be given in a mixed community like ours?

Is religious teaching the memorizing certain facts or formularies, or is it the ingraining of these in the fibre of child nature by the daily life? Is it true, or is it not, that we must teach religion or morality as we teach arithmetic or reading, or any other subject, by having the child practise it? We teach him to read by having him read; must we not likewise teach him to be moral, to be religious, by having him perform unselfish, noble acts. I have heard some one say, somewhere, that religion is not a sentiment, an emotion, or a dogma, but *a service*. Do we believe this? If so, we have gone a long way towards settling the question of religious training.

With those who urge the importance of moral and religious training, I am fully in accord; but it must be broad, catholic in spirit, not narrow sectarianism under the cloak of religion; and, like patriotism, it should begin at the mother's knee.

I have no intention of taking up the question of separate schools; time does not allow. I do wish, however, to give expression to certain principles which I believe underlie the whole question, and which must guide the people of Canada if they are to solve this question satisfactorily.

Public opinion on this question may be roughly divided into two heads:—

1. Those who are simply utilitarian, and believe that religion has no place in the public schools of a Christian land;
2. Those who believe that each Church or Society should conduct schools at more or less cost to the State.

To the first class we say, It is a fundamental principle of education that *all the faculties* must be trained.

To the second class we say: Since a State is composed of individuals possessed of equal inherent rights, if one Church or Society has a right to special schools supported by public moneys, others have an identical right; what belongs to one belongs equally to all. If we follow this system to its logical conclusion, in a mixed community like our own it will result in a multiplicity of poor schools, in a waste of money, in the

loss of educational unity, in a weakening of the national idea that makes national life possible, and in the intensification of bigoted sectarianism. Yet, in a State based on a sound system of public instruction, insisting on all schools, private or denominational, giving an established minimum education equal and similar to that of the public schools, there seems no reason why Churches should not establish schools, and in them give an additional training to those who wish to take advantage of it.

Are you, fathers and mothers whom I address to-night, sufficiently impressed with the value of a true education to think a little seriously of how we may remedy the faults which we know exist in our public schools? If so, then I shall not speak in vain.

Are you, young men and maidens, willing to think a little on this subject? Then I shall not speak in vain.

To the young men I say, there is fame, there is honour, there is glory to him who shall in this Province make education a living, throbbing question, and lead it onward and upward to higher things.

Are you, teachers, as you return to your various spheres of usefulness, taking with you any inspiration that will help you on your way, that will enable you, through unselfish acts and by judicious division of labour and responsibility, to lead your pupils to be manly and unselfish on play-ground and in school room, that will inspire them with reverence for justly-constituted authority, that will give them a horror of the untruthful, the unkind, the unclean, that will develop all their faculties, that will fit them for the duties of citizenship in a State founded on true principles, that will make them more and more approximate the ideal we dream of when we speak of the Fatherhood of God and the brotherhood of man? Then I shall not speak in vain.

Editorial Notes and Comments.

The minutes of the late Convention not having reached us, we have thought it best in fulfilment of our promise last month, merely to note the more important of the discussions that were heard in the Art Hall of Sherbrooke during Convention week. In this month's issue appear two of the papers read, which, no doubt, our readers will be pleased to have in full in printed form. Mr Lawrence, who wrote the address of welcome, is a prominent lawyer in Sherbrooke, who has taken a warm interest in the public schools of that city, having been for a long

period the Chairman of the Protestant Board of School Commissioners. His interest in the general educational affairs of the Eastern Townships is also beginning to be well-known, and from his early experience as a member of the staff of the Bureau of Education in Washington, he can always bring to bear on any educational point a maturity of opinion which has to be respected. His address of welcome has a true note about it which every teacher should practise until he finds it the true tune of his professional being.

—The discussion on "Agriculture in Schools" was inaugurated by a moderately toned paper on that subject, written by Mr. C. C. Kendrick, who is well known in the Eastern Townships as a practical agriculturist. All that Mr Kendrick asked could easily be granted, if the way were judiciously prepared for the introduction of agriculture as an incidental school study. Nor were Mr. Fisher's demands in this connection out of the way. Mr Fisher, so well known in political circles all over the Dominion, is well known also in the district of Brome and the province at large for the interest he has taken in the opening up of a better way of living for the farmer. In his address before the Convention, as he followed up the contentions of Mr. Kendrick, he took care to point out the hindrances in the way of introducing agriculture as a school study to be taught on a scientific basis. The schools were not attended by pupils who could understand scientific principles. The teachers were altogether incapable of teaching agriculture, and the introduction of a scientific text-book would make the study a burden on the schools all but insufferable. Mr. Fisher, however, contended that the necessity for doing something was pressing upon us. He was of opinion that some form of a primer should be prepared—something very elementary in its character, until such time as the trained teacher coming from the Normal School could take up the subject of agriculture much in the same way as hygiene has come to be taught in all schools. The discussion was brought to a close by the Inspector of Superior Schools who endeavoured to define and elucidate the true function of the school, pressing upon Mr. Fisher and others the fact that because an educated boy desired to leave the farm and the workshop, the education he received was not to be condemned on that account. The best common school education a boy can receive will never induce him to turn from hard labor to an easier time of it, if the hard labor pays better than the easier time. When farming pays better than clerking, there will be no dearth of farmers, and educated farmers too. The common

school has no share in the enticement of our young men from the farm and the workshop, and the sooner our publicists run away from this notion the nearer they will get to the true cause of this tendency. Young men want to be put on the way of being merchants because there is a prospect of a big fortune at the end of that way. The keener the intellect the more eager the desire in one to better himself; but the question of what will pay best in the long run is never eliminated from the prospect. Do the educated farmers of Great Britain run away from the farm? Do the educated diamond-miners of South Africa shun hard work? Are the educated of our North-West ashamed of themselves or their calling on account of the hard life they have to live? There seems to be a tendency in these times of laying the blame which attaches to everything at the door of the common school. A pseudo-socialism, with blatancy in much of its cry, finds an increase of crime among educated persons, simply because there are more educated persons now than ever before, and blame the common school for it. The clergy have been laboring for centuries to reform society, and yet one or two of them at times are ready enough to lay the blame that there are too many black sheep abroad on the already disheartened and overburdened school-marm, instead of going over from the parsonage to the school-house to help her with her work. The common school has its true function, and whenever an educational reform is urged or blame to be attached, that function should always be kept in the reformer's mind's eye.

—We regret very much that a *verbatim* report was not taken of the address delivered by Dr. Heneker, Chairman of the Protestant Committee of the Council of Public Instruction. Referring to the interest he had always taken in the educational reforms and enterprises of the province, he made a strong plea for the national spirit that should be fostered in our schools. In touching terms he referred to the changes that had been lately inaugurated under his chairmanship in favour of religious instruction, referring at the same time to his address before the Synod, when he surprised some of the members of that body by announcing to them what had actually been done in our schools in this connection. As a summing up he urged the teachers to be guided by the course of study which recommended not only the learning of the Old and New Testament histories, but also the Apostles' Creed, the Lord's Prayer, the Ten Commandments and some special verses relating to the beatitudes and other verses which may be easily learned by a child and always remembered.

—A very interesting ceremony of the evening session of the first day of the Convention was the presentation of addresses to the retiring Superintendent of Public Instruction, one by Dr. Heneker, representing the Protestant Committee, and the other by the President in behalf of the Protestant Teachers of the province. The event was more than either address. The best of such addresses are formal in their tone, but the circumstances attending Mr. Ouimet's withdrawal after a long period of service moved the audience to speak of his farewell words as an event to be remembered all their lives.

—The Rev. Principal Adams, of Lennoxville delivered an address at the end of the evening session, in which he said: "It was often the case that a speaker finds some of his pet theories and, as he thought, his sole discoveries, aired by some one as if they were his own and sometimes treated even better than their supposed owner might have treated them. Mr. Hewton found time to take in some of the beauties of nature as he went on his trips of inspection through the townships, and that is what the teacher wants his pupils to do, not pay attention solely to his work but take a reasonable amount of outside recreation and thus be neither a sluggard nor kill himself with work but attain the happy medium between the two." Among many of the good things which Dr. Adams said, he urged upon all, the elementary teacher, the model school teacher, the academy teacher, the college professor, and the university authorities to co-operate in the educational reforms of the province—to feel as if they were all one body working towards one end in view. In his whole address, Principal Adams showed that he is endowed with the broad principle thus enunciated by Dr. Stanley Hall when he says to all teachers: "The value of your teaching is not the information you have put into the mind, but the interest you have awakened. If the heart is trained, the rest grows out of it. Interest the heart, the feelings, the emotions, for they are fundamental facts. The mind is evolved out of heartiness. People do not have mind worth thinking of unless they have capacity for sensitiveness. The characters of great men prove this. Whether in picture or in prose, we are always coming up against the fact that it is enthusiasm that governs the world. We have not realized the educational possibility of it. Of all things in the world love is the most educable, the most plastic; it can entwine itself about the lowest and most indecent things in the world and spend its energies there, or climb the heavenly ladder, as Plato said, and identify itself with all that is most worthy, most precious and most lovely."

Current Events.

—The fullest of sympathy has been expressed towards Rev. Dr. Shaw and Mr. Masten, members of the Council of Public Instruction, in their late heavy bereavements, by those of our teachers whom the writer has lately met. We join with all in extending towards both of these gentlemen—our co-labourers in all progressive school work—that sincere sympathy which makes for us one true Christian brotherhood labouring for the alienation of sorrow rather than the augmenting of it.

—The statistics in connection with the Montreal Protestant Schools, since their opening this year, is interesting reading. The attendance in the various schools controlled or subsidized by the Board for the month of September was as follows:—Aberdeen, 679; Ann street, 406; Berthelet street, 541; Britannia, 109; Dufferin, 571; Girls' High, 428; High School, 578; Hochelaga, 92; Lansdowne, 704; Lorne, 647; Mount Royal, 625; Riverside, 616; Royal Arthur, 430; Senior, 197; Victoria, 612; Baron de Hirsch, 216; McGill Model, 337. This gives a total enrolment of 7,235 in schools directly under the Board's control, and shows an increase of 245 as compared with the corresponding record of last year. Of the total number in attendance 1,475 are being educated free, either on plea of indigence or under the special provisions of the Board; three pay part fee only, twenty-nine are Government scholars, and ninety-eight are Commissioners' scholars. There are 483 Jews (apart from the Baron de Hirsch school), and 146 Roman Catholics in attendance.

—Our academies are beginning to issue very neat calendars every year. Among those we have received are the calendars of Lachute Academy, Compton Ladies' College, Berthier Grammar School, Dunham Ladies' College, St. Johns High School, and Stanstead College. The calendar of Lachute Academy is a very neat issue—a great improvement on its predecessors. We have also received the prospectus of the Montreal High School, from which the principals of our country academies may possibly cull a few hints when they come to prepare their next year's issue. The Stanstead prospectus is also a very neat specimen of what a school calendar should be.

—Principal Grant visited the Kingston Central School lately to enquire into the system of religious instruction now being carried out. This is only the beginning of his visits, as he intends calling at all the public schools and getting a clear knowledge of the work being accomplished, as he intends using

the information for a magazine article. The system adopted involves a new departure in religious instruction. In September, a circular-letter was delivered to the principal of each school, containing full instructions, including the Apostles' Creed, the commandments, beatitudes, and the international lessons and golden texts for the four months ending December 31, 1895. A month after the new departure had been tried, Mr. W. G. Kidd, the inspector, was asked for a report upon the manner in which the Board's regulation had been carried out, and he replied as follows:—"The regulations relating to religious instruction, recently issued by the Board, are being carefully observed in every class in the public schools. In many of the senior classes the pupils have Bibles, and read the lessons with the teacher. In the primary classes the scripture lessons are read by the teachers, and the commandments, the creed, or the beatitudes are repeated by the pupils. All appear to be delighted with the exercises. The teachers are pleased because the work is now definitely prescribed. Already very fair progress has been made in memorizing the golden texts, the commandments, and the beatitudes. The parents of the pupils appear to be well satisfied. Many of them have spoken in approval, but I have not yet heard any murmurings or disapproval."

—The public opening of the Gault Institute is likely to take place during the month of December. We have received a photograph of the new school for Valleyfield, erected through the liberality of A. S. Gault, Esq., of Montreal, and at the same time thoroughly equipped by him also. The grounds are being laid off in the most improved style. Altogether, the gift is one which will no doubt be imitated by many others of our wealthy men in other parts of the Province, so that Mr. Gault's gift, while benefiting Valleyfield, will become a sort of object lesson in the eyes of all our communities. The principal of the school is Mr. D. M. Gilmour, a painstaking and industrious teacher. He is being assisted, we have been told, by a competent experienced staff.

—The remarkable invention called the telautograph, which transmits automatically by telegraph a drawing or a piece of writing, was shown in Paris the other day to the International Society of Electrical Engineers. It has hitherto been seen only in America, where Mr. Gray, the inventor, resides. Much interest attached therefore to this exhibition, and there was some disappointment when it appeared that the instrument was not to be shown at work. Mr. John Aylmer, the telegraph

agent of the British Government in Paris, was, however, one of the demonstrators, and he stated that during the past week it had been submitted to the French Government, and experimented with very exhaustively between London and Paris. Numerous examples of its work were shown, and the principle on which it is designed was explained. The writing transmitted by the Anglo-French cable is said to have been perfectly distinct and apparently precise.

—Mrs. Elizabeth Cady Stanton advocates military discipline in boys' schools as a preventive of ungainliness. She says:—“When we contrast the difference in the step and bearing of men trained at West Point and the ordinary shuffling gait of most of our fathers, husbands, and sons, I think any woman who feels the least pride in the appearance of her kinsmen would say, by all means let us train this generation how to stand, to walk, to rise up and sit down with military grace and precision. As to cultivating the war spirit, that is a weak argument. It is cultivating the spirit of self-discipline, self respect, dignity and grace. It does not make so much matter for women, as they hide all their deformities under their skirts. It would be a good idea to have all crooked-legged men who turn their toes in also encased in skirts.”—If Mrs. Stanton had been in the Province of Quebec lately, she would have discovered that her suggestion had come late in the season. Poor Province of Quebec! We may inaugurate, we may invent, but the credit never seems to come heaping upon us.

—The unveiling of the monument to the heroes of Crysler's Farm was lately performed by the Hon. John Haggart, after delivering an address devoted mainly to an historical sketch of Canadian battles. It is a handsome obelisk of Stanstead granite, rough finish, thirty-eight feet high, with the figures “1813” in bronze at the base; also a wreath of maple leaves encircling two cross swords, with the inscription, “In honour of the brave men who fought and fell at victory of Crysler's Farm on the 11th of November, 1813. This memorial is erected by the Canadian Parliament, 1895.”

—“Pro Bono Publico” has funny notions sometimes. Here she comes—it's a woman this time—with a letter closing with these words: “It was supposed by some of us that if the school board of this town was composed one-half of females that a great reformation in school system and methods would be at once accomplished, but it may be all the male members will have to be dropped from the board and also our state board of education made up of women before everything is ‘just lovely.’” It's

too bad the Creator did not adopt the plan suggested here and banish the obstructive male element to innocuous desuetude. Wouldn't it be a lovely world! But there are some who suspect that the inauguration of reforms is not a matter of sex; at least history has made them believe that whenever there was a great educational reform it was started and managed by a man.

—*Exchange.*

—Norwich has a new manual training school in operation, in connection with the Free Academy. The building cost \$10,000, and includes a machine shop, forge shop, printing office, wood-working shop, and rooms for instruction in mechanical drawing and drafting. The privileges of the manual departments are open to the boys of the senior and first middle classes, who omit one-third of the academy class work, and with this year the boys of the second middle class who wish to elect the course. The latter, however, will be compelled to take it as an extra, without dropping any part of their class work. This year, also, there will be a girls' wood-carving class, which will occupy during certain morning hours the wood-working shop in the training building.

—Over 500 graduates of the Brooklyn grammar schools were turned away from the girls' high school for want of room. The growth of the high school system in Brooklyn has been marvellous. It is not more than seven or eight years ago since all the pupils of this grade, boys and girls, were crowded into a single building on Court street. Then came the erection of the girls' high school as a distinct institution, and subsequently that for the boys. The number of primary schools was increased with a rush, but not too quickly to keep pace with the demands upon them. These institutions have been steadily feeding the intermediate and grammar schools, which in turn have fed the high schools.

—Justice Pinard, lately, rendered judgment for the plaintiff in the suit of Mrs. F. S. Angus against the trustees of the Morgan Hill school district. Mrs. Angus had been employed as a school teacher. She claimed she had been employed for the session, but the trustees discharged her in the middle of the term. She claimed \$300 was due her as salary for the balance of the term and brought suit for \$290.50, the limit of the justice court. She was given judgment for the full amount and costs. The case has excited considerable interest among teachers.

—The kindergarten system in Montreal, which was introduced in September, 1892, has rapidly grown in popularity, and there are now kindergarten departments in the High, Victoria,

Lorne, Riverside, Mount Royal, Lansdowne, Dufferin and Aberdeen schools.

—The Los Angeles *Herald* says there is widespread dissatisfaction among parents, as well as teachers, over the innovation introduced into the public schools by Superintendent Search. The innovation is known as the “individual method of teaching.” At the meeting of the board an investigation was ordered, when Superintendent Search will be given an opportunity to defend his system. The teachers will be examined, and interested citizens will also probably be given an opportunity to express their views. It is contended that, if the teachers had but ten or twelve pupils to attend to, it might work, or the number might possibly be increased to twenty in the case of exceptionally good teachers, but that above that limit it is practically worthless. Or, to put the case in another light, if the city were able to employ a tutor or governess for every five or six pupils, good results might be obtained; but as the school board is cramped for funds, besides which the school accommodations are wholly inadequate even under the present regime, this is out of the question.

—The Presbyterian College, Montreal, was formally opened for the session of 1895–6 by an introductory lecture in the David Morice Hall, by the Rev. Professor Scrimger. Principal MacVicar, in welcoming the students back to the college and to the work of the session, said he was pleased to note the continued prosperity of the college, no less than twenty-two students entering for the first time this year. This would make a total of 103 students in attendance upon lectures during the term, the largest number the college has ever known.

—The City of Halifax, N.S., has a compulsory school law. Seventy-nine summonses were handed in at the police court in one day recently for parents of children who have not been attending school. There are two cases of offences under the school law, where children are truants and where parents have neglected to send them. There are said to be nearly one thousand reports in all.

—The students of the faculty of law received the other day what was to them an unexpected announcement by the Dean, Dr. Trenholme, that he had resigned his office, and would at an early date retire from the work with which his name has been so long connected. To say that the news is unwelcome is to say little. There is not a student among us who does not feel that he will suffer a personal loss. Dr. Trenholme has been a friend as well as an instructor to the students; all have valued the

fund of legal learning and experience that has been at their service so long. It would be difficult to find a professor who takes such a keen interest in the welfare of his students as Dean Trenholme. His love for the profession is an inspiration, and his confidence in the future of the Dominion and the Empire to which it belongs is such as to awaken responsive sentiments in all coming into contact with him, especially in the capacity of students. It is perhaps hoping against hope, but we cannot refrain from expressing the earnest wish that some way will be discovered that will permit the Dean's retaining his connection with the faculty and with the university of which it forms a part.—*The McGill Fortnightly*.

—The first exclusive Swedish colony in the United States is to be started about sixty-two miles west of Kimberly, Minn., on the Northern Pacific Railroad. Colonel Rosin, a leader of the local Swedes, is the organizer, and has secured an option on a large tract of land for \$2 an acre. Only one-fifth of this sum is to be paid down. About sixty families have so far expressed their intention of joining the colony, and the leaders have gone to start work on the buildings. Swedes from all parts of the United States as well as from Sweden will join the colony.

—The *Omaha Bee* has been discussing the social position of teachers:—"If we look into the matter a little closely, we may succeed in discovering one or two substantial factors that weigh against the poor teacher. The teachers constitute a class with a very shifting composition. The average career is not much over three years' duration. Girls go into teaching merely to bridge over the period from their own exit from the schools till their entrance into the management of a household. The tutor and the governess were originally part of the family retinue. They were, and are, where they still survive, regarded as part of the household, with more responsibility and more exacting duties than the other servants, to be sure, but yet differing from them chiefly in the matter of degree. The position of teacher in public schools has not been entirely differentiated from that of tutor and governess. Although really a distinct occupation, it has not been dissociated from the household atmosphere which originally enveloped it. To raise the teacher up to the social plane occupied by the preacher, the lawyer, the doctor, there will have to be changes at the foundation." We gather that the schoolmaster is not held in high esteem in Omaha. Elucidation of the fact comes from another source. The people of the town, we learn, are being roused to consider the number

of children who do not go to school. The census gives 12,800 as of school age, whereas only 7,000 are registered as attending school; a large part of the petty thieving in the past few years has been done by boys between the ages of twelve and twenty. This is a chance illustration of the general principle that the teacher is ever least honoured by the untaught, including the criminal classes generally. As to the *Bee's* chief argument, we are not quite clear. Was not the parson once often "a part of the family retinue?"

—By the will of Miss Elizabeth Ewing, of Philadelphia, Miss Julia Harris, for many years a public school teacher in the city of Harrisburg, Pa., is made the sole heir to an estate valued at over \$50,000. Miss Ewing was a cousin. The property consists of two residences in Philadelphia and \$8,000 in Pennsylvania Railroad stock.—Such a gift would be welcome to many (how many?) of our teachers.

Literature, Historical Notes, etc.

ADDRESS OF WELCOME.

The writer of a recent Editorial in the *Outlook* says that the tragedy of to-day is not the tragedy of the criminal but of the incompetent; and not of the absolutely but of the relatively incompetent. It is the tragedy of the man who has the best intentions and the best character, and a fair equipment for his work, but who has not a thorough equipment. Society is crowded with half-equipped workers, with men and women who are honest and earnest, but who are not up to the level of their best work. It is amazing, in view of the immense number seeking positions, how few there are competent to fill any particular position. In spite of the terrible need of work, and in spite of the superior processes of education which are offered to the fortunate few, it remains that society is filled with incapable, or only partially trained people. The great lesson to be read to boys and girls of to-day is the need of some kind of absolute competency, some kind of ultimate superiority.

And again, a leading newspaper in a late issue says: Everywhere it is the same. The professional or business man, as well as the employee, to succeed in modern commercial strife, must have all the resources which knowledge and training can give him.

The deduction to be drawn from these ideas is obvious. The times demand, not merely excellence, but absolute superiority, as a condition precedent to success; and as the range of human

knowledge and achievement is ever widening, it becomes as the decades pass more and more apparent that all trades and professions tend to sub-division into specialties, and it therefore becomes the more necessary that workers should be trained for the special work they have in view.

But the idea of sub-division implies the pre-existing entity. The specialist must have a broad foundation of liberal education upon which to rear his special structure, in order that he may have all the use of his mental faculties, and be able intelligently to utilize the opportunities at his command. This may not be absolutely necessary for the occasional geniuses who flash the wonders of their achievements upon the world, but it undoubtedly is so for the majority of mankind.

Fortunate indeed are those to whom has come the opportunity of acquiring the liberal training afforded by a university course as the basis of the special preparation for the work of their lives, but this is beyond the reach of many, and it becomes therefore a matter of paramount importance that elementary education, including that furnished by what are commonly called preparatory schools—the education afforded by the public schools of the country—should be, in all respects, the best, the most thorough, the most comprehensive, that intelligent effort and wise expenditure can make it. In a majority of cases it affords the only equipment attainable for the battle of life, and even though followed by special training it is equally important, as without it development on special lines is unbalanced development and to a great extent fruitless effort.

Absolute competency, ultimate superiority cannot be attained by special training, unless there exists that broad foundation of true education which draws out and develops the mental faculties and enables the man to apply his strength intelligently and effectively.

Elementary training again depends largely and principally upon the thoroughness of the *initial steps*, and the recognition of this fact is an encouraging feature of the educational problem at the present. The time has happily passed when it was thought that any teacher was good enough for little children, and the truth is now universally recognised that the best and most thoroughly trained teachers and the wisest heads should be chosen for that work.

A chain is not stronger than its weakest link. The increasing demand for the highest results in the shortest time, forced upon us by the accelerated pace of modern life, makes it necessary that equal attention and care should be expended at every step

in the process of education, and now it is becoming more and more widely admitted that there is a step still further back in the development of the intellect which is of the greatest importance, one which I believe will yet be regarded as the corner stone of all systems of education. The Kindergarten system, utilizing and directing the spontaneous activity of childhood, guides and leads the development of the faculties, teaches the child to see, to reproduce and invent, and brings him to the threshold of his actual studies with intellect quickened and strengthened, and prepared to receive and assimilate mental food with great ease and more lasting effect.

To prepare a system of education capable of meeting all the demands of our time, and free from all reasonable grounds of criticism is indeed, a great, and perhaps an impossible task, but it is truly an encouraging feature that the need is realized and that the efforts of some of our best men are being constantly devoted to the end in view, and it is not to be doubted that the standard of excellence is advancing and the measure of success augmenting. He who will be wise enough to devise and fortunate enough to inaugurate a system of public instruction which will bring within the reach of every child of the state a thorough and efficient course of instruction from the Kindergarten to the highest preparatory grade, will be richly entitled to say of his work, *Exegi monumentum aere perennius*. The ideal has not been reached in any country. Our own system of public instruction for many reasons is not equal to it. Nevertheless our system is an excellent one and is being constantly improved, while the character and standing of our teaching force is steadily advancing. I believe that never have the teachers of this province been so keenly alive to the demands of the time, and so anxious and painstaking in striving to meet those demands, as at present. They are fully aware of the necessity of adopting and using the best and most modern methods, and they labor with no thought of their own time and strength to put those methods into successful operation. They recognize the fact that the best system is powerless without a body of trained teachers to put it into practice. Normal training is being more widely considered of vital importance, and the time will no doubt soon come when no teacher can expect without it to obtain a position. Even now a movement is contemplated which will make it possible to extend more widely the benefit of such training, and much good may be expected from its inauguration. Certain it is that any movement which tends to the attainment of greater efficiency in the conduct of schools will always receive the

hearty support of all who have an interest in the welfare of the country.

That Teachers' Conventions are an important and powerful aid in the advancement of the interests of education is admitted, An authority upon this subject, speaking of their relation to the public school, has well said that they are useful in solidifying and concentrating public sentiment in favour of public schools, are of vast benefit in disseminating knowledge about the nurture, instruction and culture of youth throughout the whole community, are of the greatest benefit for the instruction of teachers in the most useful and practical method of conducting and teaching their schools, and at the same time serve most effectually to imbue the teachers themselves with unity of purpose and common sympathy of thought.

We regret that so many years have elapsed since the last Teachers' Convention was held here.

We feel honored by the selection of our city by the Provincial Teachers' Association as the place of meeting this year, and grateful for the opportunity afforded of becoming better acquainted with so many members of this most honorable profession.

We most heartily extend greeting and welcome, and hope that in future, Conventions will be held here at regular intervals.

We trust and believe that not only will the results of these meetings be beneficial to the teachers themselves, but that they will awaken among us a greater interest in educational matters, and stimulate in us a greater and more sympathetic interest in the work of the teaching staff. In the rush of life we are too apt to forget and too slow to manifest and express the obligations we are under to those to whom the education, and to a great extent the destinies, of our children are entrusted. What can be of more vital interest to fathers and mothers than the education of their children? What should appeal more strongly to their support, assistance and sympathy than the efforts of teachers to render that education more effective and valuable? We prize this opportunity of meeting and, in an imperfect way, entertaining the members of this Convention, and trust that this will not be our last opportunity of assuring them that they will always find in Sherbrooke a hearty welcome and a vital and abiding interest in their work.

H. D. LAWRENCE.

TEACHERS' CONVENTION,
Sherbrooke, October 14th, 1895.

Practical Hints and Examination Papers.

—CORRECTION OF SCHOOL STUDIES.—When the mechanical studies are made incidental to thought, the drudgery of the school work is reduced to a minimum, and the school is changed from a sombre institution into a house of life and sunshine. The work being much enriched, the child leads a life abounding in ideas and ideals, and the spiritual atmosphere of the class-room is markedly improved. That this is not merely a theory may become clear, in my opinion, to any one who will visit schools where the principle of unification in instruction is observed. In regard to results, my personal observations have proved to me that the poorest reading and writing—I refer to written language in its broadest sense—are found in the schools where the instruction in language is made purely formal, by a rigid isolation of the elements; while the best results in reading and writing are obtained in the schools where the fundamental plan lies in giving the child ideas, and teaching language, to a considerable extent, incidentally, as a mode of expression and subordinate to ideas.—DR. RICE, in *Forum*.

—On a very bright day last June, when the windows of the school-room were open, a large and handsome butterfly sailed in. It was immediately discovered, and study was involuntarily suspended. The teacher was at first annoyed, but she was a thoughtful person, and recognized her opportunity. She too gazed on the aerial visitor with admiration, and the pupils all loved her better because she did so. It began to lower its flight and come almost within reach of a hand that was raised to seize it.

“Shall we kill it?” she asked. “How it loves to use its wings. It is our visitor. What does it think of our school-room? What does it think we are doing? Who can make a butterfly? It is more wonderful than a kite or a boat, or a watch, or a locomotive. None of those can be happy, but the butterfly enjoys the sun and the flowers.”

Then she told them of the curious changes in the life of the animal; how it had just emerged from a case which it constructed for itself and in which the wonderful transformation had taken place. She told them there was but one being that could make butterflies, that He had seen that butterfly that morning, and had admired it far more than anyone else in the world, that He watched it as it flew back and forth.

“We are apt to forget that He sees us, too, as we assemble here, and that he takes a great interest in schools. Every bright and beautiful thing in the world, every kind and lovely act he takes pleasure in.

“Farewell, bright being,” said the teacher waving her hand, as the butterfly sailed gracefully out of the window, “we thank you for your visit; you have taught us a beautiful lesson.”

—USES OF OBJECT LESSONS.—The first and most important is to teach the children to observe, compare and contrast; the second is to

impart information ; and the third is to re-enforce the other two by making the results of them the basis for instruction in language, drawing, number, modeling, and other handiwork. There are, however, other important uses of good object teaching. It makes the lives of children more happy and interesting by opening an easily accessible and attractive field for the exercise of the brain, hand and eye ; it gives the children an opportunity of learning the simplest natural facts ; and directs their attention to external objects, making them less bookish. It further develops a love of nature and an interest in living things, and corrects the tendency which exists in many children to destructiveness and thoughtless unkindness to animals, and shows the ignorance and cruelty of such conduct. The value of the services which many animals render to man should be dwelt upon, and the importance of kindly treating them should be pointed out. By these means, and in other ways, good object-teaching may lay the foundation for the right direction of the activity and intelligence of the children throughout the whole school.

—The routine teacher becomes eventually a teacher of routine rather than of Latin.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, September 27th, 1895.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present : R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; Sir William Dawson, C.M.G., LL.D. ; George L. Masten, Esq. ; the Reverend W. I. Shaw, LL.D. ; A. Cameron Esq., M.D., ; Professor A. W. Kneeland, M.A. ; the Reverend A. T. Love, B.A. ; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec ; Samuel Finley, Esq. ; E. J. Henning, Esq., D.C.L., Q.C. ; the Very Reverend Dean Norman, D.D., D.C.L. ; Peter McArthur, Esq. ; the Reverend E. I. Rexford, B.A. ; and N. T. Truell, Esq.

The minutes of the last meeting were read and confirmed.

The Very Reverend Dean Norman moved the following resolution, which was seconded by Sir William Dawson :

“The Protestant Committee of the Council of Public Instruction take this, the earliest opportunity, of expressing as a body, their great and real sorrow at the decease of one of the ablest of their members, the Reverend Dr. Cornish, late Professor of Classics at the University of McGill College, Montreal.

“His devoted and conscientious labors, pursued during the greater part of his active life, not seldom when hampered by delicate health,

can never be forgotten in that great seat of learning, and in connection with the important chair which he filled with much distinction for himself and profit to those under his instruction.

“He retired from active service a few months back, but did not long survive the fruits of rest worthily earned by protracted toil in the noble field of higher education.

“His long experience, his great sagacity in dealing with difficult educational questions, naturally brought about, as a result, that when present his counsel was esteemed of much value by this Committee, while his high character as a Christian gentleman, and his unspotted reputation, together with his comprehensive view of the problems of life, and his cultivated intellect, enhanced the pleasure of his companionship.

“The members of this Committee deplore the loss which to them his departure involves, and desire to convey to his son and family their very sincere sympathy.” Carried.

Moved by the Reverend Principal Shaw, seconded by the Lord Bishop of Quebec, “Whereas, by an order in council dated 8th of November, 1890, certain portions of the school municipalities of Montreal (Protestant), Coteau St Louis, Cote Visitation, St. Jean Baptiste and Hochelaga were detached and made to form part of the school municipality of St. Gregoire le Thaumaturge :

“And whereas, the effect of the said order in council has been to deprive the Protestant residents of the districts so detached of the school privileges previously enjoyed by them and to withdraw from the several dissentient boards of school trustees, and from the Protestant Board of School Commissioners of Montreal the school taxes levied upon the property owned by Protestant ratepayers within the said districts, and to divert such taxes to the support of Roman Catholic education :

“Therefore, this Committee, having taken communication of the facts of the case, respectfully requests the Honorable Superintendent of Public Instruction to advise His Honor the Lieutenant Governor in Council to make such remedial provision for the relief of the several Protestant minorities concerned as is authorized by the statute 53 Victoria, chapter 28, section 1, and to make such remedial provision retroactive.”

REPORT OF SUB-COMMITTEE ON THE DISTRIBUTION OF GRANTS.

QUEBEC, 27th September, 1895.

Your Sub-Committee beg to report that they spent the whole day yesterday in examining the tabulated results of the Examinations, prepared by the Inspector of Superior Schools, and in determining the amount of grants to recommend for the several schools. All members of the Sub-Committee were present with the exception of

Dr. Shaw, who was detained in Montreal by an important engagement.

In proceeding with their work, your Sub-Committee have followed as closely as practicable the resolutions adopted from time to time concerning the distribution of grants; but your Sub-Committee desire to direct attention to the following points which came up for special consideration :—

First—The new scheme for determining grants to affiliated colleges has been applied to Morrin College for the first time this year, and has resulted in a considerable diminution of the grant. It is expected, however, that the college will be able to make a better showing next year.

Second—In dealing with the case of academies employing head teachers without diplomas, the Sub-Committee felt that the Provincial Regulations concerning teachers' diplomas are so liberal that this irregularity should result in a marked diminution of the grant.

Third—That in considering the case of special schools of academy grade, a definite sum should be granted to them, provided that they are properly organized and are doing academy work. It does not seem desirable that these special schools should come into competition with the regular schools for bonuses and equipment grants, as recommended last year.

Fourth—That with the limited means at the disposal of the Committee, it is not desirable that grants should be made by this Committee to the superior schools of Quebec and Montreal and of the wealthy suburbs connected therewith, but it is suggested that a Sub-Committee be appointed to recommend a scheme by which the Committee may be kept in touch with these schools.

The Secretary of the department reported that after making the deductions provided for by law and by regulation of the Committee, the amount at the disposal of the Committee for distribution is \$19,270, or about \$300 less than last year.

After careful consideration of the reports of the several schools and colleges, your Sub-Committee suggest that the following list for the distribution of grants be recommended for the approval of the Lieutenant-Governor in Council.

Signed on behalf of the Sub-Committee,

ELSON I. REXFORD.

Moved by Sir William Dawson, seconded by the Lord Bishop of Quebec, That in view of the explanations given by the Sub-Committee on the distribution of grants as to their action in reference to the resolution of the Committee of March 8th, 1895, that the report be received and proceeded with in detail.

Moved by Mr. N. T. Truell, seconded by the Rev. Elson I. Rexford, That the recommendation made by the Sub-Committee on grants for the year 1894, and adopted by the Protestant Committee

at the September meeting, 1894, concerning the removal of the limitation of grants to special schools, be reconsidered and that the resolution of the Protestant Committee of date November 20th, 1891, bearing on this point be restored as a resolution of this Committee.— Carried.

After the list recommended had been considered and amended, on the motion of the Rev. E. I. Rexford, seconded by Prof. Kneeland, the Report was adopted with the list in the following form:—

UNIVERSITIES AND COLLEGES.

1. From Marriage License Fees.

McGill University	\$2,500
University of Bishop's College	1,250
Morrin College	1,075
	————— \$4,825

2. From Superior Education Fund.

McGill University	\$1,650
University of Bishop's College	1,000
St. Francis College	635
Stanstead Wesleyan College	575
	————— \$3,860

ACADEMIES.

	1894.	Grant.	Bonus.	Equip.	1895.
Huntingdon	\$600	\$200	\$300	\$40	\$540
Lachute	365	200	200	40	440
Cote St. Antoine	375	200	190	40	430
Sherbrooke	375	200	175	40	415
Waterloo	365	200	150	40	390
Sutton	275	200	100	40	340
Danville	275	200	100	40	340
Aylmer	275	200	90	25	315
Cookshire	275	100	..	..	100
Granby	315	200	75	40	315
Berthier	125	200	50	..	250
Bedford	275	200	50	25	275
Cowansville	200	200	50	25	275
Coaticook	325	200	50	40	290
Inverness	275	200	50	25	275
St. Johns	225	100	..	..	100
Knowlton	250	200	..	25	225
Three Rivers . . . . .	..	200	..	..	200
Shawville	225	200	..	..	200
	—————	—————	—————	—————	—————
	\$5,395	\$3,600	\$1,630	\$485	\$5,715

MODEL SCHOOLS.

	1894.	Grant.	Bonus.	Equip.	1895.
Ormstown	\$190	\$50	\$100	\$25	\$175
St. Lambert	140	50	50	40	140
Lennoxville	100	50	50	25	125
Stanbridge	90	50	35	25	110
Hatley	75	50	35	25	110
Waterville	115	50	25	40	115
Leeds	75	50	25	25	100
Hemmingford	75	50	25	25	100
Rawdon	75	50	25	..	75
Bury	100	50	25	25	100
St. Andrews	125	50	25	..	75
Frelighsburg	115	50	25	25	100
Scotstown	50	50	25	..	75
Ulverton	75	50	25	25	100
Mansonville	100	50	..	25	75
Sawyerville	75	50	..	25	75
Gould	50	50	..	25	75
Richmond	75	50	..	25	75
Clarenceville	50	50	..	25	75
Kinnear's Mills	50	50	..	..	50
Mystic	75	50	..	25	75
South Durham	75	50	..	25	75
Portage du Fort	50	50	..	25	75
Magog	75	50	..	25	75
Windsor Mills	75	50	..	25	75
Buckingham	50	50	..	25	75
Clarendon	50	50	..	..	50
Dunham	90	50	..	25	75
Marbleton	50	50	..	25	75
Lacolle	100	50	..	25	75
Farnham	75	50	..	..	50
Bolton	50	50	..	..	50
Lachine	75	50	..	..	50
Hull	75	50	..	25	75
St. Hyacinthe . . . . .	..	50	..	25	75
Bryson	50	50	..	..	50
Montreal Junction . . . . .	..	50	..	..	50
Valleyfield	50	50	25	25	100
Levis	90	50	..	25	75
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	\$2,955	\$1,950	\$520	\$755	\$3,225

SPECIAL ACADEMIES.

Quebec Girls' High School	\$200
Stanstead	200
St. Francis	200
Compton Ladies' College	200
Dunham Ladies' College	200
	————— \$1,000

SPECIAL MODEL SCHOOLS.

Chicoutimi	\$100
Paspebiac	100
Haldimand	100
St. Sylvestre	75
Como	50
Coulonge	50
Sorel	50
	————— \$ 525

TOTALS.

Universities and Colleges	\$8,685
Academies	5,715
Special Academies	1,000
Model Schools	3,225
Special Model Schools	525
	————— \$19,150

The Sub-Committee on Grants, as presently constituted, was asked to prepare some definite scheme for the carrying out of the suggestions contained in its report, especially of those touching the relation of the city schools to the Protestant Committee.

At the request of the Sub-Committee on Grants, it was agreed that the attention of Compton Ladies' College be drawn to the fact that in order to maintain its position on the list of superior schools it will be necessary for it to conform to the regulations of the Committee concerning the qualification of the staff of teachers.

After the examination of the applications and of the documents showing the standing of the following persons in virtue of diplomas taken outside this Province, it was agreed to grant Thomas H. Wrigley, of Montreal, a second-class model school diploma on his passing an examination, before the Central Board, in Latin, French, and School Law and Regulations; to grant Mrs. C. M. West, of Montreal, a

second-class model school diploma on her passing in French and Latin, or a second-class elementary on her passing in School Law and Regulations; to grant Mrs. A. M. Brouse, of Compton, a second-class academy diploma on her passing in Euclid, Trigonometry, Latin, French, Greek, and School Law; to grant Thomas Townsend, of Wilmur, Ontario, a first-class academy diploma upon his submitting inspectors' certificates covering the ten years of service; to grant H. A. Connelly, of Cataragui, Ontario, a second-class academy diploma on his passing in School Law and Regulations, and in Greek and Latin if not taken in his degree examination.

The Secretary was instructed to inform Mr. Ernest Smith that, in consequence of his physician's certificate showing his inability to present himself for an academy diploma examination in June last, the Committee will not object to his taking an academy diploma next June, which the Committee will thereafter recognize in the same way as though it had been this year.

An application from Ernest Smith for examination in order to qualify for a school inspectorship was submitted. The Secretary was instructed to arrange a date for the examination of the applicant and of others who may apply in the usual manner.

The Lord Bishop of Quebec reported that he had not called together the Sub-Committee to examine certain papers written in June, 1894, since the papers had been destroyed in preparation for the examination of 1895. He recommended that it be a rule in future to preserve examination papers for at least twenty-five months.

Upon the motion of Dean Norman, seconded by Dr. Hemming, the recommendation was adopted.

The Sub-Committee on Text-Books submitted the following Report:—

The Committee beg leave to report:

(1) That a conference was held with Mr. W. J. Gage in June last *re* the changes that are considered necessary in the Canadian Readers, and that Mr. Gage, on behalf of the Educational Book Company, confirmed the promise made to the Protestant Committee in writing some time since.

(2) That the Sub-Committee have formulated their suggestions, and sent them to the Educational Book Company with a request that an answer, including prices of the revised books, be forwarded to the Protestant Committee before the September meeting.

(3) That a number of Readers have been informally placed in the hands of the Committee for recommendation, but that the Committee desire to make no further recommendations regarding Readers until the changes now in progress in connection with the Canadian Readers are completed.

(4) That the Quebec edition of Calkin's Introductory Geography has been received, but that it is not altogether satisfactory, as some

of the specifications have not been regarded by the publishers, and the price is not that agreed upon.

(5) That the Committee have carefully examined Gage's "Practical System of Vertical Writing," but cannot recommend its authorization, because, in their opinion, it is decidedly inferior in essential points, as a series of copy books, to the upright series already authorized.

(Signed), A. W. KNEELAND, *Chairman*.
 ELSON I. REXFORD.
 G. L. MASTEN.

Moved by Prof. Kneeland, seconded by the Rev. Elson I. Rexford, That the Report be adopted.

Moved in amendment by the Rev. Dr. Shaw, seconded by the Rev. Mr. Love, That the Report be adopted except the paragraph relating to Gage's "Practical System of Vertical Writing," and that this system be hereby authorized under existing regulations.—Carried.

During the discussion of the previous motion and amendment, Mr. W. Drysdale was allowed to appear before the Committee to urge the adoption of the Gage system of vertical writing, and letters were read from Messrs. Grafton & Sons and from the Robert Miller Company on the subject.

Applications were received from Compton Village School No. 1 and from Berthier Model School, the first asking to be ranked as a model school and the second as an academy.

The Secretary was instructed to direct the Inspector of Superior Schools to visit the school in Compton and to report thereon. The request of the Berthier school was granted.

The Secretary read a letter from the Hon. the Provincial Secretary stating that the Government could not at present consider the recommended increase in the salaries of certain Normal School professors.

An application from Miss Stobo, of Coaticook, for permission to place her school under inspection, and to receive the examination papers that are prepared for superior schools, was submitted. The Secretary was instructed to ask for further information as to the character of the school.

It was moved by Mr. N. T. Truell, and seconded by the Rev. A. T. Love, That in future two separate examination papers be prepared for Grade Two Model School: the first paper to be on the work hitherto prescribed, and the second paper on the first fifty-five pages of the "Beginner's Latin Book."—Carried.

Dr. Heneker reported progress for the Sub-Committee on revision of the School Law. The Sub-Committee was directed to continue its labours.

The Chairman reported also that he had held a conference with the Secretary to prepare a programme of work for a special meeting of the Committee to consider the needs of Elementary Schools. For

several reasons, which he gave, he felt obliged to postpone the special meeting till November. The postponement was approved by the Committee.

FINANCIAL STATEMENT PROTESTANT COMMITTEE.

1895.

RECEIPTS.

May 10.—Balance on hand	\$2,824 76
June 28.—Marriage License Fund Interest	1,400 00
Jesuits' Estate Interest	2,518 44
Transferred from Superior Education Fund to pay Assistant Examiners	200 00
July 20.—Unexpended balances	1,930 17
Aug. 20.—City Treasurer of Montreal, 55-56 Vic. c. 61, s. 2	1,000 00
	<hr/>
	\$9,873 37

1895.

EXPENDITURE.

May 11.—Salary of Inspector of Superior Schools	\$ 125 00
Travelling Expenses Inspector Superior Schools year 1894-95	300 00
On Salary of Secretary	62 50
June 18.—To pay Assistant Examiners	240 00
28.—Transferred to Superintendent	2,518 44
Transferred to Superintendent	1,400 00
Sept. 5.—A. D. Nicholls, to assist in paying A. A. Examiners	62 50
J. W. Brackenridge, to assist in paying A. A. Examiners	137 50
S. P. Robins, Principal McGill Normal School	1,000 00
Central Board of Examiners	260 00
T. J. Moore & Co., Supplies for Inspector of Superior Schools	33 00
To correct error in bringing forward cash balance in last statement	187 50
Balance on hand, as per Bank Book	3,546 93
	<hr/>
	\$9,873 37

Contingent Debit Balance \$818 71

After the reading of the rough minutes, the meeting adjourned to meet on Thursday, November 28th, for a two days' session ; or earlier on the call of the Chairman.

GEO. H. PARMELEE,
Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 26th of September last (1895), to appoint Mr. Frank J. Hart, of Montreal, a Roman Catholic school commissioner for the city of Montreal, in the place of Dr. Thomas Brennan, who has resigned.

October 5th.—To appoint a school commissioner for the municipality of Ste. Philomène de Fortierville, county of Lotbinière; and one for the municipality of St. Alphonse de Thetford, county of Megantic.

October 7th.—To erect a new school municipality under the name of "La Pointe aux Anglais," county of Saguenay.

October 29th.—To appoint two school commissioners for the municipality of the town of Beauharnois, county Beauharnois; and two for the municipality of Bouchette, county Ottawa.

November 3rd.—To detach from the school municipality of Saint-Adolphe de Howard, county of Argenteuil, the ranges X and XI, of the township of Howard, and the lots from one to twelve inclusively, of the ranges I, II and III, of the same township.

—Moreover, to annex to the above territory, the ranges VII, VIII, IX, X and XI, of the township of Wentworth, same county, and erect the whole into a school municipality (for Roman Catholics only), under the name of "Notre Dame de Montfort."

This erection to take effect on the 1st of July next (1896.)

November 5th.—To appoint a school commissioner for the municipality of Ste. Sophie, county Terrebonne.

November 11th.—To re-appoint Mr. Abraham Watchorn school commissioner for the township of Morin, county Argenteuil; also Mr. T. Lemoine school trustee for the municipality of St. Théodore, county Bagot.

—To appoint Mr. Arthur Buchanan school trustee for the municipality of St. Jean Chrysostome, county Chateauguay; and Mr. Edgar C. Willard school trustee for Ste. Cecile de Milton, county Shefford.

—To appoint two school commissioners for the municipality of St. Canut No. 2, county Two Mountains.

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 12.

DECEMBER, 1895.

VOL. XV.

Articles : Original and Selected.

ENGLISH IN THE SCHOOLS.*

BY A. E. CROSS, ADVOCATE, MONTREAL.

The nearness of an object often embarrasses the beholder and prevents him from forming a proper conception of it.

This difficulty is of a nature to be especially felt by one who would write or speak of his own language. He may be quick to detect the faults of others and yet at the same time unconsciously make mistakes of his own. The contact between himself and his subject is so close that it is not always practicable for the writer to give first place to the thing of first importance and keep other things at their proper distance in the back-ground. Moreover, in the active age in which we live, people are either in such haste to become rich or so intently bent upon riding particular hobbies that they do not stop to think upon such a commonplace thing as manner or style in speech as long as the speaker can make himself understood. Hence, we have become indulgent towards error and slovenliness of expression, and sometimes even seem to derive a sort of democratic gratification from playing fast and loose with all rules of grammar and notion of style. Formerly slang was associated in our minds with the locality of the prize-ring and

* A paper read before the Teachers' Convention held in Sherbrooke in October, 1895.

the race track, but it has been reserved to us to witness of late years the inauguration of the use of slang in our church pulpits and religious assemblies. We have become indulgent or indifferent to such matters as these, and as they are only matters of taste we can hold our peace with regard to them. But when people trifle with the meanings and uses of words, then are graver issues at stake than matters of mere taste, and the gravity of the situation consists in that we are in the main unconscious of what mischiefs are wrought in consequence of words being so misused as to lead to mistaken or wrongful belief and action. We are unconscious of the evil results because, as hinted at the outset, the causes are constantly operating in our presence. Observation and reflection will, however, convince us of the reality of these mischiefs. The equivocal use of language has had the effect of practically abolishing oral contracts between men of business. Commercial undertakings are required in practice to be not only put into working but often into very guardedly drawn documents. To speak of a man's word being as good as his bond, in our day conveys the impression that such a man has outlived his age and generation. Just as one would expect under such conditions, people come to take risks as to the lengths to which they may go in reckless assertion and, the pernicious practice being common, we find as a consequence that, though perjury is committed every few days in our courts, but little attention is paid to the fact. The offenders are rarely prosecuted and almost never convicted.

Again, to take a wider range of observation, it may be asked: What is it but an unworthy juggling with the meaning of the word money that is at the present moment convulsing the commercial life of a great nation on this continent, a nation too whose people are ever wont to boast of their cleverness in mercantile pursuits? To illustrate, again: We are ourselves in the midst of a dangerous agitation in favor of relaxing the legal consequences of publishing false statements in newspapers, and our ears are filled with the argument that it is in harmony with the spirit of liberty to allow people to say whatever they choose. It is not to be forgotten that it is no answer to give to one who has been ruined pecuniarily or otherwise by the publication of some perhaps apparently insignificant paragraph, for the publisher to say, "I had no malice against you, I don't even know you. I must sell papers for my living, and if I don't print all sorts of trash people will not buy my paper."

It is well that all of us, and especially teachers and preachers,

should bethink ourselves that words spoken and written are important things and may have far-reaching consequences. It is a dangerous thing for any community to be liable to be deceived by the sophistries of a demagogue. It is a terrible thing when people are content, from indifference or from letting others do their thinking for them, to allow themselves to attach a false meaning to a word and thus to believe a lie. Hear what Thomas Carlyle, a good judge of well-employed words but a keen hater of empty verbiage, has said somewhat to the purpose in hand: "Our pious fathers, feeling well what importance lay in the speaking of man to men, founded churches, made endowments, regulations; everywhere in the civilized world there is a pulpit, environed with all manner of complex dignified appurtenances and futherances, that therefrom a man with the tongue may to best advantage address his fellow-men. They felt that this was the most important thing, that without this there was no good thing. It is a right pious work, that of theirs; beautiful to behold! But now, with the art of writing, with the art of printing, a total change has come over that business. The writer of a book, is not he a preacher preaching not to this parish or that, on this day or that, but to all men in all times and places? Surely it is of the last importance that he do his work right, whoever do it wrong—that the eye report not falsely, for then all the other numbers are astray." (*Heroes and Hero Worship*, p. 147.)

Consistently with the purpose of my being here on this occasion I might proceed to write of the English language as one of a number of subjects in a course of study officially prescribed for the schools of this Province, but if it is to be my privilege to give expression to something which may be of practical utility towards the accomplishment of the objects for which schools exist and for which pupils are sent to school, it is better that what is to be said or written should deal with English, not simply as one of a number of subjects taught in school, but with that language as the vehicle of practically all school teaching. The question which upon the surface confronts the enquirer is: Are we getting from our schools such a training of the pupils in English as we have a fair right to expect, making allowance for the wide margin which must exist between what can be expected and what might be desired? In other words, let me ask: Do pupils in our schools acquire such a knowledge and command of the English language as should satisfy us? and, if not, what should be done to secure better results?

Fault-finding is an easy task, easy under any circumstances, and, with regard to methods of instruction not only easy but fashionable as well. Accordingly, care should be taken not to expect more than can be attained.

In the education which our elementary schools develop more should not be expected as regards the subject of English than that pupils should be able to converse without many violations of the rules of grammar, should be able to read aloud an ordinary newspaper editorial in a way such that a listener of average intelligence would understand without effort what is read, and should be able to write a letter which would convey the meaning which the writer intended it to convey and be free from errors in spelling or serious mistakes in grammar. Speaking broadly, these three attainments, speaking, reading and composition are what pupils are sent to school to acquire.

Results such as I have indicated, teachers scarcely need to be told, are not achieved without greater effort and labour than might at first be supposed.

Outsiders are apt to assume the possession by children of a greater amount of sense and intelligence than they are actually found to possess. Perhaps the raw material with which you have to deal may be of a higher standard than that of which special examination has been made elsewhere in recent years. It is, however, with regard to the children of cultured Boston that Mr. G. Stanley Hall, who, I believe, is President of Clark University at Worcester, Mass., writes as follows. "By the liberality of Mrs. Quincy Shaw I was enabled to make comprehensive studies in 1880 of a large number of Boston children just after they had entered the lowest grade of the primary school." The tactful and experienced questioners were convinced that fourteen per cent. of these six year old children had never seen the stars and had no idea about them; that thirty-five per cent. had never been into the country; that twenty per cent. did not know that milk came from cows; fifty-five per cent. did not know that wooden things came from trees; that from thirteen to fifteen per cent. did not know the colours green, blue and yellow, by name; that forty-seven per cent. had never seen a pig; sixty per cent. had never seen a robin; from thirteen to eighteen per cent. did not know where their cheek, forehead or throat was, and fewer yet knew elbow, wrist, ribs, etc. More than three-fourths of all the children had never seen, to know them, any of the common cereals, trees or vegetables growing. These subjects were chosen because most of them constitute the material of school primers or elementary instruction which

this new science of ignorance shows must make even verbal cram of much matter an element of instruction.

Aside, however, from original ignorance on the part of beginners, there are obstacles in the way of teaching language to pupils of more advanced years of which a few may be mentioned. The inclination to imitate is so strong in children that they will persistently speak as their parents and associates do even when they know how to do better, and you know that the models thus imitated are not likely to be of the best. Young people, again, are so sensitive to ridicule or derision that most of them would rather suffer punishment than be suspected by their associates of "putting on airs." Chiefly, however, there is the great difficulty which consists in the fact that clearness, coupled with readiness of expression, is a faculty which depends upon the development and exercise of powers of observation and reasoning scarcely to be expected except in cases when there has been something of instruction in mental philosophy and logic.

As to the state of affairs which actually exists, there is reason to believe that if the average pupil of from twelve to fourteen years of age were to be asked to describe orally his experiences during a day's visit to the city or a day's excursion to the country, the pupil would, in the first place, be greatly at a loss for anything to say, and thus apprehension of criticism might lead him or her to give utterance to a few laboured sentences without periods between them, though, if the pupil were unconscious of being observed and gave free rein to his speech, his utterances, instead of being sentences, would take the form of interjectional ejaculations. The faculty of expression would be found undeveloped. Again, if such an average pupil were to be directed, for instance, by a parent to write a letter in the parent's name to a relative in the city expressing a desire on the part of the parent to attend a fair in another country, suggesting a period of time within which the date of departure would be fixed and asking for a reply naming a date for departure within the suggested period, there is reason to believe that the letter would not intelligibly express what it was desired that it should express and would contain a number of errors in spelling or grammar at least equal to the number of sentences in the letter. Moreover, as to ability to read, it may be said that our specimen pupil would probably read fairly well anything which he had previously read, but that there would be some effort in grasping and following the meaning of a newspaper article read for the first time. With regard to these

three great objects of common school education it may be said, in a summarized way, that pupils who have gone through the three or four grades of our elementary schools are able to read, though not with freedom, but are unable to compose and write a letter or give a verbal account of an occurrence without experiencing great difficulty and making frequent mistakes. These pupils, however, have generally studied Canadian and in some cases English History, and have acquired temporarily a fund of information about monarchs, explorers, wars, discoveries and such like matters, and have been instructed in geography so as to be able to tell one the names of mountain chains, of rivers and of countries or states bordering on particular rivers, whole masses of information the bearing of which upon the practical affairs of life is difficult to perceive or appreciate.

Manifestly a pupil who could acquit himself creditably in respect of the three requisites which I have particularized is better equipped for business activity than one who has merely developed into a sort of perambulating cyclopædia of historical facts.

If the criticisms to which I have just given expression be unfairly harsh, I trust that you who are in the best position to know the facts will publicly demonstrate my error, because the views expressed are somewhat widely entertained. In the meantime, the proposition here asserted is that the English speaking pupils in our schools ought to be much better educated in the use of their mother tongue than they are, and that their training in this connection is quite disproportionate to the instruction given to them in less important subjects.

It seems requisite to add to these unpleasant considerations the further statement that you cannot lay the blame for unsatisfactory results upon the officially prescribed course of study.

By the course of study, you are required to give instruction under the head of "Reading to pupils in all grades in 'the meaning and spelling of the words of the lesson, the subject matter of the lesson, and committing selections to memory.'" "Special attention to be given to pleasantness and brightness of tones, fluency, clearness and correctness of pronunciation."

Upon the subject of "Dictation and Spelling" useful directions are given for instruction in the way of writing and copying words and sentences from the lesson, from the black-board, and from dictation, according to advancement of the pupils, and for instruction in spelling and definition.

Then, under the specific heading of "English," instruction is to be given to pupils of the first grade by "conversation with

pupils on familiar subjects," by "short stories related by the teacher and repeated by the pupils," in "writing names of objects," in "writing one or more sentences about a particular object," in "memorizing," and "correction of colloquial errors."

Pupils of the second grade are to receive instruction in "completing sentences: Forming sentences containing particular words;" "Writing out the subject matter of a story or of a reading lesson, after it has been talked over;" Memorizing short selections from the "reader," and "correction of colloquial errors." And pupils of the third grade are to be instructed in "Reading and committing to memory interesting and simple selections from the best prose and poetry in the Reader, with questions upon the meaning and allusions of the selections, the meaning of words and the parts of speech."

All this, so far as official direction is concerned, is as it should be, so that the questions as to the practicability of amelioration and the means of accomplishment it must find their solutions in other directions. Obstacles arising from the stupidity of children, from the meddling and want of co-operation on the part of parents and their examples of ignorance, from the incompetency of commissioners and trustees, and from the want of opportunities for more extended training on the part of teachers themselves, must be expected; but, notwithstanding all this, we are justified in expecting improvement.

The first fact which it seems important to mention, as demonstrating the practicability of improvement, is that it has already been achieved elsewhere under conditions not more favourable.

There are at the present time in this province survivors of a generation of men fast disappearing who received their education in the primary schools of Scotland. It may be difficult to establish that teaching methods in Scotland three-quarters of a century ago were of such a kind as should be adopted in our schools; but, in whatever way the result may have been accomplished, pupils in these Scotch schools were so instructed and educated as to have at command in mature years a fund of information available at any time for the recurring needs of commercial or public life, coupled with the ability to express themselves, even without prior preparation, in a clear and intelligible manner.

Doubtless many of you have been eye-witnesses of occasions at meetings when addresses were made with force and point and ready knowledge of pertinent facts by elderly men whose only

school education was that of an obscure Scottish parish school, whereas on the same occasions, intelligent Canadians educated in our high and model schools were found unable to give expression to anything worth listening to, having seemingly forgotten anything which they may have memorized of the matter in hand or being bereft of the power to express what they may have known. It may be urged that this change for the worse is a result of changed conditions of life, and that, in this era of the daily newspaper and the cheap publication, people's mind are so constantly gorged with omniverous reading that as a consequence memory power is greatly impaired and the faculty of expression is become almost dormant through disuse, since one who is always busy reading is not in a position to converse with much readiness. If this be so, it is surely the business of our educators to remedy such a state of affairs as far as possible by creating different conditions. We constantly boast of the superiority of the age in which we live to all previous ages, and such boasting is usually considered a healthy sign, but we are often deceiving ourselves in indulging in this self-complacent practice. We make the mistake of measuring the importance of things by the amount of notoriety which they command and of accepting as true and right that which persons around us habitually say and do. But in practical reality it is the commonplace and seemingly insignificant things which are most important. It is the "small fellowship of daily commonplace" and such little things as manner of speech and behaviour that make life agreeable or the opposite. It is a poor policy then to lose sight of the importance of accuracy and clearness in our speech and writing. It is a mischievous error to reason that, since we all can speak English well enough to make our wants known, we need not have pupils waste time upon it in school but should rather have them become learned in other subjects. Many of the so-called "public problems" which are the subjects of popular concern and which sometimes develop its dangerous agitations would suffer an early collapse into oblivion or insignificance were people in general to have their ideas cleared up as to the meaning of some word or expression in common use about which some delusion is being generally entertained. Reference has already been made to confusion of ideas about the meaning of the word "money." In the United States at the present time thousands of people apparently believe that an act of Congress declaring sixty cents worth of silver to be worth one hundred cents would really make it worth one hundred cents, and are angry at being denied such a

simple means of making every two dollars in silver which they may happen to have, worth about as much as three. It should be within the power of the school teachers of the Republic to make it certain that another generation shall not pass under the same delusion. Again, it seems that it should be possible for teachers to disarm destructive socialism of one of its pet fallacies by distinguishing between the meanings of the words "money" and "wealth," and making the young generation understand that increase in the wealth of one man does not necessarily withdraw wealth from other men.

In this Province are still to be found by the score people who are preyed upon by skilful talkers, such as patent medicine vendors, lightning-rod agents, sellers of seeds and trees which do not germinate. People are still found who are willing to sign their names to papers the purport of which they do not understand, only to discover too late that they have made themselves parties to promissory notes or obligations, or who will subscribe for books with ornate binding outside and pictures within. Again, as one might expect, people who are in a state of habitual uncertainty of mind about their affairs probably soon find themselves tangled up in law suits. The testimony of witnesses is not likely to clear up the affairs of a person who does not understand them himself. The witnesses, too, are by no means free from the same failings; hence the frequent farce of half a dozen witnesses testifying to as many inconsistent versions of the same occurrence. At the risk of being suspected of going beyond the limits of the subject in hand I have dwelt thus upon a number of common failings of our time, because in reality our methods of school instruction have more to answer for with regard to them than would at first thought be suspected. If these unfavourable characteristics are not at the outset seen to arise from defects of education, it is because education has been unduly directed into channels other than those of practical importance. Persons whose memories are clogged with historical occurrences and dates, with geographical information of secondary importance, or with hobbies of fashion, are in danger of going astray in matters of immediate practical concern.

There is not one of the evils which have been referred to which would not be greatly mitigated by an effective common school education in the meanings and use of the words of the English language and a reasonable training of the faculty of embodying ideas in words. The evils are serious enough to call loudly for remedy, and the remedy is simple in kind,

though it involves great labour in application. Let it be noted, however, that you labour under much more favourable conditions, as regards instruction in English, than have existed in the past.

In the first place, we find that modern inventions and activity have given us easy and rapid access to the great centres of learning and culture in our own land and in other lands. Our language, too, is in use in all countries, and its use is spreading at an increasing measure of speed. Mountain ranges and river courses do not now mark the limits at which our dialect ceases to prevail, and another is spoken. In our own Province the English spoken to the west of Hochelaga is not distinguishable from that spoken to the east of that point, and it is no longer safe to conclude that a person who speaks in a thin nasal tone is an inhabitant of the Eastern Townships. Our young people will not cling to local conditions of language with as much tenacity as formerly. Moreover, well-worded and accurate specimens of English composition are constantly before us and about us in the shape of books and newspapers. I would like to be able to add that illustrations of well-spoken English are commonly to be heard from the pulpits of our churches, but still it may be affirmed that such are, at least, occasionally to be heard. In short, we have abundant opportunities of hearing English well and correctly spoken, and we have all around us, in profusion, models of correctly worded English in printed form. People educated in our schools ought, therefore, to be able to impress themselves as well and effectively as men whose only school instruction was imparted to them in the parish schools in Scotland over fifty years ago.

A point has been reached at which may be introduced the question, What is to be recommended by way of amendment or attempt at amelioration of existing methods? It is a question to be answered as far as possible by the ablest of our educators rather than by a spectator from the outside, however interesting and well meaning the latter may be. Accordingly, whatever may here be said in the form of suggestion or recommendation is to be regarded as the utterance of one who is not a teacher by profession or experience, and whose chief advantage probably is that being a beholder from a distance he may have observed some things the importance and logical bearing of which may not have been manifest to an active participant.

Editorial Notes and Comments.

The festivities connected with the closing of this year and the opening of the year 1896 will have come and gone before the December number of the EDUCATIONAL RECORD shall have reached our readers. During the ten years or so that the writer has had to do with this periodical, there have always been exchanged between reader and editor the pleasantest of greetings at this time of the year; and the reflection has somehow or other never seemed to be a mere formality, as the greetings of the New Year so often are. Again we join with our readers in the heartfelt prayer which has in it the sympathy of a true co-operation "God bless us every one," and we trust that no one will for a moment consider that there is any formality in our greeting this year any more than there has been in our best of good wishes in the years that are gone.

—At this time of the year a suggestion comes from a publicist on the other side of the line which has about its tone the good cheer of Christmastide. In a word he asks our rich men to establish a loan fund for those who have no means to complete their course of study. The money is to be paid back after the students graduate and begin to earn their living in professional careers, and to be loaned again to other students. It has often occurred to us that the men who endow Colleges, usually giving their money to the largest and most prominent institutions, could do very much greater good if efforts were made in each college to establish a loan, especially in the smaller colleges, and in the normal schools, where students who come well-recommended and indorsed may borrow sufficient money at a low rate of interest to carry them through a full course of study, the money to be refunded later from the savings of the beneficiaries. In a moderate way the gentleman who has made the suggestion says he has tried the plan, using a part of his own limited means, and lending the money without interest, and he is glad to say that in every case the money has been promptly returned as soon as the graduated student has had an opportunity to save and accumulate.

—An outsider in the *Ladies' Home Journal* thus discusses the question of "How to be a good teacher," and her words are well worth weighing. Good health is particularly necessary for the teacher, as the labours of the school room draw so constantly on the vocal, mental and nervous forces. Teachers need to be continually on their guard against anything which can interfere with their physical well-being. This precaution has a moral

significance and importance. Of course the more liberal and thorough the education, the better the foundation on which the teacher's work is based; but there have been many great scholars who have proved very poor teachers, for the possession of knowledge by no means implies the ability to impart it. It is safe to assume that natural talent in this direction is the best possible test of the "born teacher." In addition to what is usually included in a liberal education, a knowledge of the comparatively modern science of psychology is indispensable, familiarity with the laws which control the development of the mind, the material upon which the teacher exclusively works. If she succeeds in her work without this knowledge, her success will result "more from good luck than good looking to," or be the outcome of a happy intuition which, unfortunately, few possess. This branch of science has but lately been accorded its proper place in our curricula, but every day strengthens its claim to be considered the corner stone of every educational structure. Martin Luther asserted in his cast-iron style of rhetoric: "Unless a schoolmaster knows how to sing I think him of no account." Such a test would materially decrease the number of pedagogues; nevertheless, it is true that such ability is of the greatest service to the teacher. The physical benefit resulting from singing is sufficient reason for its use, even if no other existed; but it is peculiarly valuable as a source of enjoyment to children, and a great aid in the preservation of order. Even a little knowledge of drawing places a mighty power in the hand of the teacher. Nothing so much helps to make instruction clear and impressive as simple and rapid illustration, particularly in the primary grades. At present these two accomplishments—improperly so termed, for they are really essentials—are required in most schools. The children of to-day, who are the teachers of to-morrow, are receiving thorough instruction in these two matters, and experience proves that it is almost as incentive for them to sing and draw as for a bird to fly.

—As an addendum to Miss Le Roy's statement we have what Principal Peterson has said to the teachers of the province, as well as the following recommendation to all engaged in school-work to acquire a knowledge of the child's mind. The child's right mental development, says a prominent superintendent, is in accordance with law, and it is the duty of the teacher to find out and to know how she may best present the truth to his understanding. The bright teacher may learn this after years of experience, but she comes to the employment of right methods only after many failures and at the expense of the

children whose minds are either not developed at all or in the wrong direction. The influence of the teacher in her peculiar domain is immense ; she has the opportunity to mould character, to stimulate observation, develop thoughtfulness, as no one else can, and it seems more than negligent to leave this important work to the young and untrained whose only reason, often, for entering the teaching profession is to earn a livelihood for a few years until something more desirable offers itself. Is it not too much to expect that our young graduates, however bright they may be, ignorant of the theory of education, with little or no practice in imparting knowledge, can enter at once upon the successful discharge of the teacher's work.

—An excellent suggestion comes from a Montreal paper. "Every summer visitor," says the *Star*, "comments with approval upon the number of small squares and parks, aptly termed breathing spaces, which the city possesses. They are found in all parts of Montreal, are very creditably kept and well provided with benches. To realize how greatly they conduce to the health and pleasure of the population, one should observe the number of people who frequent them in the evenings. They are a positive boon to weary people who have been cooped up all day in the office or the workshop. As a place of resort for the children, however, they can never be satisfactory. The child wants to have room to play around. The boy who sits quietly content on a bench in a public square is an abnormal specimen of the tribe. He cannot be perfectly well. He ought, in the nature of things, to be capering about. To attempt that in most of our centrally situated squares is to court disaster. If a child passes the stern boundary of the public paths he is confronted with the encouraging legend : 'Please keep off the grass,' and in case he should be tempted to evade the warning by means of a lingual subterfuge, he is told : 'N'allez pas sur le gazon.' If he were, in the forgetfulness of his exuberance, to pluck a flower, oh, horror !—we forget the exact penalty, but under the new Criminal Code it is probably something less than twenty years penal servitude. Under the circumstances, children are compelled to play either in the exhilarating purlieus of the back yard, or to resort to the dusty streets, to the consequent derangement of traffic, and the lesser evil, apparently, of danger to life and limb. Promiscuous play in the streets tends to the mending of neither the morals nor the manners of the children. They ought to have places set aside for them where they could have a game of ball, or trundle a hoop, without being a terror to their parents or a nuisance to the neighbors."

Current Events.

At the last meeting of the Montreal Association of Teachers, Dr. Peterson, of McGill University, gave a highly instructive address on the "Training of teachers." A pleasing evidence, he said, of the advantages of educational fraternity was that they should have brought themselves together thus as an association. On the other side of the Atlantic teachers' guilds had done much for teachers. It is of the highest importance that teachers should receive every possible advantage of training before taking a place in that great system of machinery of education. A good teacher and a bad man or woman are altogether incompatible. People spoke of born doctors, lawyers, teachers, etc., but efficiency and success came through training rather than the ability born in the individual. The speaker went on to describe the system of training teachers in England and Scotland. In concluding he said: "The future of a country rests to a far greater extent than is generally recognized on the education of its youth. In my opinion the teacher occupies a position as important as that of the principal servants of state; there cannot be a higher or more important charge. We must therefore strike for higher principles in the position which we occupy."

—The graduates of McGill University, Montreal, living in and near New York, have formed a society to be known as the New York Graduates' Society of McGill University. The following have been elected officers of 1895-96; President, the Rev. Dr. Edward H. Krans, rector of St. Ann's Church, of New York; vice-presidents, Dr. Wolfred Nelson, of New York, Dr. James Albert Meek, of New York, and William de Courcey Harnett, of New York; secretary, Robert A. Gunn, of New York; treasurer, Dr. Hiram N. Vineberg, of New York; Executive Committee, the Rev. Charles Bancroft, of Nashua, N.H.; Dr. George C. Becket, of New York, and James E. Stevenson, of New York. The graduates of the various faculties of McGill University, living in the United States, number nearly five hundred, of whom fifty live in and near this city.

There has been a change of school superintendents in the city of Los Angeles, and the strong man again has had to go to the wall for the time being. This is what is said about the matter: "Hereafter let no man attempt to introduce improvements or innovations of any kind into the Los Angeles school system, on pain of incurring the displeasure of the Board of

Education, and, by all means, let us have for the next superintendent, a man without ideas, who has never been known to leave the beaten track; who believes in machine education because it saves labour for the teachers, and who will enter into a solid agreement before he is engaged to do nothing calculated to cause either teachers or pupils to think independently of the educational machine. Let us have a regular 'back number,' and then we will all be happy."

—Of late it has been apparent that the people of Japan will no longer co-operate with foreigners in the educational advancement of the country. The Japanese regard themselves as fully capable of managing their own affairs. They do not bear hatred toward foreigners, but the government insists that coöperation between its subjects and missionaries and teachers is no longer needed. The results of the late war have caused them to feel they are the equals of any nation.

—The school of pedagogy at Toronto is to be removed to Hamilton, in order that the teachers in training may have the advantage of a practice school, the pupils of the Hamilton collegiate institute being available for that purpose. A new building is to be erected, and the school is to be settled in its new quarters a year from this fall. It is proposed to change the name of the institute from the school of pedagogy to the Ontario Normal College.

—Notwithstanding the fact that Chicago built eleven school-houses last year and rents 213 rooms in private dwellings for school purposes, 11,000 or 12,000 children are deprived of school accommodations. The city superintendent of schools says that twenty buildings of average capacity are needed. These figures, however, do not cover the inadequacy of accommodation, for many thousands of children in the first grades attend school only part of the day, their places being taken by others for the second session. No doubt the number of children receiving partial instruction is greater even than those who do not attend school at all.

—The management committee of the Toronto public school board met lately and passed a resolution: "That henceforth whenever a vacancy shall occur in the principalship of any school containing eight or more class rooms the same shall be filled by a male teacher holding a first-class certificate and having at least five years' experience in teaching."

—There are 40,000 New York schoolboys now members of the Boys' Anti-Cigarette League. Branches have been established in ninety-five grammar schools in the city, and in many

of the primaries. The boys are organized in each school, have their own officers, and wear their buttons as a badge, and are pledged not to smoke until they are one-and-twenty. It is said that the boys take up the subject with earnestness and enthusiasm, and that very few to whom it is presented fail to enroll themselves.

—Mr. A. F. Newlands, writing master, and one of the founders of the vertical system of writing, has just issued a new copy book for a leading New York, Boston and Chicago publishing firm. The book has been copyrighted in the United States and entirely printed there. His first copy book, lithographed in the United States, but printed in Canada, was pirated, and no claims could be established, as the law provides for the protection only of such books as are published in their entirety in the United States. Mr. Newlands says the system is being widely adopted in all parts of the United States and Canada.

—It may interest American teachers to know that school excursions, after the plan described by Dr. J. M. Rice in the *Forum* about a year ago, were conducted throughout New Zealand this year for the first time. They were a complete success, and public sentiment is in favor of making them a permanent feature of the state school system. Mr. William Jenkins, of Dunedin, is particularly active in urging the continuance of these excursions. The *Otago Daily Times* devoted a long editorial article to a description of the benefits derived from the experiment and discussed the possibilities of still greater success in the future. The railway companies encouraged the excursion by planning and putting into effect cheap trips for school children accompanied by their teachers.

—“The farm pupil system,” says the *Witness*, “is responsible for swindling a great deal of money out of fond parents in England and for bringing into Ontario a very undesirable class of immigrants. Why any Englishman, however wealthy, should be asinine enough to pay for the agricultural training of his son in this country is incomprehensible. A smart young man who is willing to learn the art of farming as it is practised here, can get plenty of good places where he may have his board and lodging for his work for a few months. One year on an Ontario farm is as long as he would stay, if he is going on to the North-West, for there the methods are so different that it would pay to spend part of his pupilage period in supplementing what he learns here. The ease with which and the extent to which this kind of extortion is practised are simply amazing, and

cause people here to form a very low idea of the average Englishman's sagacity. The system, moreover, does irreparable harm to any young man, by causing him to feel a disinclination to work, and a very strong desire to have a good time." It would be much better to throw him on his own resources for a year or two, care being taken to get him, if possible, into the hands of an intelligent and upright employer.

—The Ontario Educational Association meeting bids fair to be the most interesting, if not the most important it has ever held. Owing to the change of date from midsummer to Easter the meetings are much more numerous attended than they used to be, and as the evening sessions are the only ones held under the auspices of the Association at large they are made as attractive as the Board of Directors can make them with the limited means at their command. At the next meeting the first evening will be given up, as heretofore, to a social function of the nature of a *conversazione*. The other two evenings will be occupied with addresses from distinguished educationists. Those who will be invited are President Eliot, of Harvard, Principal Peterson, of McGill, President Gilman, of Johns Hopkins, Dr. Scovil, of Massachusetts, and Principal Parkin, of Upper Canada College.

—There may not be much in it, and yet our teachers ought to know what some people are prepared to say, should there be anything in it. A Toronto paper has lately said, that one morning when the air was raw and almost wintry cold, and the ground covered with snow and slush, the children of the city schools, or of some of them at least, were compelled to form line out in the yards and stand shivering there until the order to march into the schools was given. "On re-assembling in the afternoon, whilst the soft, damp snow was falling rapidly, tiny boys and girls, some of them without warm clothing, and with worn-out boots and shoes, had to stand until they were wet through and pinched and blue with cold, before one of them was allowed to enter the warm school." One of the teachers, when remonstrated with for his seeming cruelty, said, in substance, that teachers have no alternative. Their hands are so tied with rules and tape, that they cannot follow the dictates of their own judgment and common sense in such a matter. If this be so, it should be looked after by parents who wish to save their children from early graves. If school boards in city or country, or any higher officials, are responsible for such things, one can hardly help wishing that they should themselves be exposed, hatless and shoeless, and clad in thin, ragged garments,

to like inclement weather for a much longer period, corresponding to their years, in order that they might know how it feels.

—The Frontier Association of Teachers convened in the Temperance Hall, Ormstown, at 7.30 p.m., on Thursday, November 22nd. The hall was literally packed with an audience which fully appreciated the short but pointed educational addresses of Inspector McGregor and Rev. Messrs. Morrison and Wright; the spirited dialogue, recitation and choruses of the young people; the excellent vocal solos of Miss Lockerby and Dr. Bazin; the splendidly rendered xylophone and vocal solos of Mr. Shanks; and the delightful music of the Ormstown Orchestra.

At Friday morning's session, excellent papers on "How to make Teaching a success," "School Discipline," and "Naturalness to pupils," were read by Miss M. Brown, Principal Ford, and Miss N. Ruddock, respectively. Each was followed by an animated and instructive discussion.

In the afternoon, taking Dr. Harper's hints on "Sentence Drill," as the basis of her plan, Miss Nolan showed that *English*, whether spoken or written, and its great ally, analysis, could be best taught by sentence building.

The next, very instructive paper, "How to secure Attention," by Principal Holiday, should be the property of every teacher.

Miss Bazin followed with apt quotations from able authors, excellent illustrations, and clear thoughts on Kindergarten gifts and methods.

Music enlivened each session. The zealous efforts of the executive committee, so efficiently seconded by the harmonious plans of Principal Ford and staff, together with the cordial hospitality of Ormstown's kind friends, made this Convention a most enjoyable and successful one.

—Mr. George Johnson, Dominion statistician, has been investigating the cost of education in the several Provinces of the Dominion, data having been collected for comparative purposes for the years 1888 and 1893. The figures show that Manitoba expends proportionally more upon education, that is, for public schools, than any other province in the Dominion. Making a comparison between 1888 and 1893, it is shown that in Ontario expenditure upon public schools has remained stationary at \$1.87 per head of the population. In Quebec it has increased from 81 cents to 87 cents. In Nova Scotia it has fallen from \$1.51 to \$1.45. In New Brunswick the expenditure in the year 1888 was \$1.26 per head, and in 1893 it had

increased to \$1.31. In Prince Edward Island it rose from \$1.36 to \$1.40, and in Manitoba from \$1.57 to \$2.02. British Columbia increased her educational expenditure in the same period from \$1.40 to \$1.87. In connection with the latter figures it is to be borne in mind that there is no public assessment for education in the Pacific Province. Taking the average of all the Provinces, it shows that the people of the Dominion are now paying at the rate of \$1.56 per head of population for the purpose of public schools, an increase of 6 cents in the *per capita* expenditure since 1888. It appears also that Ontario spends 7 per cent. of the total provincial revenue in Government grants to schools; Quebec spends 4 per cent., Nova Scotia 23 per cent., Manitoba 17 per cent., while in Prince Edward Island the grant to education is 54 per cent., or more than half of the total yearly revenue of the Province. The statistician has also made a computation of the proportion of educational expenditure which the government and the people provided respectively. Thus he finds that in the Province of Ontario 93 per cent. of the total expenditure on public education is paid directly by the people, 7 per cent. only being contributed by grants from the provincial exchequer. In Quebec the proportion is 87 per cent. by the people to 13 per cent. by the province. In Nova Scotia the people pay 76 per cent. and the province the remaining 24 per cent. In New Brunswick the proportion is 60 per cent. and 40 per cent. by the people and the government respectively. The people of Manitoba pay directly in school taxes 21 per cent. only of the cost of public schools, the government contributing the remaining 79 per cent.; and in Prince Edward Island the proportion is very much the same, viz., 23 per cent. by the people and 77 per cent. by provincial grant.

Literature, Historical Notes, etc.

The following article on Standard Time by Professor Eugene Smith will place within the reach of our teachers material out of which may be planned a very fine oral lesson. It must be confessed, as Prof. Smith says, that the chapter on longitude and time, as given in the ordinary school arithmetic, is not particularly inspiring. It consists of matters of no special interest or value to the student, and with difficulty can the teacher secure any enthusiasm on the part of the class. When we consider what there is that is essential, what we have of general informa-

tion in the subject, we find two matters especially prominent; first the question of where the new day begins on the earth's surface, which involves a date line, and second the question of standard railway time. Both of these matters are of such recent interest as to have found no place in our arithmetics, and so the most attractive features of the subject are entirely wanting. It is to supply this knowledge in the way of standard time that this article is written.

It is now about a dozen years since, through the efforts of Sanford Fleming of Ottawa, W. T. Allen, secretary of the General Railroad Time Convention, in this country, and several other prominent men, that standard time first became an assured fact. Adopted by some roads in October, and by others in November, 1883, within a year it was almost universal on all lines in this country, and eighty-five per cent. of all the towns of more than ten thousand inhabitants were using it.

It is suggestive of the progressive spirit of the Japanese that the people of that Island Empire, whose recent prowess in arms as well as in arts has astonished the world, were the first to follow the United States in the use of the system. On the return of Professor Kikuchi, of Tokio, from the Meridian Congress held in Washington in 1884, he suggested the system to the government, with the result of the adoption of the time of 135° (9 hrs.) from Greenwich, in July, 1885. It is, however, within only a very short time that other nations have followed this good example and adopted the system.

It is well at the outset to understand the difference between standard time and uniform time, as technical expressions. France and Algiers use the uniform time of Paris. Ireland uses the time of Dublin. Greece uses the time of Athens. For railway purposes Spain and Portugal use respectively the times of Madrid and Lisbon. These are examples of uniform time. But standard time has a broader meaning. By this system the world is divided into so-called zones of about 15° each, whose time is regulated by hour meridians from Greenwich, viz., $+15^{\circ}$, $+30^{\circ}$, $+60^{\circ}$, . . . $+75^{\circ}$ (which regulates our eastern time), $+90^{\circ}$ (which regulates our central time,) $+105^{\circ}$ (which regulates our mountain time), $+120^{\circ}$ (which regulates our Pacific time.) There are also the meridians of 0° (which regulates West European time), -15° (which regulates mid European time), and -30° (which regulates east European time.)

In Europe, Great Britain, Holland and Belgium use west European time. The low countries began the use of the new system October 1, 1891. Prior to that date Holland

had generally used Amsterdam time, Belgium that of Brussels. The latter country has quite generally shown a progressive spirit in adopting the new system, but most Dutch towns show their conservatism by still adhering to that of Amsterdam. Some sections of the country, as that of Groningen and vicinity, use local time, while Bergen op Zoom uses west European time and Maastricht uses mid European time. There was some expectation last spring that the government might interfere to bring about a complete uniformity.

Mid-European time is used almost universally in central Europe. Sweden is often mentioned as having been the first country to adopt it, even before the United States set the example. It is true that she adopted a uniform system in 1879, but it is based on the meridian 3° west from Stockholm, that is $-15^{\circ} 3' 30''$ from Greenwich, and hence Stockholm time differs 14 seconds from mid-European time. Since, however, the difference is so slight, Sweden is considered as using the latter. In Denmark mid-European time has been generally adopted since the beginning of 1894, and in Norway since the beginning of the present year.

The states of South Germany began the use of mid-European time April 1, 1892, and the rest of the Empire followed just one year later. Prior to these unifications, there were five systems in use in Germany, those of Berlin, Munich, Stuttgart, Carlsruhe, and Ludwigshafen. At the present time the uniformity in Germany is perfect.

Italy adopted the system for herself, Sicily and Sardinia, November 1, 1893, this changing 10 min. 5 sec. from the time of Rome which had formerly been used. The railways have gone so far as to use twenty-four-hour clocks, which are also used on two or three important roads in Canada. This is a return to an Italian system in use some generations ago. People generally, however, use the 12-hour dial.

Switzerland is one of the most recent converts to standard time. Her railways adopted the mid-European system June 1, 1894, and it is now in general use all over the country. Nowhere might greater objection be made to the change, the difference between mid-European and local time being often half an hour or more, while very rarely is the difference less than twenty minutes. Yet in spite of this fact, in no country has the system been more readily and generally adopted, a circumstance that speaks well for the progressive and practical spirit of the Swiss people.

Austria-Hungary, adopted mid-European time for her rail-

ways, posts and her official business generally, October 1, 1891, but more difficulty has been experienced in introducing the system than in other countries of central Europe. Certain cities, as, for example, Graz, in Styria, lying near the time meridian, naturally use the new system, and certain others like Krakau, in Gallicia, although at some distance, use it. The city of Krakau introduced it December 6, 1891, and it is now used by all towns along the Carl-Ludwig R. R. to Rzesow. Farther east several towns use it, others adhering to their local time. Other cities like Brünn and Vienna are conservative enough to adhere to their local time for no apparent cause. One difficulty in the way of its adoption has been the opposition of the Academy of Science at Vienna to the whole system, but in spite of much mediævalism, most cities and towns have come to use it, not under compulsion, but, as a correspondent writes, "from their store of common sense." In Transylvania, where the difference in time exceeds half an hour, Klausenburg still uses local time as doubtless do other towns, although mid-European time is officially used. The fact that the latter is used in the schools assures its ultimate adoption throughout the country.

Since September 19, 1891, Servia has used mid-European time on all the railways, and for somewhat over a year the public offices and schools of Belgrade have done the same, but the ignorance and conservatism prevalent in the smaller towns have made the movement somewhat backward.

Passing eastward, Roumania shows her progressive spirit by using east European time. Bulgaria also uses it as do the European residents in Turkey. In Turkey the Mohammedans still use Turkish time, which is regulated by the sunset, and the "unspeakable Turk" is never in a hurry to make a change.

As has been stated, Greece uses the time of Athens, which differs 25 minutes from that of -30° . It cannot be doubted that she will eventually adopt east European time.

The extension of the Russian railway system must soon bring that country face to face with the problem in the same way that the United States had to meet it.

At present in Finland the railways use Helsingfors time, except for that part of its course the railway to St. Petersburg uses the time of the latter city. In civil matters local time is used throughout Russia, but the railways in the west use St. Petersburg time and those in the east that of Moscow.

The only part of Africa which possesses a railway system of any extent is Cape Colony and its vicinity. When the eastern and

western railway systems were recently joined a form of standard time was adopted, viz., that of $-22\frac{1}{2}^{\circ}$, which differs an hour and a half from that of Greenwich. David Gill, Her Majesty's astronomer at Cape Town, reports that "the change of time was made simultaneously throughout the Colony without the slightest hitch or inconvenience. A week after it took place it seems to have been generally forgotten that any change had been made. The system has worked so well that the uniform time of Cape Colony has at once been adopted in the Transvaal and Orange Free State. It is only to be regretted that when the change was made the meridian two hours east of Greenwich was not adopted, as I strenuously urged it should be."

In India the uniform time is that of Madras ($-80^{\circ} 14' 51''$), where the Indian observatory is located. It would be an easy matter for the western part of India to use -75° , and the eastern part 90° , and this will probably be the final outcome. At present Madrid time is commonly used in the Punjab, the western provinces, and the Madras Presidency. In Bengal the people use that of Calcutta, about half an hour ahead of that of Madras or railway time, while in Bombay the time of that city, half an hour behind that of Madras, is used.

Another recent convert to standard time is Australia, which has adopted it this year. South Australia uses the time of -135° . New South Wales, Queensland and Victoria use that of -150° . Western Australia is expected soon to adopt that of -120° , and Tasmania that of -150° . Reports recently received show that wherever the system has been adopted, there seems to be no desire to adhere to local time.

There are five systems of standard time in North America, the four already mentioned in the United States and Canada, and the Intercolonial, that of $+50^{\circ}$. Mexico has not adopted the system, her railways using the time of the capital, $+99^{\circ} 6' 40.5''$, and the various towns using their local time. As the railway time differs only $23\frac{1}{2}$ minutes from that of our meridian, the adoption of the latter is sure to take place.

In general throughout the United States and Canada standard time is in use. The railroad time tables give only one city on a dividing line that uses local time, and to our regret that city is Detroit. A few other large towns, and only a few, still adhere to the ancient scheme in spite of the advantages of the uniform system. This conservatism is often based on the supposition of some people that a change of a few minutes would discommode the schools and factories, not knowing that in Switzerland a change of half an hour was made last year

without any commotion or discomfort. Others are afraid of violating the Sabbath, unmindful of the fact that Sunday lasts forty-eight hours on the whole earth, and it is merely necessary for any place to take out twenty-four. Others say "Give us God's time and not man's," unmindful of the fact that no civilized people use actual sun time. A correspondent in Cape Colony writes that he knows only one person who attempts to adhere to local time—an old Dutchman who persists in going to church ten minutes late, so prejudiced is he against the change. The progressive spirit of the Dark Continent may well be appropriated by some of our smaller towns in Michigan, where the history of this great revolution, brought about within three or four years in nearly all civilized countries of the world, may well be read by the few remaining advocates of the inconvenient system of the past.

Practical Hints and Examination Papers.

—A contributor sent to *Intelligence* the following twelve questions which a reader of that well-conducted journal answered as subjoined. They are well worth considering by both teachers and commissioners.

Questions.

1. Why the rising generation are such poor spellers.
2. Why pupils are so inaccurate in their mathematical processes.
3. Why there is so little power to attack something new and study it out without help.
4. Why Superintendents and Supervisors so soon forget the difficulties and perplexities of *actual school-room work*.
5. Why Boards of Education expect the teacher to make "bricks without straw" and refuse to furnish suitable apparatus but still demand the best results.
6. When the crowding of courses of study will cease.
7. When the halls and stairs of school buildings will be covered with drugget.
8. When the glaring white walls of school-rooms will be tinted some pleasing color.
9. When school and school work will not be the alleged cause of all the maladies that American youths are subject to.
10. When physicians will occasionally not demand, when prescribing for childish illnesses, that the patient be taken out of school.
11. When American mothers will spend less time discussing their children's "nervousness."
12. When competent oculists will visit schools at stated intervals, on the authority of the Board, to test pupil's eyes and prescribe for those with defective vision.

Answers.

1. Because hours were devoted to spelling where twenty minutes are used now. Pages were pronounced daily by the teacher, while twenty-five words once a day constitutes a lesson in the schools of to-day. Pupils do not hear accurately.

2. Inaccuracy in mathematical processes is the result of cram. The pianist must practice the scales and simple exercises until he acquires precision of touch and rapid execution.

3. He may understand the theory, read his notes, and remain a wretched performer. Drill in rapid addition, subtraction and multiplication is required as well as reasoning. Know what you are after, then go ahead—More finger exercises.

4. Superintendents and Supervisors forget the difficulties and perplexities of actual school-room work, just as one forgets the weariness of the ascent of a mountain when standing on the summit; things below look small. The rugged path is hidden from view. "On the heights there lies repose." Pull your sled up to the top before you rest.

5. Boards of Education give teachers some credit for originality. I have seen better teaching in geography done with a pumpkin on which the meridians and parallels of latitude were marked with a jackknife, then with the best globes ever manufactured.

6. The crowding of the graded courses of instruction will cease just as soon as a committee of practical teachers from the different grades will prepare the course. Experts chosen because they are familiar with the subject.

7. Hall and stairs will be covered with drugget, and the aisles of school-rooms with matting, pictures will adorn the walls so soon as the principals and teachers become sufficiently interested in the beautifying of their school-rooms to make the *first effort* themselves.

8. Where there is a will there is a way. A true artist makes an artistic surrounding for himself.

9-10. Physicians will not insist that children be taken out of school for every childish illness, if the child is happy in school, not harassed with threats of being *put down* when unable to keep up with the class. Health and happiness are as important as book learning. Under the direction of skilful teachers health is not injured.

11. As soon as the mothers are educated up to the standard that nervousness is the result of infringing upon some law of nature, that to talk about *nervousness* is out of fashion, that it is as bad form to speak of it as of *biliousness* and kindred old-fashioned ailments, children will cease to be afflicted with nerves.

12. Oculists will probably not be required in rooms where intelligent teachers now and then test the eyes of pupils who find it difficult to see their work. Call for a consultation with parents and recommend that the child be taken to an oculist. Teach a proper care of the eyes, see to it that the light falls properly upon the

work. Make life a burden to the Principal and existence a misery to supply department until proper shades are provided for the windows.

—The pedagogic impulse to create devices for awakening the interest of the pupils becomes sometimes a craze for novelty. Change at any price and change of any kind is clamoured for. It is a trite saying that change is not progress. It is more apt to be movement in a circle or even retrogression. An amusing example was lately furnished in educational circles. A superintendent of rural schools defended their want of classification as an advantage. It was individual instruction, and as such, an improvement over that of the graded school of the city. His reactionary movement received the support of some of the advocates of educational reform on the ground that it was a new departure. This happened at a time when one half of the school children are still taught, or rather allowed to memorize their textbooks by this method.

—There are good days and bad days in school. There are days when even good children are naughty—or may be made to be. The cause of the bad day has not been satisfactorily assigned; but such days must be provided for. The teacher should be sprightly and smiling on the bad day; then she is full of encouragement and ready with devices; there will be bright songs and novelties that break the charm and cause the tendency to laziness, mischief, and disobedience to disappear. To meet the rising tide of evil with force shows bad judgment; the bad day is often brought on by want of tact.

—How some teachers waste time. By: 1. Ignorance in organizing classes. 2. Giving unnecessary directions. 3. Coming to school without a definite plan of work. 4. Speaking when pupils are not giving attention. 5. Giving orders and immediately changing them. 6. Speaking too loud and too often. 7. "Getting ready" to do something. 8. Allowing pointless criticisms, questions and discussions. 9. Asking pointless wandering questions and going off on "tangents" in recitations. 10. Explaining what pupils already know. 11. Explaining what pupils should study out for themselves. 12. Repeating questions. 13. "Picking" at pupils. 14. Repeating answers after pupils. 15. Giving muddy explanations to conceal ignorance. 16. Using the voice where the eyes would be more. 17. Asking questions that can be answered by yes or no. 18. Failing to systematize knowledge.

—The great cause which hinders public education in this country is the fact the people, the citizens, the voters, have no genuine love for education and no real appreciation of what learning is. If their interest and their appreciation amounted to anything they would see to it that the school trustees and school commissioners were themselves persons of education and cultivation. And any school that is conducted by teachers who are uneducated and untrained in the art of teaching is likely to do as much harm as good. By laws we protect litigants from falling into the hands of pettifoggers who have not

been admitted and licensed to practice at the bar after a regular course of instruction. So, too, we protect sick people from the ignorance of physicians not regularly graduated from a school of medicine. But our teachers, though after a perfunctory examination they acquire a certificate to teach, in six cases out of ten are young women with no heart in their work, but an intention to follow the trade until they are invited to marry; in two other cases they are young men who wish to support themselves while studying what they consider a real profession; in another the teacher is an incompetent: while in the remaining case of the stated ten the teacher is likely to be a serious person seriously pursuing a life work because he or she is interested in the work and conscious of its high nobility. Here we have four classes of teachers where there should only be one.—
JOHN GILMOUR SPEED in the *Forum*.

—How may a teacher do his duty to each pupil, and at the same time avoid the charge of partiality? To illustrate: Two boys get into a fight, each apparently equally to blame, the one a delicately-reared, sensitive boy, who has never been accustomed to even reproof, because trained amid favouring home environments; the other, the son of a brutal father, who has so frequently scolded and beaten the boy that he has become inured to any form of punishment. Now, if the same penalty be meted out to them, the one boy will be far more severely punished than the other: yet if the teacher treats them differently, how is he to avoid the charge of partiality to the first boy?

Some more Drawing Exercises.

1. By means of the protractor, draw several lines running in the same direction, and each making an angle of 50° with a vertical line. Where will the oblique lines meet?

2. By means of a ruler and a triangle, draw two parallel lines. Cut both by a line making an angle of 65° with the first. Mark in each of the seven angles its contents in degrees.

3. Draw a square by means of the protractor.
A rectangle.

By means of the triangle, draw a square on a 3-inch oblique line.
A rectangle 3 inches by 2 inches, the base to be an oblique line.

4. Draw a line 3 inches long. On it construct a triangle, each of the angles at the base to contain 60° . How many degrees are there in the third angle? How long is each of the two sides drawn?

5. Construct a triangle so that each angle at the base may contain 70° . How do its sides compare in length? How many degrees does the third angle contain?

6. Draw an isosceles triangle having its base vertical.
One having its base oblique.
One having its apex below its base.

7. Construct a triangle, so that the angles at the base may measure respectively 50° and 60° . How many degrees does the third angle

contain? Opposite which angle is the longest side? Opposite which angle is the shortest side?

8. Draw a right-angled triangle. Draw, if possible, a triangle containing two right angles.

Draw an obtuse-angled triangle. Draw, if possible, a triangle containing two obtuse angles.

Draw triangles of various forms. Find by means of the protractor the sum of the angles in each triangle.

9. Draw a parallelogram, the sides of which measure 4 inches and 3 inches. Draw, if possible, another parallelogram of these dimensions differing in shape from the first.

Draw a rectangle 4 by 3 inches.

A rhomboid 4 inches by 3 inches, altitude $2\frac{1}{2}$ inches.

A rhomboid containing an angle of 70° . How many degrees does each of the other three angles contain?

10. Draw a rhombus whose side measures 3 inches.

A 3-inch rhombus whose altitude is 2 inches.

A 3-inch rhombus containing an angle of 150° .

11. Draw, if possible, three trapezoids of different shapes, the parallel sides of each measuring 3 inches and 4 inches, respectively, and the altitude in each case being $2\frac{1}{2}$ inches.

12. Draw a trapezium having one diagonal of 4 inches, so that perpendiculars let fall from the opposite angles to this diagonal will measure respectively 2 and 3 inches.

Draw, if possible, a trapezium of a different shape having like the former a diagonal of 4 inches and perpendiculars measuring respectively 2 inches and 3 inches.

13. Draw a circle with a radius of 2 inches. Draw diameters making angles of 90° degrees. Draw chords, forming an inscribed square.

14. In a circle with a radius of $2\frac{1}{2}$ inches, draw two radii meeting at an angle of 60° . Find how many degrees the intercepted arc contains.

With dividers, mark off on the circumferences as many successive arcs as possible equal to the first. Draw chords subtending these arcs. Find the length of each chord.

Correspondence, etc.

EDITOR, EDUCATIONAL NEWS :

My dear Sir,—I chanced to be present at the recitation of one of our high school classes in algebra, one day last week. The teacher was unfolding the expansion of such expressions as $(a + b)^3$ with respect to the coefficients. I then put this binomial on the board $(2x + y)^3$; in the discussion which followed I wanted to show the law

that would apply to the finding of the coefficient of any term in that power.

After I had gone back to my room, I began investigating various powers of a variety of binomials, and I discovered what I wanted,— a general law regulating coefficients in any power of any binomial. I then tried to state what I had found out in a clear, concise rule, and the following is the result.

Of course I think it is the best rule I ever saw on the subject. Robinson's Elementary Algebra has a rule something like it, but not so clear, I think.

I am satisfied that any binomial may be raised to any power by it.

Examples.—

$$(x + y)^5, (2x - y)^3, (2ax + 2y)^4, (3a^2 x^3 + 2b^3 y^4)^5$$

In an ordinarily bright scholar, after enough study to give him command of the phraseology, can expand different powers correctly, I think the rule is all right. What do others think?

Rule for finding any power of any binomial.

I. THE LETTERS AND THEIR EXPONENTS.

a. Choose a leading letter in each term of the binomial. Regard the other factors of each as term coefficients.

b. Make the leading letter of the *first term* of the binomial, with an exponent equal to its exponent in the binomial multiplied by the exponent of the power, the first term of the power. Diminish this, and the exponent of the letter in each of the following terms in order, by the exponent of the letter in the binomial, until the exponent becomes zero.

c. Make the leading letter of the *second term* of the binomial, with an exponent equal to its exponent in the binomial, a factor of the second term of the power. Increase this, and the exponent of the same letter in each of the following terms in order, by once the exponent of the letter in the binomial, until the exponent is equal to the exponent of the letter in the binomial multiplied by the exponent of the power.

II. THE COEFFICIENTS.

a. Raise the coefficient of the first term of the binomial to the required power.

b. Formula for finding the coefficients of the terms of the power, following the first, in their order.

Let C = the coefficient of any term of the power.

E' = the exponent of the leading letter in the first term of the binomial.

E = the exponent of the same letter in the term of the power considered.

c = the coefficient of the second term of the binomial.

c' = the coefficient of the first term of the binomial.

N = the number of the term of the power considered.

Then $\frac{C \times E \times c}{C' \times E' \times N}$ = the coefficient of the succeeding term of the power.

Respectfully,

THOS. FARQUHAR.

[The above has been taken from an old copy of that enterprising journal, the EDUCATIONAL NEWS, one of the teachers' weeklies on the continent, and may be of interest to the academy teacher.]

A subscriber writes to us, says an exchange: "I must give up my school and therefore my school paper. I have taught for twenty years, the trustees got a young teacher for a lower salary and I must seek employment of some other kind, because I could hardly make ends meet on my salary. Can you help me to a situation." This process is going on all over the country. Our school machinery is so well adapted to supply young teachers, who are ready, naturally, to take a situation as beginners at lower salaries than their predecessors, that our experienced teachers, especially men, are forced out. Educationally, the country loses very much by this short-sighted policy. What is the remedy? Educate the people to value more highly knowledge acquired by experience. A man, to become a power in knowledge, must work in it and through it till he grasps the full meaning of what he thought he knew. There is no other way of giving a man possession of what he has acquired in the schools. By neglect of this truth our country is suffering loss, by the process above referred to. The gain of four dollars a month anyone can see, but very few look at the *contra* side of the account, which cannot be balanced by many four dollars a month. Our people do not consider.

[Have our teachers faith in themselves? Are they true to one another? Only by being so will the average salary come to be increased.—ED. E. R.]

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 98, Quebec, P.Q.]

In the *Atlantic Monthly* for November is an interesting paper by Walter Mitchell on "The Future of Naval Warfare." George Birkbeck Hill concludes with a fifth "Talk over Autographs," his most readable series. "The Parting of the Ways," a study of the question of physical culture for women, and another of Lafcadio Hearn's essays on Japan and Japanese affairs, contribute to the worth of the number. Fiction is represented by an instalment of Gilbert Parker's Canadian story, "The Seats of the Mighty," and one or two short stories.

The November number of *Education* contains two articles by Dr. Wm. T. Harris, U.S. Commissioner of Education, on "The Necessity of Five Co-ordinate Groups" and "Herbart's Unmoral Education."

(Kasson & Palmer, Boston.) SCOTT'S WOODSTOCK, edited by Bliss Perry, A.M., and published by Messrs. Longmans, Green & Co., is the latest addition to Longmans' Series of English Classics. Last month we had occasion to speak very favourably of this series, and what was said then applies to this most serviceable edition of Sir Walter Scott's novel.

The *Canadian Magazine* for December is an excellent holiday number and contains much that is interesting, not only to Canadians but to all. Among the articles in the Christmas issue may be mentioned one on the Castle St. Louis, Quebec, by J. M. Lemoine, and another on the U. E. Loyalists, by C. G. D. Roberts. "Adèle Berthier," a Canadian Story, by F. H. Brigden, is well told. There are also several good poems and critical papers of much merit. The *Canadian Magazine* is published in Toronto. *Current History*, for the third quarter of 1895, is equal in every way to its predecessors. Among the subjects treated of at length are, "Louis Pasteur," "The Situation in the Orient," "The Armenian Problem," "General European Situation," and all happenings of historical interest the world over. *Current History* is published by Messrs. Garretson, Cox & Co., Buffalo, N.Y.

The Montreal *Witness* is celebrating its Jubilee this month, and we extend our hearty congratulations. Fifty years of mighty newspaper influence, wielded in every good cause, and the success which has crowned them are worthy of congratulation, and it will not be lacking in the case of the *Witness*, whose friends are legion. May it go on and prosper.

The *Atlantic Monthly* for December contains two historical papers of great merit. "The Starving Time in Old Virginia," by John Fiske, and "The Defeat of the Spanish Armada," by W. F. Tilton. In these articles we find two events in history presented in a most readable fashion. Gilbert Parker's powerful Quebec story, "The Seats of the Mighty," is continued, and there are also several short stories, one of them by L. Dougall. "A New England Woodpile," by Rowland E. Robinson; "Being a Typewriter," a plea for the more general and more artistic use of the typewriter, by Lucy C. Bull; "New Figures in Literature and Art—Hamlin Garland"; poetry, book reviews, etc., make up the number. The announcement for 1896 promises many interesting features.

THE PRINCIPLES OF INTERNATIONAL LAW, by T. J. Lawrence, M.A., LL.D., and published by Messrs. D. C. Heath & Co., Boston. Every student of political science is interested in the principles which regulate the intercourse between nations and the rules which govern their conduct towards one another. The subject of international law is one worthy of study, and Dr. Lawrence, with his extensive experience as a teacher, both at Cambridge and Chicago, has presented it in his latest book most completely and yet without excessive detail. The four parts into which he has divided his work

treat of the nature and history of International Law, the Law of Peace, the Law of War, and the Law of Neutrality. Numerous examples from history are cited as authority and illustration.

MACAULAY'S ESSAY ON MILTON, edited by James G. Croswell, A.B., and published by Messrs. Longmans, Green & Co., New York and London ; and WEBSTER'S BUNKER HILL ORATION, and other addresses relating to the Revolution, edited by Fred Newton Scott, Ph.D., and published by Messrs. Longmans, Green & Co., New York and London.

These are the latest additions to Longmans' admirable series of the English Classics. Looked upon as text-books or as books for general reading, too much cannot be said in praise of this series. The introductions are good, the notes are good, the texts are good, and the same is to be said of the typography and binding, which is artistic and at the same time durable. In making additions to the school library, this series should not be lost sight of.

DEFOE'S ROBINSON CRUSOE and STOWE'S UNCLE TOM'S CABIN are the December issues of Messrs. Houghton, Mifflin & Co.'s Riverside Literature Series. It is good to hear that these children's friends have been published and are being issued at a reasonable figure by such a reliable house. These works have been selected in pursuance of Messrs. Houghton, Mifflin & Co.'s plan of publishing at the lowest price books suitable in every way for the school library.

KARMA, by Dr. Paul Carus, is the name of a tale published in booklet form by the Open Court Publishing Company, Chicago. It is illustrated by Japanese artists and printed on Japanese crepe paper.

LOVERS THREE THOUSAND YEARS AGO, by Rev. T. A. Goodwin, D.D., and published by the Open Court Publishing Company. The theories set forth in Dr. Goodwin's book are founded on the Song of Solomon.

Official Department.

NOTICES FROM THE "OFFICIAL GAZETTE."

His Honor the Lieutenant-Governor has been pleased to appoint, on the 22nd of November (1895), Mr. Michael Woodlock, school commissioner for the municipality of Sainte Catherine, county of Portneuf, to replace Mr. Francois Beaumont, whose term of office has expired.

To appoint, on the 4th December, Mr. Thomas Stewart, school commissioner for the municipality of Howick, county of Chateauguay, in place of Mr. Mathew Orr, senior.

To appoint, on the 5th December, Mr. Louis Deschamps, school commissioner for the municipality of Saint Paul l'Ermite, county of l'Assomption, in place of Dr. Zoel Comtois, absent.

Knowing a thing and Knowing where to find out about it.—Dr. JOHNSON

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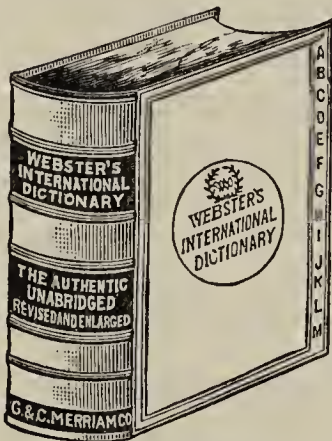
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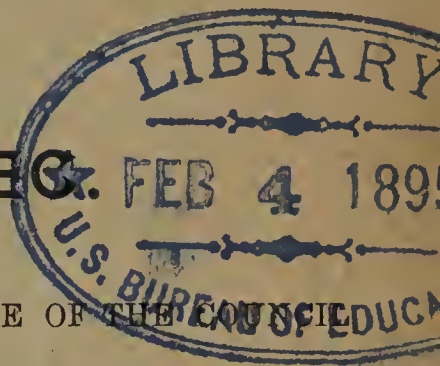
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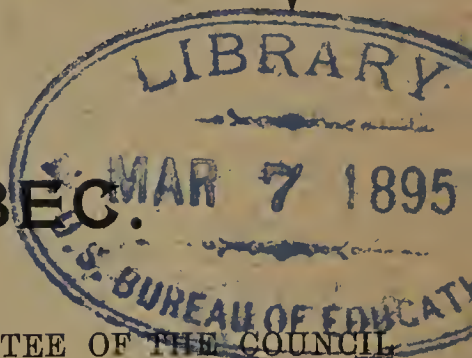
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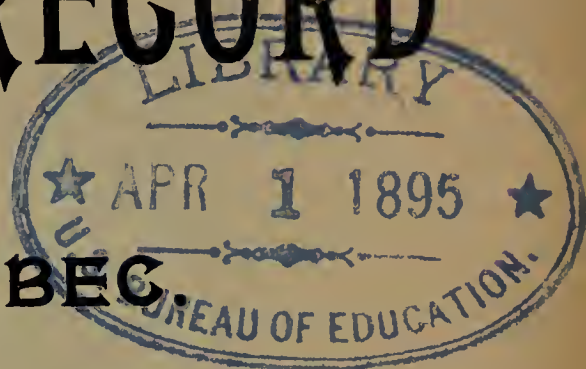
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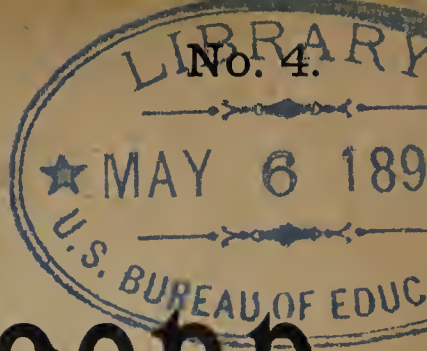
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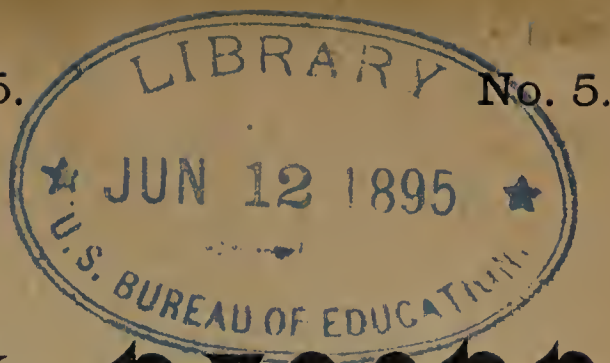
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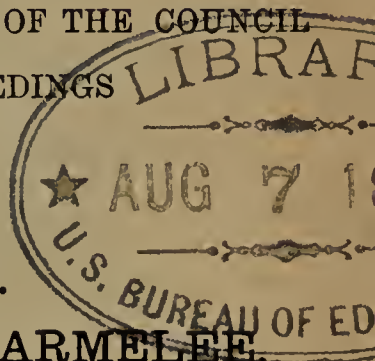
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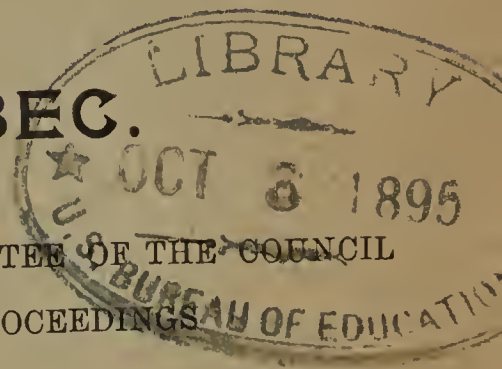
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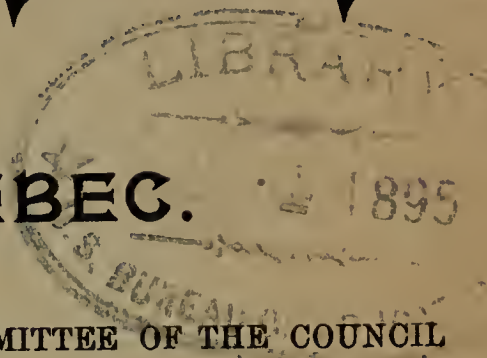
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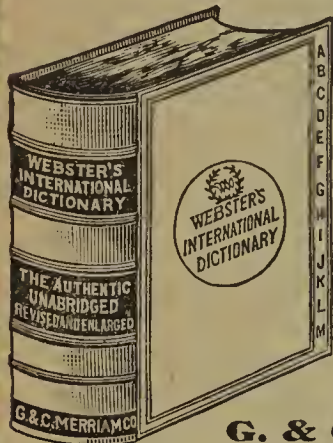
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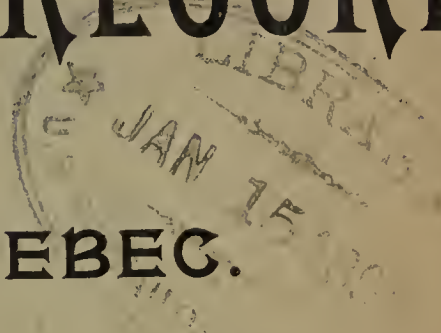
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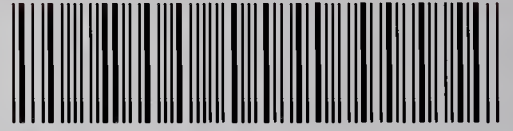
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